INTERNATIONAL ADVANCED LEVEL

ENGLISH LANGUAGE

SPECIFICATION

Pearson Edexcel International Advanced Subsidiary in English Language (XEN01)
Pearson Edexcel International Advanced Level in English Language (YEN01)
First teaching September 2015
First examination from June 2016
First certification from August 2016 (International Advanced Subsidiary) and August 2017 (International Advanced Level)
Issue 3

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

Summary of Pearson Edexcel International Advanced Subsidiary/Advanced GCE in English Language specification

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
The content and assessment overview tables have been updated to include the Assessment Objectives.	8–11
Unit 1: Language: Context and Identity content The assessment information (1.2) has been updated to match the content and assessment overview tables.	13
Unit 2: Language in Transition content The assessment information (2.2) has been updated to match the content and assessment overview tables.	16
The learning outcomes in 2.3 have been updated to reflect the actual time period of data/sources to be studied i.e. from the 19th, 20th and 21st centuries.	17
In the 'What students need to learn' in 2.3 the lexis bullet has had the phrase 'historical variation' removed to accurately reflect study.	18
Unit 3: Crafting Language (writing) content The assessment information (3.2) has been updated to match the content and assessment overview tables.	19
The 'What students need to learn' in 3.3 information has been organised to also include information on creating text (which was previously in 3.2). The statement that 'At least 50% of the student's own text must be based on the source texts' has been removed to accurately reflect the requirements of this unit.	20–21
Unit 4: Investigating Language content The assessment information (4.2) has been updated to match the content and assessment overview tables.	22
The 'Relationship of assessment objectives to units' figures have been updated to accurately reflect the qualification.	26
Assessment availability – the table has been updated to accurately reflect the qualification.	27

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

About this specification

The Pearson Edexcel International Advanced Subsidiary in English Language and the Pearson Edexcel International Advanced Level in English Language are part of a suite of International Advanced Level qualifications offered by Pearson.

These qualifications are not accredited or regulated by any UK regulatory body.

Key features

This specification includes the following key features.

Structure

The Pearson Edexcel International Advanced Subsidiary in English Language and the Pearson Edexcel International Advanced Level in English Language are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units.

The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units).

Content

The content is relevant for international students as it covers **up** to date, relevant and engaging to an international audience using a combination of classic and international texts.

Assessment

100% externally assessed with exams in January and June.

Approach

These qualifications have independent learning and critical thinking skills incorporating synoptic assessment at International Advanced Level 2.

Specification updates

This specification is Issue 3 and is valid for first teaching from September 2015. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification gives teachers guidance and encourages effective delivery of these qualifications. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word 'including' in unit content specifies the detail of what must be covered.

Examples: throughout the unit content, we have included examples of what could be covered or what might support teaching and learning. It is important to note that examples are for illustrative purposes only and that centres can use other examples. We have included examples that are easily understood and recognised by international centres.

Unit assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the unit content.

Assessments: use a range of material and are not limited to the examples given. Teachers should deliver these qualifications using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the Assessment Objectives (AO) given in Section B: Specification Overview.

Qualification aims and objectives

The aims and objectives of these qualifications are to enable students to:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop their skills as producers and interpreters of language
- independently investigate language in use.

Qualification abbreviations used in this specification

The following abbreviations appear in this specification:

International Advanced Subsidiary – IAS

International A2 – IA2 (the additional content required for an IAL)

International Advanced Level – IAL.

Why choose Edexcel qualifications?

Pearson – the world's largest education company

Edexcel academic qualifications are from Pearson, the UK's largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world's largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK's largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have a firm academic foundation, built on the traditions and rigour associated with Britain's educational system.

To find out more about our Edexcel heritage please visit our website: qualifications.pearson.com/en/about-us/about-pearson/our-history

Results you can trust

Pearson's leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson's world-class qualifications standards

Pearson's world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world-class qualification process and principles please go to *Appendix 2: Pearson World Class Qualification design principles* or visit our website: uk.pearson.com/world-class-qualifications.

Why choose Pearson Edexcel International Advanced Subsidiary/Advanced Level qualifications in English Language?

We have listened to feedback from all parts of the international school subject community, including a large number of teachers. We have made changes that will engage international learners and give them skills that will support progress to undergraduate study at an international higher education establishment, particularly (although not only) in the same subject area.

Key qualification features

- A focus on how language is used to construct identity.

- Study of how other languages have affected the development of English and how English has developed outside of the British Isles.

