

# Getting started guide

## KS3 English Literature

For support of Pearson Level 1/Level 2 GCSE (9–1) in English Literature (First teaching of GCSE from September 2015)

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## Notice to teachers

To reflect the changes at KS2, we have produced a new KS3 baseline test to support assessment of students who have been taught the new 2014 primary curriculum. We have also mapped the mark scheme to the Pearson Progression Scale, allowing teachers to better understand their students' strengths and weaknesses. Teachers may continue to use the existing baseline tests if better suited to your centre's needs.

Texts include: *Midsummer Night's Dream*, *Shiverton Hall* and *Your School*

## Introduction

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The Pearson Key Stage 3 (KS3) assessments are designed for use in Edexcel centres and have been mapped to the requirements of the Pearson Edexcel GCSEs (9–1) in English Language and in English Literature.

### Purpose of the assessments

These tests were developed with the intention to:

- track progress across KS3
- provide baseline and summative assessment against the GCSE requirements
- prepare students for the demands of the new GCSEs
- familiarise students with the new GCSE test papers.

A baseline assessment for the start of Year 7 is available for both Literature and Language – supplying you with a swift initial assessment, serving as a diagnostic to inform your teaching and introducing students to secondary study.

This assessment is accompanied by end-of-year tests for Year 7, which build upon the baseline tests, allowing for analysis of progression. Further end-of-year tests for Literature and Language are available for Years 8 and 9 with increasingly demanding questions for each year.

### English Literature

The KS3 English Literature assessments are split into three sections – Shakespeare, Post-1914 Literature and Poetry – with suitable and engaging texts. As with the GCSE, the KS3 papers use a combination of question types to help students access the more complex texts and the Assessment Objectives. The Shakespeare question is split in two: students focus on a short extract for close language analysis, then answer a longer question to show their knowledge of the whole text. In the KS3 papers, this is further differentiated for Year 7 students, as they are only required to analyse an extract. Full study of one of Shakespeare's plays is not expected in the Year 7 programme of study (although familiarity with the narrative is required). Similarly the poetry section is differentiated in all KS3 papers: Year 7 are assessed on studied poetry and this is built up to assessment of comparison and unseen analysis skills at Year 9.

Any set texts are assessed in a closed book environment, but where students are expected to quote directly from the text, extracts or poems have been provided.

**Skills**

The following key skills are assessed to varying degrees across the KS3 Literature tests:

- understanding of texts
- analysis of language, form, structure and effect
- understanding of the context of the texts
- comparison
- use of vocabulary and sentence structures
- responding with a critical style
- developing an informed personal response.

**Text choices**

These are influenced by the requirements of the GCSE specification but we have also taken into consideration the age of the students, length of the text or extract, and the inclusion of texts on existing curriculums.

**Editable**

The tests are available in both PDF and MS Word formats to ensure flexibility. You can edit the tests to suit your students and your KS3 curriculum.

# Overview of assessment

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Below is a breakdown of how the Literature assessments are split into papers and the texts that are covered. For detailed information on the ramping up of questions per year per paper, please see the KS3 assessment journey.

## Year 7: baseline test

Paper 1	Shakespeare: 'All the world's a stage' from <i>As You Like It</i> (optional paper for high ability students)	55 mins
Paper 2	Post-1914 Literature: extract from <i>Boy in the Striped Pyjamas</i> by John Boyne	50 mins
Paper 3	Poetry: <i>Louder!</i> by Roger Stevens	30 mins

## Year 7: end-of-year test

Paper 1	Shakespeare: <i>Romeo and Juliet</i>	55 mins
Paper 2	Post-1914 Literature: <i>The Boy in the Striped Pyjamas</i> by John Boyne	50 mins
Paper 3	Studied Poetry: <i>The Vegans</i> by Benjamin Zephaniah	30 mins

## Year 8: end-of-year test

Paper 1	Shakespeare: <i>A Midsummer Night's Dream</i>	55 mins
Paper 2	Post-1914 Literature: <i>Private Peaceful</i> by Michael Morpurgo	50 mins
Paper 3	Part 1: Studied Poetry <i>The Tyger</i> by William Blake	25 mins
	Part 2: Unseen Poetry <i>The Sea</i> by James Reeves	25 mins

## Year 9: end-of-year test

Paper 1	Shakespeare: <i>Macbeth</i> or <i>Romeo and Juliet</i>	55 mins
Paper 2, Section A	Post-1914 Literature: <i>Of Mice and Men</i> by John Steinbeck or <i>Martyn Pig</i> by Kevin Brooks	50 mins
Paper 2, Section B	Part 1: Studied Poetry <i>The Man He Killed</i> by Thomas Hardy and <i>Who's For The Game?</i> by Jessie Pope	35 mins
Paper 2, Section B	Part 2: Unseen Poetry <i>Advice to a Teenage Daughter</i> by Isobel Thrilling	25 mins

