

International GCSE

English Literature (9–1) (Modular)

Specification

Pearson Edexcel International GCSE in English Literature (Modular) (4XET1)

First teaching September 2023

First examination June 2024

First certification August 2025

Issue 1



About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Contents

1	About this specification	1
	Why choose Pearson Edexcel qualifications?	3
	Why choose Pearson Edexcel International GCSE in English Literature (Modular)?	4
	Supporting you in planning and implementing this qualification	5
2	Qualification at a glance	6
3	Set texts at a glance	8
4	English Literature (Modular) content	10
	Unit 1: Poetry and Modern Prose	10
	Unit 2: Modern Drama and Literary Heritage Texts	13
5	Assessment information	15
6	Administration and general information	18
	Entries	18
	Access arrangements, reasonable adjustments, special consideration and malpractice	18
	Awarding and reporting	21
	Learner recruitment and progression	22
	Appendices	23
	Appendix 1: Codes	25
	Appendix 2: Prescribed editions of set texts	26
	Appendix 3: Transferable skills	27
	Appendix 4: Glossary	29

1 About this specification

Pearson Edexcel International GCSE in English Literature (Modular) is part of a suite of International GCSE (Modular) qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

Structure

Pearson Edexcel International GCSE in English Literature (Modular) is a modular qualification. All units are available in the June and November exam series and can be sat in any order or re-sat. A cash-in code must be used to obtain an overall grade for the qualification.

Content

The content features a relevant, up-to-date and engaging selection of texts, ranging from British heritage to modern international texts.

Assessment

It is 100 per cent external assessment. All assessments in the modular route are designed to be at the same standard, and there is no step up in difficulty between Unit 1 and Unit 2.

Approach

It builds a foundation for learners wishing to progress to Pearson Edexcel International AS and Advanced Level in English Literature, or equivalent qualifications.

Specification updates

This specification is Issue 1 and is valid for first teaching from September 2023, with first assessment from June 2024, first cash-in in June 2025 and first certification from August 2025. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information, please visit qualifications.pearson.com.

Using this specification

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

Compulsory content

All of the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

Examples

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

Assessments

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

Depth and breadth of content

Teachers should use the full range of content (*Section 4 English Literature Modular content*) and all the assessment objectives (*Section 5 Assessment Information*) provided in the sections below.

Qualification aims

The aims of this qualification are to enable learners to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which writers achieve their literary effects
- develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

Why choose Pearson Edexcel qualifications?

Pearson – the world’s largest education company

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

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

A heritage you can trust

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

Results you can trust

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

Why choose Pearson Edexcel International GCSE in English Literature (Modular)?

We have listened to feedback from all parts of the international school and language teaching community, including a large number of teachers. We have made changes that will engage international learners and give them skills that will support progression to further study of English Literature and a wide range of other subjects.

The content and assessment approach for this qualification has been designed to maintain the rigorous standards of all Pearson Edexcel qualifications and meet learner needs.

Modular structure

The modular assessment structure offers learners the flexibility to sit examinations when they are ready and provides opportunities to resit individual unit assessments before receiving an overall qualification grade.

Set texts

We have ensured that the set texts are engaging, popular and suitable for all learners including a diverse range of writers and poets. The texts include poetry, prose and drama.

Clear and straightforward question papers

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

Broad and deep development of learners' skills

The design of this International GCSE (Modular) aims to extend learners' knowledge and understanding by broadening and deepening skills, for example, learners develop the ability to:

- engage with and develop the ability to read and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which writers use literary effects and develop the skills needed for literary study
- explore the writer's use of language to create effects
- find enjoyment in reading literature.

Progression

International GCSE qualifications (Modular) enable successful progression to International A Level and beyond. We have consulted with International A Level and GCE A Level teachers, as well as higher education professionals, to validate this qualification, including content, skills and assessment structure.

Our International GCSE in English Literature (Modular) sits within our wider subject offer for English.

We also offer International GCSE (Modular) qualifications in English Language (Specification A) (Modular) as well as International GCSE in English Language (Specification B) and English as a Second Language within our overall English offer.

More information about the qualifications can be found on our website ([qualifications.pearson.com](https://www.pearson.com/qualifications)) on the Pearson Edexcel International GCSE pages.

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of Pearson Edexcel International GCSE in English Literature (Modular) to help you understand the content and assessment, and what this means for you and your learners.
- We will provide you with an editable scheme of work and course planner for each qualification offering a modular route, enabling you to adapt these resources to suit your needs.

