

International GCSE

English Literature (9–1)

Specification

Pearson Edexcel International GCSE in English Literature (4ET1)

For first teaching September 2016

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Issue 3



About Pearson

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

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Summary of Pearson Edexcel International GCSE in English Literature specification

Issue 3 changes

| Summary of changes made between previous issue and this current issue | Page number |
|---|-------------|
| <i>NB: references to 'paper/papers' have been amended to read 'component/components' as this more accurately reflects the structure of the qualification.</i> | |
| Component 1 We have added two new modern prose texts, these are: <ul style="list-style-type: none">• Klara and the Sun by Kazuo Ishiguro, and• Western Lane by Chetna Maroo These two new set texts are for first teaching from September 2024 and first assessment in May 2026. | 9, 12 |
| Component 1, 2 and 3 In the assessment overview we have added the assessment objectives assessed in each section of the paper. | 6, 7, 8 |
| Submission of non-examined assessment Updated process for submitting non-examined assessment. | 20 |
| Appendix 2 We have updated the teacher and learner declaration form. | 33 |
| Appendix 3 Component 1, we have added new editions and ISBN recommendations for Klara and the Sun, and Western Lane. Component 2, we have added additional prescribed editions and ISBN. | 34 |

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

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

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

Assessment

It is a choice of a 100 per cent external assessment, or a 60 per cent external examination and 40 per cent internal coursework option.

Approach

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

Specification updates

This specification is Issue 3 and is valid for first teaching from September 2016 and first assessment from June 2018. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

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

Using this specification

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

Compulsory content

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

Examples

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

Assessments

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

Depth and breadth of content

Teachers should use the full range of content (*Section 4 English Literature Content*) and all the assessment objectives (*Section 5 Assessment Information*).

Qualification aims

The aims of this qualification are to enable learners to:

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

Why choose Pearson Edexcel qualifications?

Pearson – the world’s largest education company

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

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

A heritage you can trust

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

Why choose Pearson Edexcel International GCSE in English Literature?

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

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

Set texts

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

Non-examined assessment 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 learners of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of learners' skills

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

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

Progression

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

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

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

More information about the qualifications can be found on our website (qualifications.pearson.com) on the Pearson Edexcel International GCSE.

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 learners.
- We will provide you with an editable scheme of work and a course planner for each qualification.

Teaching and learning

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

Preparing for exams

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

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

Onscreen assessment

Onscreen assessment is available for this qualification. Find out more information on our website: [Onscreen Assessment English | Pearson qualifications](#).

ResultsPlus

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

examWizard

This is a free online resource designed to support learners and teachers with examination preparation and assessment.

Training events

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

Get help and support

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

2 Qualification at a glance

The Pearson Edexcel International GCSE in English Literature consists of one mandatory component and a choice of an additional examined or non-examined component. It is a linear qualification, and all components must be taken at the end of the course of study.

Component 1 and component 2 are available as a paper-based or onscreen assessment. Find out more information on our website: [Onscreen Assessment – English | Pearson qualifications](#).

Content and assessment overview

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

| Component 1: Poetry and Modern Prose | Paper code 4ET1/01* |
|---|-------------------------------------|
| Externally assessed <ul style="list-style-type: none">Written examination: 2 hoursAvailability: June and November90 marks | 60% of the total International GCSE |
| Content overview <ul style="list-style-type: none">The poetry collection from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i>.One modern prose text from the list of set texts in this specification.Develop skills to analyse unseen poetry.Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.Develop skills to maintain a critical style and informed personal response.Develop comparison skills. | |
| Assessment overview <p>Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.</p> <p>This section assesses AO2.</p> <p>Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</p> <p>This section assesses AO2 and AO3.</p> <p>Section C – Modern Prose: one 40-mark essay question from a choice of two on each of the set texts.</p> <p>This section assesses AO1 and AO4.</p> <p>Closed book examination: texts are not allowed in the examination. However, learners will be provided with the anthology poems in the examination.</p> <p>This component is available as a paper-based or onscreen assessment.</p> | |

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

Learners must complete either Component 2 or Component 3.

