AQA Level 1/2 Certificate in English Language

Specification
For exams June 2012 onwards
For certification June 2012 onwards
Level 1/2
Specification

Certificate in
English Language
8705
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You can get further copies of this specification from:
AQA Logistics Centre (Manchester)
Unit 2
Wheel Forge Way
Ashburton Park
Trafford Park
Manchester
M17 1EH

Or, you can download a copy from our website (www.aqa.org.uk).

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Registered address:
AQA
Devas Street,
Manchester
M15 6EX
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Vertical black lines indicate a significant change or addition to the previous version of this specification
1a Why choose AQA?

We are the United Kingdom’s favourite exam board and more students get their academic qualifications from us than from any other board. But why are we so popular?

**We understand the different requirements of each subject by working with teachers.**

**Our qualifications:**

- help students achieve their full potential
- are relevant for today's challenges
- are manageable for schools and colleges
- are easy to understand by students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money

**We provide a wide range of support services for teachers, including:**

- access to subject departments
- training for teachers, including practical teaching strategies and approaches that work, presented by senior examiners
- individual support for coursework
- 24-hour support through our website and online with Ask AQA
- past question papers and mark schemes
- a wide range of printed and electronic resources for teachers and students
- free online results analysis, with Enhanced Results Analysis.

We are an educational charity focused on the needs of the learner. All our income is spent on improving the quality of our specifications, examinations and support services. We don’t aim to profit from education, we want you to.

If you are already a customer we thank you for your support. If you are thinking of joining us we look forward to welcoming you.

1b Why choose AQA Certificate in English Language?

- This specification gives teachers freedom of choice in approaches to teaching and learning, whilst providing a rigorous summative assessment of candidates’ skills and abilities.
- Candidates’ skills in both reading and writing can be developed and enhanced throughout the course, leading to a final summative assessment.
- The distinctly different reading tasks in Paper 1 and Paper 2 enable candidates to develop specific skills in inference, exploration, language analysis and deduction alongside the more general skills of selection, synthesis and organisation.
- The distinctive “stepped” approach to reading in the Foundation papers enables all candidates to engage with the texts.
- Candidates have the opportunity to produce planned, developed and sustained responses, with a choice of writing tasks in both Papers.
- The alternative coursework option to Paper 2 will appeal to candidates of all abilities who wish to pursue an individual interest or area of study. With its focus on independent research and learning, and the development of study skills, it provides an invaluable preparation for higher level study.
- This specification complements the AQA Certificate in English Literature specification.
1c How do I start using this specification?

You need to register at www.aqa.org.uk/askaqa to ensure that you receive regular updates and have access to mark schemes, past question papers, a whole range of teacher support materials and receive details of teacher support meetings.

Once you have decided to enter candidates you need to tell us so we can make sure that you get all the material you need for the examinations. This is very important where examination material is sent to you before the final entry deadline. You can let us know by filling in the appropriate ‘Intention to Enter’ and ‘Estimated Entry’ forms.

- If your centre is registered on e-AQA you will receive an email prompting you to submit entry information on-line.
- If you are not e-AQA registered we will send copies to your exams officer. Both forms can be downloaded from our website (www.aqa.org.uk/entries).

If your centre has not used AQA for any examinations in the past, please contact our centre approval team at centreapproval@aqa.org.uk.

1d How can I find out more?

You can choose to find out more about this specification or the services that AQA offer in a number of ways.

**Ask AQA**

You have 24-hour access to useful information and answers to the most commonly asked questions at www.aqa.org.uk/askaqa.

If the answer to your question is not available, you can submit a query through Ask AQA for our team. We will respond within 2 working days.

**Speak to your subject team**

You can talk directly to the English subject team about this specification either by e-mailing English-GCSE@aqa.org.uk or by calling 0161 953 1180.

**Teacher Support Meetings**

Details of the full range of our Teacher Support meetings are available on our website at www.aqa.org.uk/teachersupport.

There is also a link to our fast and convenient online booking system for our Teacher Support meetings at www.aqa.org.uk/coursesandevents.

**Latest information online**

You can find out more including the latest news, how to register for support and downloadable resources on our website at www.aqa.org.uk.
2a Specification at a Glance

AQA Certificate in English Language

The Scheme of Assessment is linear. There is an option of Foundation or Higher tiers.

**Speaking and Listening**
1 Presentation/Discussion task
10% of the English Language assessment
40 marks

**PLUS**

**Paper 1**
Written paper
50% of the English Language assessment
2 hours
50 marks

**PLUS**

**Paper 2**
Written paper (optional)
40% of the English Language assessment
2 Hours
54 marks

**OR**

Coursework Project (optional)
40% of the English Language assessment
54 marks
2b Summary of Assessment

Speaking and Listening
Candidates will complete one task requiring an individual contribution such as a presentation complemented by discussion/interaction. The unit will be centre set, centre marked and AQA moderated.

