INTERNATIONAL GCSE

English Literature (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in English Literature (4ET1)

For first teaching September 2016
First examination June 2018
Issue 2
Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification’s development.

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All information in this specification is correct at time of going to publication.

ISBN 978 1 446 95435 5

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**Summary of Pearson Edexcel International GCSE in English Literature specification**

**Issue 2 changes**

<table>
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<th>Summary of changes made between previous issue and this current issue</th>
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<tr>
<td>NB: references to ‘paper/papers’ have been amended to read ‘component/components’ as this more accurately reflects the structure of the qualification.</td>
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<td>Component 1 Assessment overview: the information for Section A – Unseen Poetry and Section B – Anthology Poetry has been separated out into two separate sections to better reflect the assessment of these sections.</td>
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<tr>
<td>References to the JCQ document title have been updated to show the full document title.</td>
<td>20 + 23</td>
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<tr>
<td>Component 3: on the assessment grid for ‘Assignment A: Modern Drama’ in Level 5, the third bullet descriptor has been amended from ‘Cohesive evaluation language, form and structure’ to now read ‘Cohesive evaluation of language, form and structure’.</td>
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<td>Breakdown of Assessment Objectives and raw mark table: the heading for Component 2 has now been amended to also include Component 3: Coursework.</td>
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<td>Appendix 4: prescribed editions of set texts: the table has been amended so the texts are separated out into Component 1 and Component 2 and statements have been added to the start of each table outlining the status of the prescribed edition i.e. for Component 1 the editions are recommendations and for Component 2 the prescribed editions must be used by students.</td>
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If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.
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1 About this specification

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

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

This specification includes the following key features:

**Structure**: the Pearson Edexcel International GCSE in English Literature is a linear qualification. All components must be taken at the end of the course of study.

**Content**: features a relevant, updated and engaging selection of texts ranging from British heritage to modern international.

**Assessment**: choice of a 100% external assessment, or a 60% external examination and 40% internal coursework option.

**Approach**: building a foundation for students wishing to progress to Pearson Edexcel AS and Advanced Level in English Literature, or equivalent qualifications.

**Specification updates**

This specification is Issue 2 and is valid for the Edexcel International GCSE examination from June 2018. If there are any significant changes to the specification Pearson will inform centres to let them know. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

**Using this specification**

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification.

**Depth and breadth of content**: teachers should use the full range of content and all the assessment objectives given in Section 4: English Literature Content.
Qualification aims and objectives

The aims and objectives of this qualification are to enable 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 writers achieve their literary effects
• 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.
Why choose 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 students 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 Edexcel students to acquire 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 students. With over 150 years of international education experience, Edexcel qualifications have firm academic foundations, 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, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world class qualification process and principles please go to Appendix 3 for visit our website: uk.pearson.com/world-class-qualifications
Why choose Pearson Edexcel International GCSE in English Literature?

We’ve listened to feedback from all parts of the International school and UK Independent school subject community, including a large number of teachers. We’ve made changes that will engage International learners and give them skills that will support progression to further study of English and a wide range of other subjects.

**Set texts** – we’ve 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.

**Coursework and examination options** – we have provided alternative assessment routes to suit different centre and learner needs across the world.

**Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

**Broad and deep development of learners’ skills** – we designed the International GCSE to extend learners’ knowledge by broadening and deepening skills, for example, learners will:

- 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.

**Broad and deep development of learners’ skills** – through the literary heritage component, learners will engage with texts such as *Romeo and Juliet*, *Great Expectations* and *Pride and Prejudice*.

**Progression to A Level** – International GCSEs enable successful progression onto A-Level and beyond. Through our world class qualification development process we have consulted with International A Levels and GCE A Level teachers as well as university professors to validate the appropriateness of this qualification, including content, skills and assessment structure.

