

EDEXCEL INTERNATIONAL GCSE (9-1)

Getting Ready to Teach the
Pearson Edexcel
International GCSE
English Literature (9-1)
(4ET1)

GETTING READY TO TEACH

Event code: 17IBAE03

First teaching in 2017, first assessment in 2019.



Aims and Objectives

.During the training you will:

- Consider the structure, content and assessment of this qualification, and the support available to guide you through these changes
- Consider the key changes from 4ET0
- Explore possible teaching and delivery strategies for the new qualification
- Explore exemplar student work to support your understanding of the new assessment grid
- Discuss appropriate coursework titles
- Learn about the new 9–1 grading scale
- Have the opportunity to network, discuss best practice, take away resources to help with your planning and delivery, and share ideas with other teachers
- Have dedicated time to put questions to our trainer.



Session Agenda

9.30-10.00: Welcome, tea and coffee

10.00–12.30 (including a break)

- Introduction and specification overview
- Paper 1 key assessment features and examples of responses

12.30-1.15: Lunch

1.15- 4.00 (including a break)

- Paper 2 key assessment features and examples of responses
- Paper 3 (coursework) key assessment features and suggested titles for coursework tasks
- Teaching and planning, support and questions



The International GCSE reforms

- New 9-1 grading scale, with 9 the top level
- First examination June 2018 or June 2019
- Coursework option retained
- Favourite anthology texts retained
- Fully linear structure



9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- Rewards truly outstanding achievement with the grade 9
- Provides more information about student attainment to help progression to A Level
- Same scale for Pearson Edexcel GCSE and International GCSE allows clear comparison with English standards, unlike old A* to G grading



9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	
The bottom of the grade 7 aligns with the bottom of the grade A.	7	A
	6	B
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.	5	
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	4	C
	3	D
The bottom of the grade 4 aligns with the bottom of the grade C.	2	E
	1	F
		G
The bottom of the grade 1 aligns with the bottom of the grade G.	U	U

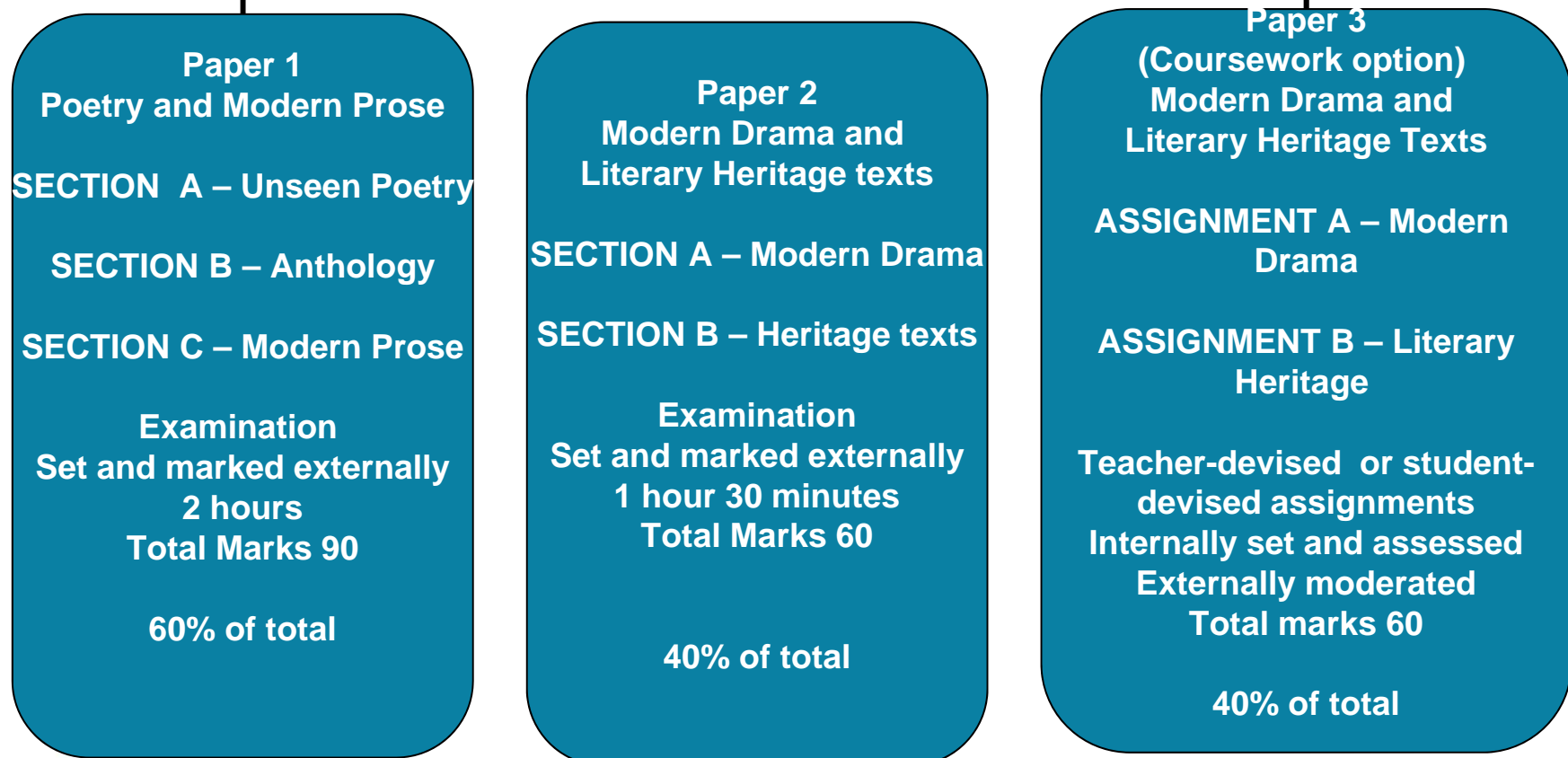


Why choose Edexcel International GCSE in English Literature?