- Students create their own texts. One on unseen source texts linked to a single topic and one where they are given a genre and then choose their own audience, purpose and context.

- Carry out an independent research topic.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of learners' skills – we designed the International Advanced Level qualifications to extend learners' knowledge by broadening and deepening skills, for example learners will:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language

- develop their skills as producers and interpreters of language

- learn to work independently in the investigation of language

- explore data and examples of language in use.

Progression – International Advanced Level qualifications enable successful progression to undergraduate courses worldwide. Through our world-class qualification development process we have consulted with validated the appropriateness of these qualifications, including content, skills and assessment structure.

Our International Advanced Level English Language qualification sits within our wider subject offer for English. We also offer International Advanced Level English Literature, Advanced Level English Literature, Advanced Level English Language and Advanced Level English Language and Literature.

More information can be found on our website (qualifications.pearson.com) on the Edexcel International Advanced Level pages.

Supporting you in planning and implementing these qualifications

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International Advanced Subsidiary/Advanced Level in English Language qualifications to help you understand the changes to content and assessment, and what these changes mean for you and your students.

- We will provide you with an editable course planner and scheme of work.

- Our mapping documents highlight key differences between the new and legacy qualifications.

Teaching and learning

Print and digital learning and teaching resources – promote any time, any place learning to improve student motivation and encourage new ways of working.

Preparing for exams

We will also provide a range of resources to help you prepare your students for the assessments, including:

- specimen papers to support formative assessments and mock examinations.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify the topics and skills where further learning would benefit your students.

examWizard

A free online resource designed to support students and teachers with examination preparation and assessment.

Training events

In addition to online training, we host a series of training events each year for teachers to deepen their understanding of our qualifications.

Get help and support

Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive qualification updates and product and service news at https://qualifications.pearson.com/en/forms/subject-advisor-english.html, accessible through the International Advanced Level English Language homepage.

Qualification at a glance

Qualification overview

Pearson Edexcel International Advanced Subsidiary in English Language

This qualification consists of two externally-examined units.

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, Units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the International Advanced Level qualification.

Pearson Edexcel International Advanced Level in English Language

This qualification consists of four externally-examined units.

The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

Course of study

The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course assessed in its entirety at the end.

Content and assessment overview

For information about the Assessment Objectives (AO) please refer to the *Assessment Information* section.

IAS Unit 1: Language: Context and identity	*Unit code: WEN01/01	
Externally assessed Written examination: 1 hour 45 minutes Availability: January and June First assessment: June 2016 50 marks	50% of the total IAS	25% of the total IAL
Content overview Students will study: • the range of contexts in which language is produced and received • how the contexts of production and reception affect language choices • how writers/speakers present themselves to their audience in a variety of modes • how writers/speakers choose language to reflect and construct their identity or identities • how writers create texts for different forms, purposes, audiences, and contexts.		
Assessment overview Students answer two compulsory questions: one question from Section A and one question from Section B. **Section A: Context and Identity** • Students answer a comparative question based on two unseen texts selected from 20th and 21st century sources. • The question focusses on the presentation of identity and how this shaped by various factors. • The two texts are presented in a Source Booklet for students. • 35 marks AO1, AO2, AO3 and AO4 assessed. **Section B: The Creation of Voice** • Students create a new text for a specified audience, drawing on their own ideas and on at least one of the unseen texts from Section A. • 15 marks, AO5 is assessed.		

IAS Unit 2: Language in Transition	*Unit code: WEN02/01	
Externally assessed Written examination:1 hour 45 minutes Availability: January and June First assessment: June 2016 50 marks	50% of the total IAS	25% of the total IAL

Content overview

Students will study:

- the influence of other languages on the development of English

- pidgins and creoles

- the development of English outside the British Isles.

Students will explore the ways in which languages change, with a focus on English in a global context.

- Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.

Assessment overview

- Students answer two compulsory questions: one question from Section A and one question from Section B based on unseen transcripts. The unseen transcripts are presented in a Source Booklet for students.

Section A: Spoken language Today

- Students answer one question on an unseen transcript of spoken English of the 21st century.

- 25 marks, AO1 and AO4 are assessed.

Section B: Written Language of the 19th–20th Century

- Students answer one discussion question using unseen transcripts and their own knowledge that look at the issue highlighted in Section A from a wider perspective.

- 25 marks, AO2 and AO3 are assessed.

