

INTERNATIONAL GCSE

English Literature

Specification and Sample Assessment Material

Edexcel International GCSE in English Literature (4ET0)

First examination June 2012

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International GCSE

English Literature (4ET0)

Specification

First examination June 2012

Issue 2

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in English Literature is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

The Edexcel International GCSE in English Literature is designed as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts. It provides two routes of assessment — either a 100 per cent examination option or an examination and coursework route. The examination questions allow all students to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating introduction to the study of English Literature. The *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature* is provided for use throughout the course and examination.

Key subject aims

The Edexcel International GCSE in English Literature enables students 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 authors achieve their literary effects and to 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.

About this specification

Key features and benefits of the qualification

- Incorporates elements of the former Edexcel GCE O Level English Literature.
- Encourages the reading of literature from around the world.
- A free anthology, produced by Edexcel, available to download at the beginning of the course contains a wide range of reading material.
- Two routes of assessment: 100% examination, or 60% examination and 40% coursework (Edexcel-approved teaching institutions only).
- Assessment opportunities in January and June examination series.
- Provides progression to Edexcel GCE AS and Advanced Level in English Literature or equivalent qualifications.

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Specification at a glance

The International GCSE in English Literature comprises two assessment routes.

- Route one — 100% written examination paper (Paper 1 and Paper 2).
- Route two — 60% written examination paper and 40% internally assessed coursework (Paper 1 and Paper 3).

Paper 1: Drama and Prose	Paper code: 4ET0/01
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June series • First assessment: June 2012 	60% of the total International GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> • Drama. • Prose. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> • The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	

Paper 2 is the examination alternative to Paper 3 (coursework)

Paper 2: Unseen Texts and Poetry Anthology	Paper code: 4ET0/02
<ul style="list-style-type: none"> • Externally assessed • Availability: January and June series • First assessment: June 2012 	40% of the total International GCSE
<p>Overview of content</p> <ul style="list-style-type: none"> • Unprepared poem or prose extract. • Section C of the <i>Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature</i>. 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> • The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 40. 	

Paper 3 is the coursework alternative to Paper 2 (examination)

Paper 3: Poetry Coursework	Paper code: 4ET0/03
<ul style="list-style-type: none">• Internally assessed• Availability: June series• First assessment: June 2012	40% of the total International GCSE
Overview of content	
<ul style="list-style-type: none">• Section C of the <i>Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature</i>.	
Overview of assessment	
<ul style="list-style-type: none">• The assessment of this paper is through one coursework assignment, internally set and assessed and externally moderated by Edexcel.• The total number of marks available is 30.	

Qualification content

Standard English

Reading and writing are assessed in the internationally recognised forms of Standard English: either British or American standard forms are acceptable in the students' writing. Spelling must be consistent, whether it follows British or American usage.

Paper 1: Drama and Prose

Taken by all students.

Content overview

- Drama.
- Prose.

Assessment overview

- The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel.
- Single tier of entry.
- The paper is divided into **two** sections: Drama and Prose. Students must answer **one** question from each section.
- There is a choice of **two** questions for each text in both sections.
- This is a closed book examination. Texts may **not** be taken into the examination.
- The total number of marks available is 60.

Prescribed texts

The following texts will be examined throughout the life of the specification. **Centres will be informed if there are changes to the prescribed lists.**

Section A: Drama

Students must answer **one** question on **one** of the seven texts listed below:

Arthur Miller: *A View from The Bridge*

J B Priestley: *An Inspector Calls*

William Shakespeare: *Henry V*

William Shakespeare: *Much Ado About Nothing*

William Shakespeare: *Romeo and Juliet*

Oscar Wilde: *The Importance of Being Earnest*

Thornton Wilder: *Our Town*

Section B: Prose

Students must answer **one** question on **one** of the six texts listed below:

Jane Austen: *Pride and Prejudice*

Harper Lee: *To Kill a Mocking Bird*

R K Narayan: *The English Teacher*

John Steinbeck: *Of Mice and Men*

Mildred Taylor: *Roll of Thunder, Hear My Cry*

Nineteenth Century Short Stories (edited by Mike Hamlin, Christine Hall and Jan Browne, Heinemann New Windmill). All stories in the collection are prescribed. Questions on this text will require students to write about at least two stories from the collection, at least one of which will be named.