- Text types and text choices
- Engaging and diverse range of texts, poetry and prose
- Coursework and Examination options
- Clear and straightforward question papers and mark schemes
- Broad and deep development of learners' skills
- Read and respond to material from a variety of sources
- Make comparisons between texts and analyse the ways in which writers achieve their effects
- Progression to A Level



Introduction to the Assessment



Questions will test the following Assessment Objectives (AOs)

Paper	Section	AO
1	A	AO2
1	B	AO2, AO3
1	C	AO1, AO4
2	A	AO1, AO2
2	B	AO1, AO2, AO4
3	Assignment A	AO1, AO2
3	Assignment B	AO1, AO2, AO4



Assessment objectives and weightings

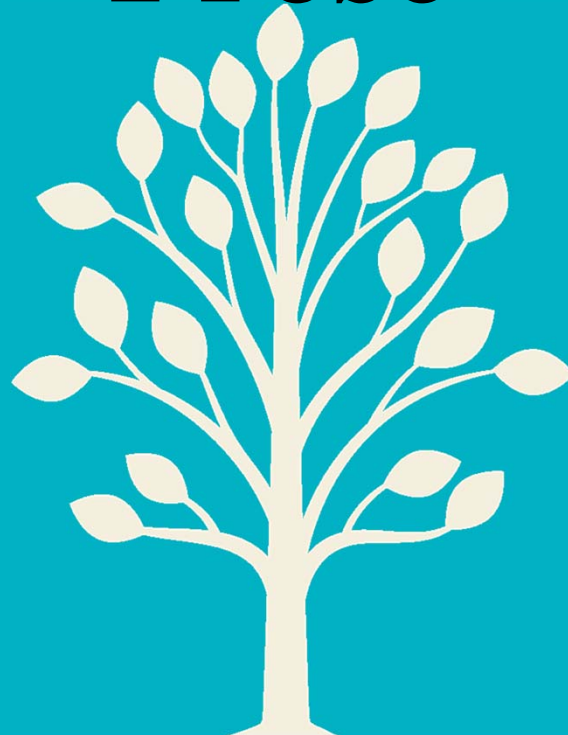
		% in International GCSE
AO1	Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement	30%
AO2	Analyse the language, form and structure used by a writer to create meanings and effects	40%
AO3	Explore links and connections between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



Paper 1:

Poetry and Modern

Prose



Set Texts

PAPER 1

Anthology Poems

Paper 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

Modern prose

One modern prose text from the list below

To Kill a Mockingbird HarperLee
Of Mice and Men John Steinbeck
The Whale Rider Witi Ihimaera
The Joy Luck Club Amy Tan
Things Fall Apart Chinua Achebe

PAPER 2 AND 3

Modern Drama

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

Literary Heritage

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

Paper 1 is closed book, therefore there are no prescribed editions of the set texts.

Paper 2 is open book.



Content overview: Paper 1

Section A – Unseen Poetry

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

Section B – Anthology Poetry

Students will study **all** poems from the poetry section of: *Pearson Edexcel International English Anthology*. Students will answer **one** question on: **either** two set poems **or** the set poem and one of their own choice from the anthology.

Section C – Modern Prose

Students will study **one** of the set texts for this paper. Students will answer **one** question on their chosen texts.

Teaching should focus on the study of **whole texts**.



Assessment Overview Paper 1

Paper 1 assesses 60% of the total International English Literature Qualification.

There are **three** sections on the paper:

Section A: Unseen Poetry

Questions will test:

AO2 Analyse the language, form and structure used by writers to create meanings and effects (Total maximum mark = 20)

Section B: Anthology Poetry

Questions will test:

AO2 Analyse the language, form and structure used by writers to create meanings and effects (maximum mark 15)

AO3 Explore links and connections between texts

(maximum mark 15) Total maximum mark for Section B = 30



Assessment Overview Paper 1

(continued)

Section C: Modern Prose

Questions will test the following Assessment Objectives:

AO1 Demonstrate close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (maximum marks = 20)

AO4 Show understanding of the relationships between texts and contexts in which they are written (maximum marks = 20)

Total marks for Section C is 40

Total marks for Paper 1 is 90



Set texts – Paper 1: Section B

Pearson Edexcel International Anthology

If -

Prayer Before Birth

Blessing

Search For My Tongue

Half-Past Two

Piano

Hide and Seek

Sonnet 116

La Belle Dame sans Merci

Poem at Thirty-Nine

War Photographer

The Tyger

My Last Duchess

Half-caste

Do not go gentle into that good night

Remember

Rudyard Kipling

Louis MacNeice

Imtiaz Dhaker (new)

Sujata Bhatt (new)

U A Fanthorpe

D H Lawrence

Vernon Scannell

William Shakespeare

John Keats

Alice Walker

Carol Ann Duffy

William Blake

Robert Browning

John Agard (new)

Dylan Thomas

Christina Rossetti



New anthology poems

Blessing by Imtiaz Dharker

In a dry, poor country, a water pipe bursts and the people rejoice in collecting water in whatever receptacles are to hand.