IA2 **Unit 3: Crafting Language (writing)**	*Unit code: WEN03/01**
Externally assessed Written examination: 2 hours Availability: January and June First assessment: January 2017 50 marks	25% of the total IAL

Content overview

Students will:

- study a range of specified writing genres and appropriate style models

- demonstrate their skills as writers in re-creating texts for different context, purpose and audience.

Assessment overview

Students answer two compulsory questions: one question from Section A and one question from Section B.

Section A: Creating text

- Students create their own texts based on unseen source texts linked to a single topic. Students are given a genre and then choose their own audience, purpose and context.

- The source texts will be taken from a wide range of genres (not only from those listed for study) and each source text will be taken from a different genre.

- 20 marks, AO5 is assessed.

Section B: Commentary

- Students produce a commentary reflecting on the writing process done in Section A.

- The commentary focuses on:

  o analysis and evaluation the language choices made

  o the re-shaping of the source texts to meet the genre, audience, purpose and context

  o how contextual factors have influenced language choices.

- 30 marks, AO1, AO2, AO3 and AO4 are assessed.

IAL **Unit 4: Investigating Language**	***Unit code: WEN04/04**
Externally assessed Written examination: 2 hours Availability: January and June First assessment: June 2017 50 marks	25% of the total IAL

Content overview

Students will select one research focus from four topic areas:

- Contemporary Global English
- Children's Language Development
- Language and Power
- Language and Technology

Students will:

- develop their research and investigation skills
- undertake a focused investigation of their selected topic
- apply their knowledge of language levels and key language concepts developed through the whole course
- develop a personal language specialism.

Assessment overview

Pre-released materials will be provided in order for students to focus their research. For each topic a subtopic pre-released on the website (in May for the January examination series and in January for the June examination series).

Students answer two compulsory questions on one overall subtopic: one question from Section A and one question from Section B.

Section A: Unseen Data Analysis

- Students answer one question on the subtopic that they have researched using unseen data given in a Source Booklet.
- 20 marks, AO1, AO2 and AO3 are assessed.

Section B: Extended Response

- Students produce one extended response to an evaluative question.
- Students must answer the question on the subtopic that they have researched and must make connections with data from their investigation.
- 30 marks, AO1, AO2, AO3 and AO4 are assessed.

*See *Appendix 1: Codes* for a description of this code and all other codes relevant to these qualifications.

English Language content

Unit 1: Language: Context and Identity

IAS compulsory unit

Externally assessed

1.1 Unit description

This unit introduces students to how language is used across a range of different sources. Students will explore how the contexts of production and reception affect language choices in spoken and written language.

Students will explore how writers and speakers present themselves to their audiences, constructing identities through their language choices. They will also demonstrate their understanding by creating a new text.

By concentrating on what language does and how it varies to perform different functions, teaching can build on students' prior knowledge from GCSE and International GCSE English Language and on their experience as language users.

1.2 Assessment information

- First assessment: June 2016.
- The assessment is 1 hour 45 minutes.
- The assessment consists of two sections and is worth 50 marks.

Section A: Context and Identity

- Students answer a comparative question based on two unseen texts selected from 20th and 21st century sources.
- The question focusses on the presentation of identity and how this shaped by various factors.
- The two texts are presented in a Source Booklet.
- 35 marks, AO1, AO2, AO3 and AO4 are assessed.

Section B: The Creation of Voice

- Students create a new text for a specified audience, drawing on their own ideas and on at least one of the unseen texts from Section A.
- 15 marks, AO5 is assessed.

1.3 Language: Context and Identity

Learning outcomes

Students are required to:

- apply concepts relating to contextual language variation to data drawn from written, spoken and multimodal discourse
- apply language concepts and methods of analysis relevant to the representation of self to data
- apply critical skills to description, analysis and evaluation of a range of data and discourses making connections across texts
- use and apply linguistic terminology accurately
- make accurate references to data and sources
- demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of written English for different genres, contexts, audiences and purposes.

What students need to learn

Students will study the range of contexts in which language is produced and received and how contexts of production and reception affect the language choices made by writers and speakers.

Students will study how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception.

Students will apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 20th and 21st century sources using the key language frameworks and levels. The sources will not include transcripts.

Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and evaluating how an individual's language choices are affected by:

- **mode**: the method of communication (spoken, written, multimodal)
- **field**: the subject matter
- **function**: the purpose
- **audience**: the relationship between writers/speakers and readers/listeners
- **geographical factors**
- **social factors**: such as gender, age, ethnicity and other social identities.