PLUS

Paper 1: Literary Non Fiction and Composition
Section A: Candidates will be given a single text for close study. For Foundation tier candidates the text will be divided into short sections, although at least one question will relate to the whole text.
Section B: Composition
There will be three tasks from which candidates choose one: Descriptive, Imaginative, Argumentative or Discursive

PLUS

Paper 2: Source Based Reading and Directed/Associated Writing
Section A: The stimulus material will consist of 5-6 texts, some of which may be brief or solely visual and one of which will be a spoken language text. All questions on Foundation tier will direct candidates to specific texts whilst at least two questions on Higher tier will require candidates to make their own selection of texts.
Section B: Writing directly linked to, though not solely dependent on, the reading sources from Section A. Form, purpose and audience will be specified in tasks. There will be a choice of two tasks.

OR

Coursework Project
Candidates will carry out independent research and utilise their findings for a written task in which audience, purpose and form are specified. This will be assessed alongside a commentary produced by the candidate. The unit will be centre set, centre marked and AQA moderated.
Both reading and writing skills will be assessed in this project.
3 Subject Content

Speaking and Listening

Each candidate will be expected to undertake one extended task. This task will involve a presentation to either a group or a whole class. The presentation will be followed by a series of questions and answers. These could take the form of an interview, or could be from a wider panel.

Although there is no requirement for role-playing here, it is possible to use role-play as a vehicle for delivering the task. So, for example, the presentation could be a speech to parliament/council, with the questions being part of a debate, or a television style discussion.

The topic chosen should ideally be an integral part of ongoing work in English.

A. If the candidate is entered for the optional coursework, the topic should be part of this. The Speaking and Listening element will then be a central part of the candidate’s preparation for the written submission.

So for example:

1. **Speaking and Listening Task:** You make a speech to a group of your peers outlining the fact that you are going to be lobbying your MP on global warming and telling them your initial ideas. You then ask for some further questions to help you gain the best focus for your written letter.

   would connect to

   Written Coursework Project task:

   Your local MP is soon to take part in an international conference on the causes and consequences of global warming and is keen to represent the views of young people at the conference. Write a letter to him or her in which you discuss the causes of global warming and the consequences for your generation, and propose viable solutions which you would like to be considered at the meeting.

2. **Speaking and Listening Task:** In conjunction with your local newspaper, your local radio station is running a weekly programme where individuals are invited into the studio to give a 5 minute talk called ‘Why I love….’ This is followed by a phone-in where listeners question the speaker about their topic.

   would connect to

   Written Coursework Project task:

   Your local newspaper runs a weekly column called “Why I love…” in which a guest writer is asked to write a piece of between 800–1,000 words. Writers use the column to inform readers of a personal interest (cricket, Facebook). Some writers take a serious approach while others adopt a more light-hearted one. Write your piece for this column.

B. The examined option requires preparation on a range of texts with content relevant to issues in the modern world. As part of preparation for this examination, candidates could research their own texts and data, with a spoken presentation being a central part of the learning process.

Using the sample material in the specification, based on the London Olympics, the following task would be possible:

3. **Speaking and Listening Task:** In a special edition of ‘Question Time’ you are asked by David Dimbleby the following question: ‘So, (name) why do you think the Olympics are such a waste of public money?’ You give your extended uninterrupted reply, before facing questions from the audience. (Note that it is possible for this task to be set up so that there could be a panel of contributors, followed by debate and questions. This would then allow more than one student to be assessed.)

Or, the class might be engaged in developing skills for the examination by collecting their own data sets. Having done this the following task could be set.

4. **Speaking and Listening Task:** Give a talk to the class in which you explain the cultural significance of the material you have chosen, and identify some of the key debates which arise from it. Then give your own views on one of these debates, before being interviewed by the teacher about your views.

C. Although it is possible to connect Speaking and Listening to work in English Literature, care needs to be taken to ensure that candidates have the chance to use a wide range of presentation skills, and to respond to challenging questions. One possible source of work would be practising skills for unseen analysis of poetry.

In the following example a class or group are given a number of poems to read and consider.

5. **Speaking and Listening Task:** A teacher in another class is absent, so you are asked to stand in and talk to the class about how you analyse poems that are unseen. Using one or more of the poems in your collection, you model this process before answering questions from your ‘pupils’ as they work on another unseen poem.

Please note that in all activities, reading of the presentation is **not** permitted. Computer generated aids may be used, and there may be times when text/data/poem have to be read aloud, but the presentation itself **must not** be scripted.
Paper 1
The passages for the reading section on Paper 1 will be Literary Non-Fiction e.g. autobiography, biography, letters, memoir and travel/adventure writing.
The writing section will consist of three tasks from which candidates choose one:
Descriptive/Imaginative/Argumentative or Discursive.

Paper 2 (optional)
The reading texts for Paper 2 will relate to modern world themes and issues.
The focus of the writing task will be writing for audience and purpose, which could be both multiple and diverse. The most successful responses will demonstrate the candidates’ ability to respond to this demand.

Coursework Project (optional)

Aims
The aim of this unit is to develop the relevant reading, study, research, and writing skills as those required for the optional Paper 2, whilst allowing the opportunity for students to pursue individual interests. Although the Coursework Project is accessible to and interesting for students of all abilities, it offers potential for cross-curricular study and preparation for the independent learning required for study at a higher level.

