Rewarding Learning

NOTE

CCEA will NOT be accepting entries from English centres for GCSE courses that begin in or after September 2012

CCEA GCSE Specification in English Language

For first teaching from September 2010

For first assessment from Summer 2011
For first award in Summer 2012

Subject Code: 5010



Version 3 05 July 2012

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) English Language for first teaching from September 2010. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for English Language;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for English Language; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2012.

We are offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Centres in England

CCEA will not be accepting entries from English centres for GCSE courses starting September 2012 onwards.

Final awarding for English centres currently following this specification will be in Summer 2013.

A final resit opportunity for candidates from English centres will be available in Summer 2014.

Subject Code	5010
QAN*	600/6504/7

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* Please note the QAN for candidates completing this course in Summer 2013 is 500/7934/7.

Version 3: 5 July 2012

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1 Introduction

This specification sets out the content and assessment details for our GCSE English Language course. First teaching begins from September 2010, and we will make the first awards for this specification in 2012. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum and addresses the Essential Skills requirements. It also complies with the National Curriculum and functional elements of English in Wales.

We have designed this specification to be compatible with our GCSE English Literature specification.

1.1 Aims

This specification aims to encourage students to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- express themselves creatively and imaginatively;
- become critical readers of a range of texts, including multi-modal texts;
- use reading to develop their own skills as writers;
- understand the patterns, structures and conventions of written and spoken English;
- understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- select and adapt speech and writing to different situations and audiences.

1.2 Key features

The key features of the specification appear below.

- This is a unitised specification, allowing students flexibility in preparing for assessment; students can enter for a unit when they are ready to be assessed and can resit each unit individually.
- From summer 2012, all four units will be available in January and summer, and students will be able to take any of the four units in the first year of teaching.
- This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland and Wales.
- It helps facilitate the study of English and related subjects at a more advanced level, for example A and AS English Language, English Literature, and English Language and Literature, and advanced courses in Communication and Media.
- The course allows students the opportunity to develop the application of skills to real-life contexts. These skills are embedded within this specification:
  - engaging with and making fresh connections between ideas, texts, words and images;
  - studying spoken and written language, exploring how language varies;
  - expressing ideas and information clearly, precisely, accurately and appropriately in spoken and written communication; and
  - forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.

- Students can use texts that they are studying for GCSE English Literature as the stimulus for controlled assessment tasks.
- In revising this specification, we consulted with teachers, subject advisers and subject associations.

1.3 Prior attainment

This specification builds upon the knowledge, understanding and skills developed through the statutory requirements for Language and Literacy: English with Media Education at Key Stage 3 in the Northern Ireland Curriculum and the study of English at Key Stage 3 in Wales.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 5010.

This subject cannot be studied alongside any qualification titled GCSE English. If they offer two English subjects these must be GCSE English Literature and English Language.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in Wales

In Wales, Programme of Study requirements are addressed through GCSE English Language, but students are strongly advised also to study GCSE English Literature.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Personal Writing and Reading Multi-Modal Texts	External examination Foundation and Higher Tiers **1 hour 30 mins**	20%	Every Summer (beginning in 2011) Every January (beginning in 2013)
Unit 2: Functional Writing and Reading Non-Fiction	External examination Foundation and Higher Tiers **1 hour 30 mins**	20%	Every Summer (beginning in 2012) Every January (beginning in 2013)
Unit 3: Speaking and Listening	Controlled assessment We give guidance on activities.	20%	Every Summer (beginning in 2012) Every January (beginning in 2013)
Unit 4: Studying Spoken and Written Language and Writing Creatively Task 1 – The Study of Spoken Language Task 2 – The Study of Written Language Task 3 – Writing Creatively	Controlled assessment We set the tasks each year.	40%	Every Summer (beginning in 2012) Every January (beginning in 2013)

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

We have divided the course into four units. The requirements of each unit, as well as the respective learning outcomes, appear below.

3.1 Unit 1: Personal Writing and Reading Multi-Modal Texts

This unit is assessed through external examination. The examination lasts 1 hour 30 minutes and is worth 20%.

Section A allows students to demonstrate writing skills in a piece of personal writing. There is a single task, which requires students to produce a written response.

Section B comprises two multi-modal texts, allowing students to demonstrate functional reading skills. The texts are followed by tasks that ask them to compare these stimulus materials, respond and present interpretations. The multi-modal text type will vary over examination series, and there can be more than one type of text within a single examination paper. We provide different stimulus materials for Foundation and Higher Tiers.

Content	Learning Outcomes
Personal Writing **Reading Multi-Modal Texts**	Students should be able to: • write clearly and fluently; • organise ideas to support coherence; • use an appropriate writing form; • select language to engage the reader; • use accurate grammar, spelling and punctuation; • read and understand texts; • select material appropriate to purpose; • collate from different sources; • make connections between ideas, texts, words and images; • analyse how language varies according to audience; and • explain how writers use linguistic and presentational features to engage the reader.

3.2 Unit 2: Functional Writing and Reading Non-Fiction

This unit is assessed through external examination. The examination lasts 1 hour 30 minutes and is worth 20%.

Section A allows students to demonstrate functional writing skills. There is a single task, which requires students to express their views on a given topic. We provide appropriate stimulus material and adapt the content for Foundation and Higher Tiers.

Section B comprises functional reading. It includes one or more tasks on the reading and interpretation of a previously unseen non-fiction text. We provide different stimulus materials for Foundation and Higher Tiers.

Content	Learning Outcomes
Functional Writing **Reading Non-Fiction**	Students should be able to: • write accurately and effectively; • use an appropriate writing form; • express ideas and information precisely and accurately; • form independent views; • select vocabulary to persuade and inform the reader; • use accurate grammar, spelling and punctuation; • read and understand how meaning is constructed; • recognise the effects of language choices; • develop interpretations of writers' ideas; and • explain how writers use linguistic, grammatical and structural features to influence the reader.

3.3 Unit 3: Speaking and Listening

This unit is assessed through controlled assessment and is worth 20%.

Students must be assessed in three activities: an individual presentation and interaction, a discussion, and a role play. The range of speaking and listening activities they undertake should give them the opportunity to respond in a variety of formal and informal situations. Final assessment is based on a student's three best assessments. See Appendix 1 for suggested approaches.

Content	Learning Outcomes
Individual Presentation **Discussion** **Role Play**	Students should be able to: • communicate clearly and effectively; • present information and ideas; • use standard English as appropriate; • structure and sustain talk; • choose and adapt language appropriate to an audience; • respond appropriately to questions and views of others; • interact with others; • make a range of effective contributions; • express ideas clearly, accurately and appropriately; • listen and respond to others' ideas and perspectives; • challenge what they hear where appropriate; • shape meaning through asking questions and making comments and suggestions; • use a variety of techniques as appropriate; • create and sustain different roles; • participate in a range of real-life contexts; and • experiment with language to engage the audience.

3.4 Unit 4: Studying Spoken and Written Language and Writing Creatively

This unit is assessed through controlled assessment and is worth 40%. Students must complete three tasks. We set these tasks each year. See Appendix 2 for the list of tasks.

Task 1 – The Study of Spoken Language

This task is worth 10%. It allows students to investigate the characteristics of, and influences on, their own and others' use of spoken language.

Content	Learning Outcomes
The Study of Spoken Language	Students should be able to: • understand the characteristics of spoken language; • understand influences on spoken language choice; • explore the impact of spoken language choices in their own and others' use; and • understand how language varies in different contexts.

Task 2 – The Study of Written Language

This task is worth 15%. It allows students to demonstrate knowledge of characters, themes or genre in an extended literary text. This can be an extended prose, drama, poetry or non-fiction text, or an anthology of texts from any of these genres. Students can write about a text that they are studying for GCSE English Literature; however, they must submit a different piece of work that specifically meets the requirements of this task. Centres can adapt tasks by choosing a text that meets the needs of their students. Texts chosen must be of an appropriate level of demand. For a list of suggested texts and writers, see Appendix 3.

Content	Learning Outcomes
The Study of a Literary Text	Students should be able to: • read and understand texts; • understand how meaning is constructed; • recognise the effect of language choices and patterns; • select material appropriate to purpose; • evaluate how texts may be interpreted differently depending on the perspective of the reader; and • explain how writers use linguistic and presentational features to sustain the reader's interest.

Task 3 – Writing Creatively

This task is worth 15%. It allows students to demonstrate the ability to write for purpose using an appropriate format, such as a newspaper article, letter, leaflet, account, diary entry, report, brochure, editorial, polemic, review, commentary, story, script or poem.