Teaching and learning

- Our skills maps will highlight opportunities for learners to develop skills that are directly and indirectly assessed.
- Print and digital learning and teaching resources promote any time, any place learning to improve learners' motivation and encourage new ways of working. These will be mapped to our modular schemes of work to ensure this qualification is fully supported.

Preparing for exams

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

- past papers for the qualification's linear counterpart to use as lesson resources or for mock examinations
- examiner reports with learner responses and examiner commentaries, following each examination series.

Onscreen assessment

Onscreen assessment is available for this qualification. Find out more information on our website: qualifications.pearson.com.

ResultsPlus

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

examWizard

This is an included online resource designed to support learners and teachers with examination preparation and assessment.

Training events

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

Get help and support

Our subject advisor ensures that you receive help and guidance from us. You can email our subject advisor at Teachingenglish@pearson.com. You can also sign up to receive [subject advisor updates](#) or contact us using our [support portal](#).

2 Qualification at a glance

Qualification overview

The Pearson Edexcel International GCSE in English Literature (Modular) consists of two mandatory units. Both units are available as paper-based and onscreen assessments.

It is a modular qualification in which unit assessments can be sat and resat in any order.

Assessments must be cashed in to obtain a final grade for the qualification.

Content and assessment overview

Unit 1: Poetry and Modern Prose	Unit code: 4WET1/01*
Externally assessed Written examination: 2 hours Availability: June and November 90 marks	60% of the total International GCSE (Modular)
Content overview <ul style="list-style-type: none">• The poetry collection from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i>.• One modern prose text from the list of set texts in this specification.• Develop skills to analyse unseen poetry.• Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.• Develop skills to maintain a critical style and informed personal response.• Develop comparison skills.	
Assessment overview <p>Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper. This section assesses AO2.</p> <p>Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i>. This section assesses AO2 and AO3.</p> <p>Section C – Modern Prose: one 40-mark essay question from a choice of two on each of the set texts. This section assesses AO1 and AO4.</p> <p>Closed book examination: texts are not allowed in the examination. However, learners will be provided with the anthology poems in the examination.</p> <p>This unit is available as a paper-based or onscreen assessment.</p>	

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

Unit 2: Modern Drama and Literary Heritage Texts	Unit code: 4WET2/01*
Externally assessed Written examination: 1 hour and 30 minutes Availability: June and November 60 marks	40% of the total International GCSE (Modular)
<p>Content overview</p> <ul style="list-style-type: none"> • One modern drama text from the list of set texts in this specification. • One literary heritage text from the list of set texts in this specification.** • Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect. • Develop skills to maintain a critical style and informed personal response. 	
<p>Assessment overview</p> <p>Section A – Modern Drama: one 30-mark essay question from a choice of two on each of the set texts. This section assesses AO1 and AO2.</p> <p>Section B – Literary Heritage Texts: one 30-mark essay question from a choice of two on each of the set texts. This section assesses AO1, AO2 and AO4.</p> <p>Open book examination: prescribed editions of set texts are allowed in the examination. This unit is available as a paper-based or onscreen assessment.</p>	

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

**See *Appendix 2: Prescribed editions of set texts* for a list of prescribed editions of the set texts.

3 Set texts at a glance

Unit 1

Part 3 of the *Pearson Edexcel International GCSE English Anthology*:

<i>If-</i>	Rudyard Kipling
<i>Prayer Before Birth</i>	Louis MacNeice
<i>Blessing</i>	Imtiaz Dharker
<i>Search For My Tongue</i>	Sujata Bhatt
<i>Half-past Two</i>	U A Fanthorpe
<i>Piano</i>	D H Lawrence
<i>Hide and Seek</i>	Vernon Scannell
<i>Sonnet 116: Let me not to the marriage of true minds</i>	William Shakespeare
<i>La Belle Dame sans Merci</i>	John Keats
<i>Poem at Thirty-Nine</i>	Alice Walker
<i>War Photographer</i>	Carol Ann Duffy
<i>The Tyger</i>	William Blake
<i>My Last Duchess</i>	Robert Browning
<i>Half-caste</i>	John Agard
<i>Do not go gentle into that good night</i>	Dylan Thomas
<i>Remember</i>	Christina Rossetti

Additionally, a selection of modern poetry should be studied in order to prepare for the unseen poetry assessment.