Students will be required to show that they have read a range of core texts. Through their selection and development of information and ideas they will demonstrate sound understanding of content, an awareness of the purposes of the core texts, and the ability to synthesise information appropriately, and perhaps imaginatively, in order to address the given task.

Their final written piece will be structured appropriately and communicated effectively and accurately, with due reference to purpose and audience.

The task
Students will utilise their findings for a summative written task in which purpose and audience are specified. The task will be centre set, and may vary from student to student as appropriate to the chosen topic. It could, for example, relate to an area of academic study, a sport or interest, a famous person or organisation. Relevant diagrams and/or illustrations may be included. Where appropriate, a word limit may be set.

Examples of tasks are:
- Your local MP is soon to take part in an international conference on the causes and consequences of global warming and is keen to represent the views of young people at the conference. Write a letter to him or her in which you discuss the causes of global warming and the consequences for your generation, and propose viable solutions which you would like to be considered at the meeting.
- Minster Business Centres is a rapidly growing organisation which promotes the wider use of technology by its clients. Write an article for its monthly magazine in which you discuss the various aspects of designing, maintaining and developing an effective website and the benefits to be gained from this. Your aim is to inform, educate and persuade your readers.
- The proposition in a radio debate to be voted on by members of the public is: “Bill Gates is a true hero of our times”. Write the opening speech either supporting or opposing this proposition. Your aim is to persuade your listeners so factual accuracy, logical consistency and some degree of emotional appeal will be important elements in the success of your speech.
Your local newspaper runs a weekly column called “Why I love …” in which a guest writer is asked to write a piece of between 800–1,000 words. Writers use the column to inform readers of a personal interest (cricket, Facebook). Some writers take a serious approach while others adopt a more light-hearted one. Write your piece for this column.

**The Candidate Record Form**

Completion of the Candidate Record Form by the student is an important feature of the assignment and will be considered in the assessment.

Students are required to:

- Give details of all their sources, sufficient to enable a moderator to access them. They must include details of at least five sources.

- Explain how and why they chose their sources and the process(es) they used for gathering relevant information and ideas e.g. note making, annotation, highlighting. They must include one example of their note-making method.

- Write a commentary on their final assignment. This should focus on their reasons for including or rejecting collated information and ideas, how and why they organised their writing in a specific way and specific presentational and/or stylistic features they adopted to achieve their purpose.

**Summary of assessment**

The completed Coursework Project and Candidate Record Form will be centre assessed for both reading and writing.
4 Scheme of Assessment

4a Aims and learning outcomes

Courses based on this specification should encourage candidates to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare learners to make informed decisions about further learning opportunities and career choices, to use language to participate effectively in society and employment and to develop their enthusiasm for reading.

Courses based on this specification should enable candidates to:

- demonstrate skills in speaking, listening, reading and writing necessary to communicate with others confidently, effectively, precisely and appropriately
- express themselves creatively andimaginatively
- understand the patterns, structures and conventions of written and spoken English
- select and adapt speech and writing to different situations and audiences
- become critical readers of a range of texts, including multi-modal texts
- use reading to gain access to knowledge and to develop their own skills as writers
- connect ideas, themes and issues, drawing on a range of texts.

4b Assessment Objectives (AOs)

The examination papers will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

AO1 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.

AO2 Reading

- Read and understand texts, selecting and utilising material appropriate to purpose, collating from different sources and making comparisons and cross-references as 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.

AO3 Writing

- Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that 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
- Demonstrate control of a range of sentence structures for clarity, purpose and effect
- Demonstrate technical accuracy in grammatical structures, punctuation and spelling.
Weighting of Assessment Objectives

The table below shows the approximate weighting of each of the Assessment Objectives in the AQA Certificate in English Language components.

<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Component weightings (%)</th>
<th>Overall weighting of AOs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S&amp;L task</td>
<td>Paper 1</td>
</tr>
<tr>
<td>AO1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>AO2</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>AO3</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Overall weighting of components (%)</td>
<td>10%</td>
<td>50%</td>
</tr>
</tbody>
</table>

4c National Criteria

This specification is in line with the following.

- The Code of Practice
- The Arrangements for the Statutory Regulation of External Qualifications in England Wales and Northern Ireland: Common Criteria

4d Previous learning requirements

There are no prior learning requirements. However, any requirements set for entry to a course based on this specification are at the centre’s discretion.

4e Access to assessment: diversity and inclusion

Specifications at Level 1/2 often need to assess a wide range of competences. This is because they are general qualifications designed to prepare candidates for a wide range of occupations and further study. The criteria on which this specification has been based were reviewed to see whether any of the skills or knowledge needed by the subject presented a possible difficulty to any candidates, whatever their ethnic background, religion, sex, age, disability or sexuality. If there were difficulties, the situation was reviewed again to make sure that such tests of specific competences were only included if they were important to the subject.