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

We also offer International GCSE qualifications in English Language (Specification A and Specification B) and English as a Second Language within our overall English offer. More information about all of our qualifications can be found on our Edexcel International GCSE pages at: qualifications.pearson.com
Supporting you in planning and implementing this qualification

Planning

- Our Getting Started Guide gives you an overview of the Pearson Edexcel International GCSE in English Literature to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will give you a course planner and schemes of work.
- Our mapping documents highlight key differences between the new and legacy specifications.

Teaching and learning

- Our skills maps highlight opportunities for students to develop skills that are directly and indirectly assessed.
- Print and digital learning and teaching resources – promote ‘any time, any place’ learning to improve student motivation and encourage new ways of working.

Preparing for exams

We will also give you a range of resources to help you prepare your students for the assessments, including:

- specimen papers to use as formative assessments and for mock exams
- examiner commentaries following each examination series.

ResultsPlus

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

examWizard

This is a free online resource designed to support students and teachers with exam preparation and assessment.

Training events

In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

Get help and support

Our subject advisor service ensures that you receive help and guidance from us. You can sign up to receive updates at http://qualifications.pearson.com/en/forms/subject-advisor-english.html or email 'sign me up' to teachingenglish@pearson.com
2 Qualification at a glance

The Pearson Edexcel International GCSE in English Literature comprises one mandatory component and a choice of an additional examined component or coursework option. It is a linear qualification and all papers must be taken at the end of the course of study.

Component overview

Students must complete Component 1, plus either Component 2 or Component 3.

<table>
<thead>
<tr>
<th>Component 1: Poetry and Modern Prose</th>
<th>*Paper code 4ET1/01</th>
</tr>
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<tbody>
<tr>
<td>Externally assessed</td>
<td>60% of the total</td>
</tr>
<tr>
<td>Availability: January and June</td>
<td>International GCSE</td>
</tr>
<tr>
<td>First assessment: June 2018</td>
<td></td>
</tr>
</tbody>
</table>

Content summary

- The poetry collection from Part 3 of the Pearson Edexcel International GCSE English Anthology.
- One modern prose text from the list of set texts (page 8).
- 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

- 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.
- Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.
- Section C – Modern Prose: one 40-mark essay question from a choice of two on each of the set texts.
- The total number of marks available is 90.
- The assessment duration is 2 hours.
- Closed book: texts are not allowed in the examination. However, students will be provided with the anthology poems in the examination.

*See Appendix 1: Codes for a description of this code and all the other codes relevant to this qualification.
Students must complete either Component 2 or Component 3.

**Component 2: Modern Drama and Literary Heritage Texts**

*Paper code 4ET1/02

| Externally assessed | Availability: January and June | First assessment: June 2018 | 40% of the total International GCSE |

**Content summary**

- One modern drama text from the list of set texts (page 8).
- One literary heritage text from the list of set texts (page 8).**
- 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.

**Assessment**

- Section A – Modern Drama: one 30-mark essay question from a choice of two on each of the set texts.
- Section B – Literary Heritage Texts: one 30-mark essay question from a choice of two on each of the set texts.
- The total number of marks available is 60.
- The assessment duration is 1 hour and 30 minutes.
- Open book: prescribed editions of set texts are allowed in the examination.

**Paper 3: Modern Drama and Literary Heritage Texts**

*Paper code 4ET1/03

| Internally assessed | Availability: January and June | First assessment: June 2018 | 40% of the total International GCSE |

**Content summary**

- One modern drama text from the list of set texts (page 8).
- One literary heritage text from the list of set texts (page 8).**
- Develop skills to analyse how language, form, structure and contextual factors are used to create meaning and effect.
- Develop skills to maintain a critical style and informed personal response.

**Assessment**

- The assessment of this component is through two coursework assignments, internally set and assessed, and externally moderated by Pearson.
- Assignment A – Modern Drama: one essay response to a teacher-devised assignment on the studied text.
- Assignment B – Literary Heritage Texts: one essay response to a teacher-devised assignment on the studied text.
- The total number of marks available is 60 (30 marks for each assignment).

