

Edexcel GCSE

Specification

**Edexcel GCSE in
English A (1203)**
First examination 2004
March 2002

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Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel recognises and values all those who contributed their time and expertise to the development of GCSE specifications.

Authorised by Peter Goff

Publications Code UG011438

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Introduction

Edexcel GCSE in English A (1203) offers lively and varied reading material in a pre-released anthology. This includes modern poetry in three themes and a collection of non-fiction texts.

Students respond to media texts in an examination that focuses on the distinctive nature of printed media chosen from newspapers, magazines and promotional leaflets.

Edexcel also offers **GCSE English B (1204)**, which gives students the opportunity to study Media in coursework.

Edexcel GCSE English Mature (5203) is a one-year course for post 16 students. It is based on Specification B, with the study of media in coursework.

Edexcel GCSE English Literature (1213) is designed to complement the Edexcel GCSE English 1203 by allowing for shared coursework and shared texts.

Key features

This specification provides a programme of study and a scheme of assessment which:

- links English and English Literature
- includes a free anthology of poetry and prose for each student
- places texts from different cultures and the study of a Shakespeare play in coursework
- offers imaginative writing as a coursework task with a high weighting.

Summary of the specification content

Coursework 40%	
Speaking and Listening (20%)	Page 6
Reading and Writing (20%)	Page 7
Examinations 60%	
One: <i>The Craft of the Writer</i> : poetry; non-fiction; writing to inform/explain/describe (30%)	Page 11
Two: Unprepared Media Texts; writing to argue/persuade/advise; writing to analyse/review/comment (30%)	Page 12

Summary of scheme of assessment

The scheme of assessment is in two tiers. Foundation tier students take Papers 1 A and B, and Papers 2F and 3F. Higher tier students take Papers 1 A and B, and Papers 4H and 5H.

	Coursework 40% (Internally assessed)
Paper 1A: Speaking and Listening 20% (Both Tiers)	3 assessments
Paper 1B: Reading and Writing 20% (Both Tiers)	Coursework Portfolio 3 units <ul style="list-style-type: none"> • personal and imaginative writing (10%) • work reflecting different cultures and traditions (5%) • work based on a play by Shakespeare (5%)
	Terminal Examinations 60% (Externally assessed)
Paper 2F (Foundation Tier) or Paper 4H (Higher Tier) 30% 2 hours	The Craft of the Writer: Poetry and Non-Fiction (Pre-Released Material) Three sections: A: A choice of questions based on the reading of modern poetry from the Edexcel Anthology of pre-released material. B: A question based on the reading of the non-fiction section of the Edexcel Anthology of pre-released material. The anthology must be taken into the examination. C: A choice of writing tasks to inform, explain, describe.
Paper 3F (Foundation Tier) or Paper 5H (Higher Tier) 30% 2 hours	Three sections: A: A question based on the reading of an unprepared media text or texts. B: A choice of writing tasks to argue, persuade, advise. C: A choice of writing tasks to analyse, review, comment.

The Edexcel Anthology

A pre-released anthology will be provided for each student to cover assessment for GCSE English A (1203), English B (1204) and English Literature (1213).

Contents of the Anthology
Section One: Thematic Modern Poetry (1203, 1204 and 1213)
<ul style="list-style-type: none">• In Such a Time as This• Identity• Nature
Section Two: Non-fiction (1203 only)
<ul style="list-style-type: none">• A collection of reportage, autobiography and discursive writing
Section Three: Texts from different cultures (1204 only)
<ul style="list-style-type: none">• A collection of short stories

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCEs and AVCEs.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

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

The classification code for this specification is 5010.

Students entering for this specification may not, in the same series of examinations, enter for any other specification with the title English.

Links can be made with GCSE Drama through the Speaking and Listening programme of study, GCSE Media and GNVQ Media Foundation or Intermediate through the preparation for the Media paper.

Availability of external assessment

Assessment is available in June and November from June 2004.

Internal assessment moderation procedure

To assist centres and to provide all the information required within this document, detailed internal assessment moderation procedures are given on page 18 and in Appendix 2. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at foundation and intermediate level respectively
- four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at foundation and intermediate level respectively

Language of assessment

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

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the address below or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is not available to private candidates.

Specification content

The content of this specification is based on the programme of study for Key Stages 3 and 4 of the National Curriculum and the subject criteria issued by QCA.

Speaking and Listening
<p>The range of speaking and listening assessed must include talk to:</p> <ul style="list-style-type: none">• explain, describe, narrate• explore, analyse, imagine• discuss, argue, persuade <p>in a variety of formal and informal contexts.</p> <p>Assessment should focus on extended individual contributions; group discussion and interaction; drama-focused activities.</p>
Reading
<p>For England the range of reading assessed from the English literary heritage includes prose, poetry and drama. Within this, the range includes:</p> <ul style="list-style-type: none">• work by at least one author from those specified on page 36 of the National Curriculum Reading programme of study• a play by Shakespeare• texts from different cultures and traditions. <p>The above must cover poetry, prose and drama</p> <p>The reading also includes:</p> <ul style="list-style-type: none">• non-fiction• media. <p>For Wales the range of reading assessed will include prose, poetry and drama. Within this, the range must include:</p> <ul style="list-style-type: none">• work from the English literary heritage by at least one major writer with a well-established critical reputation• work by a Welsh author writing in English or that has a Welsh setting or special relevance to Wales• texts from different cultures and traditions. <p>The above must cover poetry, prose and drama.</p> <p>The reading also includes:</p> <ul style="list-style-type: none">• non-fiction• media
Writing
<p>This specification requires the range of writing assessed to include writing to:</p> <ul style="list-style-type: none">• explore, imagine, entertain• inform, explain, describe• argue, persuade, advise• analyse, review, comment <p>in a variety of forms and genres.</p>

Coursework (40%) Internally assessed

There are two equally weighted elements to coursework: **Speaking and Listening (20%)** and **Reading and Writing (20%)**

Paper 1A: Speaking and Listening

Students should be provided with opportunities throughout the course to show their competence in speaking and listening in a range of tasks, both individual and collaborative, and in a variety of contexts, both formal and informal.

This range must include talk to:

- explain, describe and narrate
- explore, analyse and imagine
- discuss, argue and persuade.

The final mark for Speaking and Listening should be based on three assignments, representing the best achievements of the student in each of the above areas. Individual talks, rôle play, improvisation and problem-solving exercises, group discussions and debates are examples of tasks that might be used to provide the contexts for assessment in these requirements.

There are three types of activity that must be assessed:

- 1 **Drama-focused activity** – this should include an element of performance but the entire activity need not be performance based. It may include an evaluation or discussion of the performance.

Examples of activities

- hot-seating or interviewing fictional characters in which students explore and analyse motivation and behaviour
- improvising additional scenes in which students explore alternative interpretations of fictional characters
- role-playing an editorial meeting to establish the running order of items for a news broadcast
- presenting a current affairs radio or television programme covering local or school-based issues.

- 2 **Group discussion and interaction** – a pair will count as a small group (although pair work is unlikely to allow students to show a range of complex interactions).

Examples of activities

Students discuss a variety of problem-solving situations:

- how to spend a sum of money around the school
- how to organise a children's party or school disco
- how to integrate a new student into a tutor-group.

Students discuss issues, practising skills of presentation, compromise and consensus, then report back to the whole class.

- 3 **Individual extended contribution** – this gives the student the opportunity to talk more extensively. It is likely to be in a more formal situation therefore enabling use of Standard English.

Examples of activities

- a student explains to the class the appeal of a certain activity, or describes travelling
- a student presents a point of view for class discussion.

