



Pearson
Edexcel

AS English Literature



Specification

Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature (8ET0)

First teaching from September 2015

First certification from 2016

Issue 6

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature specification Issue 6 changes

Summary of changes made between previous issue and this current issue	Page number
<p>We have made the following changes to some of the prescribed texts – these changes are for first teaching from September 2022 and first assessment in Summer 2023.</p>	
<p>Paper 1 Section B Drama</p> <p>We have removed the following texts:</p> <ul style="list-style-type: none"> • <i>The Home Place</i>, Brian Friel • <i>The Pitman Painters</i>, Lee Hall <p>These two new texts have been added:</p> <ul style="list-style-type: none"> • <i>Les Blancs</i>, Lorraine Hansberry • <i>Sweat</i>, Lynn Nottage <p>We have removed the tragedy/comedy labels for the drama texts.</p>	<p>2 and 6</p>
<p>Paper 2 Prose</p> <p>We have removed the following post-1900 texts:</p> <ul style="list-style-type: none"> • <i>A Passage to India</i>, E M Forster (Colonisation and its Aftermath) • <i>The Murder Rooms</i>, P D James (Crime and Detection) <p>These two new post-1900 texts have been added:</p> <ul style="list-style-type: none"> • <i>Home Fire</i>, Kamila Shamsie (Colonisation and its Aftermath) • <i>The Cutting Season</i>, Attica Locke (Crime and Detection) 	<p>3 and 8</p>

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.

From Pearson's Expert Panel for World Class Qualifications May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

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 qualification development process that has included:

- 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
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning 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. As a result of our work as a panel we are confident that we have supported the development of 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

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles correct as at May 2014

Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge and understanding that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Rationale

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCE qualifications in their *GCE Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a sub-set of Advanced GCE content
- enable students to broaden the range of subjects they study.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature are to enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them.

The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCSE/GCE Subject Level Conditions and Requirements for English Literature*, published in April 2014.

^[1] Pearson's World Class Qualification principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 1*.

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Qualification at a glance

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature consists of two externally examined papers. This qualification requires the study of four literary texts.

Students must complete all assessment in May/June in any single year.

Component 1: Poetry and Drama		*Paper code: 8ET0/01
<ul style="list-style-type: none">Externally assessedAvailability: May/JuneFirst assessment: 2016	60% of the total qualification	
Overview of content Students study: <ul style="list-style-type: none">a selection of specified poetry from a post-2000 textone chosen drama from a prescribed list (either tragedy or comedy).		
Overview of assessment <ul style="list-style-type: none">Written examination, lasting 2 hours.Open book – clean copies of the texts can be taken into the examination.Total of 72 marks available – 24 marks for Section A and 48 marks for Section B.Two sections: students answer one question from a choice of two on their studied poetry collection in Section A and one question from a choice of two on their studied drama text in Section B.Section A – one comparative essay question on a named poem from the studied text, plus a free choice of second poem from the selected list. Students will draw on their knowledge of poetic form, language, and conventions (AO1, AO2, AO4 assessed).Section B – Drama: one essay question (AO1, AO2, AO3, AO5 assessed).		

Component 2: Prose		*Paper code: 8ET0/02
<ul style="list-style-type: none">Externally assessedAvailability: May/JuneFirst assessment: 2016	40% of the total qualification	
Overview of content Students study: <ul style="list-style-type: none">two prose texts from a chosen theme (see <i>page 3</i>). At least one of the prose texts must be pre-1900.		
Overview of assessment <ul style="list-style-type: none">Written examination, lasting 1 hour and 15 minutes.Open book – clean copies of the prescribed prose texts can be taken into the examination.Total of 44 marks available.Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed).		

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

Prescribed texts at a glance

This qualification requires students to study *four* texts of which one has to be pre-1900. These requirements are met in the following ways:

Qualification Structure	Studied Texts	
Component 1: Poetry and Drama	1. One poetry text	2. One drama
Component 2: Prose	3. One pre-1900 prose	4. One other prose

Component 1: Poetry and Drama

Poetry

Selection of specified modern poetry from *Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011*.

(A list of all prescribed poems is provided in *Appendix 4: Prescribed texts*.)