Content	Learning Outcomes
Writing Creatively	Students should be able to: • write to communicate clearly, effectively and imaginatively; • select a form appropriate to purpose; • demonstrate knowledge of the conventions of the form selected; • organise information and ideas; • select vocabulary appropriate to task; • use a range of sentence structures for effect; and • use accurate grammar, spelling and punctuation.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

Candidates studying unitised GCSE qualifications must complete at least 40 percent of the overall assessment requirements as terminal assessment.

Candidates may resit each individual assessment unit once. If candidates resit a unit, they are free to count the better of the two marks they achieve **unless** the resit makes up part of their 40 percent terminal assessment. If the resit **does** make up part of the terminal assessment, the resit mark will count towards the final grade.

Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must demonstrate the following:

AO1	**Speaking and Listening** (i) **Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate.** (ii) **Listen and respond to speakers' ideas and perspectives, and how they construct and express meanings.** (iii) **Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.** (iv) **Create and sustain different roles.**
AO2	**Study of Spoken Language** (i) Understand variations in spoken language, explaining why language changes in relation to contexts. (ii) Evaluate the impact of spoken language choices in their own and others' use.
AO3	**Studying Written Language** (i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate. (ii) Develop and sustain interpretations of writers' ideas and perspectives. (iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

AO4	**Writing** (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

4.3 Assessment objective weightings

The table below sets out the assessment objectives for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting						Overall Weighting
	External Assessment		Controlled Assessment				
	Unit 1	Unit 2	Unit 3	Unit 4			
				Task 1	Task 2	Task 3	
AO1	–	–	20%	–	–	–	20%
AO2	–	–	–	10%	–	–	10%
AO3	10%	10%	–	–	15%	–	35%
AO4	10%	10%	–	–	–	15%	35%
Total Weighting	**20%**	**20%**	**20%**	**10%**	**15%**	**15%**	**100%**

4.4 Reporting and grading

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. If candidates fail to attain grade G or over, we report their results as unclassified (U). We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

The result of individual assessment units will be reported on a uniform mark scale that reflects the weightings of the units.

The maximum marks available to candidates entered for the Higher Tier of a unit will be the maximum uniform mark available for that unit. The maximum marks available to candidates entered for the Foundation Tier of a unit will be the maximum uniform mark available for the notional grade C on that unit (the notional grade B minus one uniform mark).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They explain expertly, and evaluate persuasively, how they and others use and adapt spoken language for specific purposes. They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities. Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross references that illuminate the purpose and meanings of texts. Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

Grade	Description
C	Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities. Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects. Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate.
F	Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles. Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices. Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We replace our written controlled assessment tasks (Unit 4) every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

They are designed to support good teaching and learning, and to be more manageable for candidates and teachers.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

Unit 3: Speaking and Listening [20%]	
AO1	**Speaking and Listening** (i) Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. (ii) Listen and respond to speakers' ideas and perspectives, and how they construct and express meanings. (iii) Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together. (iv) Create and sustain different roles.

Unit 4: Task 1 – The Study of Spoken Language [10%]	
AO2	**Study of Spoken Language** (i) Understand variations in spoken language, explaining why language changes in relation to contexts. (ii) Evaluate the impact of spoken language choices in their own and others' use.

Unit 4: Task 2 – The Study of Written Language [15%]	
AO3	**Studying Written Language** (i) Read and understand texts, selecting material appropriate to purpose. (ii) Develop and sustain interpretations of writers' ideas and perspectives. (iii) Explain and evaluate how writers use linguistic, grammatical and structural features to achieve effects and engage and influence the reader.

Unit 4: Task 3 – Writing Creatively [15%]	
AO4	**Writing** (i) Write to communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

These elements of AO3 and AO4 may also be assessed externally.

6.3 Level of control

Rules for controlled assessment in GCSE English Language are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

The level of control for task setting for Unit 3: Speaking and Listening is limited. We provide exemplar activities (see Appendix 1). Centres have the opportunity to adapt, contextualise and design activities to better suit their specific circumstances.

The level of control for task setting for Unit 4: Studying Spoken and Written Language and Writing Creatively is high. Centres must choose tasks from a list that we provide (see Appendix 2). We replace the tasks each year.

The controlled assessments provide centres with the opportunity to submit work to us in January or summer and to complete the tasks in the contexts that best suit their specific circumstances. This includes the availability of and access to resources.

6.5 Task taking

The level of control for task taking for Unit 3 is medium.

Unit 3: Speaking and Listening [20%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out preparation under limited supervision. Responsibility for planning each of the three activities for assessment lies entirely with candidates. They must complete the activities for final assessment under formal supervision. Teachers must be able to authenticate the work.
Feedback	We encourage teachers to give feedback during the preparation process on the following: • the activities to be completed; and • how performance will be marked according to the assessment criteria.
Time Limit	Each activity can last up to **30 minutes**. The suggested duration for the individual presentation prior to questions is **5 minutes**.
Collaboration	The work of candidates may be informed by working with others, but candidates must be assessed on an individual response.
Resources	Candidates' access to resources is determined by those available to the centre.

The level of control for task taking for Unit 4 is medium.

Unit 4: Task 1 – The Study of Spoken Language [10%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out planning and research under limited supervision. Responsibility for planning a piece of work for assessment lies entirely with candidates. They must complete production of the piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. Teachers must be able to authenticate the work.
Feedback	We encourage teachers to give feedback during the planning and preparation process on the following: • the task to be completed; and • how work will be marked according to the assessment criteria. Once candidates have completed the piece for final assessment in the time given under formal supervision, they cannot make any further changes.
Time Limit	Production of the piece for final assessment: **1 hour 30 minutes** maximum (this can be completed in more than one session).
Collaboration	Candidates can complete preparatory work in groups, but each candidate must complete an individual response for final assessment.
Resources	Candidates' access to resources is determined by those available to the centre. They can use research materials during completion of their final response. These will take the form of transcripts of the source materials being used for the task. These must not include a writing frame or any form of draft response. Candidates must include the materials they have used when they submit their final piece. If candidates carry out production of the piece for final assessment over more than one session, their work must be collected and stored after each; candidates are not allowed access to their work between sessions.

Unit 4: Task 2 – The Study of Written Language [15%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out planning and preparation under limited supervision. Responsibility for planning a piece of work for assessment lies entirely with candidates. They must complete production of the piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. Access to resources must be controlled during this time to allow the teacher to authenticate each candidate's work.
Feedback	We encourage teachers to give feedback during the planning and preparation process on the following: • the task to be completed; and • how work will be marked according to the assessment criteria. Once candidates have completed the piece for final assessment in the time given under formal supervision, they cannot make any further changes.
Time Limit	Production of the piece for final assessment: **1 hour 30 minutes** maximum (this can be completed in more than one session).
Collaboration	Candidates can complete preparatory work in groups, but each candidate must complete an individual response for final assessment.
Resources	Candidates' access to resources is determined by those available to the centre. Candidates are allowed access to an unannotated copy of the stimulus text. During production of the piece for final assessment, candidates are not allowed access to: • dictionaries and thesauri; • grammar and spell check programs; • the internet; or • their preparatory work. If candidates complete production of the piece for final assessment over more than one session, their work must be collected and stored after each; candidates are not allowed access to their work between sessions.

Unit 4: Task 3 – Writing Creatively [15%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out planning and preparation under limited supervision. Responsibility for planning a piece of work for assessment lies entirely with candidates. They must complete production of the piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. Access to resources must be controlled during this time to allow the teacher to authenticate each candidate's work.
Feedback	We encourage teachers to give feedback during the planning and preparation process on the following: • the task to be completed; and • how work will be marked according to the assessment criteria. Once candidates have completed the piece for final assessment in the time given under formal supervision, they cannot make any further changes.
Time Limit	Production of the piece for final assessment: **2 hours** maximum (this can be completed in more than one session).
Collaboration	Candidates can complete preparatory work in groups, but each candidate must complete an individual response for final assessment.
Resources	Candidates' access to resources is determined by those available to the centre. During production of the piece for final assessment, candidates are not allowed access to: • dictionaries and thesauri; • grammar and spell check programs; • the internet; or • their preparatory work. If candidates complete production of the piece for final assessment over more than one session, their work must be collected and stored after each; candidates are not allowed access to their work between sessions.

6.6 Task marking

Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response.