Paper 1B: Reading and Writing

Coursework Units	Weighting
Unit 1: personal and imaginative writing (Assessed for writing)	10%
Unit 2: response to a text from another culture or tradition (Assessed for reading)	5%
Unit 3: work based on a play by Shakespeare* See page 10 for particular requirements for centres in Wales. (Assessed for reading)	5%

Coursework: additional information

- Students may submit the Shakespeare unit for both the Edexcel GCSE English and English Literature portfolio, where this is appropriate. **Such work must meet the assessment criteria of both specifications and must be separately assessed according to the assessment objectives and mark scheme criteria for both English and English Literature**
- **Whole texts** must be studied for Units 2 and 3
- There is no requirement for a handwritten piece of coursework
- Teachers may advise students in the production of coursework, but should not proof-read early drafts. Fair copies of marked work should not be submitted for assessment. Teachers should be alert to essays derived from other sources such as the internet when signing the declaration on the coursework frontsheet
- Details of internal assessment are on page 18 of this specification.

Unit 1: Personal and Imaginative Writing

This unit carries a 10% weighting and will be assessed for Writing.

The content is not specified but students must include a substantial piece of writing which **explores, imagines and entertains**.

Examples of assignments

- imaginative extensions of works of fiction:
 - characters from *Lord of the Flies* meet twenty years later
 - an extra scene for *A View from the Bridge*
 - a student's own poetry in response to Ted Hughes's poems. (If a student's original poetry is submitted it should be a collection of several pieces accompanied by a commentary written by the student explaining the context of the work.)
 - a collection of monologues by characters from *Romeo and Juliet* (The Nurse; Lord Capulet; Friar Lawrence) reflecting on the tragedy
- a description of a place visited
- a short story in response to a selection of titles. (This could be based on several short stories read to illustrate aspects of the genre such as the effect of different viewpoints; openings and endings; use of dialogue; creation of atmosphere)
- autobiographical writing reflecting on experience
- forms such as monologue; an exchange of letters; playscripts.

Note: The **Edexcel Anthology** provides models of autobiographical, descriptive and travel writing in the **Non-fiction** section and examples of techniques used by short story writers in the **Different cultures and traditions** sections.

Unit 2: Response to a Prose Text from a Different Culture or Tradition

This unit carries a 5% weighting and will be assessed for Reading.

Texts must be prose drawn from any other culture or tradition. Teachers are free to make their own choice as long as the text chosen is from a distinctively different culture or tradition. Within that requirement a prose or literary non-fiction text from the Edexcel GCSE English Literature specification may be used.

Examples of writers:

Chinua Achebe, Maya Angelou, Willa Cather, Anita Desai, Nadine Gordimer, Ernest Hemingway, HH Richardson, Doris Lessing, R K Narayan, John Steinbeck.

Examples of prose texts that would be suitable for study in this unit:

To Kill a Mockingbird by Harper Lee

The Chinese Cinderella by Adeline Yen Mah

Roll of Thunder Hear my Cry by Mildred Taylor

Paddy Clarke Ha Ha Ha, *The Van*, *The Snapper* or *The Commitments* by Roddy Doyle

Anita and Me by Meera Sayal

The Village by the Sea by Anita Desai

Haroon and the Sea of Stories by Salman Rushdie

The Catcher in the Rye by JD Salinger

The Color Purple by Alice Walker

The collection of Different Cultures short stories in the Edexcel Anthology.

The short stories of Guy de Maupassant

The Endless Steppe by Esther Hautzig

If short stories are used, they should form a substantial, coherent collection. Written work should address at least two short stories, and enable students to refer to others if desired.

Focus of the assignment

Assignments must address Reading Assessment Objectives (i) and (iv). See page 16.

Students will be expected to show an awareness of the cultural context of such work and must make comments on the distinctive aspects of the text which has been selected for study.

Critiques of stage, film or video presentations should enable students to demonstrate understanding of the text in comparison with the media realisation.

Examples of assignments

- the importance of the ‘American Dream’ in *Of Mice and Men*
- what do we learn about Maycomb society in *To Kill a Mockingbird*?
- *The Color Purple*: A comparison of how the original novel and the film version establish the cultural background of the story
- an examination of the ways individuals rebel against the values of their society in a selection of short stories
- a comparison of the influences of the city and the village in *The Village by the Sea*
- a study of the lives and values of the Norman peasants in several of Maupassant’s short stories.

Unit 3: Work based on a Play by Shakespeare*

This unit carries a 5% weighting and will be assessed for Reading

A complete Shakespeare play must be studied for this unit. Teachers should be aware of the National Curriculum requirement that students study two plays by Shakespeare during Key Stages Three and Four. The students’ experience of Shakespeare at Key Stage Three will inform the choice of play for GCSE.

Focus of the Assignment

Assignments must address Reading Assessment Objectives (i) and (v). See page 16.

Responses may include analyses of the whole play relating to literary features such as theme, character, language and dramatic impact.

Although assignments may use a scene or extract as a starting point, they should enable students to demonstrate knowledge of the **whole play** in their response.

Critiques of stage, film or video presentations should enable students to demonstrate understanding of the text in comparison with the media realisation.

Tasks should enable candidates to comment on ways in which language varies and changes, for example between different characters, or the language of the same character at different stages of the play.

This unit may be submitted for the pre 1914 drama coursework unit of English Literature. It must be assessed separately according to the assessment objectives and mark scheme criteria of the two specifications.

Examples of Assignments

- In *Romeo and Juliet* Act Three Scene Five, Lord Capulet is shown to be a concerned, caring father. How far do you agree with this statement, both in this scene and elsewhere in the play?
- Compare portrayals of Shylock on stage or in film with your own view of the character from your reading of the play. How have the actors presented different interpretations of the character to arouse your pity or dislike?
- Compare the different settings and atmospheres of Belmont and Venice in *The Merchant of Venice* as revealed in words and events. How might a production of the play bring out the contrasts between the two settings?
- What different examples of power do you find in *The Tempest*? Refer to characters, events and language
- What do you find to like and dislike in the character of Falstaff in *Henry IV Part One*? Refer to any productions or film versions you have seen, as well as your own ideas from studying the play.

Unit 3: for centres in Wales*

A complete play by a Welsh author writing in English, or that has a Welsh setting or a special relevance to Wales, should be studied instead of a play by Shakespeare.

See the *Specification Guide* for examples of assignments.

Terminal Examination (60% externally assessed)

Papers 2F and 3F (Foundation Tier), or 4H and 5H (Higher Tier)

Paper 2F (Foundation Tier) Or Paper 4H (Higher Tier)	<i>The Craft of the Writer</i> Modern Poetry and Non-fiction (pre-released material)
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Terminal Examination: 2 hours

These papers will assess 30% of the total English mark (50% of the Terminal Examinations) and will assess Reading (20%) and Writing (10%).

These papers will assess students' responses to the **Edexcel Anthology** of pre-released material. The relevant sections of the Anthology are:

- an anthology of modern poetry in three themes: *In Such a Time as This*; *Identity*; *Nature*
- a collection of non-fiction pieces

A copy of the anthology will be sent to each student at Edexcel centres at the beginning of the GCSE course once the centre has notified Edexcel of their intention to enter students.

Students must take their copies of the pre-released anthology into the examination with them.

From the summer examination in 2005, students may not take annotated or marked copies of the anthology into the examination. Copies used in the examination must be 'clean'.

This paper assesses:

- candidates' understanding of the writer's craft
- writing to inform, explain, describe

The paper will consist of **three** sections:

Section A

There will be a **choice of two** questions set on each of the three thematic collections of poetry in the Edexcel Anthology: **In a Time Such as This; Identity; Nature**.