Arrangements are made for candidates with special needs to help them access the assessments as long as the competences being tested are not changed. Because of this, most candidates will be able to access any part of the assessment. More details are given in Section 5d.
4f Differentiation

Examination(s)
In the terminal examination(s) differentiation is achieved by tiered papers.
Two tiers are offered.
- Foundation Tier (Tier F), targeting Grades C to G
- Higher Tier (Tier H), targeting Grades A* to D
Candidates may be entered for a single tier only in English Language in any series of the examination. However, candidates may be entered for a different tier for English Literature.

Coursework Project and Speaking and Listening
The Coursework Project and Speaking and Listening units provide opportunities for the teacher to differentiate work. Differentiation may be achieved by using different texts or other stimulus materials, by varying the tasks set, or sometimes by the outcomes of common tasks using common materials. The teacher must judge which method will enable individual candidates to demonstrate their best achievements in each of the elements.
5 Administration

5a Availability of assessment components and certification

Examinations and certification for this specification are available as follows

- All components are available for assessment in January and June beginning June 2012.

- The qualification will be available for certification from June 2012

5b Entries

Please check the current version of Entry Procedures and Codes for up-to-date entry procedures. You should use the following entry codes for the components and for certification.

AQA Certificate in English Language – 8705

A single entry is all that is needed for both examination papers and certification.

5c Private candidates

This specification is available to private candidates. The Coursework option is not available to private candidates whilst visual recordings of their Speaking and Listening work must be submitted to AQA for assessment, in addition to the five visual recordings required for moderation.

Private candidates should write to us for a copy of Supplementary Guidance for Private Candidates

5d Access arrangements, reasonable adjustments and special consideration

We have taken note of the equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow guidelines in the Joint Council for Qualifications (JCQ) document: Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications. This is published on the JCQ website www.jcq.org.uk or you can follow the link from our website www.aqa.org.uk

Access arrangements

We can arrange for candidates with special needs to access assessment. These arrangements must be made before the examination. For example, we can produce a Braille paper for a candidate with sight problems.

Reasonable adjustments

An access arrangement which meets the needs of a particular disabled candidate would be a reasonable adjustment for that candidate. For example a Braille paper would be a reasonable adjustment for a Braille reader but not for a candidate who did not read Braille. The Disability Discrimination Act requires us to make reasonable adjustments to remove or lessen any disadvantage affecting a disabled candidate.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or serious problem such as death of a relative, at the time of the examination. We can only do this after the examination.

The Examinations Officer at the centre should apply online for access arrangements and special consideration by following the eAQA link from our website www.aqa.org.uk
## 5e Examination language

We only provide components for this specification in English.

## 5f Qualification title

The qualification based on this specification is:
- AQA Level 1/2 Certificate in English Language

## 5g Awarding grades and reporting results

The AQA Certificate in English Language will be graded on an eight-grade scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for a grade G will be recorded as ‘U’ (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each component, when we issue candidates’ results. We will report a candidate’s qualification result in terms of uniform marks and grades.

For each component the uniform mark corresponds to a grade as follows.

### Paper 1 (maximum uniform mark = 200)

<table>
<thead>
<tr>
<th>Grade</th>
<th>UMS Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>180 – 200</td>
</tr>
<tr>
<td>A</td>
<td>160 – 179</td>
</tr>
<tr>
<td>B</td>
<td>140 – 159</td>
</tr>
<tr>
<td>C</td>
<td>120 – 139</td>
</tr>
<tr>
<td>D</td>
<td>100 – 119</td>
</tr>
<tr>
<td>E</td>
<td>80 – 99</td>
</tr>
<tr>
<td>F</td>
<td>60 – 79</td>
</tr>
<tr>
<td>G</td>
<td>40 – 59</td>
</tr>
<tr>
<td>U</td>
<td>0 – 39</td>
</tr>
</tbody>
</table>

### Paper 2 (maximum uniform mark = 160)

<table>
<thead>
<tr>
<th>Grade</th>
<th>UMS Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>144 – 160</td>
</tr>
<tr>
<td>A</td>
<td>128 – 143</td>
</tr>
<tr>
<td>B</td>
<td>112 – 127</td>
</tr>
<tr>
<td>C</td>
<td>96 – 111</td>
</tr>
<tr>
<td>D</td>
<td>80 – 95</td>
</tr>
<tr>
<td>E</td>
<td>64 – 79</td>
</tr>
<tr>
<td>F</td>
<td>48 – 63</td>
</tr>
<tr>
<td>G</td>
<td>32 – 47</td>
</tr>
<tr>
<td>U</td>
<td>0 – 31</td>
</tr>
</tbody>
</table>

### Coursework (maximum uniform mark = 160)

<table>
<thead>
<tr>
<th>Grade</th>
<th>UMS Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>144 – 160</td>
</tr>
<tr>
<td>A</td>
<td>128 – 143</td>
</tr>
<tr>
<td>B</td>
<td>112 – 127</td>
</tr>
<tr>
<td>C</td>
<td>96 – 111</td>
</tr>
<tr>
<td>D</td>
<td>80 – 95</td>
</tr>
<tr>
<td>E</td>
<td>64 – 79</td>
</tr>
<tr>
<td>F</td>
<td>48 – 63</td>
</tr>
<tr>
<td>G</td>
<td>32 – 47</td>
</tr>
<tr>
<td>U</td>
<td>0 – 31</td>
</tr>
</tbody>
</table>