You can find the assessment criteria for the controlled assessment units in Appendices 4 and 5.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

We conduct agreement trials each year. At these we brief teachers on the application of the assessment criteria and exemplify standards for controlled assessment tasks. Teachers receive training on how to mark and apply standards and engage in trial marking.

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with those of other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.8 Moderation

Centres must submit their marks and samples to us by May for summer moderation and by January for spring moderation. To bring the assessment of the candidates' work into line with our agreed standards, we may adjust centres' marking.

We issue full instructions in advance of submission on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of controlled assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the controlled assessment tasks.

See Appendix 6 for a glossary of controlled assessment terms.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates; and
- an *Exemplification of Examination Performance* publication.

You can find our annual support programme of events and materials on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment, by providing opportunities for them to:
  - express themselves functionally and creatively in speaking and writing;
  - communicate in ways that make them effective and involved as citizens;
  - operate confidently and convey their ideas and opinions clearly; and
  - explore and respond to the views and feelings of others;
- progress from Key Stage 3 curriculum requirements, by providing opportunities for them to:
  - engage with a range of stimuli to develop creative and critical thinking skills;
  - demonstrate self-management;
  - work effectively with others;
  - evaluate their own and others' work; and
  - communicate effectively in oral, visual and written formats, showing awareness of audience and purpose and attention to accuracy;

- progress from Key Stage 3 statutory requirements, by providing opportunities for them to:
  - engage with a range of stimuli, including peers, poetry, prose, drama, non-fiction, media and multimedia, which enhance creativity and stimulate curiosity and imagination;
  - become critical, creative and effective communicators;
  - express meaning, feelings and viewpoints;
  - talk, to include debate, role play, interviews, presentations and group discussions;
  - listen actively and report back;
  - read and view for key ideas, enjoyment, engagement and empathy;
  - write and present in different media and for different audiences and purposes;
  - interpret visual stimuli;
  - develop an understanding of different forms, genres and methods of communication, and an understanding of how meaning is created;
  - develop their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;
  - analyse critically their own and other texts; and
  - use a range of techniques, forms and media to convey information creatively and appropriately;
- develop an awareness of spiritual, moral, social and cultural issues, by providing opportunities for them to:
  - explore these issues as presented in literature;
  - understand how reading reflects and informs about other cultures;
  - understand the power that language has in relation to these issues;
  - explore how language can be used to educate and inform; and
  - explore the difference between fact and opinion; and
- make effective use of technology, by providing opportunities for them to:
  - explore the effects of media;
  - explore the impact of technology on the use of language; and
  - explore modern methods of communication and how language is adapted.

For further guidance on how this specification enables progression from Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Integration of skills

Functional elements of English

This specification provides opportunities for students to develop the application of skills to real-life contexts.

Functional English requires students to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly. It provides the basis for effective communication and understanding across the three major skill areas: speaking and listening, reading, and writing. Students need to select and use these skills appropriately in order to function as effective citizens and to benefit from them in their life, learning and work.

The aim of the functional English standards is to encourage learners to demonstrate their speaking and listening, reading, and writing skills in a range of contexts, both familiar and unfamiliar, and for various purposes. The three subject skill areas are embedded within this specification.

Skills qualifications

This specification provides opportunities for students to develop the underpinning knowledge and skills for a range of skills-based qualifications, such as:

- Essential Skills at Levels 1 and 2 in Northern Ireland and Wales; and
- the following Key Skills:
  - Communication;
  - Improving Own Learning and Performance;
  - Information and Communication Technology;
  - Problem-Solving; and
  - Working with Others.

You can find details of the current standards and guidance for each of these skills on the CCEA website at www.ccea.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

Potential barriers for some students include:

- Speaking, for some students with a speech impairment; and
- Listening, for some students with a hearing impairment.

These competencies are included because the GCSE is a holistic qualification which must continue to assess all skills to meet all its Assessment Objectives.

Modified visual and hearing papers are available on request.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment.

Information on reasonable adjustments is available in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.*

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Eimear Dolan
  (telephone: (028) 9026 1200, extension 2552, email: edolan@ccea.org.uk)

- Officer with Subject Responsibility: Majella Corrigan
  (telephone: (028) 9026 1200, email: mcorrigan@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution (past papers and support materials)
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Business Assurance (appeals)
  (telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Controlled Assessment Tasks for Unit 3: Speaking and Listening

Speaking and Listening [20%]
Candidates must be assessed in the context of an individual presentation and interaction, a discussion, and a role play. Sample activities are suggested below. **An individual presentation and interaction** Deliver a presentation on a topic that interests you, followed by a question and answer session. **A discussion** In a group of two or more, discuss the difficulties facing homeless people. **A role play** Example 1: Individual role play – You are a youth worker. At the monthly local Council meeting, present your argument requesting funding for your youth club. Example 2: Group role play – You are members of the local Council. Taking individual roles as Councillors, discuss whether you should provide funding for a local youth club.

Appendix 2

Controlled Assessment Tasks for Unit 4: Studying Spoken and Written Language and Writing Creatively

We replace the tasks for Unit 4 each year. Below are the choices of tasks for the specification for first teaching in 2010 and for moderation in 2012. For themes for the current year of teaching/moderation please see the Task List published in the Controlled Assessment section of the subject microsite – www.ccea.org.uk/english_language

Task 1 – The Study of Spoken Language [10%]	
Listen to different examples of motivational talk. Show your understanding of the variations, explaining why language changes. Evaluate the impact of language choices on your own and others' use. You may wish to refer to some or all of the following, as appropriate: • how language is used for a range of purposes; • influence on language choices; • regional and non-standard variations; and • variations due to time, place and context. You may also wish to discuss other features that you have considered.	Moderation date: 2012

Task 2 – The Study of Written Language [15%]	
Complete **one** of the following: 1. Analyse the presentation of conflict in a literary text you have studied. 2. Analyse the presentation of women in a literary text you have studied. 3. Analyse how a sense of suspense has been created in a literary text you have studied. (Centres can adapt these tasks by choosing a text that meets the needs of their candidates, for example: 1. Analyse the presentation of conflict in *Things Fall Apart* by Chinua Achebe. 2. Analyse the presentation of women in *Dancing at Lughnasa* by Brian Friel. 3. Analyse how a sense of suspense has been created in short stories by Charles Dickens. For tasks based on anthologies or a number of shorter texts of varying genres, candidates do not need to make comparisons between texts.)	Moderation date: 2012

Task 3 – Writing Creatively [15%]	
Choose **one** of the following themes as a focus for your writing: 1. Conflict 2. Women 3. Suspense. Choose an audience for your writing. Select an appropriate form for your writing. Write to inform, persuade or engage your audience on your chosen theme.	Moderation date: 2012

Appendix 3

Suggested Texts for Unit 4: Task 2 – The Study of Written Language

Things Fall Apart	Chinua Achebe
Lord of the Flies	William Golding
To Kill a Mockingbird	Harper Lee
Animal Farm	George Orwell
Catcher in the Rye	JD Salinger
Of Mice and Men	John Steinbeck
Dancing at Lughnasa	Brian Friel
An Inspector Calls	JB Priestley
Juno and the Paycock	Sean O'Casey
All My Sons	Arthur Miller
Blood Brothers	Willy Russell
Macbeth	William Shakespeare
Romeo and Juliet	William Shakespeare
The Merchant of Venice	William Shakespeare

Works by writers such as:
Ambrose Bierce
Robert Cormier
Charles Dickens
Siobhan Dowd
Roddy Doyle
Carlo Gebler
Mark Haddon
Thomas Hardy
Seamus Heaney
Oisin McCann
Michael McLaverty
Brian Moore
Frank O'Connor
David Park
Siobhan Parkinson
Glenn Patterson
Bram Stoker