Search for my Tongue by Sujata Bhatt

The poem is about cultural identity. The poet uses English now that she lives in Britain but still thinks and dreams about the Gujarati language that is her mother tongue.

Half-caste by John Agard

In this poem a man protests against the demeaning manner in which his racial heritage is described.



Set texts required for Paper 1

Section C

Section C: Modern Prose

Students will choose **one** text from:

To Kill a Mockingbird

Harper Lee

Of Mice and Men

John Steinbeck

The Whale Rider

Witi Ihimaera (new)

The Joy Luck Club

Amy Tan (new)

Things Fall Apart

Chinua Achebe (new)

Paper 1 is **closed book**; there are no prescribed editions to the set texts.



The Whale Rider

by Witi Ihimaera

The novel describes the history of a Maori tribe and tells of a young girl, who will prove to be the tribe's future, and the whales, who are also a part of the tribe's past.

The Joy Luck Club

by Amy Tan

The novel deals with the experience of Chinese immigrants and the tensions between them and their children born in America.

Things Fall Apart

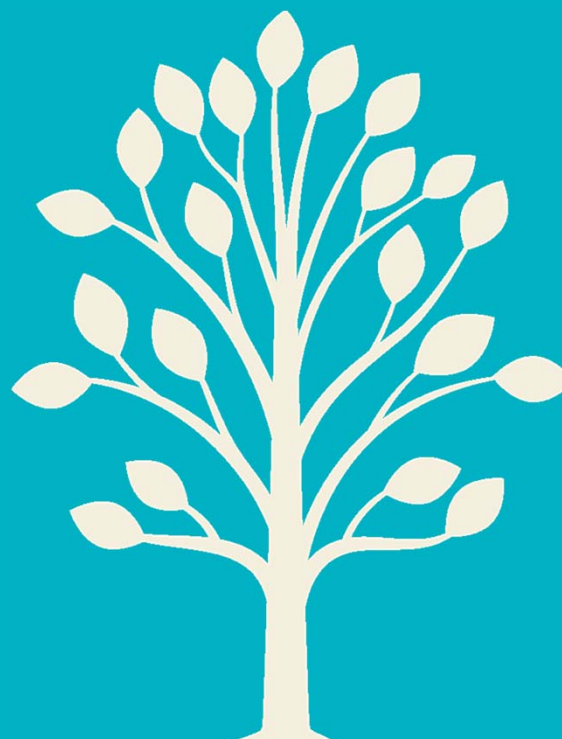
by Chinua Achebe

The novel is set in Nigeria in the 1890s and Achebe highlights the influences of colonialism on African cultures, including the inefficiencies of colonial local government.



Section A

Sample question



Section A: Unseen Poetry

The poem in the Sample Assessment Materials is *Geography Lesson* by Brian Patten.

1. Explore how the writer presents the geography teacher in this poem.

In your answer you should consider the poet's:

- descriptive skills
- choice of language
- use of structure and form.

Support your answer with examples from the poem.

(Total mark for Question 1 = 20 marks)



Section A Mark Scheme

All mark grids represent levels of progression. Note the key words within each level of the mark scheme.

Level 1: (marks 1-4)

simple, minimal; limited

Level 2: (marks 5-8)

largely descriptive; some comment; some relevant examples

Level 3: (marks 9-12)

an understanding; links; clearly relevant examples

Level 4: (marks 13 –16)

focused; detailed; sustained; fully relevant examples

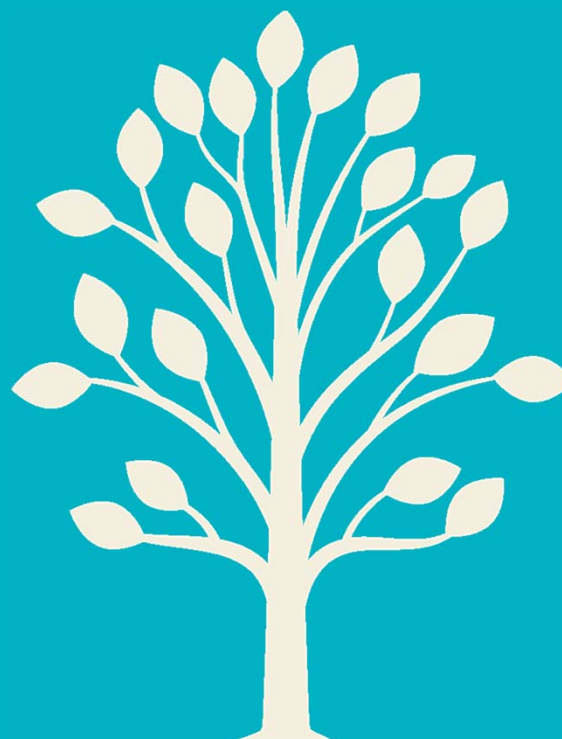
Level 5: (marks 17-20)

cohesive evaluation; discriminating use of examples



Section B

Sample questions



Section B: Anthology Poetry

2 Re-read *Blessing* and *War Photographer*.

Compare the ways the writers present powerful images in *Blessing* and *War Photographer*.