| Component 2: Modern Drama and Literary Heritage Texts | Paper code 4ET1/02* |
|--|--|
| <p>Externally assessed</p> <ul style="list-style-type: none"> • Written examination: 1 hour 30 minutes • Availability: June and November • 60 marks | <p>40% of the total International GCSE</p> |
| <p>Content overview</p> <ul style="list-style-type: none"> • One modern drama text from the list of set texts in this specification. • One literary heritage text from the list of set texts in this specification.** • Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect. • Develop skills to maintain a critical style and informed personal response. | |
| <p>Assessment overview</p> <p>Section A – Modern Drama: one 30-mark essay question from a choice of two on each of the set texts.</p> <p>This section assesses AO1 and AO2.</p> <p>Section B – Literary Heritage Texts: one 30-mark essay question from a choice of two on each of the set texts.</p> <p>This section assesses AO1, AO2 and AO4.</p> <p>Open book examination: prescribed editions of set texts are allowed in the examination and must be completely unmarked, learners or centres must purchase a prescribed edition of each of their set texts at the start of the course.</p> <p>This component is available as a paper-based or onscreen assessment.</p> | |

| Component 3: Modern Drama and Literary Heritage Texts | Paper code 4ET1/03* |
|---|--|
| <p>Internally assessed and externally moderated</p> <ul style="list-style-type: none"> • Non-examined assessment • Availability: June and November • 60 marks | <p>40% of the total International GCSE</p> |
| <p>Content overview</p> <ul style="list-style-type: none"> • One modern drama text from the list of set texts in this specification. • One literary heritage text from the list of set texts in this specification.** • Develop skills to analyse how language, form, structure and contextual factors are used to create meaning and effect. • Develop skills to maintain a critical style and informed personal response. | |
| <p>Assessment overview</p> <p>The assessment of this component is through two assignments, internally set and assessed, and externally moderated by Pearson.</p> <p>Assignment A – Modern Drama: one 30-mark essay response to a teacher-devised assignment on the studied text.</p> <p>This section assesses AO1 and AO2.</p> <p>Assignment B – Literary Heritage Texts: one 30-mark essay response to a teacher-devised assignment on the studied text.</p> <p>This section assesses AO1, AO2 and AO4.</p> | |

*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.

3 Set texts at a glance

Component 1

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

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

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

One modern prose text from the list below:

| | |
|------------------------------|----------------|
| <i>To Kill a Mockingbird</i> | Harper Lee |
| <i>Of Mice and Men</i> | John Steinbeck |
| <i>The Whale Rider</i> | Witi Ihimaera |
| <i>The Joy Luck Club</i> | Amy Tan |
| <i>Things Fall Apart</i> | Chinua Achebe |
| <i>Klara and the Sun*</i> | Kazuo Ishiguro |
| <i>Western Lane*</i> | Chetna Maroo |

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 an open book examination. Please find a list of prescribed editions in *Appendix 4: Prescribed editions of set texts*.

*NB: the new set texts for modern prose; *Klara and the Sun*, and *Western Lane* are for first teaching 2024 and first assessment May 2026.

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

Learners 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*:

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

A choice of one text from Modern Prose:

| | |
|------------------------------|----------------|
| <i>To Kill a Mockingbird</i> | Harper Lee |
| <i>Of Mice and Men</i> | John Steinbeck |
| <i>The Whale Rider</i> | Witi Ihimaera |
| <i>The Joy Luck Club</i> | Amy Tan |
| <i>Things Fall Apart</i> | Chinua Achebe |
| <i>Klara and the Sun*</i> | Kazuo Ishiguro |
| <i>Western Lane*</i> | Chetna Maroo |

*NB: the new set texts for modern prose; *Klara and the Sun*, and *Western Lane* are for first teaching 2024 and first assessment May 2026.

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

Understanding the relationship between a text and its context (A04)

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.

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

Section A: Unseen Poetry

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

Learners must:

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

Questions will test the following assessment objective:

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

Section B: Anthology Poetry

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

Learners must:

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

Questions will test the following assessment objectives:

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

AO3 Explore links and connections between texts.

Section C: Modern Prose

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

Learners must:

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

Questions will test the following assessment objectives:

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

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

This component is a closed book examination and learners 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

Learners 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:

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

A choice of one text from Literary Heritage:

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

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

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

There are different kinds, or categories, of context 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 this component.