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

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

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

- **graphology**: the writing system and the presentation of language
- **phonetics, phonology and prosody**: speech sounds, sound effects and intonation

- **morphology**: the structure of words

- **lexis**: the vocabulary of a language and **semantics**: its meanings (including social and historical variation)

- **syntax**: the relationships between words in sentences.

They will also develop their ability to craft their writing for different forms, functions and audiences.

Some examples of forms, functions and audiences that students might explore are:

- forms: articles, talks, reports

- functions: inform, explain, persuade

- audiences: students, parents, children

Please ensure that students are familiar with the English Phonemic Reference Sheet in *Appendix 5* and the Transcription Mark Key in *Appendix 6*.

The reference sheet and the mark key will be given to students in the examination.

Unit 2: Language in Transition

IAS compulsory unit

Externally assessed

2.1 Unit description

This unit introduces students to the ways in which the English language can vary and change, with a focus on English in a global context and the role of English as an international language.

They will learn to explore and critically evaluate how language varies over time in relation to the mechanisms of language change, rather than the historical development of English.

2.2 Assessment information

- First assessment: June 2016.
- The assessment is 1 hour 45 minutes.
- The assessment consists of two sections and is worth 50 marks.
- Students answer two compulsory questions: one question from Section A and one question from Section B based on unseen transcripts and sources.
- The unseen transcripts and sources are presented in a Source Booklet for students.

Section A: Spoken Language Today

- Students answer one question on an unseen transcript of spoken English of the 21st century.
- 25 marks, AO1 and AO4 are assessed.

Section B: Written Language of 19th–20th Century

- Students answer one discussion question using the unseen transcripts and sources and their own knowledge that look at the issue highlighted in Section A from a wider perspective.
- 25 marks, AO2 and AO3 are assessed.

2.3 Language in Transition

Learning outcomes

Students are required to:

- apply concepts relating to language in transition to data from 19th–20th century written and 21st century spoken discourse

- apply critical skills to description, analysis and evaluation of a range of data and discourses from the 19th, 20th and 21st centuries and make connections across texts

- use and apply linguistic terminology accurately

- show their understanding of geographical, social and individual varieties of English

- critically evaluate attitudes towards language and its users when discussing data from 19th, 20th and 21st centuries

- synthesise and reflect on language knowledge drawn from different areas of their studies of English language.

What students need to learn

Students will study:

- the influence of other languages on the development of English

- pidgins and creoles

- the development of English outside the British Isles.

Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.

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

- **mode**: the method of communication (spoken, written, multimodal)

- **field**: the subject matter

- **function**: the purpose

- **audience**: the relationship between writers/speakers and readers/listeners

- **geographical factors**

- **social factors**: such as gender, age, ethnicity and other social identities.

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

- **pragmatics**: variation in meaning, depending on context

- **discourse**: extended texts (written or spoken) in their context

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

- **graphology**: the writing system and the presentation of language

- **phonetics, phonology and prosody**: speech sounds, sound effects and intonation

- **morphology**: the structure of words

- **lexis**: the vocabulary of a language and **semantics**: its meanings (including social variation)

- **syntax**: the relationships between words in sentences.

Please ensure that students are familiar with the English Phonemic Reference Sheet in *Appendix 5* and the Transcription Mark Key in *Appendix 6*.

The reference sheet and/or the mark key will be given to students in the examination.

Unit 3: Crafting Language (writing)

IA2 compulsory unit

Externally assessed

3.1 Unit description

In this unit students will demonstrate their skills as writers, crafting texts for different genre, audience, purpose and context.

They will also reflect on their work in an accompanying commentary, making connections with their study of a range of specified writing genres and styles.

3.2 Assessment information

- First assessment: January 2017.
- The assessment is 2 hours.
- The assessment consists of two sections and is worth 50 marks.
- Students answer two questions: one question from Section A and one question from Section B.

Section A: Creating Text

- Students create their own texts based on unseen source texts linked to a single topic. Students are given a genre and then choose their own audience, purpose and context.
- The source texts will be taken from a wide range of genres (not only from those listed for study) and each source text will be taken from a different genre.
- 20 marks, AO5 is assessed.

Section B: Commentary

- Students produce a commentary reflecting on the writing process done in Section A.
- The commentary focuses on:
  o analysis and evaluation the language choices made
  o the re-shaping of the source texts to meet the genre, audience, purpose and context
  o how contextual factors have influenced language choices.
- 30 marks, AO1, AO2, AO3 and AO4 are assessed.