You should make reference to language, form and structure.

Support your answer with examples from the poems.

(Total for Question 2 = 30 marks)

OR

3 Re-read *La Belle Dame sans Merci*.

Compare how the writers present relationships in *La Belle Dame sans Merci* and **one other** poem from the anthology.

You should make reference to language, form and structure.

Support your answer with examples from the poems.

(Total for Question 3 = 30 marks)



Pearson

Section B Mark Scheme

Again, note the key words within each level of the mark scheme.

Level 1: (marks 1-6)

simple, minimal; limited

Level 2: (marks 7-12)

largely descriptive; some undeveloped comparisons

Level 3: (marks 13-18)

an understanding; compares; contrasts; clearly relevant examples

Level 4: (marks 19 – 24)

focused and detailed; compares and contrasts effectively; fully relevant examples

Level 5: (marks 25-30)

cohesive evaluation; compares and contrasts perceptively; varied; comprehensive; discriminating



Preparing for comparison

In the pack you will find:

A comparison chart that will enable students to make notes for each poem on

Meaning or purpose

Language

Imagery

Structure

Tone

A lesson plan for a comparative essay on 'My Last Duchess' and 'Sonnet 116'



Section B

Exemplar responses



Paper 1 Section B Question 2 Exemplars ^{edexcel}

Please refer to the exemplar answers in your pack.

Anthology Poetry:

Response 1 (Page 5) Q2 Level 1 – 6 marks

Response 2 (Page 6) Q2 Level 2 – 12 marks

Response 3 (Page 8) Q2 Level 3 – 18 marks

Response 4 (Page 10) Q2 Level 5 – 25 marks



Paper 1 Section B Question 3 Exemplars edexcel

Please refer to the exemplar answers in your pack...

Anthology Poetry:

Response 1 (Page 17) Q3 Level 4 – 21 marks

Response 2 (Page 21) Q3 Level 4 – 24 marks

Response 3 (Page 25) Q3 Level 5 – 28 marks

The detailed commentaries to look at in detail at your leisure and to retain for reference are also included in your materials.



Section C

Sample questions

exemplar responses



Paper 1 Section C: Modern Prose

***To Kill a Mockingbird*, Harper Lee**

EITHER

4 Explore the character of Jem in the novel.

You must consider the context of the novel in your answer.

(Total for Question 4 = 40 marks)

OR

5 Show how prejudice is significant in *To Kill a Mockingbird*.

You must consider the context of the novel in your answer.

(Total for Question 5 = 40 marks)



Section C Mark Scheme

Again, note the key words within each level of the mark scheme.

Level 1: (marks 1-8)

simple; limited; little comment

Level 2: (marks 9-16)

largely narrative; some evidence; some comment

Level 3: (marks 17-24)

sound; appropriate; relevant comment

Level 4: (marks 25-32)

thorough; sustained; detailed

Level 5: (marks 33-40)

assured; perceptive; discriminating



Paper 1 Section C Exemplars

Please refer to the exemplar answers in your pack.

***To Kill a Mockingbird*, Harper Lee**

Script 1A1 (Page 34) Q4 Level 2 – 11 marks

Script 1A2 (Page 35) Q4 Level 3 – 22 marks

Script 1A3 (Page 40) Q4 Level 5 – 40 marks

Script 1A4 (Page 43) Q5 Level 4 – 28 marks



The detailed commentaries to look at in detail at your leisure and to retain for reference are also included in your materials.

Paper 1 Section C: Modern Prose

***Of Mice and Men*, John Steinbeck**

EITHER

6 'Candy is central to our understanding of life on the ranch.'

How far do you agree with this view?

You must consider the context of the novel in your answer.

(Total for Question 6 = 40 marks)

OR

7 Explore the theme of power in the novel.

You must consider the context of the novel in your answer.

(Total for Question 7 = 40 marks)



Paper 1 Section C Exemplars

Please refer to the exemplar answers in your pack...

Of Mice and Men, John Steinbeck

Script MM1 (Page 54) Q6 Level 3 – 22 marks

Script MM2 (Page 57) Q6 Level 4 – 32 marks

Script MM3 (Page 61) Q7 Level 2 – 16 marks

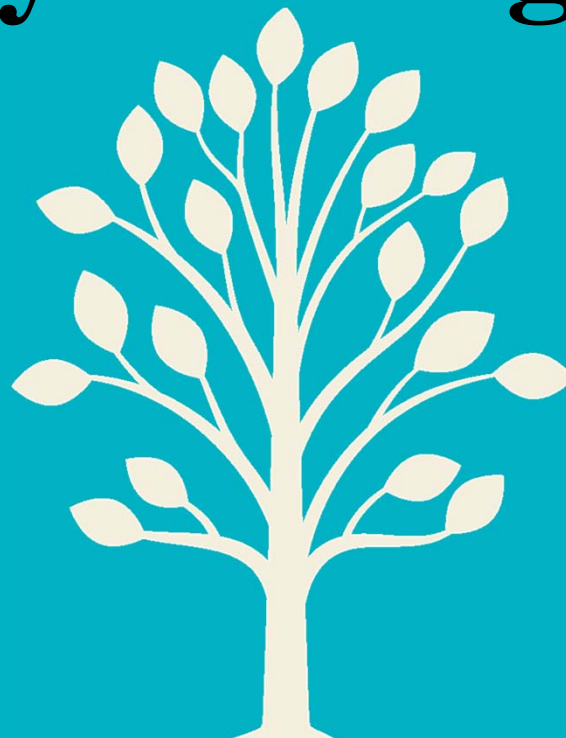
Script MM4 (Page 64) Q7 Level 3 – 24 marks



The detailed commentaries to look at in detail at your leisure and to retain for reference are also included in your materials.

