

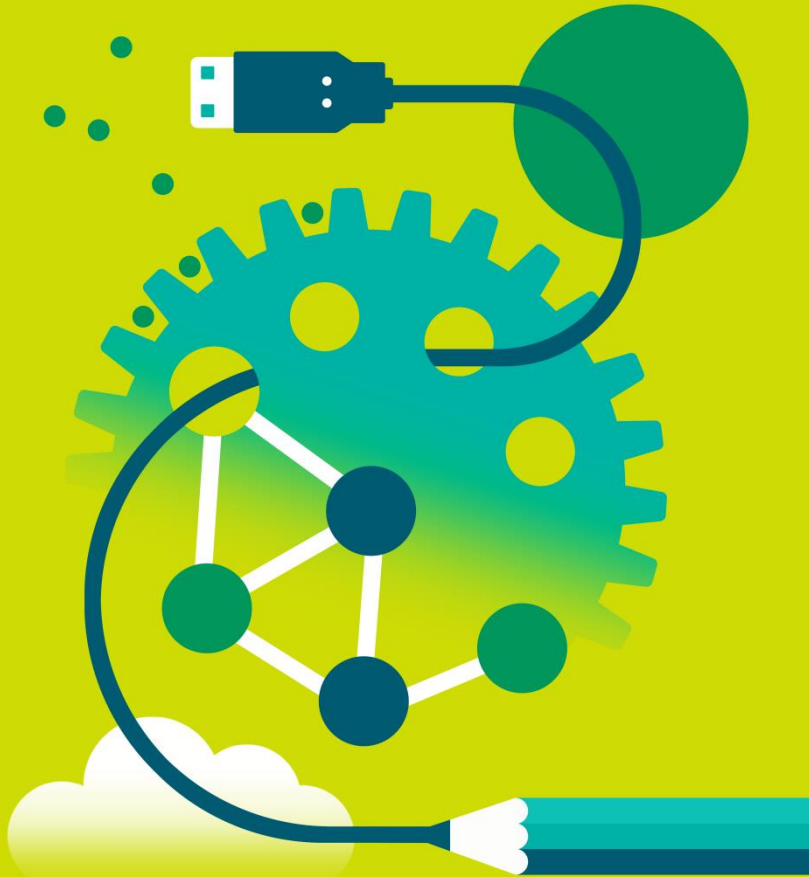


Pearson

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

16IOAE09 (Online Event)

Whilst waiting, please introduce yourself in the text chat box.



Your Online Environment

XX Technical Difficulties & Support

XX Recording

XX Communication in an online environment

XX Asking Questions

XX Using Polls



Aims and Objectives

XX This online event is designed to support centres who are preparing to deliver the new International GCSE English Literature specification 4ET1 for first assessment in May/June 2018 or 2019.



Aims and Objectives

- XX** Consider the structure, content and assessment of the new qualification and the support available to guide you through these changes
- XX** Consider the key changes from 4ET0
- XX** Explore possible teaching and delivery strategies for the new qualification
- XX** Explore exemplar student work to support your understanding of the new assessment grid
- XX** Learn about the new 9 -1 grading scale discuss appropriate coursework titles.

Session Agenda

International GCSE English Literature 4ET1

Time (approx.)

8.00 - 8.20 Welcome, introduction and specification overview

8. 20 - 8.50 Paper 1 assessment overview, set texts, sample questions and mark scheme

8.50 – 9.30 Paper 2 assessment overview, set texts, sample questions and mark scheme

9.30 – 9.40 Paper 3 assessment overview, sample questions and mark scheme

9.40 – 9.45 Approaches to teaching context

9.45 – 9.55 Planning, the new 9-1 scale, next steps and exchange of best practice

9.55 –10.00 Any questions?

10.00 Finish.

Networking opportunities will be given throughout the session.

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



Key Elements

- Simple assessment structure
- Comparison
- Texts refreshed
- Optional Coursework unit retained

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

Paper 1
Poetry and Modern Prose

SECTION A – Unseen Poetry

SECTION B – Anthology

SECTION C – Modern Prose

Examination
Set and marked externally
2 hours
Total Marks 90

60% of total

Paper 2
Modern Drama and
Literary Heritage texts

SECTION A – Modern Drama

SECTION B – Heritage texts

Examination
Set and marked externally
1 hour 30 minutes
Total Marks 60

40% of total

Paper 3
(Coursework option)
Modern Drama and
Literary Heritage Texts

ASSIGNMENT A – Modern
Drama

ASSIGNMENT B – Literary
Heritage

Teacher-devised or student-
devised assignments
Internally set and assessed
Externally moderated
Total marks 60

40% of total

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%

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 Harper Lee

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. Student 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

Set texts required for Paper 1

Continued...

Additionally, a selection of modern poetry should be studied in order to prepare for the **Unseen Poetry** question in **Section A**.