# Assessment journey

	Shakespeare	Post-1914 Literature	Poetry since 1789		Structure and mark scheme
			Studied Poetry	Unseen Poetry	
<b>Baseline</b>	<ul style="list-style-type: none"> <li>• AO2 assessed</li> <li>• Optional introductory question on 'All the world's a stage' for high ability students</li> <li>• flexibility to use this at any appropriate stage</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 and AO4 assessed</li> <li>• table focusing on effect of writer's choices; scaffolded questions</li> <li>• no context</li> <li>• respond to extract only; serves as introduction to <i>Boy in Striped Pyjamas</i></li> </ul>	<ul style="list-style-type: none"> <li>• AO2 assessed</li> <li>• no comparison</li> <li>• questions are scaffolded</li> <li>• no context</li> <li>• <i>Louder!</i> suitable for age group; familiarity from primary study; theme links to shared Y7 experience</li> <li>• poem included in paper</li> </ul>		<ul style="list-style-type: none"> <li>• two papers (plus one optional)</li> <li>• simplified mark scheme</li> <li>• Age related expectation for 2015 cohort: 66%</li> </ul>
<b>Year 7</b>	<ul style="list-style-type: none"> <li>• AO2 and AO1 assessed</li> <li>• part a: table, focusing on effect of writer's choices</li> <li>• part b: short paragraph, personal response; scaffolded</li> <li>• no context</li> <li>• glossary of challenging words</li> <li>• study of full <i>Romeo and Juliet</i> not expected; students to be familiar with narrative</li> </ul>	<ul style="list-style-type: none"> <li>• AO1, AO3 and AO4 assessed</li> <li>• question scaffolded with suggested points</li> <li>• context: additional suggestion supplied</li> <li>• one text and one question</li> <li>• <i>Boy in Striped Pyjamas</i> suitable for age group</li> <li>• extract to support response</li> </ul>	<ul style="list-style-type: none"> <li>• AO2 and AO3 assessed</li> <li>• no comparison</li> <li>• questions are scaffolded</li> <li>• context: specific reference to poet's life</li> <li>• <i>The Vegans</i> suitable for age group and studied analysis</li> <li>• poem included in paper</li> </ul>	<ul style="list-style-type: none"> <li>• no unseen poetry assessment</li> </ul>	<ul style="list-style-type: none"> <li>• three papers</li> <li>• simplified mark scheme</li> <li>• Age related expectation for 2015 cohort: 90%</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• AO2, AO1 and AO3 assessed</li> <li>• part a and b: scaffolded with suggested points; planning table for part b</li> <li>• context: scaffolded with suggested points</li> <li>• glossary of challenging words</li> <li>• <i>A Midsummer Night's Dream</i> suitable for age group</li> </ul>	<ul style="list-style-type: none"> <li>• AO1, AO3 and AO4 assessed</li> <li>• questions scaffolded with suggested points</li> <li>• context: additional suggestion supplied</li> <li>• choice of one text and two questions</li> <li>• <i>Private Peaceful</i> suitable for age group</li> </ul>	<ul style="list-style-type: none"> <li>• AO2 and AO3 assessed</li> <li>• no comparison</li> <li>• questions are scaffolded</li> <li>• context: reference only</li> <li>• <i>The Tyger</i> suitable for age group and studied analysis</li> <li>• poem included in paper</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 and AO2 assessed</li> <li>• no comparison</li> <li>• questions are scaffolded</li> <li>• <i>The Sea</i> suitable for age group and unseen analysis</li> </ul>	<ul style="list-style-type: none"> <li>• three papers</li> <li>• uses GCSE mark scheme</li> <li>• Levels 4 and 5 separated as stretch</li> <li>• Age related expectation for 2015 cohort: 48%</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• AO2, AO1 and AO3 assessed</li> <li>• part a and b: scaffolded with suggested points</li> <li>• context: scaffolded with suggested points</li> <li>• choice of two plays</li> <li>• <i>Romeo and Juliet</i> and <i>Macbeth</i> suitable for age group</li> </ul>	<ul style="list-style-type: none"> <li>• AO1, AO3 and AO4 assessed</li> <li>• questions scaffolded with suggested points</li> <li>• context: additional suggestion supplied</li> <li>• choice of two texts and two questions per text</li> <li>• <i>Of Mice and Men</i> and <i>Martyn Pig</i> suitable for age group</li> </ul>	<ul style="list-style-type: none"> <li>• AO2 and AO3 assessed</li> <li>• comparison</li> <li>• questions are scaffolded</li> <li>• context: reference only</li> <li>• suitable texts for age group; one poem from GCSE anthology; second poem selected for student</li> <li>• poems included in paper</li> </ul>	<ul style="list-style-type: none"> <li>• AO1 and AO2 assessed</li> <li>• no comparison</li> <li>• questions are scaffolded</li> <li>• <i>Advice to a Teenage Daughter</i> suitable for age group</li> </ul>	<ul style="list-style-type: none"> <li>• three papers</li> <li>• uses GCSE mark scheme</li> <li>• Level 5 separated as stretch</li> <li>• Age related expectation for 2015 cohort: 56%</li> </ul>

## **Measuring progress: the Pearson Progression Steps**

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Pearson has developed a Progression Map and Scale for English, ages 11–16. This represents our view of how learning progresses in reading and writing at KS3 and KS4. The progression map identifies eight different strands of reading and writing and each of these strands is divided into 12 Steps of progression. Students are expected to make one Step of progress per year.