Papers 2 and 3

Modern Drama and Literary Heritage Texts



Assessment Overview – Paper 2

Paper 2 assesses 40% of the total English Literature Qualification.
There are **two** sections to this paper.

Section A : Modern Drama (Total mark = 30)

Questions in this section will test the following:

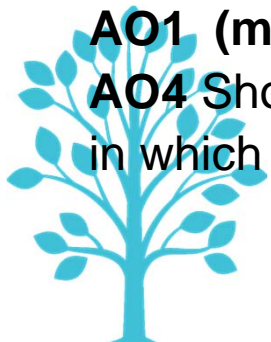
AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (**maximum marks = 15**)

AO2 Analyse language, form and structure used by a writer to create meanings and effects (**maximum marks = 15**)

Section B: Literary Heritage (Total mark = 30)

AO1 (**maximum marks = 10**) and **AO2** (**maximum marks = 10**)

AO4 Show understanding of the relationships between texts and the contexts in which they were written (**maximum marks = 10**)



Content Overview – Paper 2

Section A – Modern Drama

Students will study **one** text from the prescribed list for this section of the paper and will answer **one** question on their chosen text.

Teaching should focus on the study of the **whole text**.

Section B – Literary Heritage

Students will study **one** text from the prescribed list for this section of the paper and will answer **one** question on their chosen text.

Teaching should focus on the study of the **whole text**.

This paper is **open book**. Candidates will be able to take a **clean and unannotated** copy of their texts into the examination.



Set texts – Paper 2 & Paper 3

Section A

One Modern Drama text

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 / Simon Stephens

Kindertransport

Diane Samuels

Death and the King's Horseman

Wole Soyinka

Paper 2 is **open book**. The list of prescribed editions can be found in the Specification.



New texts

The Curious Incident of the Dog in the Night- time

by Mark Haddon and
Simon Stephens

The play is about Christopher, a ‘mathematician with some learning difficulties’, who investigates the mysterious death of a neighbour’s dog.

Kindertransport by Diane Samuels

The play seeks to consider the long-term effects of the Jewish children who were ‘saved’ as a result of the initiative to transport them from Germany to safety in Britain.

Death and the King’s Horseman

by Wole Soyinka

The play presents the clash of cultures between the English and the Yoruba during British colonial rule in Nigeria. It is based on a true incident.



Set Texts Paper 2 and Paper 3 Section B

One Literary Heritage text

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

Paper 2 is **open book**. The list of prescribed editions can be found in the Specification.



The Merchant Of Venice

by William Shakespeare

Shylock, who as a Jew faces prejudice from many in society, is unrelenting in his pursuit of a debt he is owed.

Great Expectations

by Charles Dickens

The story follows Pip as he moves from country apprentice to city gentleman after receiving money from an anonymous benefactor.

The Scarlet Letter

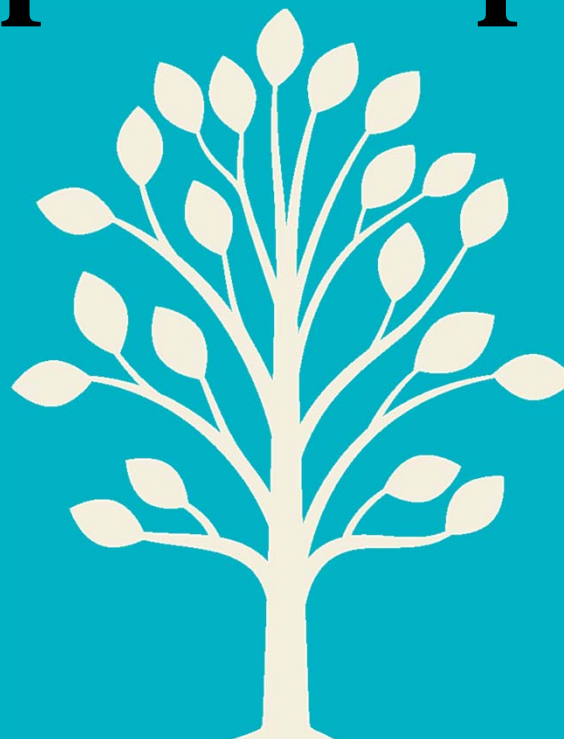
by Nathaniel Hawthorne

A young woman in Puritan New England is treated as an outcast after having a child out of wedlock.



Paper 2

Sample questions and exemplar responses



Section A : Modern Drama

Sample questions

A View from the Bridge: Arthur Miller

EITHER

1. Alfieri: ‘ You won’t have a friend in the world, Eddie! Even those who understand you will turn against you, even the ones who feel the same will despise you!’

Explore the significance of community in the play.

You must consider language, form and structure in your answer.

(Total for Question 1 = 30 marks)

OR

2. Show how the relationship between Catherine and Beatrice develops throughout the play.

You must consider language, form and structure in your answer.