Apart from *Nineteenth Century Short Stories*, any edition of the above texts may be used.

Paper 2: Unseen Texts and Poetry Anthology

Examination alternative to coursework.

Content overview

- Unprepared poem or prose extract
- Section C of the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*

Assessment overview

- The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel.
- Single tier of entry.
- Students must answer **either** the question on an unseen poem, **or** the question on an unseen prose extract.
- Students must also answer one question on Section C from the anthology.
- Students answer **two** questions on this paper in total.
- Students will have a copy of Section C of the anthology in the examination.
- The total number of marks available is 40.

All students will be required to demonstrate the following:

AO3 Understanding of the writers' use of language, structure and form to create literary effects

AO4 A focused, sensitive, lively and informed personal engagement with literary texts.

Unseen poem or prose extract

One question will be set on an unseen poem not in the anthology and one question will be set on an unseen prose extract from a novel or short story. The extracts will be printed in the examination paper. Students only need to answer **one** question.

When planning an answer for the unseen poem or prose extract, students should consider the following:

- imagery
- descriptive skills
- language choice
- tone and mood
- structure and form.

Anthology poems

Students will answer one question in which they write about **two** poems from Section C of the anthology.

There will be a choice between two questions.

- One question will name two poems.
- One question will name one poem, the second poem will be selected by the student.

See *Appendix 1* for details of the anthology.

Paper 3: Poetry Coursework

The coursework option is open to centres that have been approved by Edexcel to conduct coursework.

Paper 3 is available (Edexcel-approved teaching institutions only) as an alternative to Paper 2.

Content overview

Poetry

- Section C of the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*.

Assessment overview

- The assessment of this paper is through one coursework assignment, internally set and assessed and externally moderated by Edexcel.
- The total number of marks available is 30.

Detailed content

This paper must be based on the study of Section C of the anthology. Students will be required to submit **one** assignment of work based on these poems.

Students should study all the poems in the anthology. Teachers should devise coursework assignments based on a selection of **at least three poems in depth** from Section C of the anthology. The poems may be specified by the teacher, or chosen by the student. The assignment must also make reference to **at least three further poems** — these may be drawn from outside Section C of the anthology.

The assignment must enable students to respond critically and sensitively to a range of poems, and to show understanding of how meanings and ideas are conveyed through language, structure and form.

The assignment should allow students to make connections and comparisons between poems, referring to details to support their views.

There is no prescribed word length for the coursework paper. Typically the assignment may be between 1000 and 1500 words, but there are no penalties for exceeding this guidance.

Each piece of coursework should contain the student's name, the date on which the work was completed, the mark awarded and a brief teacher comment justifying the mark. This comment should be based on the assessment criteria for the mark range awarded.

Coursework pieces may be handwritten or word-processed.

Teachers can advise students about the production of coursework, but should not proof read early drafts or correct every technical error. Teachers may suggest improvements to the content of the coursework, but it is the student's responsibility to make any corrections. There is no limit to the number of coursework pieces a student may produce from which to select the best piece for final assessment, nor to the number of drafts a student may produce. However, teachers should be mindful of the overall weighting of written coursework (40%) and make sure that the coursework paper does not take up an inordinate amount of curriculum time.

Examples of assignments

- Several poems in the anthology explore different forms of possessiveness. Explore this theme, referring to three poems in detail and to at least three other poems from your wider reading.
- Explore how different poets treat the subject of coping with loss, referring to three poems in detail and at least three other poems from your wider reading.
- Rejection takes many forms. Explore this idea, referring to three poems in detail and to at least three other poems drawn from your wider reading.

Assessment of coursework

Teachers must mark coursework according to the assessment criteria on pages 9-10 of this specification. Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of students. Each successive grade description assumes the continued demonstration of the qualities required to achieve the lower grades.

Students should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each essay.

Standardisation of coursework

Towards the end of the course Edexcel will request a sample of coursework to be sent to an Edexcel-appointed coursework moderator. The moderator will either broadly confirm the marks awarded by the teachers in the centre, or will adjust marks accordingly. Where there is more than one teacher of the coursework option within a centre, the centre should conduct internal standardisation. This can be achieved by paired marking.

