For teaching from 2011
For awards from 2012

LEVEL 1 / LEVEL 2 CERTIFICATE IN ENGLISH LANGUAGE

SPECIFICATION
### SUMMARY OF ASSESSMENT

**WRITTEN PAPER 1 40% (2 hours)**

<table>
<thead>
<tr>
<th>Section</th>
<th>Task Details</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Reading of a prose passage (fiction)</td>
<td>20%</td>
</tr>
<tr>
<td>B</td>
<td>Imaginative writing task</td>
<td>20%</td>
</tr>
</tbody>
</table>

**WRITTEN PAPER 2 40% (2 ¼ hours)**

<table>
<thead>
<tr>
<th>Section</th>
<th>Task Details</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Reading of non-fiction text(s)</td>
<td>20%</td>
</tr>
</tbody>
</table>
| B       | Two writing tasks:  
- one of two discursive essays (one linked to reading text(s)) (10%)  
- transactional – for specific audience / context (10%) | 20% |

**INTERNAL ASSESSMENT 20%**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Individual presentation + questions</td>
</tr>
<tr>
<td>B</td>
<td>Pair work</td>
</tr>
<tr>
<td>C</td>
<td>Group work</td>
</tr>
</tbody>
</table>

*Linear specification: First award June 2012, thereafter offered in November and June*

Qualification Accreditation Number: 600/1358/8
ENGLISH LANGUAGE

1 INTRODUCTION

1.1 Rationale

WJEC working with teachers

WJEC’s reputation for reliability and personal service means that we are working with an increasing number of teachers in England and Wales to deliver high quality qualifications.

We aim for clarity in the presentation of our specifications, recognising the needs of teachers and learners for unambiguous guidance through each course of study.

New qualification, proven foundation

Building on WJEC’s proven strength in GCSE English subjects, this qualification is designed to appeal to centres attracted by the academic rigour of IGCSE qualifications.

Key features include:

- External assessment in reading and writing; internal assessment of speaking and listening
- Non-tiered, linear assessment
- A clear path towards advanced study

Building life skills

The skills of reading, writing, speaking, and listening are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels, and can add immeasurably to an individual’s quality of life.

This specification is designed to aid such development, and to inspire learners with a broad, coherent, and worthwhile course of study suited to their needs and interests.

1.2 Aims and Learning Outcomes

Following this course should prepare learners to make informed decisions about further learning opportunities and career choices; and to use language to participate effectively in society and employment.

It should encourage learners 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
- use reading to develop their own skills as writers
- understand the patterns, structures and conventions of written English
- select and adapt speech and writing to different situations and audiences.
1.3 Prior Learning and Progression

Although there is no specific requirement for prior learning, this specification builds upon the Programmes of Study for English in Key Stages 1-3.

This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age-specific and, as such, provides opportunities for candidates to extend their life-long learning.

1.4 Equality and Fair Assessment

Qualifications at this level often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

This qualification has been reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations. This document is available on the JCQ website (www.jcq.org.uk).

Depending on the severity of the disability, it may not be possible for candidates with speech or hearing impairment to meet the criteria for the assessment of speaking and listening skills. Depending on the degree of the disability, it may not be possible for candidates with visual impairment to meet the criteria for the assessment of independent reading.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

1.5 Classification Codes

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

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

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two qualifications. The same view may be taken if candidates take two specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.
The content of courses must be sufficiently varied to elicit the skills listed as assessment objectives for Reading and Writing and Speaking and Listening and must reflect the learning outcomes.

It must:
- promote an integrated approach to reading, writing, and speaking and listening.
- allow learners to develop their knowledge, skills and understanding of language and its use as specified below.

Reading

It must require learners to:
- understand how meaning is constructed through words, sentences and whole texts, recognising the effects of language choices and patterns
- evaluate the ways in which texts may be interpreted differently according to the perspective of the reader
- explore language variation and how it varies according to audience and reader.

Writing

It must require learners to:
- demonstrate an understanding of the conventions of written language, including grammar, spelling and punctuation
- experiment with language to create effects to engage the audience
- express ideas and information clearly, precisely, accurately and appropriately in written communication
- form independent views and challenge what is read on the grounds of reason, evidence or argument
- write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes.

