

International GCSE in English Literature coursework clinic

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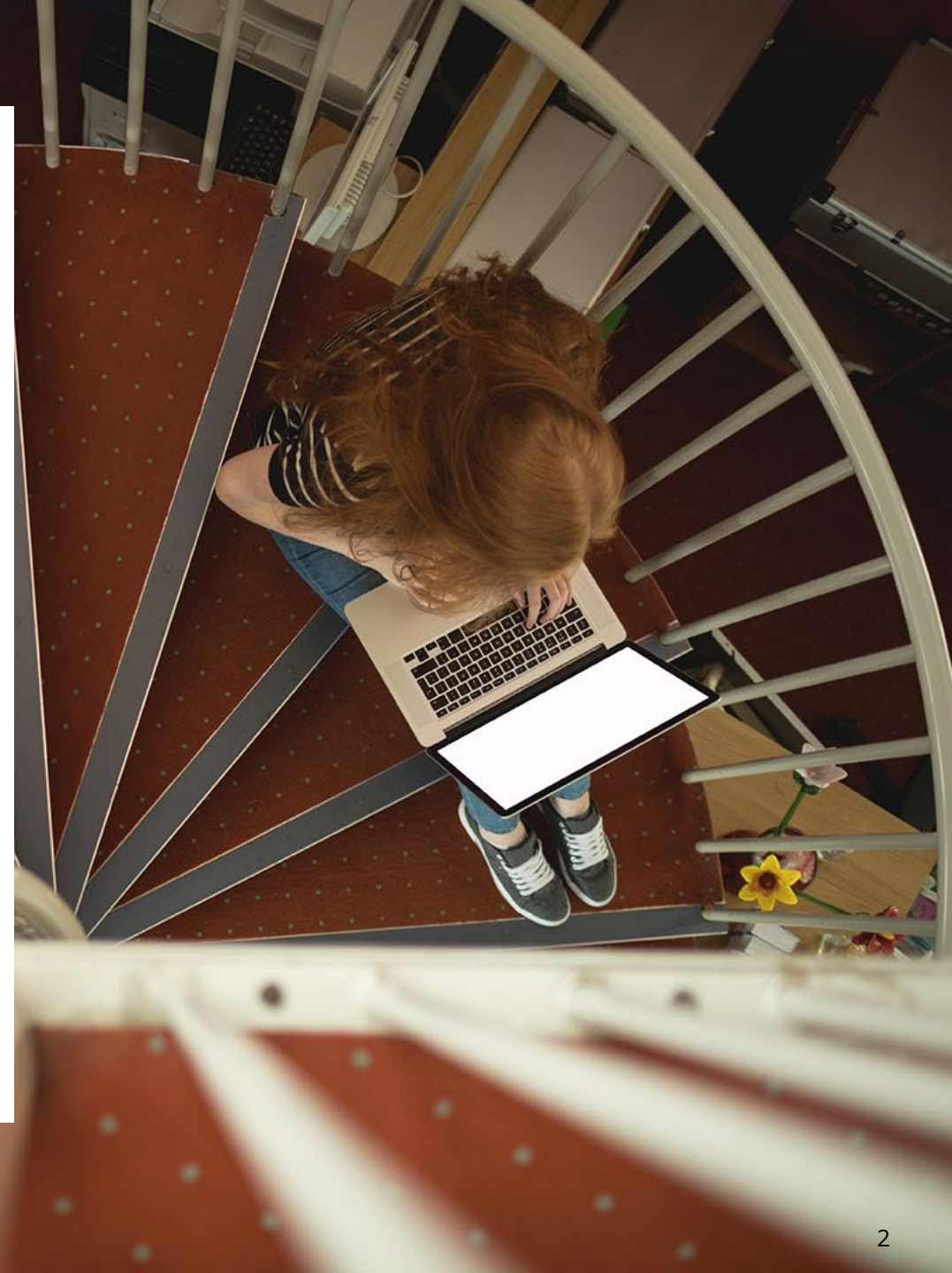
**Presenter: Clare Haviland, English
Subject Advisor**

27.2.25, 09:00 GMT



What we'll cover







- Reminders of key documents & training
- Title composition
- Setting up the 'coursework project'
- Referencing, use of AI and plagiarism
- Planning to write to a suitable length
- Providing feedback to students
- Marking, moderating and annotating
- Submission
- Questions and answers
- Contact



Forthcoming training

There are 15 events currently on offer.