Completed coursework should be kept secure within the centre until at least six months after the examination session. Coursework may then be returned to students.

Final assessment of coursework at the end of the course

There will be one mark out of 30. At the end of the course, the coursework may be re-assessed and the marks adjusted in light of internal standardisation.

Effort and potential should not be rewarded, as such. Teachers should reward the quality of the writing and reading demonstrated in the coursework assignment. A second opinion, by a teacher other than the class teacher, will help the centre to arrive at an objective judgement on achievement.

Coursework frontsheets

Final coursework marks for each student should be recorded on the coursework frontsheets in *Appendix 2* of this specification. Teachers should photocopy the number of sheets required. The coursework frontsheets should be attached to the front of the coursework essay.

Authentication

Each student's coursework frontsheet must contain a declaration by the teacher that the work submitted for assessment is the student's own work. Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that Edexcel's regulations are adhered to and that no student has engaged in unfair examination practice.

Teachers should be alert to essays derived from other sources — such as the internet — when signing the declaration on the coursework frontsheet.

Assessment criteria

The following criteria should be used to assess students for coursework.

Mark range	Students:
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • show limited knowledge of parts of the poems • demonstrate a limited understanding of the meaning of the poems • respond to some aspects of the coursework assignment
4–6	<ul style="list-style-type: none"> • show limited knowledge of the poems • demonstrate a general understanding of the meaning of the poems • respond to some parts of the coursework assignment, showing some evidence of a response to the poems
7–10	<ul style="list-style-type: none"> • show a basic knowledge of the poems and use some relevant material in the answer • demonstrate some recognition of the way in which meaning develops in the poems • respond to most of the coursework assignment, demonstrating some engagement with the poems through identification of specific lines
11–14	<ul style="list-style-type: none"> • show detailed knowledge of the poems and use mostly relevant material in the answer • demonstrate a general understanding of the way in which meaning develops in the poems, showing some recognition of writers' techniques • show an understanding of, and response to, the terms of the coursework assignment, demonstrating engagement with the poems by responding with a degree of informed personal response
15–18	<ul style="list-style-type: none"> • show a sound knowledge of the poems, using only relevant material in the answer • demonstrate a clear understanding and appreciation of meaning and tone in the poems • show an appreciation of the poets' use of language and style • show an understanding of, and response to, the coursework assignment, demonstrating engagement with the poems by offering personal opinions

Mark range	Students:
19–22	<ul style="list-style-type: none"> • show a confident familiarity with the text and use only relevant material in the answer • show a sound understanding and appreciation of meaning with some insights into the writer’s craft • present points in a fluent and ordered manner, showing the ability to use some technical vocabulary in analysis of texts • show a clear understanding of, and response to, the coursework assignment, demonstrating engagement with the text by responding with a degree of informed personal response
23–26	<ul style="list-style-type: none"> • show a detailed knowledge of the poems and use only relevant material in the answer • show a sensitive and well-informed personal understanding and appreciation of meaning, including alternative meanings where appropriate • show evidence of personal insights into the use of language and style, presenting points in a focused and analytical manner, showing ease and familiarity in using technical vocabulary • write with focus on the coursework assignment, demonstrating close engagement with the poems by responding with an informed, personal evaluation
27–30	<ul style="list-style-type: none"> • show a highly detailed knowledge of the poems and use only relevant material in the answer • show a sensitive, mature and critical understanding, and appreciation of meaning • show evidence of a sophisticated appreciation of use of language and style, including the ability to use technical vocabulary, demonstrating analytical and interpretative skills • write with focus on the coursework assignment, demonstrating an informed, well-argued personal response

Assessment

Assessment summary

Two possible assessment routes

- **Route one** — 100% written examination paper (Paper 1 and Paper 2).
Paper 1 is externally assessed through an examination lasting one-hour and 45-minutes.
Paper 2 is externally assessed through an examination lasting one-hour and 30-minutes.
- **Route two** — 60% written examination paper and 40% internally assessed coursework (Paper 1 and Paper 3).
Paper 1 is externally assessed through an examination lasting one hour and 45 minutes.
Paper 3 is internally assessed.