Speaking and listening

It must require learners to:
- present and listen to information and ideas
- respond appropriately to the questions and views of others
- make a range of effective contributions, using creative approaches to exploring questions, solving problems and developing ideas
- reflect and comment critically on their own and others’ uses of language
- participate in a range of real life contexts in and beyond the classroom, adapting talk appropriately to situation and audience
- select and use a range of dramatic techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.
### ASSESSMENT

#### 3.1 Scheme of Assessment

<table>
<thead>
<tr>
<th>WRITTEN PAPER 1 40% (2 hours)</th>
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<tbody>
<tr>
<td>Literary reading and creative writing</td>
<td>(80 marks)</td>
</tr>
<tr>
<td><strong>Section A</strong> will test through structured questions the reading of a prose extract from a work of fiction. (40 marks)</td>
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</tr>
<tr>
<td><strong>Section B</strong> will test imaginative writing through one task (from a choice of five). Tasks offered will include those requiring first or third person writing, as well as writing based around more open titles. (40 marks)</td>
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<table>
<thead>
<tr>
<th>WRITTEN PAPER 2 40% (2 ¼ hours)</th>
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<tbody>
<tr>
<td>Non-fiction reading and transactional / discursive writing</td>
<td>(80 marks)</td>
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<tr>
<td><strong>Section A</strong> will test through structured questions the reading of one or two non-fiction texts. Non-fiction texts may include: fact-sheets, leaflets, letters, extracts from autobiographies, biographies, diaries, advertisements, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, brochures and the internet. Visual material will always be included in the material used. (40 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>Section B question 1</strong> will test discursive writing through one task (from a choice of two). At least one of these tasks will be linked to the reading material in Section A. (20 marks)</td>
<td></td>
</tr>
<tr>
<td><strong>Section B question 2</strong> will test transactional writing through one task. This task will offer candidates the opportunity to write for different audiences and purposes, adapting style to form and real-life context in, for example, letters, articles, leaflets, reviews etc. (20 marks)</td>
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<table>
<thead>
<tr>
<th>INTERNAL ASSESSMENT  20%</th>
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<tbody>
<tr>
<td>Speaking and Listening</td>
<td>(40 marks)</td>
</tr>
<tr>
<td>Candidates will be required to complete three Speaking and Listening tasks through the exploration of ideas, texts and issues in scripted and improvised work.</td>
<td></td>
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<tr>
<td>- Individual presentation + questions</td>
<td></td>
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<tr>
<td>- Pair work</td>
<td></td>
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<tr>
<td>- Group work</td>
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</table>

Assessment is untiered, i.e. components/units are targeted at the grade ranges of A*-G. Questions and tasks will be designed to enable candidates to demonstrate what they know, understand and can do.

This is a linear scheme. The first award will be in June 2012; thereafter it will be offered in November and June.
3.2 Assessment Objectives

Candidates will be required to demonstrate their ability to:

**AO1 Reading**

- Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references when appropriate
- Develop and sustain interpretations of writers’ ideas and perspectives
- Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader

**AO2 Writing**

- Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader
- 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
- Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling

*Around one third of the available credit is allocated to this last part of AO2.*

**AO3 Speaking and Listening**

- 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
- Listen and respond to speakers’ ideas, perspectives and how they construct and express their meanings
- Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together

The weighting of assessment objectives across examination components is as follows:

<table>
<thead>
<tr>
<th></th>
<th>AO1</th>
<th>AO2</th>
<th>AO3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>20%</td>
<td>20%</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>20%</td>
<td>20%</td>
<td></td>
<td>40%</td>
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<tr>
<td>S and L</td>
<td></td>
<td></td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>
This qualification is reported on an eight point scale from A* to G, where A* is the highest grade. The attainment of pupils who do not succeed in reaching the lowest possible standard to achieve a grade is recorded as U (unclassified) and they do not receive a certificate.

This is a linear specification which is offered for examination in November and June.
Speaking and Listening

Speaking and Listening tasks should be based on the exploration of ideas, texts and issues in scripted and improvised work. The three tasks must cover the following areas:

- Individual presentation + questions
- Pair work
- Group work

Each task is marked out of 40. The sum of these marks is then divided by three to give a total out of 40 for the component.

Task setting

Candidates are required to complete three speaking and listening tasks. Exemplar tasks will be provided by WJEC, but centres may design their own tasks to suit their centre-specific circumstances, providing these tasks follow the guidance from WJEC.

The tasks will need to cover the following:

- Presenting and listening to information and ideas
- Responding appropriately to the questions and views of others
- Making a range of effective contributions
- Reflecting and commenting critically on their own and others’ use of language
- Participating in a range of real-life contexts in and beyond the classroom, adapting talk appropriately to situation and audience
- Selecting and using a range of dramatic techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work

One task may be based on literary material.

