**Key features**

**The 19th century requirement will always be met via one stand-alone fiction text.**
- This provides additional exposure to the sorts of literary heritage texts students will encounter in English Literature.
- It will be straightforward for you to find similar texts for teaching and learning.

**Comparison of modern non-fiction texts.**
- This ensures comparison is not limited to differences in language between older and more contemporary texts.
- Students will be able to develop the skills required to analyse real-world, relevant non-fiction texts of a sort they will encounter in their lives (e.g. newspaper and magazine articles, book reviews, obituaries, speeches, letters, biographies).
- Again, it will be straightforward for you to find similar texts for teaching and learning.

**Clear, straightforward paper structure.**
- Both papers have a clear identity (Paper 1 = fiction/creative; Paper 2 = non-fiction/transactional), so it is clear to students what to expect in each case.
- The higher weighting for Paper 2 reflects the additional work (comparison, two reading texts) expected of learners in this paper.

**All writing is supported by a stimulus, with the reading as a model.**
- Each of our papers is linked by a theme, which means the reading provides students with a stimulus and a model for their own writing.
- There is a choice of writing tasks per paper.
- There is an optional set of images to provide an additional stimulus for learners in the creative writing section.

**Support for the key challenges.**
- Our digital English Language Unseen Preparation Anthology will provide exemplar texts for you to use in the classroom.
- We will provide exclusive sets of Grammar for Writing lesson plans to support progress in writing, and Let’s Think in English materials to build confidence with unseen texts.

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**Assessment at a glance**

**Paper 1**
- 1hr 45 mins (40%)
- **Section A:** Unseen 19th century fiction
  - Extract will be approximately 650 words in length.
  - Shorter response questions will focus on close reading of the text; longer response questions will ask students to show their understanding of the whole text.
- **Section B:** Creative writing
  - Choice of two tasks linked to the theme of the 19th century fiction.
  - One task will include images as an optional stimulus for learners.
  - Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.

**Paper 2**
- 2hrs 5 mins (60%)
- **Section A:** Comparison of two unseen texts from the 20th and 21st century
  - One will be non-fiction; the other literary non-fiction.
  - Extracts will be up to 1000 words in total.
  - Shorter response questions will focus on the close reading of the individual texts; a longer response question will ask students to compare the writers’ use of language.
- **Section B:** Transactional writing
  - Choice of two tasks linked to the theme of the comparison texts.
  - Newspaper articles, letters etc.
  - Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.

**Spoken Language endorsement**
- Presenting, listening to questions and responding, and the use of standard English.
- Teacher set and assessed.
- Separate endorsement reported as a separate line on the certificate.

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The Tell-Tale Heart
Edgar Allan Poe

I then took up three planks from the flooring of the chamber, and deposited all between the scantlings*. I then replaced the boards so cleverly, so cunningly, that no human eye – not even his – could have detected any thing wrong. There was nothing to wash out – no stain of any kind – no blood-spot whatever. I had been too wary for that. A tub had caught all – ha! ha!

When I had made an end of these labors, it was four o'clock – still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night, suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled, for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search – search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigue, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which repose the corpus of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale, and wished them gone. My head ached, and I fancied a ringing in my ears, but still they sat and still chatted. The ringing became more distinct; it continued and became more distinct; I talked more freely to get rid of the feeling; but it continued and gained definitiveness – until, at length, I found that the noise was not within my ears. No doubt I now grew very pale; but I talked more fluently, and with a heightened voice. Yet the sound increased – and what could I do? It was a low, dull, quick sound – much such a sound as a watch makes when enveloped in cotton. I gasped for breath – and yet the officers heard it not. I talked more quickly – more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be quiet? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men – but the noise steadily increased. Oh God! what could I do? I foamed – I raved – I swore. I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder – louder – louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! – no, no! They heard – they suspected! – they knew! – they were making a mockery of my horror! – this I thought, and this I think. But anything was better than this anguish! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die and now – again! – hark! louder! louder! louder! louder!

*“Williams!” I shrieked, “dissemble** no more! I admit the deed! – tear up the planks! here! here! – it is the beating of his hideous heart!”

**scantlings** – the beams in the foundation of a house

disse**ble** – pretend

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SECTION A – Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

1 From lines 1 to 5, identify the phrase which explains why there is no blood on the floor.

(Total for Question 1 = 1 mark)

2 From lines 13–19, give two ways the narrator’s behaviour shows that he is confident he will not be caught.

You may use your own words or quotation from the text.

1

2

(Total for Question 2 = 2 marks)

3 In lines 20–25, how does the writer use language and structure to show the change in the narrator’s mood?

Support your views with reference to the text.

(6)

4 In this extract, there is an attempt to build tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)
SECTION B – Imaginative Writing

Answer ONE question. You should spend about 45 minutes on this section.

Write your answer in the space provided.

EITHER

* 6 Write about a time when you, or someone you know, tried to hide something.
Your response could be real or imagined.
+Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 5 = 40 marks)

*OR

6 Look at the images provided.
Write about a frightening experience.
Your response could be real or imagined. You may wish to base your response on one of the images.
+Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

(Total for Question 6 = 40 marks)

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These images are linked to question 6. Students can use them to help kick start their imaginations or they can simply answer the question without using the images.

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Paper 2: Section A
20th and 21st century non-fiction

Read the text below and answer Questions 1–3 on the question paper.

TEXT 1

Leo Marks worked in Intelligence during World War 2. He was responsible for breaking codes to uncover enemy information. In this extract he describes how a complex code was solved to uncover a secret message.

Leo Marks worked in Intelligence during World War 2. He was responsible for breaking codes to uncover enemy information. In this extract he describes how a complex code was solved to uncover a secret message.

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These images ask students to compare 20th and 21st century non-fiction and literary non-fiction texts. They will have the same theme and will be no more than 1000 words in total.
Paper 2: Section A
Comparison

After answering a series of short questions about each individual text, students will finish this section by comparing both texts.

7 (b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about intelligence agency work.
   You should write about:
   • the ideas and perspectives of the writers
   • how they are presented
   • how they are similar/different.
   Support your answer with detailed reference to the texts. (14)

Paper 2: Section B
Transactional writing

SECTION B – Transactional Writing
Answer ONE question. You should spend about 45 minutes on this section.
Write your answer in the space provided.

EITHER
*8 Write a letter to MI6, applying for a position as an Intelligence Officer.
   In your letter you could:
   • state why you are interested in the position
   • describe the experience and skills that make you a good candidate
   • explain the difference you can make to your country
   as well as any other ideas you might have.
   *Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.
   (Total for Question 8 = 40 marks)

OR
*9 Write an article for a newspaper, exploring how technology can track our movements.
   You could write about:
   • the ways we are tracked, e.g. phones, computers, CCTV, supermarket scanners
   • who tracks us, e.g. the police, large businesses, the government
   • what the benefits are and/or what the problems could be
   as well as any other ideas you might have.
   *Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.
   (Total for Question 9 = 40 marks)

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