One modern prose text from the list below:

<i>To Kill a Mockingbird</i>	Harper Lee
<i>Of Mice and Men</i>	John Steinbeck
<i>The Whale Rider</i>	Witi Ihimaera
<i>The Joy Luck Club</i>	Amy Tan
<i>Things Fall Apart</i>	Chinua Achebe

Unit 2

One modern drama text from the list below:

<i>A View from the Bridge</i>	Arthur Miller
<i>An Inspector Calls</i>	J B Priestley
<i>The Curious Incident of the Dog in the Night-time</i>	Mark Haddon (adapted by Simon Stephens)
<i>Kindertransport</i>	Diane Samuels
<i>Death and the King's Horseman</i>	Wole Soyinka

One literary heritage text from the list below:

Romeo and Juliet

William Shakespeare

Macbeth

William Shakespeare

The Merchant of Venice

William Shakespeare

Pride and Prejudice

Jane Austen

Great Expectations

Charles Dickens

The Scarlet Letter

Nathaniel Hawthorne

Unit 1 is a closed book examination and therefore there are no prescribed editions of the set texts. Unit 2 is an open book examination. Please find a list of prescribed editions in *Appendix 2: Prescribed editions of set texts*.

4 English Literature (Modular) content

Unit 1: Poetry and Modern Prose

The focus of this unit is:

Section A – Unseen poetry: explore how writers create meaning and effects in a range of seen and unseen poetry.

Section B – Anthology poetry: develop skills to compare a range of poetry from Part 3 of the *Pearson Edexcel International GCSE English Anthology*.

Section C – Modern prose: explore how writers create meaning and effects in a range of modern prose texts.

Content

Learners will study **two** set texts for this unit: this includes **all** poems from Part 3 of the *Pearson Edexcel International GCSE English Anthology* and **one** of the modern prose set texts. The full list of set texts for this unit is as follows:

Part 3 of the *Pearson Edexcel International GCSE English Anthology*:

<i>If-</i>	Rudyard Kipling
<i>Prayer Before Birth</i>	Louis MacNeice
<i>Blessing</i>	Imtiaz Dharker
<i>Search For My Tongue</i>	Sujata Bhatt
<i>Half-past Two</i>	U A Fanthorpe
<i>Piano</i>	D H Lawrence
<i>Hide and Seek</i>	Vernon Scannell
<i>Sonnet 116: Let me not to the marriage of true minds</i>	William Shakespeare
<i>La Belle Dame sans Merci</i>	John Keats
<i>Poem at Thirty-Nine</i>	Alice Walker
<i>War Photographer</i>	Carol Ann Duffy
<i>The Tyger</i>	William Blake
<i>My Last Duchess</i>	Robert Browning
<i>Half-caste</i>	John Agard
<i>Do not go gentle into that good night</i>	Dylan Thomas
<i>Remember</i>	Christina Rossetti

A choice of one text from Modern Prose:

<i>To Kill a Mockingbird</i>	Harper Lee
<i>Of Mice and Men</i>	John Steinbeck
<i>The Whale Rider</i>	Witi Ihimaera
<i>The Joy Luck Club</i>	Amy Tan
<i>Things Fall Apart</i>	Chinua Achebe

Teaching should focus on the study of **whole texts**, developing learners' comprehension, critical reading and comparison skills, where relevant, as well as their ability to produce clear and coherent writing using accurate Standard English. Wider reading of literary texts is also encouraged to help learners develop these skills.

Understanding the relationship between a text and its context (AO4)

There are different kinds, or categories, of context that affect writers' work and the reader's response to it. Teaching should include:

- the writer's own life and individual situation, including the place and time of writing, only where these relate to the text
- the historical setting, time and location of the text
- social and cultural contexts (for example attitudes in society, expectations of different cultural groups)
- the literary context of the text, for example: literary movements or genres
- the way in which texts are received and engaged with by different audiences, at different times (for example: how a text may be read differently in the 21st century from when it was written).

Assessment overview

Unit 1 assesses 60% of the total English Literature qualification.

There will be **three** sections in this unit assessment.

This unit is available as a paper-based or onscreen assessment.

Section A: Unseen Poetry

Learners will apply their knowledge of poetic form, content and meaning to an unseen poem.

Learners must:

- demonstrate understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form
- understand and use appropriate literary terminology
- identify and use relevant examples from poems.

Questions will test the following assessment objective:

A02 Analyse the language, form and structure used by a writer to create meanings and effects.

Section B: Anthology Poetry

Learners will apply their knowledge of poetic form, content and meaning to compare poems.

Learners must:

- demonstrate understanding of how writers create literary effects using, for example, imagery, descriptive skills, language choice, tone and mood, structure and form
- understand and use appropriate literary terminology
- make comparisons between poems, including use of language, structure and form
- identify and use relevant examples from poems.