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

**See Appendix 4: Prescribed editions of set texts for a list of prescribed editions of the set texts.*
## Assessment objectives and weightings

<table>
<thead>
<tr>
<th>AO</th>
<th>Description</th>
<th>% in International GCSE</th>
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<tr>
<td>AO1</td>
<td>Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.</td>
<td>30</td>
</tr>
<tr>
<td>AO2</td>
<td>Analyse the language, form and structure used by a writer to create meanings and effects.</td>
<td>40</td>
</tr>
<tr>
<td>AO3</td>
<td>Explore links and connections between texts.</td>
<td>10</td>
</tr>
<tr>
<td>AO4</td>
<td>Show understanding of the relationships between texts and the contexts in which they were written.</td>
<td>20</td>
</tr>
</tbody>
</table>
3 Set texts at a glance

Component 1
Part 3 of the Pearson Edexcel International GCSE English Anthology.

**If–**
Rudyard Kipling

**Prayer Before Birth**
Louis MacNeice

**Blessing**
Imtiaz Dharker

**Search For My Tongue**
Sujata Bhatt

**Half-past Two**
U A Fanthorpe

**Piano**
D H Lawrence

**Hide and Seek**
Vernon Scannell

**Sonnet 116**
William Shakespeare

**La Belle Dame sans Merci**
John Keats

**Poem at Thirty-Nine**
Alice Walker

**War Photographer**
Carol Ann Duffy

**The Tyger**
William Blake

**My Last Duchess**
Robert Browning

**Half-caste**
John Agard

**Do not go gentle into that good night**
Dylan Thomas

**Remember**
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.

**To Kill a Mockingbird**
Harper Lee

**Of Mice and Men**
John Steinbeck

**The Whale Rider**
Witi Ihimaera

**The Joy Luck Club**
Amy Tan

**Things Fall Apart**
Chinua Achebe

Component 2 and Component 3
One modern drama text from the list below.

**A View from the Bridge**
Arthur Miller

**An Inspector Calls**
J B Priestley

**The Curious Incident of the Dog in the Night-time**
Mark Haddon (adapted by Simon Stephens)

**Kindertransport**
Diane Samuels

**Death and the King’s Horseman**
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

Component 1 is a closed book examination and therefore there are no prescribed editions of the set texts. Component 2 is open book. Please find a list of prescribed editions in Appendix 4.
4 English Literature content

Component 1: Poetry and Modern Prose (examined)

The focus of this component 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

Students will study two set texts for this component: 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 component is as follows:

Part 3 of the Pearson Edexcel International GCSE English Anthology

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

A choice of one text from Modern Prose

To Kill a Mockingbird Harper Lee
Of Mice and Men John Steinbeck
The Whale Rider Witi Ihimaera
The Joy Luck Club Amy Tan
Things Fall Apart Chinua Achebe
Teaching should focus on the study of whole texts, developing students’ 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 students develop these skills.

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

There are different kinds, or categories, of context which 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**

Component 1 assesses 60% of the total English Literature qualification. There will be three sections on the paper.

**Section A: Unseen Poetry**

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

Students 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:

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

**Section B: Anthology Poetry**

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

Students 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**

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

Students 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 component is a closed book examination and students may **not** take texts into the examination.
Component 2: Modern Drama and Literary Heritage Texts (examined)

The focus of this component is:
Section A – Modern drama
Section B – Literary heritage texts.

Content
Students will study two set texts for this component: one of the modern drama set texts and one of the literary heritage set texts. The full list of set texts for this component is as follows.

A choice of one text from Modern Drama

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

A choice of one text from Literary Heritage

- *Romeo and Juliet* by William Shakespeare
- *Macbeth* by William Shakespeare
- *The Merchant of Venice* by William Shakespeare
- *Pride and Prejudice* by Jane Austen
- *Great Expectations* by Charles Dickens
- *The Scarlet Letter* by Nathaniel Hawthorne

Teaching should focus on the study of whole texts, developing students’ 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 students develop their skills.