3.3 Crafting Language (writing)

Learning outcomes

Students are required to:

- demonstrate expertise and creativity in the use of English to communicate in different ways, drawing on their knowledge of the forms and structures of written English for different genres, contexts, audience and purpose

- select and apply methods of language analysis in order to comment and reflect on their own writing using appropriate terminology and coherent, accurate written expression

- demonstrate critical understanding of concepts and issues relevant to language use, including register and style

- analyse and evaluate how contextual factors and language features are associated with the construction of meaning in stimulus texts and in their own writing

- synthesise and reflect on language knowledge and understanding drawn from different areas of their study of English Language

- critically evaluate language use in their own texts.

What students need to learn

Students will explore a range of specified writing genres and appropriate style models. They will demonstrate their skills as writers in re-creating texts for different genres, contexts, purposes and audiences using a range of thematic source texts.

The source texts will be taken from a wide range of genres, and not only from those listed below.

The genres suggested for study are:

- feature articles

- journalist interviews

- speeches

- travel writing

- biography

- reviews.

Students will explore:

- distinctive features of the suggested genres

- texts that exemplify key features of the genres and the effect of language choices

- discourse strategies for different contexts.

Creating text

The student will use the source texts and they may use their own knowledge, experience or opinion in creating their own text. In the examination the genre of the new writing will be prescribed to students, but they will choose their own audience, purpose and context and a grid will be given to them for them to record their decisions.

Below is an example of a student's completed grid. In this example the four source texts are on the topic of the Titanic (educational website, letter from a passenger, reportage and newspaper report as provided in the *Sample Assessment Materials*).

The prescribed genre is a feature article. An example of a student's choice of audience, purpose and context is given below:

Prescribed **Genre**	Example of student's chosen **Audience**	Example of student's chosen **Purpose**	Example of student's chosen **Context**
Feature article	College students	Inform	Magazine produced by a college's History department

Students will also need to explore how to reflect on their writing process in an analytical commentary. In this comment they will explaining the choices made in relation to writing their new text using the source texts and meeting the prescribed genre and chosen audience, purpose and context.

Unit 4: Investigating Language

IA2 compulsory unit

Externally assessed

4.1 Unit description

In this unit, students will have the opportunity to develop their research skills. They will consolidate their knowledge of language frameworks and key language concepts gained from Units 1, 2 and 3.

Students will apply these skills to one topic area from a choice of:

- Global English

- Child Language Development

- Language and Power

- Language and Technology.

A subtopic for each of the specified topics will be pre-released to provide a focus for students' research and prepare them for examination.

4.2 Assessment information

- First assessment: January 2017.

- The assessment is 2 hours.

- The assessment consists of two sections and is worth 50 marks.

Section A: Unseen Data Analysis

- Students answer one question on the topic that they have researched using unseen data given in a Source Booklet.

- 20 marks, AO1, AO2 and AO3 are assessed.

Section B: Extended Response

- Students produce one extended response to an evaluative question on the topic that they have researched

- Students must make connections with data from their investigation.

- 30 marks, AO1, AO2, AO3 and AO4 are assessed.

4.3 Investigating Language

Learning outcomes

Students are required to:

- apply critical skills in description, analysis and evaluation of a range of data and discourses, making connections across texts

- use and apply linguistic terminology accurately

- undertake independent investigations of language, selecting appropriate methods and techniques

- critically evaluate attitudes towards language and its users, making connections with their investigation

- synthesise and reflect on language knowledge drawn from different areas of their studies of English language

- demonstrate critical understanding of concepts and issues to research data.

What students need to learn

Students will apply their research skills to one of the following topic areas:

Global English

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

Child Language Development

This topic will explore the development of spoken and written English as a first language between the ages of 0 and 8. The topic will cover the ways in which speech develops across the language levels and theories relevant to the acquisition of English as a first language.

It will also include the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of learning to write and theories relevant to the development of literacy.

Language and Power

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

Language and Technology

This topic will explore the ways in which technological developments have influenced the English language over time. The topic will cover the introduction of the printing press, the influences of scientific discovery, the development of electronic forms of communication, visual English and English in cyberspace.

Pre-release

To provide a focus for students' research, a subtopic for each topic will be pre-released on our website (http://qualifications.pearson.com):

- in May for the January examination series

- in January for the June examination series.

The pre-release will include an introduction to the subtopic and suggested research resources.

The suggested resources are guidance for students and are not definitive.