Questions will test the following assessment objectives:

AO2 Analyse the language, form and structure used by a writer to create meanings and effects.

AO3 Explore links and connections between texts.

Section C: Modern Prose

Learners will demonstrate their knowledge and understanding of their chosen prose text. Learners should also understand the relationship between their prose text and the context in which it was written.

Learners must:

- demonstrate a close understanding of their prose text
- maintain a critical style
- present an informed personal engagement
- identify and use relevant examples from their prose text
- understand the influence of contextual factors on the interpretation of texts.

Questions will test the following assessment objectives:

AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.

AO4 Show understanding of the relationships between texts and the contexts in which they were written.

This unit is a closed book examination and learners may **not** take texts into the examination.

Unit 2: Modern Drama and Literary Heritage Texts

The focus of this unit is:

Section A – Modern drama

Section B – Literary heritage texts.

Content

Learners will study **two** set texts for this unit: **one** of the modern drama set texts and **one** of the literary heritage set texts. The full list of set texts for this unit is as follows.

A choice of one text from Modern Drama:

<i>A View from the Bridge</i>	Arthur Miller
<i>An Inspector Calls</i>	J B Priestley
<i>The Curious Incident of the Dog in the Night-time</i>	Mark Haddon (adapted by Simon Stephens)
<i>Kindertransport</i>	Diane Samuels
<i>Death and the King's Horseman</i>	Wole Soyinka

A choice of one text from Literary Heritage:

<i>Romeo and Juliet</i>	William Shakespeare
<i>Macbeth</i>	William Shakespeare
<i>The Merchant of Venice</i>	William Shakespeare
<i>Pride and Prejudice</i>	Jane Austen
<i>Great Expectations</i>	Charles Dickens
<i>The Scarlet Letter</i>	Nathaniel Hawthorne

Teaching should focus on the study of **whole texts**, developing learners' comprehension and critical reading skills, as well as their ability to produce clear and coherent writing using accurate Standard English. Wider reading of literary texts is also encouraged to help learners develop their skills.

Understanding the relationship between a text and its context (AO4)

There are different kinds, or categories, of context that affect writers' work and the reader's response to it. Teaching should include:

- the writer's own life and individual situation, including the place and time of writing, only where these relate to the text
- the historical setting, time and location of the text
- social and cultural contexts (for example attitudes in society, expectations of different cultural groups)
- the literary context of the text, for example: literary movements or genres
- the way in which texts are received and engaged with by different audiences, at different times (for example: how a text may be read differently in the 21st century from when it was written).

Assessment overview

Unit 2 assesses 40% of the total English Literature qualification.

There will be **two** sections in this unit assessment.

This unit is available as a paper-based or onscreen assessment.

Section A: Modern Drama

Learners will demonstrate their knowledge and understanding of their drama text, including the ways in which writers use language, form and structure to create effects.

Learners must:

- demonstrate a close understanding of their drama text
- maintain a critical style
- present an informed personal engagement
- understand how writers create literary effects
- understand and use appropriate literary terminology
- identify and use relevant examples from the play.

Questions will test the following assessment objectives:

AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects.

Section B: Literary Heritage Texts

Learners will demonstrate their knowledge and understanding of their text, including the ways in which writers use language, form and structure to create effects. Learners should also understand the relationship between their text and the context in which it was written.

Learners must:

- demonstrate a close understanding of their heritage text
- maintain a critical style
- present an informed personal engagement
- understand how writers create literary effects
- understand and use appropriate literary terminology
- understand the influence of contextual factors on the interpretation of texts
- identify and use relevant examples from the text.

Questions will test the following assessment objectives:

AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects.

AO4 Show understanding of the relationships between texts and the contexts in which they were written.

This unit is an open book examination and therefore learners may take a clean copy of the prescribed edition of the selected text into the examination room.

5 Assessment information

Assessment requirements

Unit number and title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1 Poetry and Modern Prose (examination)	1/2	Two-hour examination comprising three sections. Essay-based questions. Learners may not bring texts to the examination, but are provided with the relevant poems. This unit is available as a paper-based or onscreen assessment.	90 marks
Unit 2 Modern Drama and Literary Heritage Texts (examination)	1/2	One-hour and 30-minute examination comprising two sections. Essay-based questions. This is an open book examination; learners may bring prescribed texts to the examination. This unit is available as a paper-based or onscreen assessment.	60 marks

Assessment is offered in either of these two formats: paper-based and onscreen.