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

Section A: Modern Drama

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

Learners must:

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

Questions will test the following assessment objectives:

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

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

Section B: Literary Heritage Texts

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

Learners must:

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

Questions will test the following assessment objectives:

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

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

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

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

Component 3: Modern Drama and Literary Heritage Texts (non-examined)

The focus of this component is:

Assignment A – Modern drama

Assignment B – Literary heritage texts.

Content

Learners 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:

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

A choice of one text from Literary Heritage:

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

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

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

There are different kinds, or categories, of context 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 Non-examined component assesses 40% of the total English Literature qualification.

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

Assignment setting

Learners must complete **two** non-examined assignments.

Learners must respond to two non-examined assignments, which may be self-generated or devised by their teacher. Learners can be involved in choosing which texts to write about and the devising of the task. There is no requirement for learners in a cohort to write on different texts. Learners 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 learners to access both AO1 and AO2.

Assignments could take one of the following formats:

- Explore the ways in which Priestley presents women in *An Inspector Calls*. You must consider language, form and structure.
- In what ways does Miller present conflict in *A View from the Bridge*? You must consider language, form and structure.

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 learners 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 learners' comprehension and critical reading, as well as their ability to produce clear and coherent writing using accurate Standard English. To help learners develop their skills, wider reading of literary texts is also encouraged.

Assignment taking

Authenticity

Learners must sign the Non-examined assessment authentication sheet in *Appendix 2: Non-examined assessment authentication sheet* to confirm that they have produced their non-examined assignment independently.

Teachers must also sign the Non-examined assessment authentication sheet to confirm that learners have been sufficiently supervised to ensure the authenticity of the work.

Collaboration

Learners must work independently in producing their non-examined assignment.

Teacher feedback

- Teachers may advise learners in the production of non-examined assignment. Teachers may suggest general improvements to the non-examined assignment at a draft stage, but it is the learner's responsibility to make any corrections and update the work.
- Learner work must not be rewritten after it has been marked.
- Learners should be informed at the start of the teaching that they must not plagiarise other work. Learners 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 or artificial intelligence (AI) – when signing the declaration on the non-examined assignment front sheet.

Presentation of the work

- Each piece of non-examined assignment should contain the learner'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.
- Non-examined assignment pieces may be handwritten or word processed.

Word count

There is no prescribed word length for the non-examined component. The advisory word count for assignment A and assignment B is between 650 and 800 words and there is no penalty for exceeding this recommendation.

Assignment marking

Assessment of non-examined component

Teachers must mark non-examined assignment according to the assessment criteria in this specification. Teachers should use their professional judgement to apply the criteria appropriately and fairly to the work of learners.

Learners 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 non-examined assessment

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

Completed non-examined assessment should be kept secure in the centre until at least six months after the examination session. Non-examined assessment may then be returned to learners.

Final assessment of non-examined component 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 non-examined assessment 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 non-examined assignment. A second opinion, by a teacher other than the class teacher, will enable the centre to arrive at an objective judgement on achievement.

Submission of non-examined assessment

Towards the end of the course centres will be required to digitally submit a sample of non-examined assessment to a Pearson-appointed non-examined assessment moderator. Final non-examined assessment marks for each learner should be recorded on the non-examined assessment front sheet in *Appendix 2: Non-examined assessment authentication sheet*.

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

Assessment grids for non-examined assessment

Assignment A: Modern Drama

| Level | Mark | AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (15 marks) AO2 Analyse the language, form and structure used by a writer to create meanings and effects (15 marks) |
|----------------|-------|---|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> Limited knowledge and understanding of the text. The response is simple with little evidence of personal engagement or critical style. Minimal identification of language, form and structure. Limited use of relevant examples in support. |
| Level 2 | 7–12 | <ul style="list-style-type: none"> Some knowledge and understanding of the text. The response may be largely narrative with some evidence of personal engagement or critical style. Some comment on the language, form and structure. Some use of relevant examples in support. |
| Level 3 | 13–18 | <ul style="list-style-type: none"> Sound knowledge and understanding of the text. The response shows relevant personal engagement and an appropriate critical style. Sound understanding of language, form and structure. Use of clearly relevant examples in support. |
| Level 4 | 19–24 | <ul style="list-style-type: none"> Thorough knowledge and understanding of the text. The response shows thorough personal engagement and a sustained critical style. Sustained analysis of language, form and structure. Use of fully relevant examples in support. |
| Level 5 | 25–30 | <ul style="list-style-type: none"> Assured knowledge and understanding of the text. The response shows assured personal engagement and a perceptive critical style. Cohesive evaluation of language, form and structure. Discriminating use of relevant examples in support. |