Summary of table of assessment

Route one

Paper 1: Drama and Prose	Paper code: 4ET0/01
<ul style="list-style-type: none">• The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel.• Single tier of entry.• The total number of marks available is 60.	
Paper 2: Unseen Texts and Poetry Anthology	Paper code: 4ET0/02
<ul style="list-style-type: none">• The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel.• Single tier of entry.• The total number of marks available is 40.	

Route two

Paper 1: Drama and Prose	Paper code: 4ET0/01
<ul style="list-style-type: none">• The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel.• Single tier of entry.• The total number of marks available is 60.	
Paper 3: Poetry Coursework	Paper code: 4ET0/03
<ul style="list-style-type: none">• The assessment of this paper is through one coursework assignment, internally set and assessed and externally moderated by Edexcel.• The total number of marks available is 30.	

Assessment Objectives and weightings

	% in International GCSE
AO1: a close knowledge and understanding of prose, poetry and drama texts and their contexts	20%
AO2: understanding and appreciation of writers' uses of the following as appropriate: characterisation, theme, plot and setting	20%
AO3: understanding of the writers' use of language, structure and form to create literary effects	30%
AO4: a focused, sensitive, lively and informed personal engagement with literary texts	30%
TOTAL	100%

Relationship of Assessment Objectives to Papers for the International GCSE

Paper number	Assessment Objective				Total for AO1, AO2 and AO3
	AO1	AO2	AO3	AO4	
Paper 1	20%	20%	0%	20%	60%
Paper 2*	0%	0%	30%	10%	40%
<i>Paper 3*</i>	<i>0%</i>	<i>0%</i>	<i>30%</i>	<i>10%</i>	<i>40%</i>
Total for International GCSE	20%	20%	30%	30%	100%

*Students take either paper 2 or paper 3.

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's website.

Combinations of entry

It is forbidden for students to take this qualification at the same time as the Edexcel Certificate in English Literature qualification.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Reasonable Adjustments 2010-2011*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the paper. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark adjusted to zero.

Further information

For more information on annotation, authentication, mark submission and moderation procedures, please refer to the Edexcel website.

For up-to-date advice on teacher involvement, please refer to the JCQ's *Instructions for conducting coursework/portfolio* document on the JCQ website: www.jcq.org.uk For up-to-date advice on malpractice and plagiarism, please refer to the JCQ *Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

The first assessment opportunity for Paper 1 and Paper 2 of this qualification will take place in the June 2012 series and in each following January and June series for the lifetime of the specification.

The first assessment opportunity for Paper 3 of this qualification will take place in the June 2012 series and in each following June series for the lifetime of the specification

Your student assessment opportunities

Paper	June 2012	January 2013	June 2013	January 2014
Paper 1: Drama and Prose	✓	✓	✓	✓
Paper 2: Unseen Texts and Poetry Anthology	✓	✓	✓	✓
Paper 3: Poetry Coursework	✓		✓	

As this is a linear qualification, all papers **must** be taken in the same series. Students taking Paper 3 coursework can only be entered in the June series.

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the office of Qualifications and Examinations Regulations (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel International GCSE in English Literature will be 2012.

Students whose level of achievement is below the minimum judged by Edexcel 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 only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website (www.jcq.org.uk/).

Student recruitment

Edexcel's access 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 students.

Progression

This qualification supports progression to:

- Edexcel AS/Advanced GCE in English Literature
- Edexcel AS/Advanced GCE in English Language and Literature.

Grade descriptions

Grade descriptions give a general indication of the standards of achievement likely to have been shown by candidates who have been awarded those grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend, in practice, upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade A

Candidates respond enthusiastically and critically to texts, showing imagination and originality in developing alternative approaches and interpretations. They confidently explore and evaluate how language, structure and form contribute to writers' varied ways of presenting ideas, themes and settings, and how they achieve specific effects on readers. They identify and comment on the impact of contexts of texts on different readers at different times. They convey ideas persuasively and cogently, supporting them with apt textual references.