Appendix 4

Assessment Criteria for Unit 3: Speaking and Listening

Level & Marks	Communicating and Adapting Language	Interacting and Responding	Creating and Sustaining Roles
0	Candidates have made no creditworthy response.		
1 **1–5 marks**	Candidates briefly express points of view, ideas and feelings. They sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features. They use straightforward vocabulary and grammar, showing awareness of some main features of standard English.	Candidates respond to what they hear, showing some interest, including non-verbal reactions. They make brief, occasional contributions and general statements in discussion. They follow central ideas and possibilities in what they hear and raise straightforward questions.	Candidates draw on obvious and sometimes stereotypical ideas to create simple characters. They react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas.
2 **6–10 marks**	Candidates convey straightforward information and ideas, coherent accounts and narratives in extended turns. They begin to adapt talk and non-verbal features to meet the needs of different audiences. They use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy.	Candidates respond positively to what they hear, including helpful requests for explanation and further detail. They make specific, relevant contributions to discussion. They allow others to express ideas or points of view that may differ from their own and respond appropriately.	Candidates show understanding of characters by creating straightforward roles using speech, gesture and movement. They engage with situations and ideas, showing understanding of issues and relationships.
3 **11–15 marks**	Candidates effectively communicate information, ideas and feelings, promote issues and points of view. They adapt talk to a variety of situations and audiences, using non-verbal features to add to impact. They use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English.	Candidates listen closely and attentively, engaging with what is heard through perceptive responses. They make significant contributions that move discussions forward. They engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail.	Candidates develop and sustain roles and characters through appropriate language and effective gesture and movement. They make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues.
4 **16–20 marks**	Candidates confidently convey and interpret information, ideas and feelings, emphasising significant points and issues. They adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes. They make appropriate, controlled, effective use of standard English vocabulary and grammar.	Candidates challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions. They analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion. They identify useful outcomes and help structure discussion through purposeful contributions.	Candidates create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques. They respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships.
5 **21–25 marks**	Candidates highlight priorities and essential detail when communicating complex and demanding subject-matter. They use a sophisticated repertoire of strategies to meet challenging contexts and purposes. They show an assured choice and flexible use of standard English vocabulary and grammar in appropriate situations.	Candidates sustain concentrated listening, showing understanding of complex ideas through interrogating what is said. They shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions. They initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes.	Candidates create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches. They explore and respond to complex ideas issues and relationships in varied formal and informal scenarios.

Appendix 5

Assessment Criteria for Unit 4: Studying Spoken and Written Language and Writing Creatively

Task 1 – The Study of Spoken Language

Level & Marks	AO2 (i) & (ii) [25 Marks]
0	Candidates have made no creditworthy response.
1 1–5 marks	Candidates show some awareness of: • simple factors that influence spoken language; and/or • obvious differences in regional and non-standard forms of language; and/or • straightforward variations and changes in spoken language; and/or • how spoken language is used for specific purposes.
2 6–10 marks	Candidates show a developing understanding of: • the main influences on speakers' language choices; and/or • how aspects of regional and non-standard variations in spoken language may affect communication; and/or • how aspects of spoken language vary and change in different times, places and contexts; and/or • how spoken language is used for different purposes.
3 11–15 marks	Candidates understand and increasingly explain: • different influences on the language choices they and other speakers make; and/or • the effects of some regional and non-standard variations in spoken language; and/or • why spoken language shows variety and change over time and in different places and contexts; and/or • how spoken language is adapted for a range of purposes.
4 16–20 marks	Candidates explain and begin to analyse: • significant influences on the language choices they and other speakers make; and/or • the significance of regional and non-standard variations in spoken language; and/or • the effects of variety and change in spoken language in different times, places and contexts; and/or • how spoken language is adapted for specific purposes in different situations.
5 21–25 marks	Candidates analyse and evaluate: • subtle influences on the language choices they and other speakers make; and/or • how significant features of regional and non-standard variations in spoken language impact on speakers and listeners; and/or • why various features of spoken language are susceptible to variety and change over time and in different places and contexts; and/or • how spoken language is selected and adapted for a range of purposes in different contexts.

Task 2 – The Study of Written Language

Level & Marks	AO3 (i), (ii) & (iii) [25 Marks]
0	Candidates have made no creditworthy response.
1 **1–5 marks**	Candidates have made a response to a literary text. They have commented on some of the main features, such as plot and character. They may have supported their opinions through textual reference.
2 **6–10 marks**	Candidates have made a personal response to a literary text, revealing understanding of meaning and some of the ways in which it has been conveyed to the reader. They have supported their opinions through textual reference, with some straightforward discussion of the main features such as language, main ideas, themes and characters.
3 **11–15 marks**	Candidates have made a clearly engaged personal response to a literary text. They have referred to relevant aspects of language, main ideas, themes and characters, demonstrating some understanding of the intended impact upon the reader.
4 **16–20 marks**	Candidates have made a clearly engaged personal response, which is perceptive in places, to a literary text. They have made focused references to relevant aspects of the main features, such as language, themes, structure and characterisation, to support their interpretation.
5 **21–25 marks**	Candidates have developed interpretations in a critical and perceptive manner. They have evaluated how key aspects of language, grammar, structure and presentation engage and affect the reader. A discriminating analysis is underpinned by aptly selected textual references.

Task 3 – Writing Creatively

Level	AO4 (i) & (ii) [20 Marks]	AO4 (iii) [10 Marks]
0	Candidates have made no creditworthy response.	Candidates have made no creditworthy response.
1	**Level 1 (1–4 marks)** Candidates have organised their writing on a given topic showing basic awareness of form and style suitable for purpose. Ideas and information are organised to achieve some coherence and some sense of audience, using some of the acceptable conventions of written English.	**Level 1 (1–2 marks)** In places, basic punctuation, including the punctuation of simple sentences, is used with some accuracy. Some simple words are spelt correctly.
2	**Level 2 (5–8 marks)** Candidates have produced a piece of writing on a given topic which shows some awareness of form and style suitable for purpose. It communicates simply and clearly with the reader. Paragraphing is straightforward, and the structure of sentences, including some that are complex, is usually correct. Vocabulary is generally suited to purpose and audience.	**Level 2 (3–4 marks)** Punctuation of simple and most compound sentences is mostly accurate. Syntax is generally accurate. Simple words are spelt correctly.
3	**Level 3 (9–12 marks)** Candidates have produced a competent, engaging piece of writing on a given topic, showing a clear awareness of form and style appropriate to purpose. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. A range of sentence structures and varied vocabulary are used to create different effects and engage the reader's interest. Vocabulary has been carefully chosen and is suited to both purpose and audience.	**Level 3 (5–6 marks)** Punctuation is mostly accurate and helps to clarify meaning. Syntax is accurate. Common and most irregular words are spelt correctly.
4	**Level 4 (13–16 marks)** Candidates have produced a piece of writing on a given topic which shows confident, assured control of a form and styles appropriate to task and purpose, using relevant rhetorical devices to good effect. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. Sentence structure is appropriately varied to achieve the desired effect on readers. Skilful use of language and structure helps to achieve purpose. Vocabulary has been used appropriately throughout.	**Level 4 (7–8 marks)** Sentence structure is accurate and varied. Punctuation and syntax are accurate and varied so as to communicate the intended meaning. Spelling of all words is generally correct.
5	**Level 5 (17–20 marks)** Candidates have produced a highly convincing piece of writing on a given topic which shows sophisticated awareness of form and style suitable to task and purpose. It is original in places and wholly engages the audience. Key points are clearly linked, fully developed and expressed in a fluent and lucid manner. Flair is evident in terms of the presentation of complex ideas and information. A wide range of appropriate vocabulary is used, and in places the writer reveals an intuitive feel for language.	**Level 5 (9–10 marks)** Candidates show assured awareness of the conventions of the full range of punctuation and syntax to enhance meaning and to create deliberate effects. They use a wide range of sophisticated vocabulary, almost all of which is spelt correctly. They demonstrate a sophisticated appreciation of the conventions of written language.

Appendix 6

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision **(High level of control)**	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision **(Medium level of control)**	Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding body
Task setting	The specification of the assessment requirements Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported and can be separately certificated May comprise separately assessed components

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	11 April 2011	1,3	Text removed
Version 2	11 April 2011	18	Changes in resources row
Version 2	11 April 2011	28	Changes to Appendix 2 intro
Version 3	5 July 2012	3, 4, 22, 24 Inner Foreword	Removal of references to England New QAN added for courses starting Sept. 2012 Statement added in relation to entries from English centres

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) English Language for first teaching from September 2010. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for English Language;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for English Language; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2012.

We are offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

Centres in England

CCEA will not be accepting entries from English centres for GCSE courses starting September 2012 onwards.

Final awarding for English centres currently following this specification will be in Summer 2013.

A final resit opportunity for candidates from English centres will be available in Summer 2014.

Subject Code	5010
QAN*	600/6504/7

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* Please note the QAN for candidates completing this course in Summer 2013 is 500/7934/7.

Version 3: 5 July 2012

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1 Introduction

This specification sets out the content and assessment details for our GCSE English Language course. First teaching begins from September 2010, and we will make the first awards for this specification in 2012. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum and addresses the Essential Skills requirements. It also complies with the National Curriculum and functional elements of English in Wales.