Assignment B: Literary Heritage Texts

| Level | Mark | AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (10 marks) AO2 Analyse the language, form and structure used by a writer to create meanings and effects (10 marks) AO4 Show understanding of the relationships between texts and the contexts in which they were written (10 marks) |
|----------------|-------|--|
| | 0 | No rewardable material. |
| Level 1 | 1–6 | <ul style="list-style-type: none"> Limited knowledge and understanding of the text. The response is simple with little evidence of personal engagement or critical style. Minimal identification of language, form and structure. There is little comment on the relationship between text and context. Limited use of relevant examples in support. |
| Level 2 | 7–12 | <ul style="list-style-type: none"> Some knowledge and understanding of the text. The response may be largely narrative with some evidence of personal engagement or critical style. Some comment on the language, form and structure. There is some comment on the relationship between text and context. Some use of relevant examples in support. |
| Level 3 | 13–18 | <ul style="list-style-type: none"> Sound knowledge and understanding of the text. The response shows relevant personal engagement and an appropriate critical style. Sound understanding of language, form and structure. There is relevant comment on the relationship between text and context. Use of clearly relevant examples in support. |
| Level 4 | 19–24 | <ul style="list-style-type: none"> Thorough knowledge and understanding of the text. The response shows thorough personal engagement and a sustained critical style. Sustained analysis of language, form and structure. There is a detailed awareness of the relationship between text and contexts. Use of fully relevant examples in support. |
| Level 5 | 25–30 | <ul style="list-style-type: none"> Assured knowledge and understanding of the text. The response shows assured personal engagement and a perceptive critical style. Cohesive evaluation of language, form and structure. Understanding of the relationship between text and context is integrated convincingly into the response. Discriminating use of relevant examples in support. |

Security and backups

It is the responsibility of the centre to keep the work that learners 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 learners' 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

| Component number and title | Level | Assessment information | Number of raw marks allocated in the component |
|---|-------|---|--|
| Component 1 Poetry and Modern Prose (examination) | 1/2 | Two-hour examination comprising three sections. Essay-based questions. Learners may not bring texts to the examination, but are provided with the relevant poems. This component is available as a paper-based or onscreen assessment. | 90 marks |
| Component 2* Modern Drama and Literary Heritage Texts (examination) | 1/2 | One-hour and 30-minute examination comprising two sections. Essay-based questions. This is an open book examination; learners may bring prescribed texts to the examination. This component is available as a paper-based or onscreen assessment. | 60 marks |
| Component 3* Modern Drama and Literary Heritage Texts (non-examined assessment) | 1/2 | Two assignments, internally set and assessed, and externally moderated by Pearson. | 60 marks |

* Learners must complete either Component 2 or Component 3.

Component 1 and component 2 are available as a paper-based or onscreen assessment.

Assessment objectives and weightings

| | | % in International GCSE |
|------------|--|-------------------------|
| A01 | Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. | 30 |
| A02 | Analyse the language, form and structure used by a writer to create meanings and effects. | 40 |
| A03 | Explore links and connections between texts. | 10 |
| A04 | Show understanding of the relationships between texts and the contexts in which they were written. | 20 |

Relationship of assessment objectives to components

| Component number | Assessment objective % | | | |
|-------------------------------------|------------------------|-----------|-----------|-----------|
| | A01 | A02 | A03 | A04 |
| Component 1 | 13 | 23 | 10 | 13 |
| Component 2/Component 3 | 17 | 17 | 0 | 7 |
| Total for International GCSE | 30 | 40 | 10 | 20 |

NB: some figures have been rounded up or down.