Details must be given on the activities form submitted by the end of November each year (see appendix).

Task taking

Candidates should complete all work under formal supervision. Preparation work may be completed under limited supervision. Candidates’ access to resources such as stimulus material for discussions or role play and users of language beyond the classroom will be determined by the centre in line with WJEC guidelines.

Teacher support should be limited to explanation of tasks, details of which should be recorded as part of the assessment. If teacher intervention is used, for example to prompt or question a candidate, this should also be noted and taken into consideration when the assessment is made.

The work of individual candidates may be informed by working with others, for example in discussion groups and role-play activities, but each candidate must provide responses sufficient to be assessed individually.
It is expected that an individual response/presentation will last up to five minutes, although this might be longer if questions are asked. Group and pair discussions could be rather longer, depending on the nature of the topic and the ability of the candidates.

**Task marking**

Candidates should be assessed by a teacher either directly at the time of the response or by viewing an electronic visual recording of a candidate’s response. Reference should be made to the criteria to place a candidate’s response in the appropriate band area.

The three tasks must involve individual contributions and responses to questions, pair work, and group work. One task may be based on literary material.

The total mark will be reached by adding the three marks (out of 40) together, and then dividing by three to produce a final mark (also out of 40).

An outline of activities used in each teaching group must be submitted on the appropriate form (see appendix) to the consultative moderator by the end of November each year.

A sample of records for this unit will be submitted to the moderator in each November and June session where candidates are entered. These records will be monitored and a report provided.

Moderation will take place at two levels:

1. Centres are required to ensure that internal moderation has taken place before final submission of marks, so that standards applied are in line with those established in exemplar material, and so that a reliable overall rank order has been established within the centre. Suitable methods of achieving this will depend on the individual centre’s organisation and policy. **However, a sample of each teacher’s candidates must be reassessed by another teacher.**

   Training DVDs will be produced on a regular basis. **All staff teaching this unit must meet to discuss the training DVDs,** as an aid to task setting, assessment, and standardisation of marking.

2. Advisory visits will be made by Consultative Moderators, who will assess a group of candidates undertaking a range of tasks. The person responsible for internal moderation should also assess the same candidates. Discussion of marking standards will be an integral part of the visit. Should there be concerns, an additional visit could be made in the following year, or, for very serious cases, a formal moderation visit would be arranged.

   Alternatively, in certain circumstances filmed records of the above assessment may be submitted to the moderator.
### Assessment Criteria: Speaking and Listening

<table>
<thead>
<tr>
<th>Individual presentation and questions</th>
<th>Group work</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band 1 (0-5 marks)</strong></td>
<td>Candidates demonstrate limited achievement in speaking and listening</td>
<td></td>
</tr>
<tr>
<td><strong>Candidates</strong></td>
<td>Candidates respond to what they hear in a limited way</td>
<td></td>
</tr>
<tr>
<td>- briefly express limited points of view, ideas and feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sometimes include detail to add interest to accounts, narratives and information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- use limited vocabulary and grammar, showing some awareness of some main features of standard English</td>
<td></td>
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</tr>
<tr>
<td>- follow some of the central ideas in what they hear and raise straightforward questions on occasion</td>
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<td></td>
</tr>
<tr>
<td><strong>Candidates</strong></td>
<td>Candidates respond to what they hear, showing some interest, including non-verbal reactions</td>
<td></td>
</tr>
<tr>
<td>- briefly express points of view, ideas and feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- sometimes develop detail to add interest to accounts, narratives and information, supported by appropriate non-verbal features</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- use straightforward vocabulary and grammar, showing awareness of some main features of standard English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- follow central ideas and possibilities in what they hear and raise straightforward questions</td>
<td></td>
<td></td>
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<tr>
<td><strong>Candidates</strong></td>
<td>Candidates respond positively to what they hear, including helpful requests for explanation and further detail</td>
<td></td>
</tr>
<tr>
<td>- convey straightforward information and ideas, coherent accounts and narratives in extended turns</td>
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<td></td>
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<tr>
<td>- begin to adapt talk and non-verbal features to meet the needs of different audiences</td>
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<td></td>
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<tr>
<td>- use a variety of vocabulary and structures for different purposes, including appropriate features of standard English with reasonable accuracy</td>
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<tr>
<td>- allow others to express ideas or points of view that may differ from their own and respond appropriately</td>
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**Note:** The criteria for Band 2 and Band 3 are similar to those for Band 1, with Band 3 showing improved performance in all areas.
<table>
<thead>
<tr>
<th>Band 4</th>
<th>Individual presentation and questions</th>
<th>Group work</th>
<th>Pair work</th>
</tr>
</thead>
</table>
| 20-26 marks | Candidates  
- effectively communicate information, ideas and feelings, promote issues and points of view  
- adapt talk to a variety of situations and audiences, using non-verbal features to add to impact  
- use a range of well-judged vocabulary and sentence structures to achieve different purposes, including competent and appropriate use of standard English | Candidates  
- listen closely and attentively, engaging with what is heard through perceptive responses  
- make significant contributions that move discussions forward  
- engage with others’ ideas and feelings, recognising obvious bias or prejudice and referring to precise detail | Candidates  
- listen closely and attentively, engaging with what is heard through perceptive responses  
- make significant contributions that move pair work forward  
- engage with their partner’s ideas and feelings, recognising obvious bias or prejudice and referring to precise detail |