We have designed this specification to be compatible with our GCSE English Literature specification.

1.1 Aims

This specification aims to encourage students to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately;
- express themselves creatively and imaginatively;
- become critical readers of a range of texts, including multi-modal texts;
- use reading to develop their own skills as writers;
- understand the patterns, structures and conventions of written and spoken English;
- understand the impact of variations in spoken and written language and how they relate to identity and cultural diversity; and
- select and adapt speech and writing to different situations and audiences.

1.2 Key features

The key features of the specification appear below.

- This is a unitised specification, allowing students flexibility in preparing for assessment; students can enter for a unit when they are ready to be assessed and can resit each unit individually.
- From summer 2012, all four units will be available in January and summer, and students will be able to take any of the four units in the first year of teaching.
- This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland and Wales.
- It helps facilitate the study of English and related subjects at a more advanced level, for example A and AS English Language, English Literature, and English Language and Literature, and advanced courses in Communication and Media.
- The course allows students the opportunity to develop the application of skills to real-life contexts. These skills are embedded within this specification:
  - engaging with and making fresh connections between ideas, texts, words and images;
  - studying spoken and written language, exploring how language varies;
  - expressing ideas and information clearly, precisely, accurately and appropriately in spoken and written communication; and
  - forming independent views and challenging what is heard or read on the grounds of reason, evidence or argument.

- Students can use texts that they are studying for GCSE English Literature as the stimulus for controlled assessment tasks.
- In revising this specification, we consulted with teachers, subject advisers and subject associations.

1.3 Prior attainment

This specification builds upon the knowledge, understanding and skills developed through the statutory requirements for Language and Literacy: English with Media Education at Key Stage 3 in the Northern Ireland Curriculum and the study of English at Key Stage 3 in Wales.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 5010.

This subject cannot be studied alongside any qualification titled GCSE English. If they offer two English subjects these must be GCSE English Literature and English Language.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in Wales

In Wales, Programme of Study requirements are addressed through GCSE English Language, but students are strongly advised also to study GCSE English Literature.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Personal Writing and Reading Multi-Modal Texts	External examination Foundation and Higher Tiers **1 hour 30 mins**	20%	Every Summer (beginning in 2011) Every January (beginning in 2013)
Unit 2: Functional Writing and Reading Non-Fiction	External examination Foundation and Higher Tiers **1 hour 30 mins**	20%	Every Summer (beginning in 2012) Every January (beginning in 2013)
Unit 3: Speaking and Listening	Controlled assessment We give guidance on activities.	20%	Every Summer (beginning in 2012) Every January (beginning in 2013)
Unit 4: Studying Spoken and Written Language and Writing Creatively Task 1 – The Study of Spoken Language Task 2 – The Study of Written Language Task 3 – Writing Creatively	Controlled assessment We set the tasks each year.	40%	Every Summer (beginning in 2012) Every January (beginning in 2013)

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

We have divided the course into four units. The requirements of each unit, as well as the respective learning outcomes, appear below.

3.1 Unit 1: Personal Writing and Reading Multi-Modal Texts

This unit is assessed through external examination. The examination lasts 1 hour 30 minutes and is worth 20%.

Section A allows students to demonstrate writing skills in a piece of personal writing. There is a single task, which requires students to produce a written response.

Section B comprises two multi-modal texts, allowing students to demonstrate functional reading skills. The texts are followed by tasks that ask them to compare these stimulus materials, respond and present interpretations. The multi-modal text type will vary over examination series, and there can be more than one type of text within a single examination paper. We provide different stimulus materials for Foundation and Higher Tiers.

Content	Learning Outcomes
Personal Writing **Reading Multi-Modal Texts**	Students should be able to: • write clearly and fluently; • organise ideas to support coherence; • use an appropriate writing form; • select language to engage the reader; • use accurate grammar, spelling and punctuation; • read and understand texts; • select material appropriate to purpose; • collate from different sources; • make connections between ideas, texts, words and images; • analyse how language varies according to audience; and • explain how writers use linguistic and presentational features to engage the reader.

3.2 Unit 2: Functional Writing and Reading Non-Fiction

This unit is assessed through external examination. The examination lasts 1 hour 30 minutes and is worth 20%.

Section A allows students to demonstrate functional writing skills. There is a single task, which requires students to express their views on a given topic. We provide appropriate stimulus material and adapt the content for Foundation and Higher Tiers.

Section B comprises functional reading. It includes one or more tasks on the reading and interpretation of a previously unseen non-fiction text. We provide different stimulus materials for Foundation and Higher Tiers.

Content	Learning Outcomes
Functional Writing **Reading Non-Fiction**	Students should be able to: • write accurately and effectively; • use an appropriate writing form; • express ideas and information precisely and accurately; • form independent views; • select vocabulary to persuade and inform the reader; • use accurate grammar, spelling and punctuation; • read and understand how meaning is constructed; • recognise the effects of language choices; • develop interpretations of writers' ideas; and • explain how writers use linguistic, grammatical and structural features to influence the reader.

3.3 Unit 3: Speaking and Listening

This unit is assessed through controlled assessment and is worth 20%.

Students must be assessed in three activities: an individual presentation and interaction, a discussion, and a role play. The range of speaking and listening activities they undertake should give them the opportunity to respond in a variety of formal and informal situations. Final assessment is based on a student's three best assessments. See Appendix 1 for suggested approaches.

Content	Learning Outcomes
Individual Presentation **Discussion** **Role Play**	Students should be able to: • communicate clearly and effectively; • present information and ideas; • use standard English as appropriate; • structure and sustain talk; • choose and adapt language appropriate to an audience; • respond appropriately to questions and views of others; • interact with others; • make a range of effective contributions; • express ideas clearly, accurately and appropriately; • listen and respond to others' ideas and perspectives; • challenge what they hear where appropriate; • shape meaning through asking questions and making comments and suggestions; • use a variety of techniques as appropriate; • create and sustain different roles; • participate in a range of real-life contexts; and • experiment with language to engage the audience.

3.4 Unit 4: Studying Spoken and Written Language and Writing Creatively

This unit is assessed through controlled assessment and is worth 40%. Students must complete three tasks. We set these tasks each year. See Appendix 2 for the list of tasks.

Task 1 – The Study of Spoken Language

This task is worth 10%. It allows students to investigate the characteristics of, and influences on, their own and others' use of spoken language.

Content	Learning Outcomes
The Study of Spoken Language	Students should be able to: • understand the characteristics of spoken language; • understand influences on spoken language choice; • explore the impact of spoken language choices in their own and others' use; and • understand how language varies in different contexts.

Task 2 – The Study of Written Language

This task is worth 15%. It allows students to demonstrate knowledge of characters, themes or genre in an extended literary text. This can be an extended prose, drama, poetry or non-fiction text, or an anthology of texts from any of these genres. Students can write about a text that they are studying for GCSE English Literature; however, they must submit a different piece of work that specifically meets the requirements of this task. Centres can adapt tasks by choosing a text that meets the needs of their students. Texts chosen must be of an appropriate level of demand. For a list of suggested texts and writers, see Appendix 3.

Content	Learning Outcomes
The Study of a Literary Text	Students should be able to: • read and understand texts; • understand how meaning is constructed; • recognise the effect of language choices and patterns; • select material appropriate to purpose; • evaluate how texts may be interpreted differently depending on the perspective of the reader; and • explain how writers use linguistic and presentational features to sustain the reader's interest.

Task 3 – Writing Creatively

This task is worth 15%. It allows students to demonstrate the ability to write for purpose using an appropriate format, such as a newspaper article, letter, leaflet, account, diary entry, report, brochure, editorial, polemic, review, commentary, story, script or poem.

Content	Learning Outcomes
Writing Creatively	Students should be able to: • write to communicate clearly, effectively and imaginatively; • select a form appropriate to purpose; • demonstrate knowledge of the conventions of the form selected; • organise information and ideas; • select vocabulary appropriate to task; • use a range of sentence structures for effect; and • use accurate grammar, spelling and punctuation.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

Candidates studying unitised GCSE qualifications must complete at least 40 percent of the overall assessment requirements as terminal assessment.

Candidates may resit each individual assessment unit once. If candidates resit a unit, they are free to count the better of the two marks they achieve **unless** the resit makes up part of their 40 percent terminal assessment. If the resit **does** make up part of the terminal assessment, the resit mark will count towards the final grade.

Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must demonstrate the following:

AO1	**Speaking and Listening** (i) **Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate.** (ii) **Listen and respond to speakers' ideas and perspectives, and how they construct and express meanings.** (iii) **Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.** (iv) **Create and sustain different roles.**
AO2	**Study of Spoken Language** (i) Understand variations in spoken language, explaining why language changes in relation to contexts. (ii) Evaluate the impact of spoken language choices in their own and others' use.
AO3	**Studying Written Language** (i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate. (ii) Develop and sustain interpretations of writers' ideas and perspectives. (iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

AO4	**Writing** (i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

4.3 Assessment objective weightings

The table below sets out the assessment objectives for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting						Overall Weighting
	External Assessment		Controlled Assessment				
	Unit 1	Unit 2	Unit 3	Unit 4			
				Task 1	Task 2	Task 3	
AO1	–	–	20%	–	–	–	20%
AO2	–	–	–	10%	–	–	10%
AO3	10%	10%	–	–	15%	–	35%
AO4	10%	10%	–	–	–	15%	35%
Total Weighting	**20%**	**20%**	**20%**	**10%**	**15%**	**15%**	**100%**

4.4 Reporting and grading

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. If candidates fail to attain grade G or over, we report their results as unclassified (U). We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

The result of individual assessment units will be reported on a uniform mark scale that reflects the weightings of the units.

The maximum marks available to candidates entered for the Higher Tier of a unit will be the maximum uniform mark available for that unit. The maximum marks available to candidates entered for the Foundation Tier of a unit will be the maximum uniform mark available for the notional grade C on that unit (the notional grade B minus one uniform mark).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a broad repertoire of vocabulary to express information, ideas and feelings in an engaging manner. They explain expertly, and evaluate persuasively, how they and others use and adapt spoken language for specific purposes. They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities. Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross references that illuminate the purpose and meanings of texts. Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative delight. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.

Grade	Description
C	Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities. Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects. Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate.
F	Candidates talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles. Candidates describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices. Candidates' writing shows some adaptation of form and style for different tasks and purposes. It communicates simply and clearly with the reader. Sentences sequence events or ideas logically; vocabulary is sometimes chosen for variety and interest. Paragraphing is straightforward but effective; the structure of sentences, including some that are complex, is usually correct. Spelling and basic punctuation are mostly accurate.

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We replace our written controlled assessment tasks (Unit 4) every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

They are designed to support good teaching and learning, and to be more manageable for candidates and teachers.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

Unit 3: Speaking and Listening [20%]	
AO1	**Speaking and Listening** (i) Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. (ii) Listen and respond to speakers' ideas and perspectives, and how they construct and express meanings. (iii) Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together. (iv) Create and sustain different roles.

Unit 4: Task 1 – The Study of Spoken Language [10%]	
AO2	**Study of Spoken Language** (i) Understand variations in spoken language, explaining why language changes in relation to contexts. (ii) Evaluate the impact of spoken language choices in their own and others' use.

Unit 4: Task 2 – The Study of Written Language [15%]	
AO3	**Studying Written Language** (i) Read and understand texts, selecting material appropriate to purpose. (ii) Develop and sustain interpretations of writers' ideas and perspectives. (iii) Explain and evaluate how writers use linguistic, grammatical and structural features to achieve effects and engage and influence the reader.

Unit 4: Task 3 – Writing Creatively [15%]	
AO4	**Writing** (i) Write to communicate clearly, effectively and imaginatively, using forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. (ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. (iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

These elements of AO3 and AO4 may also be assessed externally.

6.3 Level of control

Rules for controlled assessment in GCSE English Language are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

The level of control for task setting for Unit 3: Speaking and Listening is limited. We provide exemplar activities (see Appendix 1). Centres have the opportunity to adapt, contextualise and design activities to better suit their specific circumstances.

The level of control for task setting for Unit 4: Studying Spoken and Written Language and Writing Creatively is high. Centres must choose tasks from a list that we provide (see Appendix 2). We replace the tasks each year.

The controlled assessments provide centres with the opportunity to submit work to us in January or summer and to complete the tasks in the contexts that best suit their specific circumstances. This includes the availability of and access to resources.

6.5 Task taking

The level of control for task taking for Unit 3 is medium.

Unit 3: Speaking and Listening [20%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out preparation under limited supervision. Responsibility for planning each of the three activities for assessment lies entirely with candidates. They must complete the activities for final assessment under formal supervision. Teachers must be able to authenticate the work.
Feedback	We encourage teachers to give feedback during the preparation process on the following: • the activities to be completed; and • how performance will be marked according to the assessment criteria.
Time Limit	Each activity can last up to **30 minutes**. The suggested duration for the individual presentation prior to questions is **5 minutes**.
Collaboration	The work of candidates may be informed by working with others, but candidates must be assessed on an individual response.
Resources	Candidates' access to resources is determined by those available to the centre.

The level of control for task taking for Unit 4 is medium.

Unit 4: Task 1 – The Study of Spoken Language [10%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out planning and research under limited supervision. Responsibility for planning a piece of work for assessment lies entirely with candidates. They must complete production of the piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. Teachers must be able to authenticate the work.
Feedback	We encourage teachers to give feedback during the planning and preparation process on the following: • the task to be completed; and • how work will be marked according to the assessment criteria. Once candidates have completed the piece for final assessment in the time given under formal supervision, they cannot make any further changes.
Time Limit	Production of the piece for final assessment: **1 hour 30 minutes** maximum (this can be completed in more than one session).
Collaboration	Candidates can complete preparatory work in groups, but each candidate must complete an individual response for final assessment.
Resources	Candidates' access to resources is determined by those available to the centre. They can use research materials during completion of their final response. These will take the form of transcripts of the source materials being used for the task. These must not include a writing frame or any form of draft response. Candidates must include the materials they have used when they submit their final piece. If candidates carry out production of the piece for final assessment over more than one session, their work must be collected and stored after each; candidates are not allowed access to their work between sessions.

Unit 4: Task 2 – The Study of Written Language [15%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out planning and preparation under limited supervision. Responsibility for planning a piece of work for assessment lies entirely with candidates. They must complete production of the piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. Access to resources must be controlled during this time to allow the teacher to authenticate each candidate's work.
Feedback	We encourage teachers to give feedback during the planning and preparation process on the following: • the task to be completed; and • how work will be marked according to the assessment criteria. Once candidates have completed the piece for final assessment in the time given under formal supervision, they cannot make any further changes.
Time Limit	Production of the piece for final assessment: **1 hour 30 minutes** maximum (this can be completed in more than one session).
Collaboration	Candidates can complete preparatory work in groups, but each candidate must complete an individual response for final assessment.
Resources	Candidates' access to resources is determined by those available to the centre. Candidates are allowed access to an unannotated copy of the stimulus text. During production of the piece for final assessment, candidates are not allowed access to: • dictionaries and thesauri; • grammar and spell check programs; • the internet; or • their preparatory work. If candidates complete production of the piece for final assessment over more than one session, their work must be collected and stored after each; candidates are not allowed access to their work between sessions.

Unit 4: Task 3 – Writing Creatively [15%]

Areas of Control	Detail of Control
Authenticity	Candidates can carry out planning and preparation under limited supervision. Responsibility for planning a piece of work for assessment lies entirely with candidates. They must complete production of the piece for final assessment under formal supervision. Work completed under formal supervision cannot be removed from the classroom. Access to resources must be controlled during this time to allow the teacher to authenticate each candidate's work.
Feedback	We encourage teachers to give feedback during the planning and preparation process on the following: • the task to be completed; and • how work will be marked according to the assessment criteria. Once candidates have completed the piece for final assessment in the time given under formal supervision, they cannot make any further changes.
Time Limit	Production of the piece for final assessment: **2 hours** maximum (this can be completed in more than one session).
Collaboration	Candidates can complete preparatory work in groups, but each candidate must complete an individual response for final assessment.
Resources	Candidates' access to resources is determined by those available to the centre. During production of the piece for final assessment, candidates are not allowed access to: • dictionaries and thesauri; • grammar and spell check programs; • the internet; or • their preparatory work. If candidates complete production of the piece for final assessment over more than one session, their work must be collected and stored after each; candidates are not allowed access to their work between sessions.

6.6 Task marking

Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response.

You can find the assessment criteria for the controlled assessment units in Appendices 4 and 5.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

We conduct agreement trials each year. At these we brief teachers on the application of the assessment criteria and exemplify standards for controlled assessment tasks. Teachers receive training on how to mark and apply standards and engage in trial marking.