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

There are different kinds, or categories, of context which 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
Component 2 assesses 40% of the total English Literature qualification.
There will be two sections on the paper.

Section A: Modern Drama
Students will demonstrate their knowledge and understanding of their drama text, including the ways in which writers use language, form and structure to create effects.
Students 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
Students will demonstrate their knowledge and understanding of their text, including the ways in which writers use language, form and structure to create effects. Students should also understand the relationship between their text and the context in which it was written.
Students 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 component is an open book examination and therefore students may take a clean copy of the prescribed edition of the selected text into the examination room.
Component 3: Modern Drama and Literary Heritage Texts (coursework)

The focus of this component is:
Assignment A – Modern drama
Assignment B – Literary heritage texts.

Content
Students will study two set texts for this component: one of the modern drama set texts and one of the literary heritage set texts. The full list of set texts for this component is as follows.

A choice of one text from Modern Drama.
A View from the Bridge Arthur Miller
An Inspector Calls J B Priestley
The Curious Incident of the Dog in the Night-time Simon Stephens
Kindertransport Diane Samuels
Death and the King’s Horseman Wole Soyinka

A choice of one text from Literary Heritage.
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

Teaching should focus on the study of whole texts, developing students’ 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 students develop their skills.

Understanding the relationship between a text and its context (AO4)
There are different kinds, or categories, of context which 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

Component 3 is available as an alternative to Component 2.

Component 3 Coursework assesses 40% of the total English Literature qualification.

The assessment of the component is through two coursework assignments, internally set and assessed, and externally moderated by Pearson.

Assignment setting

Students must complete two coursework assignments.

Students must respond to two coursework assignments, which may be self-generated or devised by their teacher. Students can be involved in choosing which texts to write about and the devising of the task. There is no requirement for students in a cohort to write on different texts. Students may all write on the same text.

Assignment A

The assignment should be based on one of the modern drama texts listed below.

The assignment will be marked out of 30 with 15 marks for AO1 and 15 marks for AO2.

A choice of one text from Modern Drama

**A View from the Bridge**  
Arthur Miller

**An Inspector Calls**  
J B Priestley

**The Curious Incident of the Dog in the Night-time**  
Mark Haddon (adapted by Simon Stephens)

**Kindertransport**  
Diane Samuels

**Death and the King’s Horseman**  
Wole Soyinka

Setting the question

The assignment must allow students to access AO1 and AO2.

Assignments could take the following formats:

- Explore the ways in which Priestley presents women in *An Inspector Calls*.
- In what ways does Miller present conflict in *A View from the Bridge*?

Assignment B

The assignment should be based on one of the literary heritage texts listed below.

The assignment will be marked out of 30 with 10 marks for AO1, 10 marks for AO2 and 10 marks for AO4.

A choice of one text from Literary Heritage

**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
Setting the question

Assignment B must allow students to access AO1, AO2 and AO4.

Assignments could take one of the following formats:

- Jane Austen allows the reader to see many different forms of love in *Pride and Prejudice*. To what extent do you agree? You must consider language, form and structure and refer to the context of the novel.

- How does Dickens portray city life in *Great Expectations*? You must consider language, form and structure and refer to the context of the novel.

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

Authenticity
Students must sign the Coursework Authentication Sheet in Appendix 2 to confirm that they have produced their coursework independently.

Teachers must also sign the Coursework Authentication Sheet to confirm that students have been sufficiently supervised to ensure the authenticity of the work.

Collaboration
Students must work independently in producing their coursework.

Teacher feedback
• Teachers may advise students in the production of coursework. Teachers may suggest general improvements to the coursework at a draft stage, but it is the student’s responsibility to make any corrections and update the work.
• Student work must not be rewritten after it has been marked.
• Students should be informed at the start of the teaching that they must not plagiarise other work. Students must acknowledge sources in their work and be advised how to do so. Teachers should be alert to essays derived from other sources – such as the internet – when signing the declaration on the coursework front sheet.