(Total for Question 2 = 30 marks)



Pearson



Section A Mark Scheme

Again, note the key words within each level of the mark scheme.

Level 1 (marks 1-6)

simple; little evidence; limited

Level 2 (marks 7-12)

largely narrative; some evidence; some knowledge

Level 3 (marks 13-18)

relevant, sound knowledge; sound understanding

Level 4 (marks 19-24)

thorough; sustained; fully relevant

Level 5(marks 25-30)

assured; cohesive; discriminating



Paper 2: Section A Modern Drama Exemplars

Please refer to the exemplar answers in your materials.

A View from the Bridge, Arthur Miller

Script 2A1 (Page 72) Q2 Level 4 – 22 marks

Script 2A2 (Page 78) Q1 Level 5 – 28 marks

Script 2A3 (Page 84) Q2 Level 2 – 11 marks

Script 2A4 (Page 88) Q2 Level 3 – 14 marks



Paper 2 Section B Literary Heritage

Sample questions

Romeo and Juliet, William Shakespeare

12 'Love is a major theme in *Romeo and Juliet*.'

How far do you agree with this statement?

You must consider language, form and structure and refer to the context of the play in your answer.

(Total for Question 12 = 30 marks)

Great Expectations, Charles Dickens

20 How does Dickens present Miss Havisham in *Great Expectations*?

You must consider language, form and structure and refer to the context of the novel in your answer.

(Total for Question 20 = 30 marks)



Pearson

Section B Mark Scheme AO4

The mark scheme for Section B is the same as for Section A except that AO4 is also assessed and each AO has up to 10 marks.

Level 1: little comment on the relationship between text and context

Level 2: some comment on the relationship between text and context

Level 3: relevant comment on the relationship between text and context

Level 4: a detailed awareness of the relationship between text and context

Level 5: understanding of the relationship between text and context is integrated convincingly into the response



Paper 3

Coursework



Paper 3: Modern Drama and Literary Heritage Texts (Coursework Option)

edexcel

Assessment Overview

- Paper 3 is available as an alternative to Paper 2.
- Paper 3 assesses 40% of the total English Literature Qualification.
- Students will be required to respond to teacher-devised or student-devised tasks to write **two** coursework assignments.
- These will be internally set and assessed and externally moderated by Pearson.
- Set texts for the assignments are the same as those for Paper 2, Sections A and B.
- Teaching should focus on the study of **whole texts** to encourage reading skills and to produce clear and coherent writing.
- There is no prescribed word length for the coursework paper. Typically each task may be up to 650 to 800 words, but there are no penalties for exceeding this guidance.



Approaches to teaching poetry



Approaches to teaching unseen poetry and comparison of anthology poems edexcel

- Use past papers to study the types of unseen poems that are chosen.
- Use the 'how a poem is written' sheet with students.
- Introduce anthology poems as 'unseen' texts and students annotate and discuss.
- Use the comparative 'moplist' essay planning sheet with students.
- Explore different approaches to comparative essay writing
- Share exemplar responses with students.



Comparative poetry essay- balance

- Students should provide some balance between the coverage of the two poems. Of course, some poems are longer than others, but this is taken into consideration. The coverage of the two poems need not be equally weighted but the second poem should have substantial treatment.
- Students should explore as much of the two poems as they can within the given suggested time and should comment on specific examples of language, form and structure.

- Brief quotations should be used from both poems

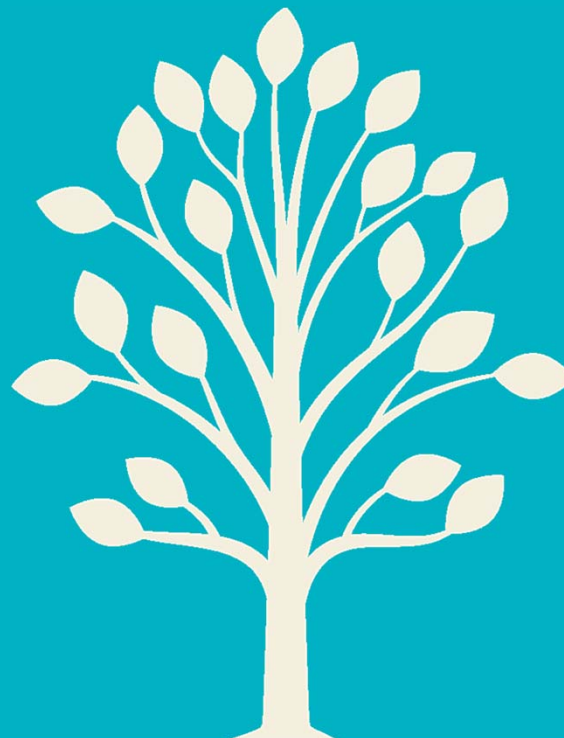


Comparative poetry essay- structure edexcel

- The structure of responses varies from student to student and ability. Some will be able to provide a response that compares like-for-like throughout the response, others will find this difficult and prefer to write about each poem separately and then draw comparisons at the end. Whichever method is used, the full range of marks can be awarded.
- Students must remember that although the structure of the response can vary, they must compare and write about both poems as they will not be able to move out of level 2 if only one poem is covered.