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with those of other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.8 Moderation

Centres must submit their marks and samples to us by May for summer moderation and by January for spring moderation. To bring the assessment of the candidates' work into line with our agreed standards, we may adjust centres' marking.

We issue full instructions in advance of submission on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks and samples have to be submitted to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of controlled assessment. We provide moderators to support groups of centres or to contact individual centres to discuss issues arising from the controlled assessment tasks.

See Appendix 6 for a glossary of controlled assessment terms.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates; and
- an *Exemplification of Examination Performance* publication.

You can find our annual support programme of events and materials on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment, by providing opportunities for them to:
  - express themselves functionally and creatively in speaking and writing;
  - communicate in ways that make them effective and involved as citizens;
  - operate confidently and convey their ideas and opinions clearly; and
  - explore and respond to the views and feelings of others;
- progress from Key Stage 3 curriculum requirements, by providing opportunities for them to:
  - engage with a range of stimuli to develop creative and critical thinking skills;
  - demonstrate self-management;
  - work effectively with others;
  - evaluate their own and others' work; and
  - communicate effectively in oral, visual and written formats, showing awareness of audience and purpose and attention to accuracy;

- progress from Key Stage 3 statutory requirements, by providing opportunities for them to:
  - engage with a range of stimuli, including peers, poetry, prose, drama, non-fiction, media and multimedia, which enhance creativity and stimulate curiosity and imagination;
  - become critical, creative and effective communicators;
  - express meaning, feelings and viewpoints;
  - talk, to include debate, role play, interviews, presentations and group discussions;
  - listen actively and report back;
  - read and view for key ideas, enjoyment, engagement and empathy;
  - write and present in different media and for different audiences and purposes;
  - interpret visual stimuli;
  - develop an understanding of different forms, genres and methods of communication, and an understanding of how meaning is created;
  - develop their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar;
  - analyse critically their own and other texts; and
  - use a range of techniques, forms and media to convey information creatively and appropriately;
- develop an awareness of spiritual, moral, social and cultural issues, by providing opportunities for them to:
  - explore these issues as presented in literature;
  - understand how reading reflects and informs about other cultures;
  - understand the power that language has in relation to these issues;
  - explore how language can be used to educate and inform; and
  - explore the difference between fact and opinion; and
- make effective use of technology, by providing opportunities for them to:
  - explore the effects of media;
  - explore the impact of technology on the use of language; and
  - explore modern methods of communication and how language is adapted.

For further guidance on how this specification enables progression from Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Integration of skills

Functional elements of English

This specification provides opportunities for students to develop the application of skills to real-life contexts.

Functional English requires students to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly. It provides the basis for effective communication and understanding across the three major skill areas: speaking and listening, reading, and writing. Students need to select and use these skills appropriately in order to function as effective citizens and to benefit from them in their life, learning and work.

The aim of the functional English standards is to encourage learners to demonstrate their speaking and listening, reading, and writing skills in a range of contexts, both familiar and unfamiliar, and for various purposes. The three subject skill areas are embedded within this specification.

Skills qualifications

This specification provides opportunities for students to develop the underpinning knowledge and skills for a range of skills-based qualifications, such as:

- Essential Skills at Levels 1 and 2 in Northern Ireland and Wales; and
- the following Key Skills:
  - Communication;
  - Improving Own Learning and Performance;
  - Information and Communication Technology;
  - Problem-Solving; and
  - Working with Others.

You can find details of the current standards and guidance for each of these skills on the CCEA website at www.ccea.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

Potential barriers for some students include:

- Speaking, for some students with a speech impairment; and
- Listening, for some students with a hearing impairment.

These competencies are included because the GCSE is a holistic qualification which must continue to assess all skills to meet all its Assessment Objectives.

Modified visual and hearing papers are available on request.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment.

Information on reasonable adjustments is available in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations.*

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Eimear Dolan
  (telephone: (028) 9026 1200, extension 2552, email: edolan@ccea.org.uk)

- Officer with Subject Responsibility: Majella Corrigan
  (telephone: (028) 9026 1200, email: mcorrigan@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution (past papers and support materials)
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Information Section (including Freedom of Information requests)
  (telephone: (028) 9026 1200, email: info@ccea.org.uk)

- Business Assurance (appeals)
  (telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Controlled Assessment Tasks for Unit 3: Speaking and Listening

Speaking and Listening [20%]
Candidates must be assessed in the context of an individual presentation and interaction, a discussion, and a role play. Sample activities are suggested below. **An individual presentation and interaction** Deliver a presentation on a topic that interests you, followed by a question and answer session. **A discussion** In a group of two or more, discuss the difficulties facing homeless people. **A role play** Example 1: Individual role play – You are a youth worker. At the monthly local Council meeting, present your argument requesting funding for your youth club. Example 2: Group role play – You are members of the local Council. Taking individual roles as Councillors, discuss whether you should provide funding for a local youth club.

Appendix 2

Controlled Assessment Tasks for Unit 4: Studying Spoken and Written Language and Writing Creatively

We replace the tasks for Unit 4 each year. Below are the choices of tasks for the specification for first teaching in 2010 and for moderation in 2012. For themes for the current year of teaching/moderation please see the Task List published in the Controlled Assessment section of the subject microsite – www.ccea.org.uk/english_language

Task 1 – The Study of Spoken Language [10%]	
Listen to different examples of motivational talk. Show your understanding of the variations, explaining why language changes. Evaluate the impact of language choices on your own and others' use. You may wish to refer to some or all of the following, as appropriate: • how language is used for a range of purposes; • influence on language choices; • regional and non-standard variations; and • variations due to time, place and context. You may also wish to discuss other features that you have considered.	Moderation date: 2012

Task 2 – The Study of Written Language [15%]	
Complete **one** of the following: 1. Analyse the presentation of conflict in a literary text you have studied. 2. Analyse the presentation of women in a literary text you have studied. 3. Analyse how a sense of suspense has been created in a literary text you have studied. (Centres can adapt these tasks by choosing a text that meets the needs of their candidates, for example: 1. Analyse the presentation of conflict in *Things Fall Apart* by Chinua Achebe. 2. Analyse the presentation of women in *Dancing at Lughnasa* by Brian Friel. 3. Analyse how a sense of suspense has been created in short stories by Charles Dickens. For tasks based on anthologies or a number of shorter texts of varying genres, candidates do not need to make comparisons between texts.)	Moderation date: 2012

Task 3 – Writing Creatively [15%]	
Choose **one** of the following themes as a focus for your writing: 1. Conflict 2. Women 3. Suspense. Choose an audience for your writing. Select an appropriate form for your writing. Write to inform, persuade or engage your audience on your chosen theme.	Moderation date: 2012

Appendix 3

Suggested Texts for Unit 4: Task 2 – The Study of Written Language

Things Fall Apart	Chinua Achebe
Lord of the Flies	William Golding
To Kill a Mockingbird	Harper Lee
Animal Farm	George Orwell
Catcher in the Rye	JD Salinger
Of Mice and Men	John Steinbeck
Dancing at Lughnasa	Brian Friel
An Inspector Calls	JB Priestley
Juno and the Paycock	Sean O'Casey
All My Sons	Arthur Miller
Blood Brothers	Willy Russell
Macbeth	William Shakespeare
Romeo and Juliet	William Shakespeare
The Merchant of Venice	William Shakespeare

Works by writers such as:
Ambrose Bierce
Robert Cormier
Charles Dickens
Siobhan Dowd
Roddy Doyle
Carlo Gebler
Mark Haddon
Thomas Hardy
Seamus Heaney
Oisin McCann
Michael McLaverty
Brian Moore
Frank O'Connor
David Park
Siobhan Parkinson
Glenn Patterson
Bram Stoker