Presentation of the work
• 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.

Word count
There is no prescribed word length for the coursework paper. Typically, each assignment may be between 650–800 words, but there are no penalties for exceeding this guidance.
Assignment marking

Assessment of coursework
Teachers must mark coursework according to the assessment criteria on pages 21–22. Teachers should use their professional judgement to apply the criteria appropriately and fairly to the work of students.

Students should be awarded the appropriate mark within any range on a ‘best fit’ basis, balancing strengths and weaknesses in each essay. Answers may display characteristics of more than one level, and where this happens, markers must use professional judgement to decide which level is most appropriate. For example, a passage in the assignment may contain characteristics of Level 4 while the rest of the assignment tends towards Level 3. The outcome may therefore be a high Level 3.

Standardisation of coursework

Where there is more than one teacher of the coursework option in a centre, the centre should conduct internal standardisation. This can be carried out by paired marking.

Completed coursework should be kept secure in 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 two marks out of 30 which will be combined to make one mark out of 60. At the end of the course, the coursework may be re-assessed and the marks adjusted in light of internal standardisation.

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 enable the centre to arrive at an objective judgement on achievement.

Coursework submission

Towards the end of the course centres will be required to send a sample of coursework to a Pearson-appointed coursework moderator. Final coursework marks for each student should be recorded on the coursework front sheet in Appendix 2. Teachers should photocopy the number of sheets required. The coursework front sheet should be attached to the front of the coursework essay.

Please refer to the Joint Council for Qualifications (JCQ) document Instructions for conducting non-examination assessments for further information.
### Assessment grids for coursework

#### Assignment A: Modern Drama

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>AO1</th>
<th>AO2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1–6</td>
<td>Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (15 marks)</td>
<td>Analyse the language, form and structure used by a writer to create meanings and effects (15 marks)</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No rewardable material.</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>7–12</td>
<td>Limited knowledge and understanding of the text.</td>
<td>Some knowledge and understanding of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The response is simple with little evidence of personal engagement or critical style.</td>
<td>The response may be largely narrative with some evidence of personal engagement or critical style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimal identification of language, form and structure.</td>
<td>Some comment on the language, form and structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited use of relevant examples in support.</td>
<td>Some use of relevant examples in support.</td>
</tr>
<tr>
<td>Level 3</td>
<td>13–18</td>
<td>Sound knowledge and understanding of the text.</td>
<td>Sound knowledge and understanding of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The response shows relevant personal engagement and an appropriate critical style.</td>
<td>The response shows relevant personal engagement and an appropriate critical style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sound understanding of language, form and structure.</td>
<td>Sound understanding of language, form and structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of clearly relevant examples in support.</td>
<td>Use of clearly relevant examples in support.</td>
</tr>
<tr>
<td>Level 4</td>
<td>19–24</td>
<td>Thorough knowledge and understanding of the text.</td>
<td>Thorough knowledge and understanding of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The response shows thorough personal engagement and a sustained critical style.</td>
<td>The response shows thorough personal engagement and a sustained critical style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sustained analysis of language, form and structure.</td>
<td>Sustained analysis of language, form and structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of fully relevant examples in support.</td>
<td>Use of fully relevant examples in support.</td>
</tr>
<tr>
<td>Level 5</td>
<td>25–30</td>
<td>Assured knowledge and understanding of the text.</td>
<td>Assured knowledge and understanding of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The response shows assured personal engagement and a perceptive critical style.</td>
<td>The response shows assured personal engagement and a perceptive critical style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cohesive evaluation of language, form and structure.</td>
<td>Cohesive evaluation of language, form and structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discriminating use of relevant examples in support.</td>
<td>Discriminating use of relevant examples in support.</td>
</tr>
</tbody>
</table>
### Assignment B: Literary Heritage Texts