Students must answer **one** question, which will be assessed for Reading, based on close reading of **one** of the prepared themes, showing sustained interpretation of content, language and presentation. The question will focus on **at least two** poems. Questions may focus on two or three named poems, or on a named poem and a poem or poems chosen by the candidate from the collection.

Students may use the same thematic collection of poems for both **GCSE English 1203** and **GCSE English Literature 1213**. The questions in the two examinations will refer to different named poems.

The questions will focus on Reading Assessment Objectives (i) and (v).

Section B

There will be **one** question set based on close reading of the prepared **non-fiction texts** in the Edexcel Anthology, showing sustained interpretation of content, language and presentation. The question will focus on one named extract from the collection.

The question will focus on Reading Assessment Objectives (i) and (v)

Section C

A choice of **two** writing tasks. Students must select **one** task which will be assessed for **writing to inform, explain, describe**.

The tasks will focus on Writing Assessment Objectives (i), (ii) and (iii).

Paper 3F (Foundation Tier) Or Paper 5H (Higher Tier)	Media (unprepared) and writing
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Terminal Examination: 2 hours

These papers will assess 30% of the total English mark (50% of the Terminal Examination) and will assess Reading (10%) and Writing (20%).

These papers will assess students' responses to **one or more unprepared media texts**.

The paper will consist of three sections:

Section A

One question, which will be assessed for **reading**, will involve selecting material appropriate for purpose and evaluating presentation of material. The reading passage will be an unprepared media text.

The question will focus on Reading Assessment Objectives (i), (ii), (iii), (iv) and (v).

Section B

A choice of **two** writing tasks. Students must select **one** task which will be assessed for **writing to argue, persuade, advise**.

The tasks will focus on Writing Assessment Objectives (i), (ii) and (iii).

Section C

A choice of **two** writing tasks. Students must select **one** task which will be assessed for **writing to analyse, review, comment**.

The tasks will focus on Writing Assessment Objectives (i), (ii) and (iii).

Entry tiers

Students for this qualification must be entered for one of two tiers. The higher tier is targeted at grades A* to D, and the foundation tier is targeted at grades C to G. A safety net is provided for students entered for the higher tier in this specification, and an allowed Grade E can be awarded on the higher tier. Students failing to achieve Grade E will be reported as Unclassified.

Assessment of the specification consists of:

For foundation tier students:

Paper 1A and 1B and Papers 2F and 3F

For higher tier students:

Paper 1A and 1B and Papers 4H and 5H

Centres should take care to ensure that students have been entered for the appropriate tier of the question papers for the specification. Centres should take into account the targeted grades for each tier, students' estimated grades and students' coursework marks.

Specification aims and assessment objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for English A (1203).

Aims

The aims of this specification are to:

- develop an understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities, matching style and response to audience and purpose
- develop the ability to read, understand and respond to a variety of texts; recognise and appreciate themes and attitudes and the ways in which writers achieve their effects; develop information retrieval strategies for the purpose of study
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

Assessment objectives

AO1 This specification requires students in speaking and listening to demonstrate their ability to:

- communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations, using Standard English appropriately;
- participate in discussion by both speaking and listening, judging the nature and purposes of contributions and the roles of participants;
- adopt roles and communicate with audiences using a range of techniques.

AO2 This specification requires students in their reading to demonstrate their ability to:

- read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- distinguish between fact and opinion and evaluate how information is presented;
- follow an argument, identifying implications and recognising inconsistencies;
- select material appropriate to their purpose, collate material from different sources, and make cross references
- understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects, and comment on ways language varies and changes.

AO3 This specification requires students in their writing to demonstrate their ability to:

- communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- use a range of sentence structures effectively with accurate punctuation and spelling.

Assessment Grids

Relationship of assessment Components and Assessment Objectives

Assessment Objectives	Coursework			Paper 2F or 4H			Paper 3F or 5H			
	S&L	Reading and Writing			Reading and Writing (Pre-released)			Reading and Writing (Unprepared)		
		PW	DC	Sh	A	B	C	A	B	C
Speaking and Listening (A01)										
(i) Communicate clearly and imaginatively	✓									
Structure and organise talk	✓									
Adapt talk to different situations	✓									
Use standard English appropriately	✓									
(ii) Participate in discussion by both speaking and listening	✓									
Judge the nature and purposes of contributions and the roles of participants	✓									
(iii) Adopt roles and communicate with audiences using a range of techniques	✓									
Reading (A02)										
(i) Read with insight and engagement, making appropriate reference to texts and developing and sustaining interpretations of them			✓	✓	✓	✓		✓		
(ii) Distinguish between fact and opinion and evaluate how information is presented								✓		
(iii) Follow an argument, identifying implications and recognising inconsistencies								✓		
(iv) Select material appropriate to their purpose, collate material from different sources, and make cross references			✓					✓		
(v) Understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on ways language varies and changes				✓	✓	✓		✓		

Key: PW= Personal/imaginative writing; DC= work reflecting different cultures and traditions; Sh= work based on a play by Shakespeare. Papers 2F and 4H: A = poetry; B = Non-fiction Papers 3F and 5H: A = media texts

Assessment Objectives	S&L	Reading and Writing			Reading and Writing (Pre-released)			Reading and Writing (Unprepared)		
		PW	DC	Sh	A	B	C	A	B	C
Writing (A03)										
(i) Communicate clearly and imaginatively, using and adapting forms for different readers and purposes		✓					✓		✓	✓
(ii) Organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features		✓					✓		✓	✓
(iii) Use a range of sentence structures effectively with accurate punctuation and spelling		✓					✓		✓	✓

Key: PW= personal and imaginative writing; DC= work reflecting different cultures and traditions; Sh= work based on a play by Shakespeare.

Range of Writing

The range of writing to be assessed in the specification will be covered in the following way:

		Coursework				
Range of Writing		Reading and Writing			Paper 2F or 4H	Paper 3F or 5H
		PW	DC	Sh		
i	Explore, imagine, entertain	✓				
ii	Inform, explain, describe				✓	
iii	Argue, persuade, advise					✓
iv	Analyse, review, comment					✓

Key: PW= personal and imaginative writing; DC = work reflecting different cultures and traditions; Sh= work based on a play by Shakespeare.

Internal assessment

Assessment of coursework

Guidance for the selection and submission of coursework can be found in Appendix 2

Assessing individual pieces of coursework

The criteria on pages 23 to 28 should be used to assess students for coursework (Paper 1A, Speaking and Listening, and Paper 1B, Reading and Writing)

Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of students. Each successive grade description assumes the continued demonstration of the qualities described in the lower grades.

Students should be awarded the appropriate mark within any range on a 'best fit' basis, making allowance for balancing strengths and weaknesses within each response. When assessing coursework assignments, teachers should follow the procedure set out below:

- teachers should make a broad judgement using the **general criteria**.
- this initial judgement should then be further refined using the **specific criteria**.

This judgement should be informed by the exemplar coursework portfolios issued annually.

Each piece of coursework assessed for Reading and Writing should be annotated by the teacher to justify the mark awarded in relation to the mark scheme criteria.

Final assessment of coursework at the end of the course

In making final assessments for each student's coursework marks, the teacher will reconsider all of the evidence together, including, for Speaking and Listening, the student's three oral assignments listed on the Coursework Frontsheet for Paper 1A and, for Reading and Writing, the student's written work listed on the Coursework Frontsheet for Paper 1B.

When making final assessment of Reading and Writing coursework at the end of the course, the teacher will need to identify the separate evidence for **Reading** in units 2 and 3, and the evidence for **Writing** in unit 1, in order to award **separate marks for Reading and Writing** for the portfolio.