Drama

Select **one** play from:

Les Blancs, Lorraine Hansberry*

Doctor Faustus, Christopher Marlowe

The Duchess of Malfi, John Webster

The Importance of Being Earnest, Oscar Wilde

The Rover, Aphra Behn

A Streetcar Named Desire, Tennessee Williams

Sweat, Lynn Nottage*

Waiting for Godot, Samuel Beckett

*these new texts are for first teaching in September 2022 and for first assessment in Summer 2023.

Component 2: Prose

Select **two** prose texts (including **at least one** pre-1900) on a chosen theme.

Childhood

Pre-1900: *Hard Times*, Charles Dickens; *What Maisie Knew*, Henry James

Post-1900: *Atonement*, Ian McEwan; *The Color Purple*, Alice Walker

Colonisation and its Aftermath

Pre-1900: *The Adventures of Huckleberry Finn*, Mark Twain; *Heart of Darkness*, Joseph Conrad

Post-1900: *Home Fire*, Kamila Shamsie*; *The Lonely Londoners*, Sam Selvon

Crime and Detection

Pre-1900: *Lady Audley's Secret*, Mary Elizabeth Braddon; *The Moonstone*, Wilkie Collins

Post-1900: *The Cutting Season*, Attica Locke*; *In Cold Blood*, Truman Capote

Science and Society

Pre-1900: *Frankenstein*, Mary Shelley; *The War of the Worlds*, H G Wells

Post-1900: *The Handmaid's Tale*, Margaret Atwood; *Never Let Me Go*, Kazuo Ishiguro

The Supernatural

Pre-1900: *Dracula*, Bram Stoker; *The Picture of Dorian Gray*, Oscar Wilde

Post-1900: *Beloved*, Toni Morrison; *The Little Stranger*, Sarah Waters

Women and Society

Pre-1900: *Tess of the D'Urbervilles*, Thomas Hardy; *Wuthering Heights*, Emily Brontë

Post-1900: *Mrs Dalloway*, Virginia Woolf; *A Thousand Splendid Suns*, Khaled Hosseini

*these new texts are for first teaching in September 2022 and for first assessment in Summer 2023.

Assessment Objectives and weightings

Students must:		% in GCE
A01	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	27.6
A02	Analyse ways in which meanings are shaped in literary texts	27.6
A03	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	21
A04	Explore connections across literary texts	14
A05	Explore literary texts informed by different interpretations	10
Total		100%

NB: some figures have been rounded either up or down.

Knowledge, skills and understanding

Component 1: Poetry and Drama

Overview

Students will study a selection of poems from a published poetry text. They will develop their understanding of poetic form, content and meaning and their ability to make links and connections within their studied collection.

Students will also study aspects of the form of drama via one play. Students will need to explore the use of literary and dramatic devices and the shaping of meanings in their chosen play. Teaching and wider reading should address the significance and influence of contextual factors on the chosen play. Students must also be able to engage with different interpretations of their chosen drama text.

Learning outcomes

Students are required to:

- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences
- show knowledge and understanding of the function of genre features and conventions in poetry
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge of the contexts in which texts have been produced and received
- respond to and critically evaluate texts, drawing on their understanding of interpretations by different readers
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts.

Content

In this component, students will study poetic form, meaning, language, style and conventions in a range of contemporary poems. Literary study for this component should incorporate the links and connections between poems.

Students are required to study a selection of poetry from the specified poetry text. The list of poems to be studied can be found in *Appendix 4: Prescribed texts*.

Poetry

Specified Text:

Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011

Drama

Students will study aspects of the form of drama via **one** play. There is a choice of **one** text from the following:

Les Blancs, Lorraine Hansberry*

Doctor Faustus, Christopher Marlowe

The Duchess of Malfi, John Webster

The Importance of Being Earnest, Oscar Wilde

The Rover, Aphra Behn

A Streetcar Named Desire, Tennessee Williams

Sweat, Lynn Nottage*

Waiting for Godot, Samuel Beckett

*these new texts are for first teaching from September 2022 and for first assessment in Summer 2023.

Component 2: Prose

Overview

Students will study aspects of prose via two thematically linked texts, **at least one** of which must be **pre-1900**. Literary study of both texts selected for this component should incorporate the links and connections between them, and the contexts in which they were written and received.

Learning outcomes

Students are required to:

- show knowledge and understanding of how genre features and conventions operate in prose fiction texts
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- show knowledge and understanding of the contexts in which texts have been produced and received
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

Content

This component has a thematic focus and students have a choice of **two** thematically linked texts which are listed below.