### Speaking and Listening (maximum uniform mark = 40)

<table>
<thead>
<tr>
<th>Grade</th>
<th>UMS Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>36 – 40</td>
</tr>
<tr>
<td>A</td>
<td>32 – 35</td>
</tr>
<tr>
<td>B</td>
<td>28 – 31</td>
</tr>
<tr>
<td>C</td>
<td>24 – 27</td>
</tr>
<tr>
<td>D</td>
<td>20 – 23</td>
</tr>
<tr>
<td>E</td>
<td>16 – 19</td>
</tr>
<tr>
<td>F</td>
<td>12 – 15</td>
</tr>
<tr>
<td>G</td>
<td>8 – 11</td>
</tr>
<tr>
<td>U</td>
<td>0 – 7</td>
</tr>
</tbody>
</table>
We calculate a candidate’s total uniform mark by adding together the uniform marks for the components. We convert this total uniform mark to a grade as follows.

**Overall** (maximum uniform mark = 400)

<table>
<thead>
<tr>
<th>Grade</th>
<th>UMS Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>360 – 400</td>
</tr>
<tr>
<td>A</td>
<td>320 – 359</td>
</tr>
<tr>
<td>B</td>
<td>280 – 319</td>
</tr>
<tr>
<td>C</td>
<td>240 – 279</td>
</tr>
<tr>
<td>D</td>
<td>200 – 239</td>
</tr>
<tr>
<td>E</td>
<td>160 – 199</td>
</tr>
<tr>
<td>F</td>
<td>120 – 159</td>
</tr>
<tr>
<td>G</td>
<td>80 – 119</td>
</tr>
<tr>
<td>U</td>
<td>0 – 79</td>
</tr>
</tbody>
</table>

Please note that coursework boundaries may occasionally be adjusted to reflect changes in the relative demand of these assessments and thus to retain the correct balance of weightings between the components of the examination. Such adjustments are in the interest of fairness to candidates and do not indicate a change to the subject standard.

5h Re-sits

This is a traditional linear specification and, as such, individual components may not be retaken. Results for coursework components can be carried forward or re-used for the life time of the specification.

Candidates can re-sit the whole qualification as many times as they wish.

Candidates’ grades are based on the work they submit for assessment.
6 Coursework Administration

The Head of Centre is responsible for making sure that all coursework is conducted in line with our instructions and JCQ instructions.

6a Authenticating that coursework is genuine

To meet the requirements of Code of Practice, we need the following.

- **Candidates** must sign the Candidate Record Form to confirm that the work they have handed in is their own.
- **Teachers and assessors** must confirm on the Candidate Record Form that the work marked is only that done by that candidate and was conducted in line with the conditions in the specification document (authentication declaration).
- **Centres** must give a mark of zero if candidates cannot confirm the work handed in for assessment is their own.

You should attach the completed Candidate Record Form for each candidate to his or her work. All teachers who have marked the work of any candidate entered for each component must sign the declaration that the work is genuine.

If you have doubts about signing the authentication declaration, you should follow these guidance points.

- If you believe that a candidate had additional assistance and this is acceptable within the guidelines for the relevant specification, you should award a mark which covers only the candidate's achievement without any help. (You should sign the authentication declaration and give information on the relevant form.)
- If you cannot sign the authentication declaration, the candidate's work cannot be accepted for assessment.

If, during the external moderation process, there is no evidence that the work has been authenticated, we will award a mark of zero.

6b Malpractice

You should let candidates know about our malpractice regulations.

Candidates must not:

- submit work that is not their own
- lend work to other candidates
- give other candidates access to, or the use of, their own independently-sourced research material (This does not mean that candidates cannot lend their books to another candidate, but that candidates should be stopped from copying other candidates’ research.)
- include work copied directly from books, the Internet or other sources without acknowledgement of the source
- hand in work typed or word processed by someone else without acknowledgement.

These actions are considered malpractice, for which a penalty (for example being disqualified from the exam) will be applied. If malpractice is suspected, your Examinations Officer should be consulted about the procedure to be followed.

Where you suspect malpractice in coursework after the candidate has signed the declaration of authentication, your Head of Centre must submit full details of the case to us at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website [http://www.jcq.org.uk](http://www.jcq.org.uk).

Malpractice in coursework discovered prior to the candidate signing the declaration of authentication need not be reported to us, but should be dealt with in accordance with your centre's internal procedures. We would expect you to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the Candidate Record Form or other appropriate place.
6c Teacher standardisation

AQA will hold annual standardising meetings for teachers, usually in the autumn term, for the Coursework Project and Speaking and Listening. At these meetings we will provide support in contextualising the tasks and using the marking criteria. The standardising materials used at the meeting will also be available online. If your centre is new to this specification you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an intention to enter and/or and estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

AQA will also contact centres if:
- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements, or
- a significant adjustment has been made to a centre’s marks.