Reading and writing are equally weighted; the two pieces assessed for Reading (Units 2 and 3) are weighted at 5% each; the one piece assessed for Writing (Unit 1) is weighted at 10%.

This evidence must be re-assessed at the end of the course. It is emphasised that the assessment by the teacher will be an appraisal without regard to the original marks or grades given for individual pieces of work. The aim is to assess the level of achievement in each of the attainment targets on the evidence presented and not to judge development or potential.

If, in exceptional circumstances, the centre is unable to produce all or part of the required evidence, the mark submitted to the moderator should be based on the evidence available using the pro-rata deduction grid on page 21 and an application should be made to Edexcel for special consideration for the missing work.

Assessment Records

An assessment record of each student's Speaking and Listening coursework must be kept by the centre. There is no prescribed format; a record of Speaking and Listening might be recorded in a mark book or on a centre-designed record sheet. **The records should contain the task, date, mark awarded, and a brief evaluation justifying the mark.** These records must be made available for scrutiny by an Edexcel moderator if requested. Coursework Frontsheets for Paper 1A: Speaking and Listening (Form A, page 59) need only be filled in if requested by Edexcel, for example, in the event of a moderation visit being required.

A single mark out of 40 for Speaking and Listening, on the 40-mark scale shown on page 20 of the specification must be awarded to students by **31 March**. The marks should be based on the criteria in the specification and a record should be kept. The final mark must reflect what the student has achieved and must not be weighted to include any notional element of progress. It must not be a mere aggregate of earlier marks but must record a final assessment.

The Coursework frontsheet must contain:

- details of the three activities representing the student's best achievement
- teachers' summative comments
- the centre's final standardised mark.

Moderation Arrangements for Speaking and Listening

Marking of Speaking and Listening is kept under review in these ways:

- statistical analysis post-award
- advisory visits to centres
- letters to centres following an advisory visit or statistical analysis
- moderation visits in more serious cases.

Advisory visits

As part of the moderation procedures, centres can expect a visit from an adviser at least once every three years. The visits will take place in November, December and January and centres will be provided with further guidance if their centre is to be visited. If the adviser judges that the centre needs further support or monitoring, the centre will receive another visit in the following year.

Moderation visit

If an advisory visit suggests that marking of Speaking and Listening is unsatisfactory, then there may be a moderation visit the following year or, in more serious cases, within the current year. A moderator allocated to a centre for a moderation visit will not be the same as the adviser allocated to that centre for an advisory visit. A centre's marks must be finalised before a moderation visit takes place. If the centre's marks need adjustment as a result of a moderation visit, there will always be an advisory visit in the following year.

The Moderator will expect to see a range of examination students (chosen by the centre) undertaking Speaking and Listening tasks. Moderators will assess these students alongside the teacher examiner with responsibility for internal standardising. All Speaking and Listening records must be available for examination. Further guidance will be sent if a centre is to be visited.

Internal Standardisation of a Centre's Marks

The teacher examiner is responsible for standardising marks within the centre. All teachers should visit other classes to standardise Speaking and Listening marking, or the person responsible for internal standardisation could visit each class. In addition, a representative from each centre will be expected to attend an annual meeting to discuss the training tape.

Training videotapes

Training videotapes will be produced in 2004 and 2005, and thereafter not more than once every two years.

Coursework mark/grade equivalents	
A*	36-40
A	31-35
B	26-30
C	21-25
D	16-20
E	11-15
F	6-10
G	3-5
U	0-2

NB These mark/grade equivalents are provided for guidance only and final grade boundaries will be established at the awarding meetings for the specifications.

Speaking and Listening (1A)

Teachers should award a single mark out of 40 for Paper 1A, Speaking and Listening.

The overall mark out of 40 should be entered on the Speaking and Listening frontsheet (see page 59), along with a summative comment which relates the mark awarded to the general criteria on pages 23 - 26.

Reading and Writing (1B)

Teachers should award a single mark out of 40 for **Reading** using the assessment grid on pages 27 - 28.

For **Writing**, teachers should use the appropriate assessment grid for writing in the *Specification Guide* and arrive at a mark out of 40.

Finally, teachers should average the two marks (reading and writing) to produce a single mark out of 40 for Paper 1B.

Standardisation

When assessing students' work the centre must ensure that common standards are applied to different sets, classes or streams from which students are entered for their examination. To this end there should be continuing consultation among all members of staff concerned with the assessment of students in the centre, and internal standardisation to ensure parity of assessment. **Assessment arrangements must include the re-assessment of the marking of each teacher by at least one member of staff concerned with assessment.** In most cases this will be the teacher examiner responsible for assessments made by the centre.

Co-operation between colleagues is essential for the efficient standardisation of students' work and to enable members of a department to learn the necessary skills in assessment from each other.

Assessment Support

Edexcel will produce **exemplar folders of coursework** each year. There will also be a series of **Assessment Support meetings** for teachers of the specification each autumn. These meetings will support teachers in their assessment of both Speaking and Listening and Reading and Writing coursework. **It is a requirement of the specification that each centre be represented at an annual Assessment Support meeting, normally by the teacher examiner of that centre.**

Authentication

Each candidate's Coursework Frontsheet must contain a signed declaration that the work submitted for assessment is the candidate's own work. Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that Edexcel's regulations are adhered to and that no candidate has engaged in unfair examination practice.

Candidates entered for this specification may not enter for any other specification in English in the same examination period.

Incomplete Submission of Coursework

Candidates who do not submit the full number of pieces of coursework should be assessed in the normal way out of 40 marks. The overall mark for work in the portfolio should then be subject to a pro-rata deduction relative to the weighting of the Units, as shown in the table below:

Coursework Units	Pro-rata deduction
Unit 1: Personal and imaginative writing	50%
Unit 2: Different cultures and traditions	25%
Unit 3: Shakespeare	25%

Example:

A candidate submits Units 1 and 2 only.
Standard of work submitted = 23 out of 40
25% deduction for missing unit = 6 to nearest round number.
Final coursework mark = 17 out of 40

Further guidance

Further guidance on the organisation of coursework is given in the Specification Guide. Information provided in the specification will be mandatory; guidance given in the *Specification Guide* will be advisory.

The Moderation Process

Stage 1 – Centre assessment

The initial teacher assessment and subsequent standardisation and moderation procedures will be combined in the following arrangements:

The teacher: the person responsible for teaching the candidates and for making the initial assessment of the coursework.

The teacher examiner: the member of staff at the centre responsible for the assessments made by the centre, and for standardising the assessments made by all teacher assessors at the centre.

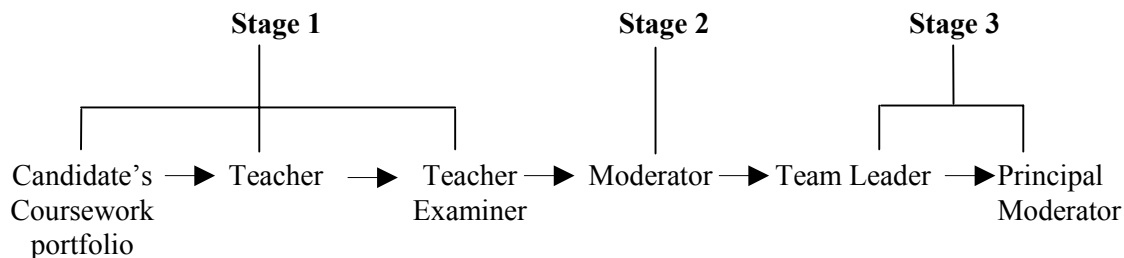
Stage 2 – Moderator assessment

The moderator: appointed by Edexcel to work with each centre. Where possible, the moderator for the GCSE English specification will also be the centre's moderator for the GCSE English Literature specification.