Students can decide which resources to use, but they are expected to research and investigate the subtopic beyond the suggested resources.

Research

For this unit, teaching should focus on developing students' research skills. Students will be able to research their chosen subtopic independently when it is released.

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

- the origins/development

- the main features

- different varieties

- changing attitudes

- the influence of social/historical/cultural factors.

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

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

Please ensure that students are familiar with the English Phonemic Reference Sheet in *Appendix 5* and the Transcription Mark Key in *Appendix 6*.

The reference sheet and/or the mark key will be given to students in the examination.

Synopticity

In this unit, students are required to apply their learning from across the qualification. All relevant theoretical content is covered in Units 1, 2 and 3.

Therefore, when teaching research and investigation skills before the subtopic is pre-released, teachers are welcome to introduce students to all four main topic areas or focus on one or two. However, in the examination students must answer on only one topic area.

Assessment information

Assessment requirements

The Pearson Edexcel International Advanced Subsidiary in English Language consists of two externally-examined units.

The Pearson Edexcel International Advanced Level in English Language consists of four externally-examined units.

Students must complete all assessments.

Please see the *Assessment availability and first award* section for information on when the assessment for each unit will be available from.

Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 1: Language: Context and Identity	IAS	Length: 1 hour 45 minutes Students answer two questions: one question from Section A and one question from Section B. Section A: Context and Identity Section B: The Creation of Voice	50
Unit 2: Language in Transition	IAS	Length: 1 hour 45 minutes Students answer two questions: one question from Section A and one question from Section B. Section A: Spoken Language Today Section B: Written Language of 19th – 21st Century	50
Unit 3: Crafting Language (writing)	IA2	Length: 2 hours Students answer two questions: one question from Section A and one question from Section B. Section A: Creating Text Section B: Commentary	50
Unit 4: Investigating Language	IA2	Length: 2 hours Students answer two questions: one question from Section A and one question from Section B. Both Section A and Section B questions must be on the same topic. Section A: Unseen Data Analysis Section B: Extended Response	50

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International Advanced Subsidiary/Advanced Level in English Language Sample Assessment Materials (SAMs)* document.

Assessment objectives and weightings

		% in IAS	% in IA2	% in IAL
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	25	15	20
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.	22.5	25	23.8
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.	22.5	25	23.8
AO4	Explore connections across texts, informed by linguistic concepts and methods.	15	15	15
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.	15	20	17.5

Relationship of assessment objectives to units for the International Advanced Subsidiary qualification

Unit number	Assessment objective				
	AO1	**AO2**	**AO3**	**AO4**	**AO5**
Unit 1	10%	10%	10%	5%	15%
Unit 2	15%	12.5%	12.5%	10%	-
Total for International Advanced Subsidiary	**25%**	**22.5%**	**22.5%**	**15%**	**15%**

Relationship of assessment objectives to units for the International Advanced Level qualification

Unit number	Assessment objective				
	AO1	**AO2**	**AO3**	**AO4**	**AO5**
Unit 1	5%	5%	5%	2.5%	7.5%
Unit 2	7.5%	6.3%	6.3%	5%	-
Unit 3	2.5%	7.5%	2.5%	2.5%	10%
Unit 4	5%	5%	10%	5%	-
Total for International Advanced Level	**20%**	**23.8%**	**23.8%**	**15%**	**17.5%**

NB: some figures have been rounded up or down.

Assessessment availability

Unit	January	June
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
IAS award	✓	✓
IAL award	✓	✓

From June 2017, **all four units will be assessed** in both January and June for the lifetime of the qualifications.

Administration and general information

Entries, resitting of units

Entries

Details of how to enter students for the examinations for these qualifications can be found in our *International Information Manual*. A copy is made available to all examinations officers and is available on our website, qualifications.pearson.com.

Resitting of units

Students can resit any unit irrespective of whether the qualification is to be cashed in. If a student resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade. Please refer to the *Entry, Aggregation and Certification* document on our website: qualifications.pearson.com/IAL-entry-certification-procedures.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic

- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of these qualifications will be available in English only. All student work must be in English.

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment

- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

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

Reasonable adjustments

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

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

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

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

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

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

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

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

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and vocational qualifications Suspected Malpractice in Examinations and Assessments,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

The Pearson Edexcel International Advanced Subsidiary in English Language will be graded on a five-grade scale from A to E. The Pearson Edexcel International Advanced Level in English Language will be graded on a six-point scale A* to E. Individual unit results will be reported. Only Units 1 and 2 will contribute to the International Advanced Subsidiary grade. All four units will contribute to the International Advanced Level grade.