At least one text must be selected from the **pre-1900** options. However, centres are welcome to select **both pre-1900** texts for this component if desired.

Childhood

Pre-1900	<i>Hard Times</i> , Charles Dickens	<i>What Maisie Knew</i> , Henry James
Post-1900	<i>Atonement</i> , Ian McEwan	<i>The Color Purple</i> , Alice Walker

Colonisation and its Aftermath

Pre-1900	<i>The Adventures of Huckleberry Finn</i> , Mark Twain	<i>Heart of Darkness</i> , Joseph Conrad
Post-1900	<i>Home Fire</i> , Kamila Shamsie*	<i>The Lonely Londoners</i> , Sam Selvon

Crime and Detection

Pre-1900	<i>Lady Audley's Secret</i> , Mary Elizabeth Braddon	<i>The Moonstone</i> , Wilkie Collins
Post-1900	<i>The Cutting Season</i> , Attica Locke*	<i>In Cold Blood</i> , Truman Capote

Science and Society

Pre-1900	<i>Frankenstein</i> , Mary Shelley	<i>The War of the Worlds</i> , H G Wells
Post-1900	<i>The Handmaid's Tale</i> , Margaret Atwood	<i>Never Let Me Go</i> , Kazuo Ishiguro

The Supernatural

Pre-1900	<i>Dracula</i> , Bram Stoker	<i>The Picture of Dorian Gray</i> , Oscar Wilde
Post-1900	<i>Beloved</i> , Toni Morrison	<i>The Little Stranger</i> , Sarah Waters

Women and Society

Pre-1900	<i>Tess of the D'Urbervilles</i> , Thomas Hardy	<i>Wuthering Heights</i> , Emily Brontë
Post-1900	<i>Mrs Dalloway</i> , Virginia Woolf	<i>A Thousand Splendid Suns</i> , Khaled Hosseini

*these new texts are for first teaching from September 2022 and for first assessment in Summer 2023.

Assessment

Assessment summary

Summary of table of assessment

Students must complete all assessment in May/June in any single year.

Centres are reminded that the marks given are raw marks and as such will be scaled to reflect the appropriate component weighting for results purposes.

Component 1: Poetry and Drama

*Paper code: 8ET0/01

Written examination consisting of **two** sections. Open book examination – clean copies of the prescribed texts can be taken into the examination.

60% of the total qualification

Section A: Poetry

One comparative essay question from a choice of **two** on their studied text. Students will draw on their knowledge of poetic form, language, and conventions (AO1, AO2, AO4 assessed).

Section B: Drama

One essay question from a choice of **two** on their studied drama text (AO1, AO2, AO3, AO5 assessed).

- First assessment: May/June 2016.
- The assessment is 2 hours.
- The assessment consists of 18 questions. Students answer two of these questions.
- The assessment consists of 72 marks – 24 marks for Section A and 48 marks for Section B.

Component 2: Prose

*Paper code: 8ET0/02

Written examination consisting of **one** section. Open book examination – clean copies of the prescribed prose texts can be taken into the examination.

40% of the total qualification

Students answer **one** comparative essay question from a choice of **two** on their studied theme (AO1, AO2, AO3, AO4 assessed).

- First assessment: May/June 2016.
- The assessment length is 1 hour 15 minutes.
- The assessment consists of 12 questions. Students answer one of these questions.
- The assessment consists of 44 marks.

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature Sample Assessment Materials* document.

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

Assessment Objectives and weightings

Students must:		% in GCE
A01	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	27.6
A02	Analyse ways in which meanings are shaped in literary texts	27.6
A03	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	21
A04	Explore connections across literary texts	14
A05	Explore literary texts informed by different interpretations	10
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives					Total for all Assessment Objectives
	AO1	AO2	AO3	AO4	AO5	
Paper 1: Poetry and Drama	16.8%	16.8%	10%	6.6%	10%	60%
Paper 2: Prose	10.8%	10.8%	11%	7.2%	0%	40%
Total for this qualification	27.6	27.6	21	14	10	100%

NB: some totals have been rounded either up or down.

Entry and assessment information

Student entry

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

Forbidden combinations, discount code and performance tables

There are no forbidden combinations with this qualification. Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the School and College Performance Tables. This will be the grade for the larger qualification (i.e. the A Level grade rather than the AS grade) (please see *Appendix 3: Codes*).