Stage 3 – Standardisation

Standardisation: of the moderators led by the principal moderator supported by the team leaders.

The process can be summarised in the following way:



Speaking and listening: marking criteria

General Criteria		Specific Criteria		
		<i>Explain, Describe, Narrate</i>	<i>Explore, Analyse, Imagine</i>	<i>Discuss, Argue, Persuade</i>
Unclassified 1-2	Candidates demonstrate limited achievement in speaking and listening			
Grade G 3-5	Candidates speak and listen about personal interests in familiar contexts. They listen to others and recall the main features of what they hear. They show some recognition of the functions of standard English. In individual extended contributions, they show limited awareness of the listeners. In group interactions, they listen and make some contribution to discussion. In drama-focused activities, they can adopt a simple role.	<ul style="list-style-type: none"> • use straightforward vocabulary and chronology • give a simple account or narrative with some detail • give brief responses to general points 	<ul style="list-style-type: none"> • make general contributions • begin to follow and respond to main points or issues 	<ul style="list-style-type: none"> • listen and respond to some points made by others • occasionally make contributions • express a point of view
Grade F 6-10	Candidates speak clearly in a range of familiar contexts; adapting talk to audience and purpose. They listen carefully to a range of talk and respond to others' ideas and views. They use features of standard English vocabulary and grammar appropriately. In individual extended contributions, they show some awareness of the listeners. In group interaction, they follow discussions carefully and make appropriate contributions. In drama-focused activities, they make limited use of patterns of speech and obvious gestures.	<ul style="list-style-type: none"> • use an increasing vocabulary to define ideas and order events • provide straightforward factual accounts and narratives • respond simply to requests for clarification 	<ul style="list-style-type: none"> • raise questions • compare key features of subject matter • follow central ideas and possibilities 	<ul style="list-style-type: none"> • respond appropriately to others' contributions • express a point of view and occasionally use emphatic language

Speaking and listening: marking criteria

General Criteria		Specific Criteria		
		<i>Explain, Describe, Narrate</i>	<i>Explore, Analyse, Imagine</i>	<i>Discuss, Argue, Persuade</i>
Grade E 11-15	<p>Candidates speak clearly in different contexts, showing some ability to vary delivery to suit situation and audience. They listen with concentration to a range of talk. They generally use standard English vocabulary and grammar where appropriate.</p> <p>In individual extended contributions, they make attempts to engage the listeners' interest</p> <p>In group interaction, they concentrate in discussions and make useful contributions.</p> <p>In drama-focused activities, they communicate with the audience by attempting to sustain a straightforward role through speech, movement and gesture.</p>	<ul style="list-style-type: none"> • use straightforward and appropriate language • give structured and occasionally developed accounts • answer questions clearly using some detail 	<ul style="list-style-type: none"> • respond to familiar and less familiar subject matter • show some ability to develop a line of enquiry or approach 	<ul style="list-style-type: none"> • make useful contributions and respond with some order • express opinions and occasionally make decisive points to good effect
Grade D 16-20	<p>Candidates make relevant contributions to talk and are able to organise speech in collaborative contexts, varying their style of delivery as appropriate. They listen attentively and make responses that show some understanding. They are increasingly aware of the need for, and use of, standard English vocabulary and grammar.</p> <p>In individual extended contributions, they use different strategies to engage the listeners' interest.</p> <p>In group interaction, they make a range of effective contributions, taking account of what others say.</p> <p>In drama-focused activities, they develop a credible role which engages the interest of the audience eg through intonation.</p>	<ul style="list-style-type: none"> • use a suitable range of appropriate vocabulary • give ordered and, at times, focused accounts of events and processes • give detailed clarification in response to requests 	<ul style="list-style-type: none"> • present an interpretation of central ideas and issues • show some understanding of unfamiliar ideas • show evidence of inference, deduction or empathy 	<ul style="list-style-type: none"> • take an active part and sustain involvement • recognise others' opinions and respond appropriately • use language effectively to convey opinion or line of argument

Speaking and listening: marking criteria

General Criteria		Specific Criteria		
		<i>Explain, Describe, Narrate</i>	<i>Explore, Analyse, Imagine</i>	<i>Discuss, Argue, Persuade</i>
Grade C 21-25	Candidates speak with fluency and make significant contributions to talk in a variety of different contexts. They listen closely and sympathetically, responding as appropriate. They show a competent use of standard English vocabulary and grammar in situations that demand it. In individual extended contributions, they adapt to different audiences, sustaining the interest of the listeners through judgement in choice of style and delivery. In group interaction, they participate fully, sustaining their listening and making significant contributions. In drama-focused activities, they develop and sustain a role effectively, holding the interest of the audience.	<ul style="list-style-type: none"> use varied and appropriate vocabulary and expression maintain clarity in overall organisation answer questions using relevant and effective detail 	<ul style="list-style-type: none"> show order and precise expression in communicating and interpreting ideas and issues respond with understanding to ideas of varying complexity 	<ul style="list-style-type: none"> make a significant contribution to discussion engage with others' ideas, recognising obvious assumptions and biases promote a point of view
Grade B 26-30	Candidates speak purposefully in a range of contexts of increasing complexity, managing the contributions of others. They listen with some sensitivity and respond accordingly. They show effective use of standard English vocabulary and grammar in a range of situations. In individual extended contributions, they exhibit confidence and fluency in talk and a sensitive awareness of listeners, adapting style of delivery to their needs. In group interaction, they make an impact on discussion through sensitive listening and by challenging and constructive contributions. In drama-focused activities, they create a challenging role, shaping the audience's reactions through the use of different techniques.	<ul style="list-style-type: none"> use a flexible range of vocabulary and grammatical structures to convey meaning, including inferential aspects manage challenging subject matter effectively respond to questions or comments in an apt and well-considered way 	<ul style="list-style-type: none"> analyse and reflect effectively on real or imagined experience formulate and interpret information, developing significant points and responding appropriately 	<ul style="list-style-type: none"> manage collaborative tasks challenge and build on points made by others make probing contributions, structuring and organising points to achieve impact on audience

Speaking and listening: marking criteria

General Criteria		Specific Criteria		
Grade A	31-35	<i>Explain, Describe, Narrate</i>	<i>Explore, Analyse, Imagine</i>	<i>Discuss, Argue, Persuade</i>
<p>Candidates initiate speech and take a leading part in discussion, responding in detail to others' ideas. They listen and respond to a range of complex speech. They show an assured use of standard English vocabulary and grammar in a range of situations and for a variety of purposes.</p> <p>In individual extended contributions, they involve listeners skilfully through their command in communicating aspects of challenging content.</p> <p>In group interaction, they use different ways to initiate, develop and shape discussion, encouraging others' participation.</p> <p>In drama-focused activities, they create a complex role that they convey to an audience through the skilful use of a variety of techniques.</p>	<p>Candidates show an exceptionally high ability in handling a wide range of roles. They listen perceptively to a range of complex speech. They are sensitive in their choice of speech style and their use of standard English vocabulary and grammar is mature and assured.</p> <p>In individual extended contributions, they adapt readily to task and audience, communicating complex content and managing listeners' attention through sophisticated styles of delivery.</p> <p>In group interaction, they listen perceptively, making influential and authoritative contributions.</p> <p>In drama-focused activities, they independently create a complex role, making inventive use of a range of appropriate techniques to direct the response of the audience.</p>	<ul style="list-style-type: none"> • show cogency and explicit depth of detail when required • use a range of highly developed vocabulary to suit a variety of purposes and processes • respond to questions in a way which is precisely matched to context 	<ul style="list-style-type: none"> • articulate and analyse complex ideas and information • identify priorities • synthesise essential points, resolving outcomes through a considered response 	<ul style="list-style-type: none"> • initiate and sustain discussion through a variety of sensitive contributions • respond persuasively and engagingly
<p>Grade A* 36-40</p>	<ul style="list-style-type: none"> • show originality and flair in the use of vocabulary, intonation, expression and gesture • express ideas with subtlety, eg using irony or detachment • show inventive organisation of material • respond to points with authority 	<ul style="list-style-type: none"> • show sophistication and originality in applying and cross-referencing ideas • respond inventively through imaginative explorations 	<ul style="list-style-type: none"> • use language in a dynamic and influential way • make thought-provoking contributions through powerful expression and command of the situation 	