The first certification opportunity for the Pearson Edexcel International Advanced Subsidiary in English Language will be in August 2016. The first certification opportunity for the Pearson Edexcel International Advanced Level in English Language will be in August 2017. A pass in an International Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E, of which grade A is the highest and grade E the lowest. A pass in an International Advanced Level subject is indicated by one of the six grades A*, A, B, C, D, E, of which grade A* is the highest and grade E the lowest. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

Students will receive a uniform mark between 0 and the maximum uniform mark for each unit.

The uniform marks at each grade threshold for each unit are:

Unit 1

Unit grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Unit 2

Unit grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Unit 3

Unit grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Unit 4

Unit grade	Maximum uniform mark	A	B	C	D	E
	100	80	70	60	50	40

Qualification results

The minimum uniform marks required for each grade:

International Advanced Subsidiary (cash-in code: XEN01)

Qualification grade	Maximum uniform mark	A	B	C	D	E
	200	160	140	120	100	80

Students with a uniform mark in the range 0–79 will be Unclassified (U).

International Advanced Level (cash-in code: YEN01)

Qualification grade	Maximum uniform mark	A	B	C	D	E
	400	320	280	240	200	160

Students with a uniform mark in the range 0–159 will be Unclassified (U).

To be awarded an A*, students will need to achieve an A for the International Advanced Level qualification (at least 320 uniform marks) **and** at least 90% of the total uniform mark available across the IA2 units combined (at least 180 uniform marks).

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for these qualifications.

Students who would benefit most from studying these qualifications are likely to have a Level 2 qualification such as a GCSE in English Language.

Progression

Students can progress from these qualifications to:

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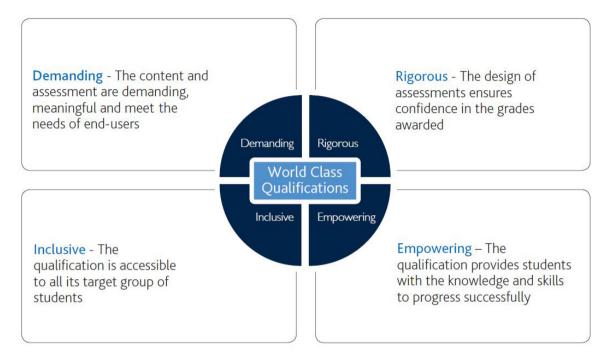
Appendices

Appendix 1: Codes

Type of code	Use of code	Code
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1: WEN01/01 Unit 2: WEN02/01 Unit 3: WEN03/01 Unit 4: WEN04/01
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	International Advanced Subsidiary: XEN01 International Advanced Level: YEN01
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the *Pearson Information Manual*, available on our website.

Appendix 2: Pearson World Class Qualification design principles

Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast-changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson's Expert Panel for World Class Qualifications for the International Advanced Subsidiary (IAS)/International Advanced Level (IAL) development process

December 2015

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

We have guided Pearson through what we judge to be a rigorous world class qualification development process that has included, where appropriate:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world

- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand

- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidenced process which means that learner outcomes have been at the heart of this development throughout.

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

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

Professor Lee Sing Kong
Dean and Managing Director, National Institute of Education International, Singapore

Dr Peter Hill
Former Chief Executive ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group

All titles correct as of December 2015.

Appendix 3: Transferable skills

The need for transferable skills

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

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

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework [2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in English Language and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for student development is given on the subject pages of our website: qualifications.pearson.com

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)
[2] Koenig, J. A. (2011) *Assessing 21st Century Skills: Summary of a Workshop*, (National Academies Press, 2011)

Cognitive skills	Cognitive processes and strategies	• Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function
	Creativity	• Creativity • Innovation
Intrapersonal skills	Intellectual openness	• Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity
	Work ethic/conscientiousness	• Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity
	Positive core self-evaluation	• Self-monitoring/self-evaluation/self-reinforcement
Interpersonal skills	Teamwork and collaboration	• Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation
	Leadership	• Responsibility • Assertive communication • Self-presentation

Students identify connections across texts drawn from different genres to compare how contextual factors impact on language used.

Developing and revisiting research proposal to ensure deadlines and milestones are met.

Set up teams to investigate an issue/topic. Allocate tasks and roles. Appoint a leader, scribe and speaker.