Approaches to teaching context



Approaches to teaching context: relevant to Paper 1- Modern Prose text (13%) & Paper 2/3 Literary Heritage text (7%)

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

Relate all context points to the text: it is not sufficient to add a 'bolt-on' paragraph at the start of the answer.

Place all examples firmly in the text and ensure that they relate to the question.

It is a literary essay and not a 'History' essay.

Look for 3 or 4 points which can be evidenced from the Modern Prose text or from the Literary Heritage text.



Approaches to teaching context: relevant to Paper 1- Modern Prose text (13%)

Example from Paper 1, *To Kill a Mockingbird*:

- such features as questioning the fairness of the law and Tom Robinson's trial
- the racial prejudice in Maycomb society
- divisions in the white society of Maycomb (the 'comfortably off' and the poor, from the Cunninghams to the Ewells)
- racial segregation shown in the separate homes of the black people and the visit to Calpurnia's church. Relevant reference may be made to the Jim Crow Laws or Scotsboro Trials which may have informed Tom Robinson's trial.



Approaches to teaching context:

Paper 2/3 Literary Heritage text (7%)

Example from Paper 2, Romeo and Juliet:

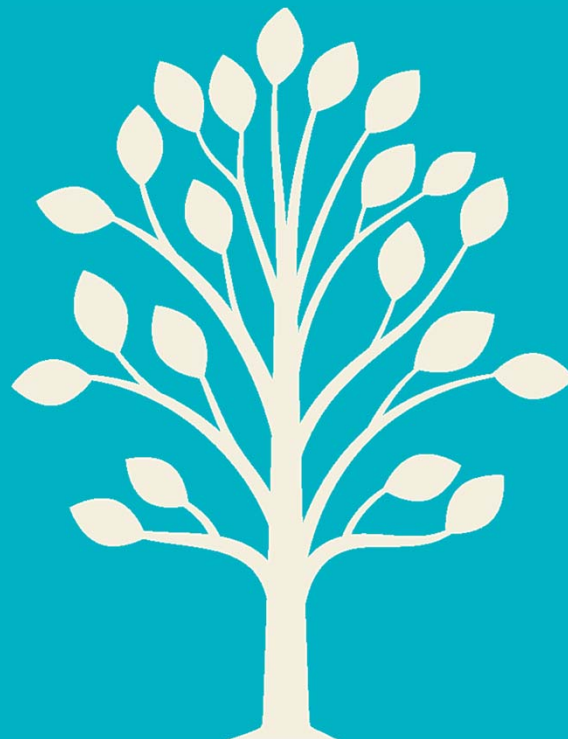
- Italian setting: connotations of violence and revenge/heat of the day
- Tybalt's name related to violence: 'King of Cats'
- quarrels and misunderstandings through duelling in Shakespeare's time. Tybalt's duel was intended to be a duel with Romeo to recover his wounded honour.

Example from Paper 2, Great Expectations:

- contrasts of social class: Satis House and Pip's humble abode
- 'nouveau riche': Miss Havisham's father was a rich brewer
- apprenticeships for boys (Pip is apprenticed to a blacksmith)
- Estella is adopted: many children abandoned at birth/ mothers put into the workhouse.

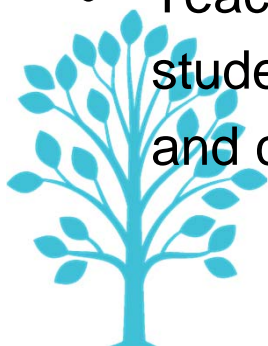


Approaches to coursework



Coursework tasks

- Essay titles may be self-generated or devised by the teacher. Students may be involved in choosing which texts to write about and the devising of the task, although there is no requirement for students in a centre to write on different texts.
- Teachers may teach one of the texts for an assignment in class, with students writing on an essay title on the studied text, or they may focus on one of a variety of titles based on the text which has been taught.
- A selection of titles will enable students to work to their strengths – for example, character, relationships or theme.
- Teaching should focus on the study of whole texts, developing students' comprehension, as well as their ability to produce clear and coherent writing using accurate Standard English.



Coursework titles

- Make sure that the titles include such words as ‘Discuss’, ‘Explore’, ‘Analyse’, ‘How far ...’, ‘To what extent...’, ‘In what ways...’, ‘How...’. This will enable students to show a close understanding of the text in a critical style whilst analysing the language, form and structure.
- It is recommended that centres focus their questions on one main area/theme/character – avoid questions where there are two themes. For example, rather than ‘love and friendship’ select just one area such as ‘friendship’. This will provide students with more opportunity to focus on the question.
- The added consideration for the Literary Heritage assignment is the understanding of the relationship between a text and its context (AO4).



Setting the Questions for Coursework^{edexcel}

Assignments could take the following formats:

Assignment A

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*?