Reading: marking criteria

General Criteria		Response to Shakespeare	Response to Different Cultures and Traditions
Unclassified 1 – 2			
Grade G 3 – 5	Students make a response to texts. They identify some aspects of content, characters or situation.	Students show response to: <ul style="list-style-type: none"> the play as a whole main characters and relationships the main events/situations 	Students show response to: <ul style="list-style-type: none"> the cultural context of the text characteristic subject matter characteristic events/situations
Grade F 6 – 10	Students make a personal response which shows understanding of key ideas, themes, events and characters. They use inference and deduction and refer to aspects of texts when explaining their views.	Students show awareness when describing: <ul style="list-style-type: none"> the play's explicit themes and ideas significant features of character and plot significant features of Shakespeare's presentation 	Students show awareness when describing: <ul style="list-style-type: none"> the cultural context, ideas and explicit meanings characteristic features of subject-matter how characteristic ideas are conveyed
Grade E 11 – 15	Students make a personal response to texts commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. They refer to aspects of the text when explaining their views.	They show familiarity when describing: <ul style="list-style-type: none"> the nature of the play, its themes and ideas sequence of events and variety of characters how Shakespeare uses language to engage the audience 	Students show familiarity when describing: <ul style="list-style-type: none"> the cultural context, ideas and implications of the text individual intentions of the writer how the writer uses language to engage the reader/audience
Grade D 16 – 20	Students give a personal response to literary texts. They show understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views.	Students show understanding when discussing: <ul style="list-style-type: none"> the nature and implications of the play, its themes and ideas development of plot and characters how Shakespeare uses language for particular effects in presenting character/relationships and situations 	Students show understanding when discussing: <ul style="list-style-type: none"> particular aspects of the cultural context and implications of the text particular features of the writer's purpose and appeal to reader/audience how the writer uses language for particular effects
Grade C 21 – 25	Students give personal and critical responses to literary texts which show understanding of the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views.	Students show insight when examining: <ul style="list-style-type: none"> the play's implications and contemporary relevance characters, structure and stagecraft how Shakespeare uses language to develop plot and character 	Students show insight when examining: <ul style="list-style-type: none"> the distinctive cultural context and implications of the text distinctive features of the writer's purpose how the writer uses language to develop ideas and convey his/her purpose

Reading: marking criteria

General Criteria			
	Response to Shakespeare	Response to Different Cultures and Traditions	
Grade B 26 – 30	Students develop a perceptive personal response. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme, structure and context.	Students show analytical skill when exploring: <ul style="list-style-type: none"> • the play’s implications, contemporary relevance and historical context • characterisation, structure and theatricality • how Shakespeare uses linguistic devices to achieve dramatic effects 	Students show analytical skill when exploring: <ul style="list-style-type: none"> • the distinctive cultural context and major implications of the text • distinctive aspects of the writer’s purpose and use of genre • how the writer uses linguistic devices to create effects
Grade A 31 – 35	Students appreciate and analyse alternative interpretations, making cross references where appropriate. They develop their ideas and refer in detail to aspects of language, structure and presentation making apt and careful comparison within and between texts.	Students show analytical and interpretative skill when evaluating: <ul style="list-style-type: none"> • the play in terms of its social, moral or philosophical context and significance • the defining achievements of the play within the dramatic genre • Shakespeare’s exploitation of language – dramatic, poetic, prosodic etc for theatrical effect 	Students show analytical and interpretative skill when evaluating: <ul style="list-style-type: none"> • the distinctive cultural context and moral/philosophical significance of the text • the defining achievements of the writer within the genre • how the writer exploits language to convey depth of meaning and uses linguistic devices to create complex effects
Grade A* 36 – 40	Students make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure and presentation. Students make subtle and discriminating comparisons within and between texts.	Students show originality of analysis and interpretation when evaluating: <ul style="list-style-type: none"> • the play in terms of its social, moral, or philosophical context and significance • the defining achievement of the play within the dramatic form • Shakespeare’s exploitation of language – dramatic, poetic, prosodic etc for theatrical effect 	Students show originality of analysis and interpretation when evaluating: <ul style="list-style-type: none"> • the distinctive cultural context and moral/philosophical significance of the text • the defining achievements of the writer within the genre • how the writer exploits language to convey depth of meaning and uses linguistic devices to create complex effects

The Assessment Criteria for Writing

The assessment criteria for writing apply to the assessment of **Coursework Unit One: Personal and Imaginative Writing**.

They have been revised to comply with paragraph 6.5 of the *GCSE Criteria for English*:

'In mark schemes for writing the weighting of marks for assessment objectives 5.3(i) and (ii) combined should be twice that for assessment objective 5.3(iii)'

See the Assessment Objectives for Writing on page 15 of this specification.

The assessment criteria for Writing are printed in the *Specification Guide* with full explanation of how they should be applied.

Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by students awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade F

Students talk and listen in a range of contexts. Their talk is adapted to the purpose; developing ideas, describing events and conveying their opinions clearly. In discussion, they listen with concentration and make contributions, which are responsive to others' ideas and views. They use some of the core features of standard English vocabulary and grammar appropriately.

In responding to a range of texts, students show understanding of key ideas, themes, events and characters, using inference and deduction. They refer to aspects of texts when explaining their views. They locate and retrieve ideas and information from different sources.

Students' writing communicates clearly, shows liveliness and is organised. The main features of different forms are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The grammatical structure of simple and some complex sentences is usually correct. Spelling is usually accurate. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately. Handwriting is legible.

Grade C

Students match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, students make significant contributions, varying how and when they participate. They show confident use of standard English in situations which require it.

Students show understanding of the ways in which meaning and information are conveyed in a range of literary and non-literary texts. They give personal and critical responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They select and summarise a range of information from different sources.

Students' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Students use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is accurate and handwriting is neat and legible.

Grade A

In a range of contexts, students select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity. They show assured use of standard English in a range of situations and for a variety of purposes.

Students articulate and sustain their responses to texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They identify and analyse argument, opinion and alternative interpretations, making cross references where appropriate. They make apt and careful comparison within and between texts.

Students' writing has shape and assured control of a range of styles. Narratives use structure as well as vocabulary for a range of effects and non-fiction is coherent, logical and persuasive. A wide range of grammatical constructions is used accurately. Punctuation and spelling are correct; paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.

The wider curriculum

Key skills

This specification counts as a proxy for the external assessment of the Key Skill in Communication. The Key Skill will be awarded at the following levels:

A* – C = Level 2

D – G = Level 1

This specification will provide opportunities, as appropriate, to develop the key skills of communication, Information Technology, improving own learning and performance, working with others and problem-solving.

Examples of such opportunities are signposted throughout the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of Key Skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in Appendix 1.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of:

- spiritual issues,
- moral and ethical issues,
- social issues,
- cultural issues

through its requirement for students to study and discuss texts which raise these issues. During their programme of study, students should be encouraged to consider texts which contribute to their moral, spiritual, social and cultural understanding and to develop and express their own views on these issues. Assessment materials will be chosen which raise these issues and students will be expected to respond to them in a considered way.