Appendix 4

Assessment Criteria for Unit 3: Speaking and Listening

Level & Marks	Communicating and Adapting Language	Interacting and Responding	Creating and Sustaining Roles
0	Candidates have made no creditworthy response.		
1 **1–5 marks**	Candidates briefly express points of view, ideas and feelings. They sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features. They use straightforward vocabulary and grammar, showing awareness of some main features of standard English.	Candidates respond to what they hear, showing some interest, including non-verbal reactions. They make brief, occasional contributions and general statements in discussion. They follow central ideas and possibilities in what they hear and raise straightforward questions.	Candidates draw on obvious and sometimes stereotypical ideas to create simple characters. They react to situations in predictable but appropriate ways, demonstrating some understanding of relationships and familiar ideas.
2 **6–10 marks**	Candidates convey straightforward information and ideas, coherent accounts and narratives in extended turns. They begin to adapt talk and non-verbal features to meet the needs of different audiences. They use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy.	Candidates respond positively to what they hear, including helpful requests for explanation and further detail. They make specific, relevant contributions to discussion. They allow others to express ideas or points of view that may differ from their own and respond appropriately.	Candidates show understanding of characters by creating straightforward roles using speech, gesture and movement. They engage with situations and ideas, showing understanding of issues and relationships.
3 **11–15 marks**	Candidates effectively communicate information, ideas and feelings, promote issues and points of view. They adapt talk to a variety of situations and audiences, using non-verbal features to add to impact. They use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English.	Candidates listen closely and attentively, engaging with what is heard through perceptive responses. They make significant contributions that move discussions forward. They engage with others' ideas and feelings, recognising obvious bias or prejudice and referring to precise detail.	Candidates develop and sustain roles and characters through appropriate language and effective gesture and movement. They make contributions to the development of situations and ideas, showing understanding and insight into relationships and significant issues.
4 **16–20 marks**	Candidates confidently convey and interpret information, ideas and feelings, emphasising significant points and issues. They adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes. They make appropriate, controlled, effective use of standard English vocabulary and grammar.	Candidates challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions. They analyse and reflect on others' ideas to clarify issues and assumptions and develop the discussion. They identify useful outcomes and help structure discussion through purposeful contributions.	Candidates create convincing characters and roles using a range of carefully selected verbal and non-verbal techniques. They respond skilfully and sensitively in different situations and scenarios, to explore ideas and issues and relationships.
5 **21–25 marks**	Candidates highlight priorities and essential detail when communicating complex and demanding subject-matter. They use a sophisticated repertoire of strategies to meet challenging contexts and purposes. They show an assured choice and flexible use of standard English vocabulary and grammar in appropriate situations.	Candidates sustain concentrated listening, showing understanding of complex ideas through interrogating what is said. They shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions. They initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes.	Candidates create complex characters and fulfil the demands of challenging roles through insightful choice of dramatic approaches. They explore and respond to complex ideas issues and relationships in varied formal and informal scenarios.

Appendix 5

Assessment Criteria for Unit 4: Studying Spoken and Written Language and Writing Creatively

Task 1 – The Study of Spoken Language

Level & Marks	AO2 (i) & (ii) [25 Marks]
0	Candidates have made no creditworthy response.
1 1–5 marks	Candidates show some awareness of: • simple factors that influence spoken language; and/or • obvious differences in regional and non-standard forms of language; and/or • straightforward variations and changes in spoken language; and/or • how spoken language is used for specific purposes.
2 6–10 marks	Candidates show a developing understanding of: • the main influences on speakers' language choices; and/or • how aspects of regional and non-standard variations in spoken language may affect communication; and/or • how aspects of spoken language vary and change in different times, places and contexts; and/or • how spoken language is used for different purposes.
3 11–15 marks	Candidates understand and increasingly explain: • different influences on the language choices they and other speakers make; and/or • the effects of some regional and non-standard variations in spoken language; and/or • why spoken language shows variety and change over time and in different places and contexts; and/or • how spoken language is adapted for a range of purposes.
4 16–20 marks	Candidates explain and begin to analyse: • significant influences on the language choices they and other speakers make; and/or • the significance of regional and non-standard variations in spoken language; and/or • the effects of variety and change in spoken language in different times, places and contexts; and/or • how spoken language is adapted for specific purposes in different situations.
5 21–25 marks	Candidates analyse and evaluate: • subtle influences on the language choices they and other speakers make; and/or • how significant features of regional and non-standard variations in spoken language impact on speakers and listeners; and/or • why various features of spoken language are susceptible to variety and change over time and in different places and contexts; and/or • how spoken language is selected and adapted for a range of purposes in different contexts.

Task 2 – The Study of Written Language

Level & Marks	AO3 (i), (ii) & (iii) [25 Marks]
0	Candidates have made no creditworthy response.
1 **1–5 marks**	Candidates have made a response to a literary text. They have commented on some of the main features, such as plot and character. They may have supported their opinions through textual reference.
2 **6–10 marks**	Candidates have made a personal response to a literary text, revealing understanding of meaning and some of the ways in which it has been conveyed to the reader. They have supported their opinions through textual reference, with some straightforward discussion of the main features such as language, main ideas, themes and characters.
3 **11–15 marks**	Candidates have made a clearly engaged personal response to a literary text. They have referred to relevant aspects of language, main ideas, themes and characters, demonstrating some understanding of the intended impact upon the reader.
4 **16–20 marks**	Candidates have made a clearly engaged personal response, which is perceptive in places, to a literary text. They have made focused references to relevant aspects of the main features, such as language, themes, structure and characterisation, to support their interpretation.
5 **21–25 marks**	Candidates have developed interpretations in a critical and perceptive manner. They have evaluated how key aspects of language, grammar, structure and presentation engage and affect the reader. A discriminating analysis is underpinned by aptly selected textual references.

Task 3 – Writing Creatively

Level	AO4 (i) & (ii) [20 Marks]	AO4 (iii) [10 Marks]
0	Candidates have made no creditworthy response.	Candidates have made no creditworthy response.
1	**Level 1 (1–4 marks)** Candidates have organised their writing on a given topic showing basic awareness of form and style suitable for purpose. Ideas and information are organised to achieve some coherence and some sense of audience, using some of the acceptable conventions of written English.	**Level 1 (1–2 marks)** In places, basic punctuation, including the punctuation of simple sentences, is used with some accuracy. Some simple words are spelt correctly.
2	**Level 2 (5–8 marks)** Candidates have produced a piece of writing on a given topic which shows some awareness of form and style suitable for purpose. It communicates simply and clearly with the reader. Paragraphing is straightforward, and the structure of sentences, including some that are complex, is usually correct. Vocabulary is generally suited to purpose and audience.	**Level 2 (3–4 marks)** Punctuation of simple and most compound sentences is mostly accurate. Syntax is generally accurate. Simple words are spelt correctly.
3	**Level 3 (9–12 marks)** Candidates have produced a competent, engaging piece of writing on a given topic, showing a clear awareness of form and style appropriate to purpose. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. A range of sentence structures and varied vocabulary are used to create different effects and engage the reader's interest. Vocabulary has been carefully chosen and is suited to both purpose and audience.	**Level 3 (5–6 marks)** Punctuation is mostly accurate and helps to clarify meaning. Syntax is accurate. Common and most irregular words are spelt correctly.
4	**Level 4 (13–16 marks)** Candidates have produced a piece of writing on a given topic which shows confident, assured control of a form and styles appropriate to task and purpose, using relevant rhetorical devices to good effect. Linguistic and structural features are used skilfully to sequence texts and achieve coherence. Sentence structure is appropriately varied to achieve the desired effect on readers. Skilful use of language and structure helps to achieve purpose. Vocabulary has been used appropriately throughout.	**Level 4 (7–8 marks)** Sentence structure is accurate and varied. Punctuation and syntax are accurate and varied so as to communicate the intended meaning. Spelling of all words is generally correct.
5	**Level 5 (17–20 marks)** Candidates have produced a highly convincing piece of writing on a given topic which shows sophisticated awareness of form and style suitable to task and purpose. It is original in places and wholly engages the audience. Key points are clearly linked, fully developed and expressed in a fluent and lucid manner. Flair is evident in terms of the presentation of complex ideas and information. A wide range of appropriate vocabulary is used, and in places the writer reveals an intuitive feel for language.	**Level 5 (9–10 marks)** Candidates show assured awareness of the conventions of the full range of punctuation and syntax to enhance meaning and to create deliberate effects. They use a wide range of sophisticated vocabulary, almost all of which is spelt correctly. They demonstrate a sophisticated appreciation of the conventions of written language.

Appendix 6

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision **(High level of control)**	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision **(Medium level of control)**	Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding body
Task setting	The specification of the assessment requirements Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with awarding body specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported and can be separately certificated May comprise separately assessed components

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	11 April 2011	1,3	Text removed
Version 2	11 April 2011	18	Changes in resources row
Version 2	11 April 2011	28	Changes to Appendix 2 intro
Version 3	5 July 2012	3, 4, 22, 24 Inner Foreword	Removal of references to England New QAN added for courses starting Sept. 2012 Statement added in relation to entries from English centres