All components are available for assessment from June 2018.

Breakdown of assessment objectives and raw marks

| Component and question number | Assessment objective | | | | Total |
|---|----------------------|-----------|-----------|-----------|------------|
| | A01 | A02 | A03 | A04 | |
| Component 1: Poetry and Modern Prose | | | | | |
| Question 1 | | 20 | | | 20 |
| Questions 2 and 3 | | 15 | 15 | | 30 |
| Questions 4 to 17 | 20 | | | 20 | 40 |
| Component 2: Modern Drama and Literary Heritage Texts/ Component 3: Coursework | | | | | |
| Questions 1 to 10 | 15 | 15 | | | 30 |
| Questions 11 to 22 | 10 | 10 | | 10 | 30 |
| Total raw marks for this qualification | 45 | 60 | 15 | 30 | 150 |
| Total % assessment objectives for this qualification | 30 | 40 | 10 | 20 | 100 |

6 Administration and general information

Entries

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

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

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

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

Language of assessment

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

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

Access arrangements

Access arrangements are agreed before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

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

The intention behind an access arrangement is to meet the particular needs of an individual learner with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

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

Reasonable adjustments

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a learner with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular learner may be unique to that individual and therefore might not be in the list of available access arrangements.

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

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

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

Special consideration

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

Further information

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

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

Candidate malpractice

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

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

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form MI* (available at www.jcq.org.uk/exams-office/malpractice). The completed form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

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. 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

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

Learner recruitment and progression

Pearson's policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

Prior learning and other requirements

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

Progression

Learners can progress from this qualification to:

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

Appendices

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Appendix 1: Codes

| Type of code | Use of code | Code |
|-----------------|--|--|
| Subject codes | The subject code is used by centres to enter learners for a qualification. | International GCSE – 4ET1 |
| Component codes | These codes are provided for information. Learners may need to be entered for individual components. | Component 1: 4ET1/01 Component 2: 4ET1/02 Component 3: 4ET1/03 |

Appendix 2: Non-examined authentication sheet

| Pearson Edexcel International GCSE in English Literature | | 4ET1/03 |
|--|--------------|-------------------|
| Centre name: | | Centre number: |
| Candidate name: | | Candidate number: |
| Assignment | Mark awarded | Comments |
| 1. Modern Drama essay | /30 | |
| 2. Literary Heritage Texts essay | /30 | |
| TOTAL | /60 | |

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. I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I have not solely used AI to mark the learner's work. I understand that false declaration is a form of malpractice.

| | | | |
|-----------------|--|------|--|
| Assessor name | | | |
| Assessor signed | | Date | |

Candidate declaration

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice. I acknowledge that Pearson may use learner's work for the purposes of standardisation, training, and exemplar material.

| | | | |
|------------------|--|------|--|
| Candidate signed | | Date | |
|------------------|--|------|--|

Appendix 3: Prescribed editions of set texts

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

| Title | Writer | Publisher | Edition | ISBN |
|-------------------------------------|----------------|-------------------------------------|---------------|---------------------------------|
| <i>To Kill a Mockingbird</i> | Harper Lee | Arrow 50th Anniversary Edition | June 2010 | 9780099549482 |
| <i>Of Mice and Men</i> | John Steinbeck | Penguin Red Classics New Ed Edition | January 2006 | 9780141023571 |
| <i>The Whale Rider</i> | Witi Ihimaera | Heinemann; 1st Edition | February 2005 | 9780435131081 |
| <i>The Joy Luck Club</i> | Amy Tan | Vintage; New Ed Edition | June 1991 | 9780749399573 |
| <i>Things Fall Apart</i> | Chinua Achebe | Penguin Red Classics | January 2006 | 9780141023380 |
| <i>Klara and the Sun</i> | Kazuo Ishiguro | Faber & Faber | March 2022 | 9780571364909 |
| <i>Western Lane</i> | Chetna Maroo | Pan Macmillan | May 2023 | 9781529094640/ 9781529094626 |

Component 2: this is an open book examination, learners or centres must purchase a prescribed edition of each of their set texts at the start of the course.