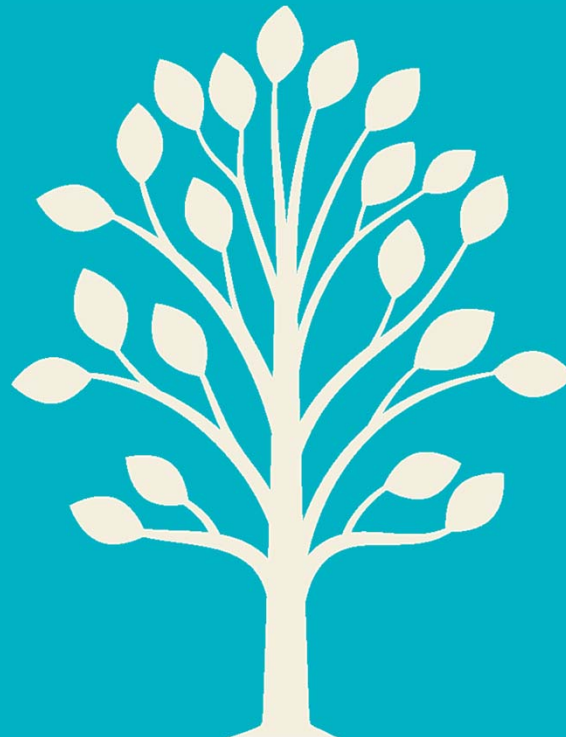
Assignment B

‘Jane Austen allows the reader to see many different forms of love in *Pride and Prejudice*’. To what extent do you agree?

How does Dickens portray city life in *Great Expectations*?



Course planning and support



Course Planning

- Take time to decide whether the examination or the coursework route is better for your students.
- After the course, devise a schedule to cover the close study of the poems in Part 3 of the Anthology.
- Decide which texts you will choose for Modern Prose, Modern Drama and Literary Heritage.
- After the course, study past papers to devise relevant practice questions and mock examinations.
- Allow sufficient time for lessons on essay planning and writing to time.
- Pay particular attention to word-based analysis and close reference and to how to include quotations.
- Work on extending technical vocabulary but encourage the avoidance of 'feature spotting'.



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



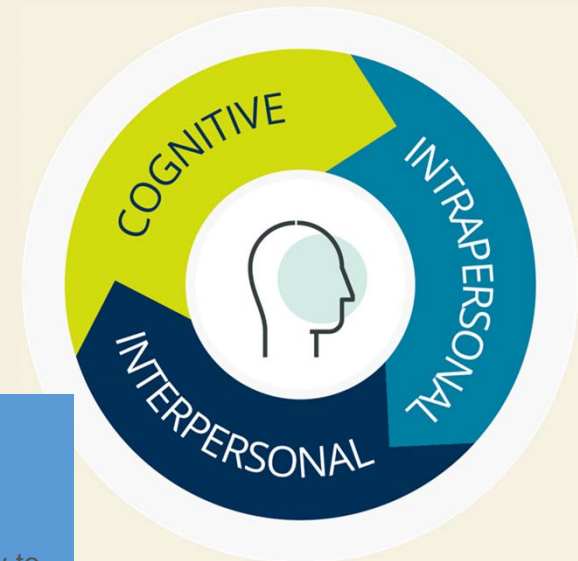
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started Guide & Scheme of Work	Getting Ready to Teach Events	Subject interpretation of transferable skills
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Subject Advisor	Results Plus	Regional Support Manager
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Additional support
for selected
subjects

Curriculum Matched Publishing	Exemplar Marked Responses	Additional SAMs
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Exam Wizard	Lesson Plans	Topic booklets
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Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*



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<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-english-language-a->



Edexcel International GCSE (9-1) English Literature Student Book

This book, which includes access to the eBook, provides comprehensive coverage of the specification and is designed to supply students with the best preparation possible for the examination:

- Written by a team of highly experienced International GCSE English teachers and authors
- Chapters are mapped closely to the specification to provide comprehensive coverage and are enhanced by targeted reading and writing skill sections
- Learning is embedded with differentiated exercises and exam practice throughout, including summary sections to review learning
- Signposted transferable skills
- Maps to the Pearson Progression Scale
- Reviewed by a language specialist to ensure the book is written in a clear and accessible style for students whose first language may not be English
- Glossary of key English Literature terminology
- Free teacher support materials provided online as part of Pearson's ActiveLearn Digital Service.

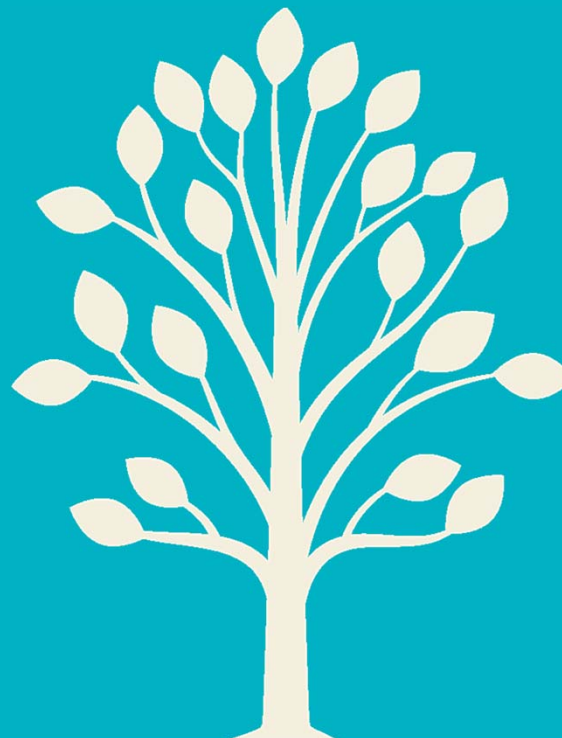


For your subject specific enquiries

**Subject advisor:
teachingenglish@pearson.com**

Thank you for attending this event.

Any Questions?



ALWAYS LEARNING