Section C: Modern Prose

Students will choose **one** text from:

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

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

Section A: Unseen Poetry

Sample Question

The poem in the Sample Assessment Materials is
The 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)

Paper 1

Section A, Question 1, Unseen Poetry

Close analysis of an unseen poem printed in the question paper.

AO2 assessed; 20-mark question

Section B Anthology Poetry

Choice of two questions: one question with two named poems; one question with a named poem and choice of comparison poem.

A Section C Poetry booklet will be provided in the examination for reference.

AO2 and AO3 assessed; 30-mark question

Section B: Anthology Poetry

Sample Questions

Answer **ONE** question from this section. **Either** Question 2 **or** Question 3.

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)

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)

Paper 1, Section B, Question 2 Exemplars

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

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 B, Question 3 Exemplars

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.

Paper 1 Section C: Modern Prose

Sample questions from the SAMs

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)

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

Sample questions from the SAMs

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.

Set texts – Paper 2 & Paper 3

One Modern Drama text

A View from the Bridge

Arthur Miller

An Inspector Calls

J B Priestley

*A Curious Incident of the Dog
in the Night-time*

Mark Haddon / Simon Stephens

Kindertransport

Diane Samuels

Death and the King's Horseman

Wole Soyinka

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.

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.

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)

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

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

Paper 2 Section B Literary Heritage

Essay question

Choice of two questions per text

AO1, AO2 and AO4 assessed

30 marks

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 2 Section B Literary Heritage

Sample questions from the SAMs, Paper 2

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)

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

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.

Setting the Questions for Coursework

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 a 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*?

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.

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.

Course Planning

- Take a moment 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'.

Support

For more information please contact subject advisors, subject pages/communities

Free Support:

Teachers will be provided with a comprehensive Teacher Guide and Scheme of Work. This will include:

Introduction

Key Features of the qualification

Qualification overview

Topic Guidance

Planning and 2-year Course planner

Bibliography and suggested resources

Published resource:

Edexcel International GCSE English Literature Student Book (new edition 2016)

- *The materials available were designed in response to feedback from teachers, however it is not necessary to purchase them to deliver the International GCSE.*

Published Resource

The Edexcel International GCSE (9-1) English Language A Student Book 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 English teachers, authors and academics.
- Provides free access to an ActiveBook, a digital version of the Student Book, which can be accessed online, anytime, anywhere supporting learning beyond the classroom.
- Chapters are mapped closely to the specification to provide comprehensive coverage and are enhanced by targeted reading and writing skills sections.
- Learning is embedded and practice throughout.

Published Resource continued...

- Transferable skills, needed for progression into higher education and employment, are signposted allowing students to understand, and engage with, the skills they are gaining.
- Pearson progression tools allows quick and easy formative assessment of student progress, linked to guidance on how to personalise learning solutions.
- 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 terminology.

The Student Book can be pre-ordered from this website:

<http://www.pearsonglobalschools.com/index.cfm?locator=PS2uDx&PMDBSOLUTIONID=35262&PMDBSITEID=4941&PMDBCATEGORYID=35270&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREID=&PMDBSUBCATEGORYID=40175&PMDBProgramID=150721>

New 9-1 Scale for GCSE and International GCSE

How does it work?

New grading scale – therefore no direct comparability with old A*-G

Levels 4 and 5 align to old grade C

Level 7 aligns to grade A

Level 8 & 9 align to grade A*

Level 9 represents a higher level of attainment than A* grade boundary

Introduced in GCSE in 3 phases 2015-2017

Introduced into new International GCSE in **one phase** for first teaching September 2017

Option to start early for English and Maths from September 2016

CURRENT	NEW INTERNATIONAL GCSE
A*	9
	8
A	7
	6
B	5
	4
C	3
D	2
E	1
F	
G	
U	U

New 9-1 Scale for GCSE and International GCSE

- Gives greater scope to differentiate across the levels of attainment, rewarding outstanding achievement
- Rewards outstanding achievement
- Gives teachers more information about students' attainment to help progress to A Level
- Internationally relevant: Grade 5 linked with best available evidence of average PISA performance in high performing countries
- Aligning with English national practice ensures international recognition and understanding from universities and ministries around the world
- Allows clear comparison with English standards, unlike old A* to G grading

FAQs

<http://qualifications.pearson.com/content/dam/pdf/News/general-news/Edexcel-International-GCSE-FAQs-for-international-schools-only.pdf>

CURRENT	NEW INTERNATIONAL GCSE
A*	9
A	8
	7
B	6
	5
C	4
	3
D	2
E	1
F	
G	
U	U

Next steps

Please complete your evaluation form for today's event.

Sign up to subject advisor updates: email
teachingenglish@pearson.com

Visit the website for support materials:
www.edexcel.com/english

Any questions?

**Thank you for
attending this event.**

How did we do?

*Please fill in the **evaluation form** that you'll
receive via e-mail in a few minutes.*