Assessment objectives and weightings

		% in International GCSE (Modular)
AO1	Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.	30
AO2	Analyse the language, form and structure used by a writer to create meanings and effects.	40
AO3	Explore links and connections between texts.	10
AO4	Show understanding of the relationships between texts and the contexts in which they were written.	20

Relationship of assessment objectives to components

Unit number	Assessment objective %			
	AO1	AO2	AO3	AO4
Unit 1	13	23	10	13
Unit 2	17	17	0	7
Total for International GCSE (Modular)	30	40	10	20

NB: some figures have been rounded up or down.

All units are available for assessment from June 2024.

Breakdown of assessment objectives and raw marks

Unit and question number	Assessment objective				Total
	AO1	AO2	AO3	AO4	
Unit 1: Poetry and Modern Prose					
Question 1		20			20
Questions 2 and 3		15	15		30
Questions 4 to 13	20			20	40
Unit 2: Modern Drama and Literary Heritage Texts /					
Questions 1 to 10	15	15			30
Questions 11 to 20	10	10		10	30
Total raw marks for this qualification	45	60	15	30	150
Total % assessment objectives for this qualification	30	40	10	20	100

6 Administration and general information

Entries

Details of how to enter learners for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is also available on our website.

Learners should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two International GCSEs (Modular). Learners or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

This International GCSE in English Literature (Modular) is available only to centres outside of the UK.

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

- learners with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

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

We recommend that learners have the ability to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

Access arrangements

Access arrangements are agreed before an assessment. They allow learners 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 learner with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

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

Reasonable adjustments

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a learner 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 learner may be unique to that individual and therefore might not be in the list of available access arrangements.

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

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

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 learner'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 learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

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

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

Candidate malpractice

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

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The completed 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 learner malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

Learner malpractice in controlled assessments discovered before the learner has signed the declaration of authentication form does not need to be reported to Pearson.

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 M2a* (available at www.jcq.org.uk/exams-office/malpractice).

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

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice: Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

Pearson Edexcel International GCSE in English Literature (Modular) will be graded on a nine-grade scale from 9 to 1. Individual unit results will be reported. All two units will contribute to the International GCSE (Modular) grade. The first certification opportunity for Pearson Edexcel International GCSE in English Literature (Modular) will be in August 2025. Learners 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.

For modular qualifications, the 'final mark' or the Uniform Mark Scale (UMS) mark is different from the score on the exam paper – the so-called 'raw mark'.

The purpose of UMS is to ensure that where learners complete a unit in different series, the value of their score is maintained when certificating.

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

Unit results

This shows the total UMS for each unit and the associated grade boundaries. Students will receive a uniform mark between 0 and the maximum uniform mark for each unit.

Unit 1 (code: 4WET1)

Unit grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	120	108	96	84	72	60	48	36	24	12	0

Unit 2 (code: 4WET2)

Unit grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	80	72	64	56	48	40	32	24	16	8	0

Qualification results

This shows the total UMS for the qualification as a whole and the associated grade boundaries. The minimum uniform marks required for each grade:

International GCSE English Literature (modular) (cash-in code: 4XET1)

Qualification grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	200	180	160	140	120	100	80	60	40	20	0

Students with a uniform mark in the range 0-19 will be Unclassified.

Resitting of units

Learners can resit any unit irrespective of whether the qualification is to be cashed in. If a learner resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade. Results of units will be held in Pearson Edexcel's unit bank for as many years as this specification remains available. Once International GCSE in English Literature (Modular) has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

Learner recruitment and progression

Pearson's policy concerning recruitment to our qualifications is 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 learners.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Learners can progress from this qualification to:

- International AS and A Levels in English Literature and other subjects.

Appendices

Appendix 1: Codes	25
Appendix 2: Prescribed editions of set texts	26
Appendix 3: Transferable skills	27
Appendix 4: Glossary	29

Appendix 1: Codes

Type of code	Use of code	Code
Cash-in codes	Cash-in codes are used in combination with entry codes to aggregate the learner's unit scores to obtain the overall grade for the qualification.	4XET1
Entry codes	To enter the learner for their examination, unit codes are used as entry codes. To obtain the overall grade for the qualification, entry codes are used in combination with cash-in codes.	Please refer to the Pearson Edexcel <i>Information Manual</i> , available on the Pearson qualifications website .
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for a particular unit.	Unit 1: 4WET1/01 Unit 2: 4WET2/01