Grade C

Candidates understand and demonstrate how writers use ideas, themes and settings in texts to affect the reader. They respond personally to the effects of language, structure and form, referring to textual detail to support their views and reactions. They show awareness of some contexts of texts and of how this influences their meanings for contemporary and modern readers. They convey ideas clearly and appropriately.

Grade F

Candidates make an involved, personal response to the effects of language, structure and form in texts, showing some awareness of key ideas, themes or arguments. They support their views by reference to significant features or details. They are aware that some aspects of texts relate to their specific contexts, and suggest successfully why this may be significant with reference to some texts.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You’ll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We’ll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you’ll be able find answers to many questions you might have by searching before you submit the question to us.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

Textbooks and other resources

Anthology

Students will be provided with the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature*, details can be found in *Appendix 1* of this specification.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Many English course books used in schools contain sections which relate to literature. Additional helpful guidance may be found in the books/series listed below.

Textbooks

Gill R — *Mastering English Literature* (Palgrave, 2006) ISBN 1403944881

Powling A, O'Connor J and Barton G — *New Oxford English 4* (Oxford University Press, 1996) ISBN 0198311966

Study guides

Letts Literature Guides (study guides on specific individual texts)

York Notes (study guides on specific individual texts)

Websites

The internet offers sites with background information on selected texts and authors. Teachers may also find relevant teaching material on these sites. A selection of websites is listed below.

www.bbc.co.uk/schools/gcsebitesize/english_literature/

GCSE revision site for English Literature

www.englishresources.co.uk

Free teaching and revision resources

www.novelguide.com

Free online literary guides to texts

www.teachit.co.uk

Teaching and revision resources for teachers

Appendices

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Appendix 2: Coursework frontsheet for Paper 3 (4ET0/03)	23

Appendix 1: Anthology poems for English Literature

Contents of Section C – Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature

If — Rudyard Kipling

Prayer Before Birth — Louis Macneice

Half-past Two — U A Fanthorpe

Piano — D H Lawrence

Hide and Seek — Vernon Scannell

Sonnet 116 ('*Let me not to the marriage ...*') — Shakespeare

La Belle Dame Sans Merci — John Keats

Poem at Thirty-Nine — Alice Walker

Telephone Conversation — Wole Soyinka

Once Upon a Time — Gabriel Okara

War Photographer — Carol Ann Duffy

The Tyger — William Blake

My Last Duchess — Robert Browning

A Mother in a Refugee Camp — Chinua Achebe

Do Not Go Gentle into That Good Night — Dylan Thomas

Remember — Christina Rossetti

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Edexcel will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.

Information on the anthology

Students are not permitted to take copies of the *Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature* into the examination with them. All poems from Section C of the anthology will be printed in a poetry booklet as an insert to the examination paper.

Copies of the anthology will be available for each Edexcel centre to download at the beginning of the International GCSE course from the Edexcel website.

Appendix 2: Coursework frontsheets for Paper 3 (4ET0/03)

Edexcel International GCSE in English Literature (4ET0)

June 20__

Centre number:	Candidate number:
Candidate's surname and initials:	

Centre's final mark for coursework/30:

Date work completed	Title of assignment (including poems used)

Summative comment relating to candidate's overall mark to assessment criteria
NB Teachers may make additional comments overleaf if required.

Declaration by teacher: I declare that the student's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature of examining teacher Date

Additional comments

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International GCSE

English Literature (4ET0)

Sample Assessment Material

First examination June 2012

Issue 2

Write your name here

Surname

Other names

Edexcel
International GCSE

Centre Number

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Candidate Number

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English Literature

Paper 1 Drama and Prose

Sample Assessment Material

Time: 1 hour 45 minutes

Paper Reference

4ET0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **two** questions, **one** question from Section A and **one** question from Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Copies of the texts studied may **not** be brought into the examination.
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Remember that clear English and careful presentation of your answers is important. You must relate your answers to the texts and quote from them where appropriate, but the quotations should be short and you must not simply give page, act, scene or line references.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A: DRAMA

Answer ONE question on ONE text from this section.

A View from the Bridge – Arthur Miller

1 Either

- (a) Some audiences feel angry about the behaviour of the male characters in this play.