Students who are confidently, securely and consistently meeting end of KS2 Age Related Expectations (as set out in the [2014 English National Curriculum](#) for KS2) would be at around the 4th Step of the Progression Scale. The Year 7 cohort starting in September 2016 will be the first who will have been assessed against these new KS2 expectations (although they will only have been taught the new curriculum in Y5 and Y6).

The Year 7 cohort starting in September 2015 will have followed the previous national curriculum and will have been measured against this in their statutory Year 6 assessments. For this cohort, a confident and secure National Curriculum Level 4 is indicative of performance at around the 3rd Step of the Progression Scale. To support the 2015 cohort through this transition period, our senior examiner team created Year 7 assessments indicative of the 3rd Step to ensure that subject confidence is maintained and enthusiasm fostered.

Students who are confidently, securely and consistently meeting age expectations in 2015 might be expected to achieve as follows:

- at least 66% in the baseline Y7 test
- at least 90% in the end of Y7 test
- at least 48% in the end of Y8 test
- at least 56% in the end of Y9 test.

### **Progression Step marking grids**

To help you translate the marks in the Years 8 and 9 assessments, we have provided marking grids that indicate the Step at which students may be working. However, these test results give only one indication of the student's performance and should be used in conjunction with teacher judgement about their performance.

It is worth stressing that one of the great values of the Progression Map and Scale is how it can be used for formative assessment. For example, the Progression Map can support a more detailed consideration of student performance across the different strands of the Scale; it can help with identifying areas of weakness and offers barriers and boosters to help move students on in specific areas.

<b>KS3 English Literature (Y8 and Y9) Total marks</b>	
<b>Marks</b>	<b>Indicative step</b>
1–31	1 <sup>st</sup> Step
32–40	2 <sup>nd</sup> Step
41–48	3 <sup>rd</sup> Step
49–57	4 <sup>th</sup> Step
58–66	5 <sup>th</sup> Step
67–75	6 <sup>th</sup> Step
76–83	7 <sup>th</sup> Step
84–91	8 <sup>th</sup> Step
92–100	9 <sup>th</sup> Step
101–108	10 <sup>th</sup> Step
109–117	11 <sup>th</sup> Step
118–120	12 <sup>th</sup> Step

The following table can be used for guidance deriving an indicative step in each individual component, e.g. Shakespeare, Post-1914 fiction, and Poetry (out of 40). Because of the narrower range of marks available in each of these individual components of the assessments, teacher judgement should be exercised (especially where the range for one step overlaps with the range for a previous or subsequent step).

<b>KS3 English Literature (Y8 and Y9) Individual component Total marks</b>	
<b>Marks</b>	<b>Indicative step</b>
1–10	1 <sup>st</sup> Step
11–13	2 <sup>nd</sup> Step
13–16	3 <sup>rd</sup> Step
16–19	4 <sup>th</sup> Step
19–22	5 <sup>th</sup> Step
22–25	6 <sup>th</sup> Step
25–28	7 <sup>th</sup> Step
28–30	8 <sup>th</sup> Step
31–33	9 <sup>th</sup> Step
34–36	10 <sup>th</sup> Step
36–39	11 <sup>th</sup> Step
40	12 <sup>th</sup> Step

At Year 7 we have focused the assessments on the 3<sup>rd</sup> Step. Further guidance will be issued to support assessment of Year 7 students who are working above the 3<sup>rd</sup> Step. Once students under the new 2014 national curriculum reach secondary level, we will review the KS3 assessments and age related expectations and we will provide appropriate additional support.

### **Markbook**

An Excel Markbook has also been created to help relate test scores to indicative Steps on the Progression Scale. The Markbook will be available on the Edexcel website Autumn 2015.

For more information about the Progression Map and Scale, [click here](#).

# Marking guidance

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## General guidance

- All candidates must receive the same treatment.
- Teachers must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Teachers should mark according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

## Year 7 guidance

The Year 7 assessments are not levelled in the same way as the Years 8 and 9 mark schemes. This is because the mark scheme diverges at this stage from the GCSE format. Students are also able to access full marks. This reflects the level at which the test papers are pitched and we felt this would help to build confidence with GCSE-style assessments at an early stage in students' secondary education.

For schools using the Pearson Progression Map and Scale for English (11-16), further guidance will be issued to support assessment of Year 7 students who are working above the 3rd Step (see above).

## Years 8 and 9 guidance

Years 8 and 9 end-of-year assessments closely match the GCSE sample assessment mark schemes to enable clear progression links from the KS3 papers to the GCSE assessments. We encourage that it is made clear to students that they are not expected to get full marks for these KS3 tests.

Exemplars for the GCSE Sample Assessment Materials are available on the [Edexcel website](#). We recommend reading the examiner comments to familiarise yourself with what is expected at each level.

## Specific marking guidance for Years 8 and 9

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, teachers should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Teachers should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfill the requirements of the question. It is

the teacher's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfills the requirements of the question.