The Different Cultures and Traditions coursework assignment will address the distinctiveness of other places and ways of life. An example of this would be a task which asks students to consider the importance of social and cultural issues in *To Kill a Mockingbird*, or a study of the problems encountered when an individual's values and ambitions clash with the traditional values of a society, as in the Different Cultures short stories section of the Edexcel Anthology.

Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through the study of texts which examine the relationship between the individual and society. For instance, a discussion of the nature of kingship in a Shakespeare play could lead to a discussion of current attitudes towards royalty and republicanism.

Many of the Different Cultures texts deal with the problems of growing up in a community and learning – or rejecting – its values. Much of the prescribed poetry concerns an individual's response to public and private events, and one's identity within society.

Information and communication technology

Naturally, wordprocessing will support English students but e-mail can be used to communicate and share ideas or promote discussion. Different font sizes and styles can be used to improve presentation skills and impact on audience. The Internet can be used to research a writer's background. Students can create their own Websites that will contribute to the development of their communication skills. Using a digital camera to record visits or a recording a portion of a play to create a sound file are imaginative ways to exploit new technology.

Environmental education, health and safety education and the European and global dimension

Although the specification does not make explicit reference to these issues, the requirement for the assessment of speaking and listening gives teachers plenty of opportunities to enable students to discuss such issues as part of the programme of study.

A text such as *Of Mice and Men* will raise issues of attitudes towards physical and mental health.

The physical environment and mankind's relationship with nature are central concerns of many of the poets in the Edexcel Anthology.

Some non-fiction pieces and poems in the Anthology draw attention to aspects of recent European history, such as the conflicts which have helped shape modern Europe.

Textbooks and other teaching resources

Available from Edexcel Publications (01623 467467):

The Edexcel Anthology

Publication code: UG011649

Specification Guide for 1203, 1204, 1213

Publication code: UG011650

Available from Hodder and Stoughton:

GCSE English for Edexcel (students' textbook)

ISBN: 0 340 857455

GCSE English for Edexcel: Teacher's Resource

ISBN: 0 340 857463

There is a more comprehensive list of resources in the *Specification Guide*.

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET

Edexcel Foundation

Stewart House

32 Russell Square

London WC1B 5DN

Tel: 020 7758 5620

Fax: 020 7758 5950

020 7758 5951

E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4FN

Tel: 01623 467467

Fax: 01623 450481

E-mail: publications@linneydirect.com

Regional offices and Customer Services

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call Customer Services on 0870 240 9800.

Appendices

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Appendix 1 – Key skills

The GCSE in *English 1203* offers a range of opportunities for students to:

- develop their key skills
- generate assessed evidence for their portfolios.

In particular, the following key skills can be developed and assessed through this specification at level 2:

Communication

Information Technology

Improving own learning and performance

Working with others

Problem solving

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts:

Part A: what you need to know – this identifies the underpinning knowledge and skills required of the student.

Part B: what you must do – this identifies the evidence that students must produce for their portfolios.

Part C: guidance – this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve The Key Skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some students may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in English (1203) will provide opportunities for the development of all five of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation which can be ordered from Edexcel Publications

Mapping of key skills: summary table

Communication level 2

For the communication key skill, students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE specification.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
C2.1a	Contribute to a discussion about a straightforward subject	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>For example, this could be a discussion based upon characters or issues that arise from literary and non-literary texts studied.</p>
C2.1b	Give a short talk about a straightforward subject, using an image	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject. The structure of the talk should help listeners follow points made. The talk should include an image to illustrate main points clearly. Images could include charts and diagrams, pictures or maps</p> <p>For example, a talk about an issue that the student feels strongly about, a hobby or an area of expertise. The images used could be charts, diagrams or images used to clarify or exemplify points made in the talk.</p>

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
C2.2	<p>Read and summarise information from <i>two</i> extended documents about a straightforward subject</p> <p><i>One</i> of the documents should include at least <i>one</i> image</p>	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in a form that suits the purpose eg for a talk, discussion or an essay.</p> <p>For example, students are asked to research for a piece of coursework. This could include details about an author's life or the society and culture that their works came from. This could form part of a written coursework essay or could be as part of a library skills course.</p>
C2.3	<p>Write two different types of documents about straightforward subjects</p> <p>One piece of writing should be an extended document and include at least <i>one</i> image</p>	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>For example, a discursive coursework assignment could provide the evidence for the extended piece of writing. The other piece of writing could be the notes made in preparation for the extended writing or a piece of background research. The image could be in the form of a chart or graph to support one of the arguments put forward or it could be an illustration to clarify one aspect of the writing.</p>

Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.

Information technology level 2

When producing work for their GCSE in English students will have numerous opportunities to use information technology. The internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be e-mailed to tutors for initial comments and feedback.

If students undertaking coursework as part of their GCSE in English use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their English programme students may not be able to generate sufficient evidence required for this unit. For example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
IT2.1 Search for and select information for two different purposes	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose. For example, this could be completed as part of a library studies course where students demonstrate their ability to research on CD ROM or the internet and then to reflect in a critical manner upon the sort of information that was found. The use of multiple criteria could involve looking for information about one character in one text by a certain author or a certain theme or aspect of language in one particular text.
IT2.2 Explore and develop information, and derive new information for two different purposes	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. The numerical/statistical basis of this may be a problem to some but this could be completed as part of a study of an issue through non-fiction texts, including charts and tables as part of their evidence base.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
IT2.3	Present combined information for two different purposes. This work must include at least one example of text, one example of images and one example of numbers	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience eg GCSE coursework, ohts/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proof-read.</p> <p>The use of number here may be difficult to satisfy in many English contexts. Students may write up their responses to discursive or argumentative pieces of work, either as formal written coursework or as notes and illustrations for a talk to the class. These may contain a variety of texts. Eg the response to a debate on whether or not capital punishment should be reintroduced into this country could include crime statistics, charts and diagrams and examples of argumentative writing.</p>

Evidence

- Student evidence for information technology could include:
- tutor observation records
- notes of sources used
- print-outs with annotations
- draft documents.

Working with others level 2

To achieve this key skill, students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements; work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements</p>	<p>Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>For example, students could plan a group presentation on one aspect of a set text or anthology in order to inform other members of their group. They could choose to address one clear issue of a text such as, the dramatic techniques that Shakespeare uses to engage his audience at the beginning of <i>Macbeth</i>. Tasks and objectives need to be focused and specific. Students should produce a clear action plan that indicates responsibilities, objectives and timings.</p>
<p>WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet responsibilities</p>	<p>Students will need to organise tasks so that responsibilities can be met. For example obtaining resources, completing tasks on time, etc. Tasks should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed.</p> <p>For example, students could conduct some research into the needs of their audience and their existing level of understanding. They should rehearse and complete their presentation to the rest of the group.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives</p>	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>For example, students could discuss the strengths and weaknesses of their presentation and complete a group evaluation form/report.</p>

Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory notes
- records of process and progress made.

Improving own learning and performance level 2

Within GCSE in English programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in English will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment	
LP2.1 Help set short-term targets with an appropriate person and plan how these will be met	Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built into the plan. For example, students negotiate an individual assignment with their tutor. This could be a written piece of work, a contribution to a discussion or an individual talk. The student produces an action plan indicating a clear process of research, preparation and completion. This could be subject specific or could include tasks negotiated around such activities as work experience.	
LP2.2 Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> • studying a straightforward subject • learning through a straightforward practical activity. 	The plan should be implemented with performance reviews and should include working for short periods without close supervision. For example, the student completes a self-reflective diary which indicates the role of the student and others in the completion of their selected project.	