| Band 5 | Candidates  
- confidently convey and interpret information, ideas and feelings, emphasising significant points and issues  
- adapt and shape talk and non-verbal features to meet the demands of different situations, contexts and purposes  
- make appropriate, controlled, effective use of standard English vocabulary and grammar | Candidates  
- challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions  
- analyse and reflect on others’ ideas to clarify issues and assumptions and develop the discussion  
- identify useful outcomes and help structure discussion through purposeful contributions | Candidates  
- challenge, develop and respond to what they hear in thoughtful and considerate ways, seeking clarification through apt questions  
- analyse and reflect on their partner’s ideas to clarify issues and assumptions and develop the discussion  
- identify useful outcomes and help structure discussion through purposeful contributions |

| Band 6 | Candidates  
- highlight priorities and essential detail when communicating complex and demanding subject-matter  
- use a sophisticated repertoire of strategies to meet challenging contexts and purposes  
- show an assured choice and flexibility of standard English vocabulary and grammar in appropriate situations | Candidates  
- sustain concentrated listening, showing understanding of complex ideas through interrogating what is said  
- shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions  
- initiate, develop and sustain discussion through encouraging participation and interaction, resolving differences and achieving positive outcomes | Candidates  
- sustain concentrated listening, showing understanding of complex ideas through interrogating what is said  
- shape direction and content of talk, responding with flexibility to develop ideas and challenge assumptions  
- initiate, develop and sustain pair work through encouraging participation and interaction, resolving differences and achieving positive outcomes |
Task Setting Guidance

The following suggestions indicate the type of tasks which may be set. There will be opportunities for centres to contextualise the tasks to best suit their centre-specific circumstances.

*Individual presentation + questions*

- Give an account of a personal experience
- Present an argument in favour of or against a local issue
- Lead a challenging discussion, adapting language accordingly
- Create a role in a familiar situation such as in a school or home environment
- Develop and sustain a role in a less familiar situation such as in a shop or office environment

*Group work*

- Discussion of a familiar topic such as the need for school uniform
- Discussion of a less familiar topic such as a current news item or local issue
- Discussion arising from reading of a literary text such as interpretation of character
- Sustained discussion of a more complex topic such as environmental concerns
- Create an improvisation based on one of the texts studied
- Create a complex character in a challenging role in an unfamiliar environment such as a council meeting or planning enquiry

*Pair work*

Similar activities to those listed for group work. It is quite possible to integrate the two areas of work, with pair work on a particular theme leading to a larger group discussion or activity, but each candidate must be assessed separately for each task.

These outline suggestions take some account of a range of ability and likely responses. The time-consuming nature of assessment of Speaking and Listening is recognised, and it is recommended that it is integrated into the course as a whole.

**Training**

*N.B. Detailed guidelines for the conduct of advisory and moderation visits will be provided separately.*

The assessment of Speaking and Listening will feature regularly on the agenda of the annual round of CPD meetings. Reference will be made to exemplar material, including standardisation DVDs (see below).

**Advisory Visits**

Consultative Moderators will be appointed with responsibility for a group of centres. A programme of advisory visits will be arranged for the Autumn and Spring terms.

(a) All centres are visited at least once every three years.