[Browse and book.](#)

	4EA1 English Language A International GCSE: Coursework Clinic By Pearson	Free
	1.5hrs 04-Mar-2025 Online Scheduled	
	4EA1/4ET1/4EB1: Submission support for coursework & June 2025 exam series b... By Pearson	Free
	1hr 12-Mar-2025 Online Scheduled	
	Getting Ready to Teach Pearson Edexcel International GCSE English Literatur... By Pearson	Free
	3hrs 15-Sep-2025 Online Scheduled	
	Getting Ready to Teach Pearson Edexcel International GCSE English Literatur... By Pearson	Free
	2hrs 22-Sep-2025 Online Scheduled	
	Getting Ready to Teach Pearson Edexcel International GCSE English Language ... By Pearson	Free
	3hrs 24-Sep-2025 Online Scheduled	
	Pearson Edexcel International GCSE English Language A Coursework Marking Tr... By Pearson	
	3hrs 24-Sep-2025 Online Scheduled £ £25	

New Facebook group for Int GCSE English teachers

Do join to get support from Pearson and your fellow teachers. This is a private professional group, only for teachers delivering 4EA1, 4EB1 and 4ET1 along with modular 4XEA1 and 4XET1.

[Join now](#)

Pearson Edexcel
International GCSE English teacher group

For International GCSE English teachers

Run by your Subject Advisor, Clare Haviland

 @PearsonEdexcel



Key info for delivering coursework

The main details are in the [specification](#) (issue 3) from p. 16:

Coursework is an alternative to sitting Paper 2

Coursework is worth 40% of marks across 4ET1

2 assignments:

A: Modern drama, 30 marks (15 for AO1 and 15 for AO2)

B: Literary heritage texts, 30 marks (10 for AO1, 10 for AO2 and 10 for AO4)

Advisory word count for each assignment 650-800 words

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.
AO3	Explore links and connections between texts.
AO4	Show understanding of the relationships between texts and the contexts in which they were written.

Assignment A: Modern drama (AO1 and AO2)

Students study and then write on 1 of these texts:

A View from the Bridge

An Inspector Calls

The Curious Incident of the Dog in the Night-time

Kindertransport

Death and the King's Horseman

Sample title: Explore the ways in which Priestley presents women in 'An Inspector Calls'. **You must consider language, form and structure.**

Note: AOs should be flagged in the title.

Assignment B: Literary heritage texts (AOs 1, 2 and 4)

Students study and then write on 1 of these texts:

Romeo and Juliet

Macbeth

The Merchant of Venice

Pride and Prejudice

Great Expectations

The Scarlet Letter

Sample title: 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.**

Note: AOs should be flagged in the title.

How much choice of title should students have? Who sets them? Does every class have to choose the same text?

Usually, all the students in a class will write on the same text.

They will have a choice of at least 2 titles to allow for ability range/interests.

Students can be involved in formulating titles but this is not the norm at this level.

In a school with several classes, it's common for classes to write coursework on different texts, with a choice of titles in each class.

It's not necessary to have coursework titles approved by Pearson. You can base them on the examples in the specification or in guidance found in:

- [Examples of effective titles for 4ET1 03](#)
- [Examiner reports for Paper 3](#)
- [Coursework Marking Training](#) (samples of student work)
- [Exemplars](#)
- Use the title checkers to check your own titles (Resources 1 and 2)

Setting the coursework up

Provide students with an overview of the whole coursework project from A-Z, to set up expectations & working practices, especially on the layout of quotations, on referencing sources and AI. Consider communicating with parents. See 'Resource 2: Coursework set up', as an example.

Referencing and use of secondary material

- At this level, it's not necessary to use secondary material.
- AO1 is about 'maintaining a critical style and presenting an informed personal engagement'. The principal moderator comments in the June 2024 examiner report:
- 'It is good to see that some centres are asking candidates to reference their sources. However, where a centre is asking candidates to submit a bibliography, any references to these sources should be checked carefully to ensure that the ideas have not been directly lifted so as to avoid plagiarism. Also, it is always more desirable to read the candidates' own critical opinion rather than have them refer to critical sources e.g. Bradley or Coot. The use of AI tools is strictly forbidden and the new cover sheet asks centres to say that they have checked candidates' work for evidence of this.'
- If students are using secondary material, make sure students are clear on how to reference before they start their coursework, that they understand what plagiarism is and that they understand that they should not use AI. See the [JCQ guidance on plagiarism and on AI](#).
- Students must be made aware that both they and their teacher will be required to sign an AI declaration on their [authentication sheet](#).
- Students need to **consistently** apply a recognised referencing system (if using secondary sources). They can, for example, use bracketed references in the body of the text to secondary material (Smith, p. 25) and provide full details of the text referred to in the bibliography.

Where is coursework done? How do teachers manage AI concerns?

- Teachers teach the coursework text.
- Teachers set the coursework explaining deadlines etc.
- In many cases, students then complete the coursework outside the classroom in their own time.
- Almost all students word-process coursework. Inbuilt spell and grammar checkers in Word may be used. Tools such as 'Grammarly' may not.
- Teachers must authenticate the coursework, so it is advised:
- To have a few check-ins in class before submission of the first draft so that teachers can get an impression of how the coursework is progressing, including that the length is appropriate.
- In the light of AI, some schools have students write at least part of the coursework in class or using a platform that allows the teacher to see all edits to the work so that any major changes to content can be tracked and investigated.