Please note that there are two codes for AS GCE qualifications; one for Key Stage 4 (KS4) performance tables and one for 16–19 performance tables. If a KS4 student achieves both a GCSE and an AS with the same discount code, the AS result will be counted over the GCSE result.

Students should be advised that if they take two GCE qualifications with the same discount code, colleges, universities and employers they wish to progress to are likely to take the view that this achievement is equivalent to only one GCE. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments and special consideration

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 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 person 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 person 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, which will include:

- 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 his or her level of attainment in an assessment.

Further information

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

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

Malpractice

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 should be emailed to candidatemalpractice@pearson.com. 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 should be emailed to pqsmalpractice@pearson. 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 *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Equality Act 2010 and Pearson equality policy

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 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.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Consideration* which is on our website (qualifications.pearson.com).

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

Students draw together skills synoptically in their analysis and evaluation of texts. This occurs throughout the qualification and assessment.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of the current Code of Practice published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Advanced Subsidiary GCE qualification will be graded and certificated on a five-grade scale from A to E using the total subject mark. Individual components are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature will be 2016.

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.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English.

Other information

Student recruitment

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 this qualification.

Progression

Students can progress from this qualification to:

- Advanced GCE in English Literature
- higher education courses such as degrees in English, English literature, creative writing or in related subjects such as journalism, media, teaching, drama, history
- a wide range of careers directly related to English literature, such as 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.

Relationship between GCSE and Advanced Subsidiary GCE

The Advanced Subsidiary GCE allows students to develop a broader and deeper understanding of English Literature as a discipline and allows them to develop higher English Literature skills.

Progression from GCSE to Advanced Subsidiary GCE

This qualification provides progression from GCSE building on skills of analysing, evaluating and comparing texts and writing skills, including accurate spelling, punctuation and grammar.

Relationship between Advanced Subsidiary GCE and Advanced GCE

The Advanced Subsidiary GCE is a discrete linear qualification and comprises two examined components; these are built from content that is common with the Advanced GCE but they have different assessments that take place at the end of the course.

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Appendix 1: 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 as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:²

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate³.

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J. A. National Research Council – *Assessing 21st Century Skills: Summary of a Workshop*, (National Academies Press, 2011)

³ PISA – *The PISA Framework for Assessment of ICT Literacy*, (2011)

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

Appendix 2: Level 3 Extended Project qualification

What is the Extended Project?

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

- is recognised by higher education for the skills it develops
- is worth half of an Advanced GCE 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 (which may or may not be related to a GCE 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.

Students: what they need to do

The Extended Project qualification requires students to:

- select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher
- identify and draft an objective for their project (for example, in the form of a question, hypothesis, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended objective
- conduct research as required by the project brief, using appropriate techniques
- carry out the project using tools and techniques safely
- share the outcome of the project using appropriate communication methods, including a presentation.

Teachers: key information

- The Extended Project has 120 guided learning hours (GLH) consisting of:
 - a taught 40-GLH element that includes teaching the technical skills (for example, research skills)
 - a guided 80-GLH element that includes mentoring students through the project work.
- Group work is acceptable, however it is important that each student provides evidence of their own contribution and produces their own report.
- 100% externally moderated.
- Four Assessment Objectives: manage, use resources, develop and realise, review.
- Can be run over 1, 1½ or 2 years.
- Can be submitted in January or June.

How to link the Extended Project with English Literature

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and the workplace. This is through the exploration of an area of personal interest or a topic of interest from the English Literature qualification content. For example, English Literature students could work on a dissertation that explores an aspect of English Literature.

Skills developed

Through what they are taught and from their work on other projects, it is expected that Extended Project students will develop skills in the following areas:

- independent research skills, including skills in primary research and the selection of appropriate methods for data collection
- extended reading and academic writing, including reading academic articles
- planning/project management, including the refining of research questions
- source handling and evaluation
- evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process
- 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 the ability to consider and to respond to alternative arguments.

The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 1*.

Using the Extended Project to support breadth and depth

Students are not expected to study specified material. In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through working on it.