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>AO1</th>
<th>AO2</th>
<th>AO4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (10 marks)</td>
<td>Analyse the language, form and structure used by a writer to create meanings and effects (10 marks)</td>
<td>Show understanding of the relationships between texts and the contexts in which they were written (10 marks)</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>1–6</td>
<td>- Limited knowledge and understanding of the text.</td>
<td>- The response is simple with little evidence of personal engagement or critical style.</td>
<td>- Minimal identification of language, form and structure.</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>7–12</td>
<td>- Some knowledge and understanding of the text.</td>
<td>- The response may be largely narrative with some evidence of personal engagement or critical style.</td>
<td>- Some comment on the language, form and structure.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>13–18</td>
<td>- Sound knowledge and understanding of the text.</td>
<td>- The response shows relevant personal engagement and an appropriate critical style.</td>
<td>- Sound understanding of language, form and structure.</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>19–24</td>
<td>- Thorough knowledge and understanding of the text.</td>
<td>- The response shows thorough personal engagement and a sustained critical style.</td>
<td>- Sustained analysis of language, form and structure.</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>25–30</td>
<td>- Assured knowledge and understanding of the text.</td>
<td>- The response shows assured personal engagement and a perceptive critical style.</td>
<td>- Cohesive evaluation of language, form and structure.</td>
</tr>
</tbody>
</table>
Security and backups

It is the responsibility of the centre to keep the work that students have submitted for assessment secure.

Secure storage is defined as a securely-locked cabinet or cupboard. The rules on storage also apply to electronic data. For materials stored electronically, centres are strongly advised to use firewall protection and virus-checking software, and to employ an effective backup strategy, so that an up-to-date archive of students' evidence is maintained.

Further information

For up-to-date advice on teacher involvement and administration of non-examination assessments, please refer to the Joint Council for Qualifications (JCQ) document Instructions for conducting non-examination assessments (new GCE and GCSE specifications) available on the JCQ website: www.jcq.org.uk
5 Assessment information

Assessment requirements

<table>
<thead>
<tr>
<th>Component number and unit title</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 1</td>
<td>Two-hour examination comprising three sections. Essay-based questions. Candidates may not bring texts to the examination, but are provided with the relevant poems.</td>
<td>90 marks</td>
</tr>
<tr>
<td>Poetry and Modern Prose (examination)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 2*</td>
<td>One-hour and 30-minute examination comprising two sections. Essay-based questions. This paper is an open book; candidates may bring prescribed texts to the examination.</td>
<td>60 marks</td>
</tr>
<tr>
<td>Modern Drama and Literary Heritage Texts (examination)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component 3*</td>
<td>Two assignments, internally set and assessed, and externally moderated by Pearson.</td>
<td>60 marks</td>
</tr>
<tr>
<td>Modern Drama and Literary Heritage Texts (coursework)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Students must complete either Component 2 or Component 3.

Sample assessment materials

Sample papers and mark schemes can be found in the *Pearson Edexcel International GCSE in English Literature Sample Assessment Materials (SAMs)* document.
Assessment objectives and weightings

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>International GCSE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1</td>
<td>Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.</td>
</tr>
<tr>
<td>AO2</td>
<td>Analyse the language, form and structure used by a writer to create meanings and effects.</td>
</tr>
<tr>
<td>AO3</td>
<td>Explore links and connections between texts.</td>
</tr>
<tr>
<td>AO4</td>
<td>Show understanding of the relationships between texts and the contexts in which they were written.</td>
</tr>
</tbody>
</table>

Relationship of assessment objectives to units

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Assessment objective %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1</td>
</tr>
<tr>
<td>Component 1</td>
<td>13</td>
</tr>
<tr>
<td>Component 2/Component 3</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total for International GCSE</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>

NB: some figures have been rounded up or down.