Appendix 4: Level 3 Extended Project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside International Advanced Level (IAL) qualifications. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be higher education or employment. The qualification:

- is recognised by higher education for the skills it develops

- is worth half of an International Advanced Level (IAL) qualification at grades A*–E

- carries UCAS points for university entry.

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

Students can choose from one of four approaches to produce:

- a dissertation (for example an investigation based on predominately secondary research)

- an investigation/field study (for example a practical experiment)

- a performance (for example in music, drama or sport)

- an artefact (for example creating a sculpture in response to a client brief or solving an engineering problem).

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

The Extended Project has 120 guided learning hours (GLH) consisting of a 40-GLH taught element that includes teaching the technical skills (for example research skills) and an 80-GLH guided element that includes mentoring students through the project work. The qualification is 100% internally assessed and externally moderated.

How to link the Extended Project with English Language

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and to the workplace through the exploration of either an area of personal interest or a topic of interest from within the English Language qualification content.

Through the Extended Project, students will develop skills that support their study of English Language, including:

- conducting, organising and using research

- independent reading in the subject area

- planning, project management and time management

- collecting, handling and interpreting evidence

- evaluating arguments, including arguments in favour of alternative interpretations of evidence and evaluation of different interpretations

- critical thinking.

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

Types of Extended Project related to English Language

Students may produce a dissertation on any topic that can be researched and argued, for example an aspect of English Language such as representations of women, future and dystopian worlds, world literature.

A dissertation might involve an investigation such as:

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

The dissertation uses secondary research sources to provide a reasoned defence or a point of view, with consideration of counter-arguments.

An alternative might be an investigative project or field study involving the collection of data from primary research, for example:

- analysis of a corporate or brand identity
- analysis of speeches by an individual.

A field study might consider an issue that lends itself to primary research, for example an investigation into a particular dialect that involves interviewing people and transcribing the discussions.

Using the Extended Project to support breadth and depth

In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through completing this work. Students should demonstrate that they have extended themselves in some significant way beyond what they have been studying in English Language. Students can demonstrate extension in one or more dimensions:

- ***deepening understanding*** – where a student explores a topic in greater depth than in the specification content. This could be an in-depth exploration of one aspect of the writer's style or theme
- ***broadening skills*** – where a student learns a new skill. This might be learning how to understand and interpret literary criticism and/or reviews to be used in their analysis
- ***widening perspectives*** – where the student's project spans different subjects. A student studying English Language with politics may wish to research the impact of a particular government position on texts. A student studying English Language with modern foreign languages may wish to look at a text in the original target language and investigate how translation affects meaning.

A wide range of information to support the delivery and assessment of the Extended Project, including the specification, teacher guidance for all aspects, an editable scheme of work and exemplars for all four approaches, can be found on our website.

Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
International Advanced Subsidiary	Abbreviated to IAS.
International Advanced Level	Abbreviated to IAL.
International A2 (IA2)	The additional content required for an IAL.
Linear	Linear qualifications have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
Uniform Mark Scale (UMS)	Student actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.

Appendix 6: English Phonemic Reference Sheet

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

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

Vowels					
k**i**t	dr**e**ss	tr**a**p	l**o**t	str**u**t	f**oo**t
ɪ	e	æ	ɒ	ʌ	ʊ
lett**er**	fl**ee**ce	b**a**th	th**ou**ght	g**oo**se	n**ur**se
ə	i:	ɑː	ɔː	u:	ɜ:
Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.					

Diphthongs							
f**ace**	g**oa**t	pr**ice**	m**ou**th	ch**oice**	n**ear**	sq**ua**re	c**ure**
eɪ	əʊ	ɑɪ	ɑʊ	ɔɪ	ɪə	eə	ʊə

Consonants					
pip	**b**id	**t**ack	**d**oor	**c**ake	**g**ood
p	b	t	d	k	g
chain	**j**am	**f**ly	**v**ase	**th**ing	**th**is
tʃ	dʒ	f	v	θ	ð
say	**z**oo	**sh**oe	trea**s**ure	**h**ouse	**m**ark
s	z	ʃ	ʒ	h	m
not	si**ng**	**l**ot	**r**ose	**y**et	**w**itch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bott**le**		Syllabic /n/ fatt**en**	
ʔ		l̩		n̩	

Appendix 6: Transcription Mark Key

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

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

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

Mark Key			
/_ /	key phonemic transcription	?	rising intonation
(.)	micro pause	[xxx]	term deleted

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