In these cases, centres will be expected to send a representative to one of the meetings. For all other centres attendance is optional.

It is likely that during the lifetime of this specification online teacher standardising meetings will be made available as an alternative to face-to-face meetings.

6d Internal standardisation

Centres must have consistent marking standards for all candidates. One person must be responsible for ensuring that work has been marked to the same standard, and they need to sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:
- all teachers marking some sample pieces of work and identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved in the assessment
- referring to reference and archive material, such as previous work or examples from our teacher standardising meetings.

6e Annotation of coursework

The Code of Practice states that the awarding body must make sure that teachers marking Coursework clearly show how the marks have been awarded in line with the marking criteria shown in the specification. The awarding body must provide guidance on how this is to be done.

Annotation helps our moderators to see as precisely as possible where the teacher has identified that candidates have met the criteria in the specification.

Annotation could be used in either of the following ways:
- important pieces of evidence commented on in either the margin or in the text
- comments on the work that refer to the assessment criteria.
6f Submitting marks and sample work for moderation

Coursework Project

The total mark for each candidate must be sent to us and the moderator on the mark forms provided or electronically by Electronic Data Interchange (EDI) by the date given. (Please see Section 7a for more guidance on sending in samples).

Speaking and Listening

In addition to the procedure above, teachers should submit visual recordings of five candidates with completed Candidate Record Forms to AQA by the date given. If you are entering fewer than five candidates, all recordings should be sent.

6g Factors affecting individual candidates

If work is lost, you must tell us immediately the date it was lost, how it was lost, and who was responsible. Inform our Centre and Candidate Support Services using the JCQ form Notification of Lost Coursework JCQ/LCW form 15.

Where special help which goes beyond normal learning support is given, use the Candidate Record Form to inform us so that this help can be taken into account during moderation.

Candidates who move from one centre to another during the course sometimes need additional help to meet the requirements of Coursework. How this can be dealt with depends when the move takes place. If it happens early in the course the new centre should be responsible for Coursework. If it happens late in the course it may be possible to arrange for the moderator to assess the work as a candidate who was ‘Educated Elsewhere’. Centres should contact us as early as possible for advice about appropriate arrangements in individual cases at english-gcse@aqa.org.uk

6h Keeping candidates’ work

From the time the work is marked, your centre must keep the work of all candidates, with Candidate Record Forms attached, under secure conditions, to allow the work to be available during the moderation period or should there be an Enquiry about Results. You may return the work to candidates after the deadline for Enquiries about Results, or once any enquiry is resolved.
7 Moderation

7a Moderation procedures

Coursework Project
Coursework is moderated by inspecting a sample of candidates’ work sent by post from the centre to a moderator appointed by us. The centre marks must be sent to us and the moderator by the deadline given (see www.aqa.org.uk/deadlines). Centres entering fewer candidates than the minimum sample size should send the work of all of their candidates. Centres entering larger numbers of candidates will be told which candidates’ work must be sent as part of the sample sent in for moderation.

Following the re-marking of the sample work, the moderator’s marks are compared with the centre marks to check whether any changes are needed to bring the centre’s assessments in line with our agreed standards. In some cases the moderator may need to ask for the work of other candidates in the centre. To meet this request, centres must keep the coursework and Candidate Record Forms of every candidate entered for the examination under secure conditions, and they must be prepared to send it to us or the moderator when it is requested. Any changes to marks will normally keep the centre’s rank order, but where major differences are found, we reserve the right to change the rank order.

Moderation will take place in January and June.

Speaking and Listening
Please refer to Section 6f for the procedure. The moderator will ask to see a range of candidate performances. Centres must send the Candidate Record Forms of every candidate entered for the examination to AQA with the five recordings. Moderation visits may be required if there is any doubt about a centre’s accuracy in oral assessment. Where there is evidence that the centre’s mark differs significantly from the AQA standard, taking other evidence into account where applicable (e.g. pattern of marks, centre history), an adjustment will be applied to the centre to bring its marking into line with the AQA standard.

7b Consortium arrangements
If you are a consortium of centres with joint teaching arrangements (where candidates from different centres have been taught together but where they are entered through the centre at which they are on roll), you must tell us by filling in the JCQ/CCA form [Application for Centre Consortium Arrangements for centre-assessed work].

You must choose a consortium co-ordinator who can speak to us on behalf of all centres in the consortium. If there are different co-ordinators for different specifications, a copy of the JCQ/CCA form must be sent in for each specification.

We will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for moderation.

7c Procedures after moderation

When the results are published, we will give centres details of the final marks for the Coursework Project.

We will return candidates’ work to you after the exam. You will receive a report, at the time results are issued, giving feedback on any adjustments that were made to your marks.

We may keep some candidates’ work for awarding, archive or standardising purposes and will inform you if this is the case.
A Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates who were awarded particular grades. The descriptions should be considered in relation to the content outlined in the specification – they are not designed to define that content.