All components will be available for assessment from June 2018.
### Breakdown of Assessment Objectives and raw marks

<table>
<thead>
<tr>
<th>Component and Question Number</th>
<th>Assessment objective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1</td>
<td>AO2</td>
</tr>
<tr>
<td><strong>Component 1: Poetry and Modern Prose</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question 1</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Questions 2 and 3</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Questions 4 to 13</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Component 2: Modern Drama and Literary Heritage Texts/ Component 3: Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions 1 to 10</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Questions 11 to 20</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total raw marks for this qualification</strong></td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total % Assessment Objectives for this qualification</strong></td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>
6 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our UK and International Information manuals. Copies are made available to all examinations officers and are also available on our website.

Students 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 GCSEs/International GCSEs. Students 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.

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

Language of assessment

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

We recommend that students are able 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 students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with 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. Students 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 student 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 student 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 student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not ‘reasonable’.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

Please see our website for 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 MI (available at www.jcq.org.uk/exams-office/malpractice). The completed form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form 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 General and vocational qualifications: Suspected Malpractice in Examinations and Assessments, available at www.jcq.org.uk/exams-office/malpractice
**Awarding and reporting**

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in English Literature will be in 2018. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

**Student 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 students.

**Prior learning and other requirements**

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

**Progression**

Students can progress from this qualification to:

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

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Appendix 3: Pearson World-Class Qualification design principles 34
Appendix 4: Prescribed editions of set texts 36
Appendix 5: Transferable skills 37
Appendix 6: Glossary 39
## Appendix 1: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to enter students for a qualification.</td>
<td>International GCSE – 4ET1</td>
</tr>
</tbody>
</table>
| Paper codes     | These codes are provided for information. Students may need to be entered for individual papers. | Component 1: 4ET1/01
                           |                                                                               | Component 2: 4ET1/02
                           |                                                                               | Component 3: 4ET1/03 |
Appendix 2: Coursework authentication sheet

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Mark awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modern Drama essay</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>2. Literary Heritage Texts essay</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>/60</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher declaration**
I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

**Candidate declaration**
I certify that the work submitted for this assessment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

**Additional candidate declaration**
By signing this additional declaration you agree to your work being used for professional development, online support and training of Centre Assessors and Pearson Moderators. If you have any concerns, please email: TeachingEnglish@pearson.com
Appendix 3: Pearson World-Class Qualification design principles

Pearson’s World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

“I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.” Sir Michael Barber.
Endorsement from Pearson’s Expert Panel for World-Class Qualifications for International GCSE development processes

December 2015

‘We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidence-based process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner’s success in education but as a result of our work as a panel we are confident that we have supported the development of Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.’

Sir Michael Barber (Chair)
Chief Education Advisor, Pearson plc

Professor Lee Sing Kong
Professor, National Institute of Education in Singapore

Dr Peter Hill
Former Chief Executive ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group

All titles are correct as of December 2015.
### Component 1: this is a closed book exam so students do not need a prescribed edition, however these are editions we recommend.

<table>
<thead>
<tr>
<th>Title</th>
<th>Writer</th>
<th>Publisher</th>
<th>Edition</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Kill a Mockingbird</td>
<td>Harper Lee</td>
<td>Arrow 50th Anniversary Edition</td>
<td>June 2010</td>
<td>9780099549482</td>
</tr>
<tr>
<td>Of Mice and Men</td>
<td>John Steinbeck</td>
<td>Penguin Red Classics</td>
<td>January 2006</td>
<td>9780141023571</td>
</tr>
<tr>
<td>The Whale Rider</td>
<td>Witi Ihimaera</td>
<td>Heinemann; 1st Edition</td>
<td>February 2005</td>
<td>9780435131081</td>
</tr>
<tr>
<td>Things Fall Apart</td>
<td>Chinua Achebe</td>
<td>Penguin Red Classics</td>
<td>January 2006</td>
<td>9780141023380</td>
</tr>
</tbody>
</table>