(b) Centres where the Consultative Moderator has concerns after an advisory visit in the previous year will receive a visit whether the three yearly visit is due or not.
The emphasis of these visits will be on advice and guidance. The moderator will contact the centre to arrange a mutually convenient time for the visit, which will last about two hours and focus on a group of at least 6 students taking part in a Speaking and Listening assignment.

The format for the visit will be agreed between the centre and the moderator, to include the following aspects:

(i) Discussion of marking standards, based upon assessment of a group of at least 6 students by a teacher (preferably the person responsible for internal moderation) and the moderator.

(ii) Discussion of the content of the Speaking and Listening element of the course; methods of recording and of internal moderation.

Alternatively, in certain circumstances we may request that filmed records of the above assessment be submitted to the moderator, followed by telephone discussion of marking, record keeping, and moderation.

Should there be serious concerns following an advisory visit/submission, a formal moderation exercise will be arranged in the same year. Where there are less serious concerns, a further advisory visit/submission will be required in the following year.

Please note that visits to centres with candidates entering for both this specification and GCSE English / English Language will cover both qualifications.
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 specified by the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

**Grade 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.

**Grade 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; punctuation and spelling are accurate and sometimes bold.
Grade 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.
Key Skills, Functional Skills and Essential Skills (Wales)

This specification provides a range of opportunities for developing these skills, whether in preparation for functional skills assessments or to provide contexts in which evidence for key skills or essential skills (Wales) portfolios may be produced. The following key/essential skills can be developed through this specification at levels 1 and 2:

- Communication
- Information and Communication Technology
- Problem Solving
- Working with Others
- Improving Own Learning and Performance

Opportunities for use of technology

The specification gives candidates the opportunity to be assessed on their reading of ICT-based information, and thus develop the mature and critical use of documents on the internet and in other non-print based media.

Spiritual, Moral, Ethical, Social and Cultural Issues

English Language is a subject that requires candidates to consider the point of view of others, in both written and spoken forms. This they will do both inside and outside the classroom.

This specification supports this through the requirements for the assessment of Reading. Candidates will develop critical and analytical skills in their study of literary, non-literary, and media texts.

Candidates will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form. They will also be required to reflect on a range of spiritual, moral, ethical, social, and cultural issues in classroom discussion and in writing.
Citizenship

The specification gives candidates opportunities to develop the skills of critical and analytical reading and listening. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This ability to make informed and considered judgements is a skill vital in the development of individual citizenship.

This specification also underpins the development of a range of Key Skills which are of vital importance to individuals in the wider world.

Environmental Issues

This specification affords candidates the opportunity to read about, write about, and discuss environmental issues.

Health and Safety Consideration

There are no Health and Safety issues associated with the requirements of this specification.

The European Dimension

A proficiency in written and spoken English and good reading and listening skills, are essential not just in England and Wales, but also in the wider context of Europe and the world. This specification supports the development of these skills, and provides opportunities for assessment of them in a range of contexts.

This specification also allows candidates to read about, write about, and discuss a range of contemporary issues, which may well require or extend an awareness of the European dimension.
Please read the notes overleaf before completing this form.

Outline below three activities which will be used as evidence for the assessment of Speaking and Listening in your teaching group. Please number them 1-3. To meet specification requirements one of these activities must be an individual presentation with questions, one must be pair work and one must be group work. One task may be based on literary material.

Forms (one per teaching group) must be returned to the consultative Speaking and Listening Moderator by 30 November.
Notes

1. In view of the range of work which may contribute to the assessment of Speaking and Listening, you are asked to outline three activities which you expect to be used as evidence for this assessment, rather than to make a comprehensive list. You may include work still to be undertaken.

2. Where appropriate, the activity should be briefly contextualised.

<table>
<thead>
<tr>
<th>Content</th>
<th>Activity number*</th>
<th>Literature-based task (✓) (max 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
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</tr>
</tbody>
</table>

*Please enter number of activity (as listed overleaf) which fulfils each context or purpose coverage requirement.
## SPEAKING AND LISTENING

<table>
<thead>
<tr>
<th>Context</th>
<th>Description of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual presentation + questions</td>
</tr>
<tr>
<td>2</td>
<td>Pair work</td>
</tr>
<tr>
<td>3</td>
<td>Group work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of activity</th>
<th>Teacher comment</th>
<th>Mark / 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>

### Final mark *

* Average of 3 marks above

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**Declaration by Teacher:**

I confirm that the candidate's work was conducted under the conditions laid out in the specification.

**Teacher's signature** ..............................  **Date** ..............................