English Literature students should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that they show at the outset how their work involves significant extension beyond what they have studied in English Literature. Students can use the Extended Project to demonstrate extension in one or more dimensions:

- **deepening understanding:** this is where a student explores a topic in greater depth than in the specification content. An English Literature student could choose to carry out a deeper, more analytic exploration of a concept that can be explored through the lens of textual study. For example, questions about the nature of literature or exploration of a concept such as identity or meaning
- **broadening skills:** this is where a student learns a new skill, for example performance skills
- **widening perspectives:** this is where a student's project spans different subjects and involves cross-curricular exploration that looks at, for example, political, social, philosophical and psychological aspects of the question.

Choosing topics and narrowing down to a question

Topics or titles linked to the themes from the English Literature qualification could inspire a choice of Extended Project topic.

As an example of an English Literature related project, consider a student who, having studied *Hamlet*, decided to explore the question of how identity is defined, using the text of the play as a central source. The student's dissertation contained a literature review, examining the way in which the concept of identity figures in *Hamlet*, and exploring this through engagement with commentaries on the play. In the discussion section, the student critically examined some philosophical aspects of the question of identity, using points from *Hamlet* to exemplify them. The project concluded with a review of the research process and an oral presentation of the main findings.

Examples of dissertation titles:

- Does the work of Christopher Marlowe illustrate the idea that works of art reflect rather than initiate social changes?
- Is it possible to produce tragedy in the modern era?
- Is poetry essential to religious literature?
- Is authorial intent irrelevant when we are seeking to interpret a text?

There is also scope for English Literature based performance and artefact Extended Projects. For example, a student might perform scenes from a text they are studying or create an artefact inspired by a topic studied in English Literature.

Appendix 3: Codes

Type of code	Use of code	Code number
Discount codes	Every qualification eligible for performance tables is assigned a discount code indicating the subject area to which it belongs. Discount codes are published by DfE.	Please see the GOV.UK website
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student’s final certification documentation.	The QN for the qualification in this publication is: 601/5047/6
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students’ qualifications.	Advanced Subsidiary GCE – 8ET0
Paper code	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 8ET0/01 Paper 2: 8ET0/02

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Appendix 4: Prescribed texts

Texts will be reviewed throughout the lifetime of the specification to ensure that all prescribed texts remain fit for purpose. In the event that a change of set texts is required, centres will be notified and the appropriate alternative(s) will be provided on our website (qualifications.pearson.com).

In the event that a named specific edition goes out of print, a list of appropriate alternatives will be provided on our website (qualifications.pearson.com).

Component 1: Drama

We have not prescribed specific editions of the named drama texts for this qualification. Centres may select text editions for drama that best suit their needs but must adhere to the following guidelines when selecting editions of texts for use in open book examinations:

- editions that offer a paraphrase of the original text are not allowed, for example editions of plays that offer a modern 'translation' on the facing page
- editions of Shakespeare plays that will be used in the examination may not contain critical materials
- editions that offer study notes are not allowed.

NB: editions such as Wordsworth Classics and Dover Thrift are inexpensive editions for centres to source.

Component 1: Poetry – poems to be studied

The lists of prescribed poems appear below.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation at any time. A list of appropriate alternatives will be provided on our website (qualifications.pearson.com) in the event that a named edition goes out of print.

Post-2000 Specified Poetry

***Poems of the Decade: An Anthology of the Forward Books of Poetry
2002–2011 (Faber and Faber, 2015)
ISBN 978-0571325405***

Poem title	Poet	Page number
Eat Me	Patience Agbabi	3
Chainsaw Versus the Pampas Grass	Simon Armitage	6
Material	Ros Barber	10
History	John Burnside	25
An Easy Passage	Julia Copus	37
The Deliverer	Tishani Doshi	43
The Lammas Hireling	Ian Duhig	51
To My Nine-Year-Old Self	Helen Dunmore	52
A Minor Role	U A Fanthorpe	57
The Gun	Vicki Feaver	62
The Furthest Distances I've Travelled	Leontia Flynn	64
Giuseppe	Roderick Ford	66
Out of the Bag	Seamus Heaney	81
Effects	Alan Jenkins	92
Genetics	Sinéad Morrissey	125
From the Journal of a Disappointed Man	Andrew Motion	127
Look We Have Coming to Dover!	Daljit Nagra	129
Please Hold	Ciaran O'Driscoll	132
On Her Blindness	Adam Thorpe	170
Ode on a Grayson Perry Urn	Tim Turnbull	172

NB: other editions may use different page numbers

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