The grade awarded will depend on how well the candidate has met the assessment objectives (see Section 4). If a candidate has performed less well in some areas this may be balanced by better performances in others.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Candidates select suitable styles and registers of spoken English for 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 demonstrate sensitive listening through contributions that sustain and develop discussion. 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, explaining the impact of their social, cultural and historical contexts where appropriate. 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.</td>
</tr>
<tr>
<td>C</td>
<td>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. Through careful listening and by developing their own and others’ ideas, they make significant contributions to discussion. 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. They comment on how social, cultural and historical contexts affect readers’ responses to texts. 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.</td>
</tr>
</tbody>
</table>
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.

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. They are aware that some features of texts relate to their specific social, cultural and historical contexts.

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.
B Spiritual, moral, ethical, social, legislative, sustainable development, economic and cultural issues, and health and safety considerations

We have taken great care to make sure that any wider issues (for example, spiritual, moral, ethical, social, legal, sustainable development, economic and cultural issues), including those relevant to the education of students at Key Stage 4, have been taken into account when preparing this specification. They will only form part of the assessment requirements where they are relevant to the specific content of the specification and have been identified in Section 3: Content.

European Dimension
We have taken the 1988 Resolution of the Council of the European Community into account when preparing this specification and specimen components.

Environmental Education
We have taken the 1988 Resolution of the Council of the European Community and the Report ‘Environmental Responsibility: An Agenda for Further and Higher Education’ 1993 into account when preparing this specification and associated specimen components.

Avoiding bias
We have taken great care to avoid bias of any kind when preparing this specification and specimen components.
## Assessment Criteria

### Coursework Marking Criteria: Reading

<table>
<thead>
<tr>
<th>Band 6</th>
<th>23–27 marks</th>
<th>Candidates demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;sophisticated&quot;, &quot;impressive&quot;, &quot;independent&quot;</td>
<td>- impressive knowledge and breadth of reading; perceptive and challenging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- sophisticated and independent integration and adaptation of source information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- impressive condensing and extrapolating from material to serve audience and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- explanation, example and commentary show sophisticated and independent command of the reading and research processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- five sources cited on Candidate Record Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 5</th>
<th>18–22 marks</th>
<th>Candidates demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;substantial&quot;, &quot;assured&quot;, &quot;independent&quot;</td>
<td>- substantial knowledge and reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- assured and independent integration of source information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- assured summarising/analysing/interpreting material to serve audience and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- explanation, example and commentary show assured and independent grasp of the reading and research processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- five sources cited on Candidate Record Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 4</th>
<th>13–17 marks</th>
<th>Candidates demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;clear&quot;, &quot;effective&quot;</td>
<td>- variety in range of relevant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- clear and effective use of source information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- clear understanding and explanation of material to serve audience and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- explanation, example and commentary show clear understanding of the reading and research processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- five sources cited on Candidate Record Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 3</th>
<th>9–12 marks</th>
<th>Candidates demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;appropriate&quot;, &quot;aware&quot;</td>
<td>- a range of relevant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- appropriate selection of source information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- understanding of material to serve audience and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- explanation and commentary show awareness of reading and research as processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- five sources cited on Candidate Record Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 2</th>
<th>5–8 marks</th>
<th>Candidates demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;some&quot;</td>
<td>- some relevant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- some use of source information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- some understanding of material to serve audience and/or purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- some attempt at explanation or commentary on reading and research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- five sources cited on Candidate Record Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band 1</th>
<th>1–4 marks</th>
<th>Candidates demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&quot;little to no&quot;</td>
<td>- little to no information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- little to no evidence of source(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- little to no understanding of material for audience and purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- little or no comment on reading or research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- five sources cited on Candidate Record Form</td>
</tr>
</tbody>
</table>

| 0 marks | | Nothing worthy of credit |
Coursework Marking Criteria: Writing

Mark Band 6
23–27 marks
"compelling"

Candidates demonstrate:

- Communicates in a convincing and/or compelling way, fully engaging the reader with sustained personal voice and delightful/mature vocabulary choices.
- Using a variety of structural features to enhance the writing as appropriate.
- Clear and controlled manipulation of sentence structures for effect.
- Grammatically secure with a high level of accuracy in spelling and a range of punctuation used appropriately and effectively.
- Explanation, example and commentary show sophisticated and independent command of the writing process.

Mark Band 5
18–22 marks
"effective"

Candidates demonstrate:

- Communicates effectively most of the time with detailed and developed ideas and evidence of sophisticated vocabulary and phrasing. Begins to manipulate reader’s response.
- Coherently structured with some fluent linking of paragraphs.
- Uses a wide range of sentence structures effectively.
- Spelling and punctuation are secure. Commas are used accurately and effectively and there is increasing competence in the use of sophisticated punctuation.
- Explanation, example and commentary show assured and independent grasp of the writing process.