| Title | Writer | Publisher | Edition | ISBN |
|--|--------------------------------|--|--------------|----------------|
| <i>A View from the Bridge</i> | Arthur Miller | Penguin Modern Classics | March 2010 | 9780141189963 |
| | | Bloomsbury | June 2022 | 9781350245785 |
| <i>An Inspector Calls</i> | J.B. Priestley | Penguin Modern Classics; New Ed Edition | March 2001 | 97801 41185354 |
| | | Heinemann | January 1993 | 9780435232825 |
| | | Firestone Books | March 2020 | 9781909608405 |
| <i>The Curious Incident of the Dog in the Night- time</i> | Mark Haddon and Simon Stephens | Bloomsbury | April 2013 | 9781408185216 |
| | | Bloomsbury | April 2013 | 9781408173350 |
| <i>Kindertransport</i> | Diane Samuels | NHB Modern Plays (Nick Hern Books 2 Edition) | May 2008 | 9781854595270 |
| <i>Death and the King's Horseman</i> | Wole Soyinka | Methuen Learner Edition | July 1998 | 9780413695505 |
| | | Bloomsbury Modern Classics | October 1975 | 9780413333605 |

| Title | Writer | Publisher | Edition | ISBN |
|--------------------------------------|---------------------|----------------------------------|----------------|---------------|
| <i>Romeo and Juliet</i> | William Shakespeare | OUP Oxford; 1 Edition | September 2008 | 9780198321668 |
| | | Heinemann | March 2010 | 9780435026493 |
| | | Pearson Education | May 2023 | 9781292461168 |
| | | CUP Cambridge | January 2014 | 9781107615403 |
| <i>Macbeth</i> | William Shakespeare | OUP Oxford; 1 Edition | March 2009 | 9780198324003 |
| | | Heinemann | May 2010 | 9780435026448 |
| | | Pearson Education | May 2023 | 9781292729367 |
| | | CUP Cambridge | January 2014 | 9781107615496 |
| <i>The Merchant of Venice</i> | William Shakespeare | OUP Oxford | March 2010 | 9780198328674 |
| | | CUP Cambridge | January 2014 | 9781107615397 |
| <i>Pride and Prejudice</i> | Jane Austen | Penguin Books | January 2003 | 9780141439518 |
| | | Pearson Education; New Windmills | April 1994 | 9780435126070 |
| | | OUP Oxford | November 2019 | 9780198826736 |
| | | Wordsworth Edition Classics | May 1992 | 9781853260001 |
| <i>Great Expectations</i> | Charles Dickens | Penguin Classics | April 2012 | 9780141198897 |
| | | Penguin Books | January 2003 | 9780141439563 |
| | | Wordsworth Edition Classics | May 1992 | 9781853260049 |
| <i>The Scarlet Letter</i> | Nathaniel Hawthorne | Alma Classics | June 2015 | 9781847494214 |
| | | Penguin Books | June 2012 | 9780141199450 |
| | | OUP Oxford | October 2008 | 9780199537808 |
| | | Wordsworth Edition Classics | May 1992 | 9781853260292 |

Appendix 4: Transferable skills

The need for transferable skills

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

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

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

The framework includes cognitive, intrapersonal skills and interpersonal skills.



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

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

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

² Koenig, J A, National Research Council - *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

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

Appendix 5: Glossary

| Term | Definition |
|--------------------------|--|
| Assessment objectives | The requirements that learners need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or non-examined assessment. Assessment objectives may be assessed individually or in combination. |
| External assessment | Assessment set and marked by an awarding organisation, taken by centres at the same time in the global region. |
| JCQ | Joint Council for Qualifications. This is a group of UK exam boards which develops policy related to the administration of examinations. |
| Linear | Linear qualifications 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. |
| Modular | Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results. |
| Non-examined assessment | This is any assessment not sat in examination conditions at a fixed time and place. Non-examined assessment includes coursework, oral examinations and practical examinations. |
| Raw marks | Raw marks are the actual marks that learners 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 learner across all components of study. |
| Uniform mark scale (UMS) | Learner's actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a learner. The raw marks for each component may differ, but the Uniform Mark will be the same. |
| Unit | A modular qualification will be divided into a number of units. Each unit will have its own assessment. |

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