How far is Eddie presented as unsympathetic in his dealings with other characters?
(30)

Or

- (b) Do you consider *A View from the Bridge* to be an effective title for this play?
(30)

(Total for Question 1 = 30 marks)

An Inspector Calls – J B Priestley

2 Either

- (a) What is the significance of the Inspector in the play?
(30)

Or

- (b) Which two characters are most influenced by the Inspector?

Give reasons for your choices.
(30)

(Total for Question 2 = 30 marks)



Henry V – William Shakespeare

3 Either

(a) What is the importance of the character of Catherine in this play? (30)

Or

(b) 'Shakespeare makes use of contrast in *Henry V* to convey his ideas.'
How far do you agree with this statement? (30)

(Total for Question 3 = 30 marks)

Much Ado About Nothing – William Shakespeare

4 Either

(a) How does Don Pedro, Prince of Aragon, influence other characters and actions in the play? (30)

Or

(b) 'This is a play in which things are not always as they seem.'
How far do you agree with this statement? (30)

(Total for Question 4 = 30 marks)



Romeo and Juliet – William Shakespeare

5 Either

(a) What do we learn about the character of Romeo as the play progresses? (30)

Or

(b) The contrast of youth and old age is important in this play.
How far do you agree with this statement? (30)

(Total for Question 5 = 30 marks)

The Importance of Being Earnest – Oscar Wilde

6 Either

(a) Which **two** characters do you think contribute most to the humour in this play?
Give reasons for your choices. (30)

Or

(b) Some audiences think that this play presents a negative view of marriage.
How far do you agree with this opinion? (30)

(Total for Question 6 = 30 marks)



Our Town – Thornton Wilder

7 Either

- (a) In what ways does the Stage Manager introduce the setting and characters of the town of Grover's Corners? (30)

Or

- (b) How important is the theme of time in *Our Town*? (30)

(Total for Question 7 = 30 marks)

Begin your answer on page 6.



(Section A continued)

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(Section A continued)

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(Section A continued)

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(Section A continued)

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(Section A continued)

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(Section A continued)

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TOTAL FOR SECTION A = 30 MARKS



SECTION B: PROSE

Answer **ONE** question on **ONE** text from this section.

Pride and Prejudice – Jane Austen

8 Either

- (a) Do you think that Austen is more successful in presenting male or female characters? In your answer, you should refer to at least **one male** and **one female** character.

(30)

Or

- (b) Choose **two** episodes which show prejudice. How do these episodes help your understanding of the theme of prejudice in this novel?

(30)

(Total for Question 8 = 30 marks)

To Kill a Mockingbird – Harper Lee

9 Either

- (a) Show the different ways in which the theme of inequality between different people is explored in the novel.

(30)

Or

- (b) Explain the importance of the Ewells and the Radleys in the novel.

(30)

(Total for Question 9 = 30 marks)



The English Teacher – R K Narayan

10 Either

- (a) What can we learn from a study of Krishna and Susila's relationship? (30)

Or

- (b) 'Narayan is very successful at involving the reader in his story.'
How far do you agree with this statement? (30)

(Total for Question 10 = 30 marks)

Of Mice and Men – John Steinbeck

11 Either

- (a) Explore the theme of loneliness in the novel, considering how successful individual characters are in overcoming it. (30)

Or

- (b) What do we learn about the character of Curley's wife and how she reacts to others? (30)

(Total for Question 11 = 30 marks)

Roll of Thunder, Hear My Cry – Mildred Taylor

12 Either

- (a) Show the different ways in which the theme of prejudice is explored. (30)

Or

- (b) Explain the importance of Melvin, R W Simms and TJ in the novel. (30)

(Total for Question 12 = 30 marks)



Nineteenth Century Short Stories

13 Either

- (a) Some stories have the effect of making the reader feel uncomfortable and even distressed. Choose **two** stories which aim to do this, and show how the writers achieve these effects. (30)

Or

- (b) Show how suspense is built up in *The Adventure of the Speckled Band* and in **one** other story in the collection. (30)

(Total for Question 13 = 30 marks)

Begin your answer on page 16.



(Section B continued)

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(Section B continued)

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(Section B continued)

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(Section B continued)

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(Section B continued)

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TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS



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