Appendix 2: Prescribed editions of set texts

Unit 1: this is a closed book examination so learners do not need a prescribed edition; however, these are editions we recommend:

Title	Writer	Publisher	Edition	ISBN
<i>To Kill a Mockingbird</i>	Harper Lee	Arrow 50th Anniversary Edition	June 2010	9780099549482
<i>Of Mice and Men</i>	John Steinbeck	Penguin Red Classics New Ed Edition	January 2006	9780141023571
<i>The Whale Rider</i>	Witi Ihimaera	Heinemann; 1st Edition	February 2005	9780435131081
<i>The Joy Luck Club</i>	Amy Tan	Vintage; New Ed Edition	June 1991	9780749399573
<i>Things Fall Apart</i>	Chinua Achebe	Penguin Red Classics	January 2006	9780141023380

Unit 2: learners must have the prescribed edition:

Title	Writer	Publisher	Edition	ISBN
<i>A View from the Bridge</i>	Arthur Miller	Penguin Modern Classics	March 2010	9780141189963
<i>An Inspector Calls</i>	J.B. Priestley	Penguin Modern Classics; New Ed Edition	March 2001	9780141185354
<i>The Curious Incident of the Dog in the Night-time</i>	Mark Haddon and Simon Stephens	Methuen Drama	April 2013	9781408185216
<i>Kindertransport</i>	Diane Samuels	NHB Modern Plays (Nick Hern Books 2 Edition)	May 2008	9781854595270
<i>Death and the King's Horseman</i>	Wole Soyinka	Methuen Learner Editions	July 1998	9780413695505
<i>Romeo and Juliet</i>	William Shakespeare	OUP Oxford; New Edition	September 2008	9780198321668
<i>Macbeth</i>	William Shakespeare	OUP Oxford; 1 Edition	March 2009	9780198324003
<i>The Merchant of Venice</i>	William Shakespeare	OUP Oxford	March 2010	9780198328674
<i>Pride and Prejudice</i>	Jane Austen	Penguin Books	January 2003	9780141439518
<i>Great Expectations</i>	Charles Dickens	Penguin Classics	April 2012	9780141198897
<i>The Scarlet Letter</i>	Nathaniel Hawthorne	Alma Classics	June 2015	9781847494214

Appendix 3: Transferable skills

The need for transferable skills

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

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

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

The framework includes cognitive, intrapersonal skills and interpersonal skills.



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

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

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)

Cognitive skills	Cognitive processes and strategies	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Analysis • Reasoning/argumentation • Interpretation • Decision making • Adaptive learning • Executive function 	<p>Problem solving for English Literature</p> <p>Reading a text to find a solution to a problem, for example: seeking solutions to problematic elements of a prose, drama or poetry text.</p>
	Creativity	<ul style="list-style-type: none"> • Creativity • Innovation 	
Intrapersonal skills	Intellectual openness	<ul style="list-style-type: none"> • Adaptability • Personal and social responsibility • Continuous learning • Intellectual interest and curiosity 	
	Work ethic/conscientiousness	<ul style="list-style-type: none"> • Initiative • Self-direction • Responsibility • Perseverance • Productivity • Self-regulation (metacognition, forethought, reflection) • Ethics • Integrity 	<p>Initiative for English Literature</p> <p>Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters.</p>
	Positive core self-evaluation	<ul style="list-style-type: none"> • Self-monitoring/self-evaluation/self-reinforcement 	
Interpersonal skills	Teamwork and collaboration	<ul style="list-style-type: none"> • Communication • Collaboration • Teamwork • Cooperation • Empathy/perspective taking • Negotiation 	<p>Communication for English Literature</p> <p>Using written responses to literary texts to communicate to the intended audience a point of view or line of argument.</p>
	Leadership	<ul style="list-style-type: none"> • Responsibility • Assertive communication • Self-presentation 	

Appendix 4: Glossary

Term	Definition
Assessment objectives	The requirements that learners need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations. Assessment objectives may be assessed individually or in combination.
Cash-in codes	Cash-in codes are used in combination with entry codes to aggregate the learner's unit scores to obtain the overall grade for the qualification.
Entry codes	To enter the learner for their examination, unit codes are used as entry codes. To obtain the overall grade for the qualification, entry codes are used in combination with cash-in codes.
External assessment	Assessment set and marked by an awarding organisation, taken by centres at the same time in the global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards which develops policy related to the administration of examinations.
Modular	Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Uniform mark scale (UMS)	Learner's actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a learner. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for a particular unit.

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