Mark Band 4
13–17 marks
"clear and secure"

Candidates demonstrate:

- Communicates clearly, engaging the audience through the conscious selection of detail to suit purpose and the selection of vocabulary for effect. Increasingly, discourse markers will be integrated and used to facilitate organisation.
- Evidence of deliberate structure (which may be chronological) perhaps through repetition, a time-line, contrast or the overall linking of the various parts; paragraphs are usually developed, coherent and consciously linked.
- Sentence structures are varied, generally grammatically secure and, at times, effective.
- Spelling of simple and commonly used complex words and plurals is generally secure. Sentence demarcation is generally secure with increasing accuracy in the use of commas and punctuation to clarify meaning.
- Explanation, example and commentary show clear understanding of the writing process.

Mark Band 3
9–12 marks
"begins to engage"

Candidates demonstrate:

- Begins to engage the audience so that ideas can be followed without difficulty; sustained awareness of purpose and audience with some deliberate selection of vocabulary for effect.
- Ideas are logically sequenced with some conscious control of paragraphing usually marking a shift in focus (paragraphs may be tabloid or over-extended at times).
- Conscious variation of sentence structures may be found in short sentences or exclamations for effect, rhetorical questions, or in complex sentences linked with appropriate discourse markers. Variation is unlikely to be sustained; may be some lack of control and grammatical insecurity.
- Some more complex words are spelt correctly as are some more complex plurals; some accuracy in, and appropriate use of, a wider range of punctuation which begins to clarify meaning.
- Explanation and commentary show awareness of writing as a process.
<table>
<thead>
<tr>
<th>Mark Band 2</th>
<th>5–8 marks</th>
<th><em>occasional success</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates demonstrate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Communication is at times clear, with occasional awareness of purpose and audience; generally simple vocabulary with occasional appropriate use of more complex words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Sometimes sequences ideas in a logical order; may indicate paragraphs spasmodically/randomly; may occasionally start a new paragraph appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Some conscious control of sentence structures; uses simple and compound sentences with occasional complex sentences; likely to be grammatically insecure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Commonly used words spelt correctly; full stops and capital letters are usually used accurately with occasional accurate use of other punctuation marks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Some attempt at explanation or commentary on writing.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mark Band 1</th>
<th>1–4 marks</th>
<th><em>some attempt</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates demonstrate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Communicates some relevant meaning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Places some ideas in order.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Some attempt to organise ideas into sentences; evidence of some conscious separation of ideas for clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Some accuracy in spelling of simple words; occasional accuracy in punctuation demonstrated through the sometimes correct use of capital letters for names or at the start of sentences, with occasional use of full stops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Little or no comment about writing.</td>
<td></td>
<td></td>
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</tbody>
</table>

0 marks Nothing worthy of credit
# Speaking and Listening Marking Criteria

**Mark Band 5**  
33–40 marks  
“Sophisticated and complex”

**Candidates demonstrate:**
- Explore and respond to complex ideas and issues, highlighting sophisticated and detailed interpretations of data
- Use a sophisticated repertoire of vocabulary and structures, so developing complex and cohesive arguments and analyses
- Initiate audience interest and response through sophisticated interactive strategies, while themselves listening closely to audience contributions and then interrogating closely what has been said

**Mark Band 4**  
25–32 marks  
“Confident and challenging”

**Candidates demonstrate:**
- Identify and respond to challenging ideas and issues, highlighting central concepts through reference to data
- Use a repertoire of vocabulary and structures, so developing challenging arguments with detailed analysis
- Engage audience interest through the use of confident interactive strategies, while themselves listening to audience contributions and then responding thoughtfully to what has been said

**Mark Band 3**  
17–24 marks  
“Clear and straightforward”

**Candidates demonstrate:**
- Present and respond to straightforward ideas and issues, identifying some central ideas and making use of some data
- Use a range of vocabulary and structures, so developing clear arguments with some analysis
- Employ some strategies to engage with audience, while themselves responding clearly to audience contributions

**Mark Band 2**  
9–16 marks  
“Relevant and suitable”

**Candidates demonstrate:**
- Present and respond to some ideas and issues, identifying some relevance to some data
- Use vocabulary and structures to convey a simple argument
- Address the audience, listen to their questions and make suitable responses

**Mark Band 1**  
1–8 marks  
“Takes Part but Limited”

**Candidates demonstrate:**
- Take part and convey some simple ideas, making some reference to some data, but the presentation will be brief
- Use enough vocabulary and structures to make sense of their limited ideas
- Talk to an audience but with limited engagement and limited responses to any questions that arise

**0 marks** Nothing worthy of credit
AQA Level 1/2 Certificate in English Language from 2011 onwards

Qualification Accreditation Number: 600/1999/2

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

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade counted for the purpose of the School and College Performance Tables. In the case of a candidate taking two qualifications with the same classification code that are of the same size and level, eg two full course GCSEs, the higher grade will count.

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 GCSEs.

The same view may be taken if candidates take two GCSE 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.

For updates and further information on any of our specifications, to find answers or ask us a question, register with Ask AQA at:
aqa.org.uk/askaqa

Download a copy of this specification from our website at:
aqa.org.uk/igcseeenglish