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>LP2.3</p> <p>Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task or activity to meet the demands of a new task</p>	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well. Targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance.</p> <p>The self-reflective working diary should include a clear and structured conclusion which specifically addresses targets, evidence and scope for improvement.</p>

Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

Problem solving level 2

To achieve this key skill, students will need to provide at least two examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, check whether the problem has been solved. For this GCSE, students may not be able to try out options and check results, as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement		Opportunities for development or internal assessment
PSS2.1	Identify a problem and come up with two options for solving it	<p>Students will need to identify the problem and describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of identifying success. They should use the help of others, for example their tutor, as appropriate.</p> <p>For example, this could be an imaginative exercise, a drama or role play activity in which students are given a situation and are asked to explore and hypothesise about solutions. This could be a debate based upon real perceived problems within their own place of study, suggesting alternative means of addressing the problems and criteria for success. This could involve work with form/tutor groups, school councils and pastoral staff. Problems may be such things as dealing with bullying, litter problems within school, behaviour or homework.</p>
PSS2.2	Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed	<p>Students should confirm with their tutor, for example, their chosen option and how they will implement it. Upon implementation relevant tasks should be organised and changes made as necessary. Support should be obtained when needed.</p> <p>For example, students discuss and present a proposal to their tutor including an action plan for implementation. Support of other staff is likely at this point. Students should produce a second version of their plan based upon changes made after discussion with others (form tutors, year heads, pastoral and senior staff).</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>PS2.3</p> <p>Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving</p>	<p>Students should check if the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken.</p> <p>Students should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.</p> <p>For example, students should produce an evaluation of the relative success of their problem solving. This could be a piece of written work or it could take the form of a presentation to the group or to the other staff who have been involved.</p>

Evidence

Student evidence for problem solving could include:

- description of the problem
- tutor records and agreement of standards and approaches
- annotated action plans
- records of discussions
- descriptions of options
- records of reviews.

Appendix 2 – Procedures for submitting coursework marks

See **Internal Assessment on page 16 for guidance on the assessment and moderation of coursework**

Moderation of Students' Coursework

Centres entering students for both GCSE English (1203 or 1204) and GCSE English Mature (5203) will receive separate OPTEMS forms for Papers 1A (Speaking and Listening) and 1B (Reading and Writing) for each specification. Moderation arrangements for Paper 1A will be the same for all GCSE English specifications. For Paper 1B, Reading and Writing, centres will be allocated a different moderator for each specification.

All centres will receive Optically-read Teacher Examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

EITHER

- recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

OR

- recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2.

Sections 3 and 4 apply whichever option is selected and deal with Coursework Record Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and student names in student number order. A number of blank OPTEMS for students not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All students entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such students will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, students' names and student numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm flat surface and that figures written in the marks box go through to the second and third copies.

- 1.6 For each student, first ensure you have checked the arithmetic on the Coursework Record Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled ‘Marks’ for the correct student (Please see exemplar).
- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for students scoring 10, 20 etc and the leading zero for single figures, as shown.
- 1.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.
- 1.9 Every student listed on the OPTEMS must have either a mark or one of the following codes in the marks box.
- 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where students have failed to submit work.
 - ABS in the marks box and an A in the encoded section for any student who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
 - W should be entered in the marks box and the encoded section where the student has been withdrawn.

EXEMPLAR

Encoded section

Student Name	Number	Marks	
NEW ALAN* SP	3200	0	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
OTHER AMY* SP	3201	5	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
SMITH JOHN AW	3202	47	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
WATTS MARK* SP	3203	ABS	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
STEVEN JANE AW	3204	136	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
JONES ANN* AW	3205	40	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
PATEL RAJ* AW	3206	207	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)
WEST SARA SP	3207	W	(•0•) (•10•) (•20•) (•30•) (•40•) (•50•) (•60•) (•70•) (•80•) (•90•) (•100•) (•200•) (•0•) (•1•) (•2•) (•3•) (•4•) (•5•) (•6•) (•7•) (•8•) (•9•) (•A•) (•W•)

- 1.10 Where more than one teacher has assessed the work, the teachers’ initials should be given to the right of each student’s name as illustrated.
- 1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.**

Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:

- a **top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**.
- b **Second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
- c **Third copy** to be retained by the centre

2 Centres using EDI

2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; student not pre-selected as part of the sample for moderation
- S** – valid non-zero mark recorded and student included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but student **not** absent
- A** – absent for component
- M** – missing mark; no information available about the student's previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the students whose work is to be sampled, where this is pre-selected (*see Section 4*).

2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
- W – withdrawn
- * – sampled student
- ✓ – additional sampled students.

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each student's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

‘I declare that the work of each student for whom marks are listed is, to the best of my knowledge, the student’s own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.’

Signed Date

Centres are advised to retain a copy of the annotated printout.

3 Coursework Frontsheets

Copies of the Coursework Frontsheets are provided on pages 58 and 59 for centres to photocopy. The Coursework Frontsheet, to be completed for each student, provides details for the moderator of how each student’s total mark is reached. It is the teacher’s responsibility to ensure that:

- all marks are recorded accurately and that the arithmetic is correct
- the total mark is transferred correctly onto the OPTEMS or via EDI
- any required authentication statement is signed by the student and/or teacher as appropriate.

Where a student’s work is included in the sample the coursework frontsheet should be attached to the work.

4 Sample of work for moderation

4.1 **Where the pre-printed OPTEMS is asterisked** indicating the students whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for students seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the student awarded the **highest** mark and the work of the student awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (✓) in the left-hand column against the names of each of the students concerned.

For all sampled work the associated record sheet must be attached to each student’s work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (✓).

For centres submitting marks by EDI the students in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (✓), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **Where the pre-printed OPTEMS is not asterisked and**

- **there are eleven or fewer students**, the coursework of ALL students together with the second copy of the OPTEMS should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated record sheet must be attached to each student's work.
- **there are more than eleven students**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the students whose work, with the associated record sheet, should be posted to him/her by return.

4.3 **In all cases** please note that the moderator may request further samples of coursework, as required and the work of all students should be readily available in the event of such a request.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all students at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Appendix 3 – Coursework frontsheets

EDEXCEL FOUNDATION: GCSE ENGLISH 1203

FORM A

COURSEWORK FRONTSHEET FOR PAPER 1A, THE SPEAKING AND LISTENING COMPONENT JUNE/NOVEMBER 20

Centre Number	Student Number
Student's Surname and Initials	
Subject Number 1203	Paper Number 1A
Subject Title English	

Student's Standardised Mark for Paper 1A Speaking and Listening
/40

Brief description of activity	Explain Describe Narrate	Explore Analyse Imagine	Discuss Argue Persuade	Summative Comment Comment on Student's overall achievement in relation to the mark scheme criteria
	Please tick as appropriate			
1 Drama-focused activity				
2 Group discussion and interaction				
3 Individual extended contribution				

Signature of Examining Teacher

Date

Centre Number	Student Number
Student's Surname and Initials	
Subject Number 1203	
Subject Title English	
Paper Number 1B	

Student's Mark for Reading	/40
Student's Mark for Writing – AO3(i) and (ii) /27 – AO3(iii) /13	/27 /13
(Separate marks out of 27 and 13 should be recorded, as well as an overall mark out of 40)	/40
Student's Final Mark for Reading and Writing	

Date work completed	Title of Assignment	Reading	Writing	Full details of the task and sources (eg texts used)
	Personal and Imaginative Writing		✓	
	Different Cultures and Traditions	✓		
	Shakespeare	✓		

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

Signature of Examining Teacher

Date

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