### Component 2: students must have the prescribed edition

<table>
<thead>
<tr>
<th>Title</th>
<th>Writer</th>
<th>Publisher</th>
<th>Edition</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>A View from the Bridge</td>
<td>Arthur Miller</td>
<td>Penguin Modern Classics</td>
<td>March 2010</td>
<td>9780141189963</td>
</tr>
<tr>
<td>The Curious Incident of the Dog in the Night-time</td>
<td>Mark Haddon and Simon Stephens</td>
<td>Methuen Drama</td>
<td>April 2013</td>
<td>9781408185216</td>
</tr>
<tr>
<td>Death and the King’s Horseman</td>
<td>Wole Soyinka</td>
<td>Methuen Student Editions</td>
<td>July 1998</td>
<td>9780413695505</td>
</tr>
<tr>
<td>Macbeth</td>
<td>William Shakespeare</td>
<td>OUP Oxford; 1 Edition</td>
<td>March 2009</td>
<td>9780198324003</td>
</tr>
<tr>
<td>The Merchant of Venice</td>
<td>William Shakespeare</td>
<td>OUP Oxford</td>
<td>March 2010</td>
<td>9780198328674</td>
</tr>
<tr>
<td>Great Expectations</td>
<td>Charles Dickens</td>
<td>Penguin Classics</td>
<td>April 2012</td>
<td>9780141198897</td>
</tr>
<tr>
<td>The Scarlet Letter</td>
<td>Nathaniel Hawthorne</td>
<td>Alma Classics</td>
<td>June 2015</td>
<td>9781847494214</td>
</tr>
</tbody>
</table>
Appendix 5: Transferable skills

The need for transferable skills

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

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

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework [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 students.

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 student development is given on the subject pages of our website: qualifications.pearson.com

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| Cognitive skills | Cognitive processes and strategies | • Critical thinking  
• Problem solving  
• Analysis  
• Reasoning/argumentation  
• Interpretation  
• Decision making  
• Adaptive learning  
• Executive function |
|------------------|-----------------------------------|-------------------------------------------------------------------|
| Creativity       | • Creativity  
• Innovation |
| Intrapersonal skills | Intellectual openness | • Adaptable  
• Personal and social responsibility  
• Continuous learning  
• Intellectual interest and curiosity |
|                   | Work ethic/conscientiousness     | • Initiative  
• Self-direction  
• Responsibility  
• Perseverance  
• Productivity  
• Self-regulation (metacognition, forethought, reflection)  
• Ethics  
• Integrity |
|                   | Positive core self-evaluation   | • Self-monitoring/self-evaluation/self-reinforcement |
| Interpersonal skills | Teamwork and collaboration      | • Communication  
• Collaboration  
• Teamwork  
• Cooperation  
• Empathy/perspective taking  
• Negotiation |
|                   | Leadership                       | • Responsibility  
• Assertive communication  
• Self-presentation |

**Problem solving** for English Literature
Reading a text to find a solution to a problem, for example seeking solutions to problematic elements of a prose, drama or poetry text.

**Initiative** for English Literature
Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters.

**Communication** for English Literature
Using written responses to literary texts to communicate to the intended audience a point of view or line of argument.
## Appendix 6: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
<tr>
<td>JCQ</td>
<td>Joint Council for Qualifications. This is a group of UK exam boards which develops policy related to the administration of examinations.</td>
</tr>
<tr>
<td>Linear</td>
<td>Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.</td>
</tr>
<tr>
<td>Modular</td>
<td>Qualifications that are modular 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.</td>
</tr>
<tr>
<td>NEA</td>
<td>Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.</td>
</tr>
<tr>
<td>Raw marks</td>
<td>Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.</td>
</tr>
<tr>
<td>UMS</td>
<td>Uniform Mark Scale. Student’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 student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.</td>
</tr>
<tr>
<td>Unit</td>
<td>A modular qualification will be divided into a number of units. Each unit will have its own assessment.</td>
</tr>
</tbody>
</table>