Useful resources

Resource 6: key terms for writing about novels

For writing on drama:

[Support for writing about drama as drama](#)

[Support for writing about drama as drama with 'An Inspector Calls'.](#)

How do I prevent students handing in first drafts that are not their best work/which are too long?

- Most schools only see and provide feedback on one draft of coursework before final submission. It's therefore important that students make the most of the feedback opportunity and make the work 'perfect' before submitting for first draft feedback.
- It's useful to have a check in in class one or two weeks before the submission date where students use a checklist (see resource 3: coursework checklist) to self-evaluate whether they have done all that is needed.
- This gives them a chance to make improvements before submitting.

Feedback: what's allowed

Ensure students are completely clear about how many times they will be able to submit work to you and what feedback you are permitted to give.

The [JCQ Instructions for conducting non-examination assessments 2024-2025](#) p. 4 & 5:

'4.2 Advice and feedback

As appropriate to the subject and component, centres should advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (e.g. chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

Feedback continued

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

What advice and feedback can I give to candidates during the task-taking stage?

Unless specifically prohibited by the awarding body's specification you may:

- review candidates' work and provide oral and written advice at a **general** level;
- having provided advice at a general level, allow candidates to revise and re-draft work.

General advice of this nature **does not** need to be recorded or taken into account when the work is marked.'

Feedback: what's not included, JCQ p. 5

'If teachers give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then they **must** record this assistance and either take it into account when marking the work or submit it to the external examiner.

Resource 5: General feedback on Int GCSE coursework, a possible approach to help students to self-evaluate their first drafts.

No marks for drafts but sharing final marks

‘Teachers **must not** provisionally assess work and then allow the candidate to revise it.’

But, once final internal marking and moderation is completed, students must be told the mark given by their centre for NEA before submission. [See the JCQ guidance](#) on ‘Informing candidates of their centre assessed marks’.

Teacher networking

If you're looking to share ideas/resources/marking with teachers locally or online, please use the chat now to reach out.

'I'm teaching 'The Whale Rider'. Does anyone want to share resources?'

'I'm going to teach 'Klara and the Sun' would anyone like to collaborate on teaching?'

'I'm based in Oxford. Is anyone nearby available to talk through English Language coursework with me?'

What do I have to do by when?

- Entry deadline for June 2025 exam series: 21 March 2025.
- Mark and moderate students' coursework.
- Complete a current assessment record sheet with AI declaration for each student. Digital signatures are permitted.
- Inform students of the mark they have achieved prior to submission.
- Upload students' marks to Edexcel Online and print off a list of all marks entered before finalising your submission by 15.5.25.
- Upload the marked and annotated work of the students listed on the LWT, one pdf per student (including authentication sheet) by 15.5.25. The coursework moderation sample is selected randomly by Edexcel.

What do I have to do by when continued?

- If the highest and lowest-scoring students are not included in the sample, also upload the work of these students. To do this, use the 'manage learners' function to add the names of the highest/lowest-scoring candidates to the sample list.
- If you have more than one candidate with the highest and lowest mark, you need only submit one of these.
- If any of the called-for candidates have been withdrawn or has incomplete submissions, please provide additional candidates' work of a comparable level, and upload a covering note to your moderator on the LWT.
- Upload a print-out of the marks submitted for all students on Edexcel Online to the 'Administrative Material' section on the LWT.



Key dates and documents

- The LWT will be open to submit your sample from mid-April.
- All submissions must be complete by 15 May 2025.
- Access the [submission guidance](#).
- Access the [LWT step-by-step user guide](#).
- Support with [avoiding common submission issues](#).

Annotating scripts: evidence of second marking/ moderation

A suggested approach:

- The first marker annotates in the margin of the coursework script to show the moderator how you have interpreted the mark scheme and applied it to the student's work.
- Your comments are for the moderator, not the student. The comments should show how you think something in the student's work relates to the descriptors in the marking grid at a particular level. Try to use your own words, rather than quoting exactly from the descriptors.
- The second marker adds their comments to the first marker's. They can use a different colour pen. They might say something like 'AO4 here seems over-rewarded. The understanding of context is at L3 'relevant comment' rather than L4 'integrated convincingly'.
- At the end of the coursework, the second marker could say something like: 'I agree broadly with placement in L4 but would recommend a mark of 20 rather than 24 to reflect the weaker performance on AO4' and sign the comment.
- Don't just 'tick through' the work without commenting.
- Don't note the AO with no other comment in the margin.

Getting consistency across folders

All teachers mark their students' folders

Departmental moderation: everyone second marks the other teachers' folders. The second markers annotate the coursework and if they think marks need adjusting, they discuss with the first marker or head of department (HOD). If all agree, they change the original marks given.

Or

Teachers work in pairs and second mark folders from 'top, middle & bottom' and then discuss any differences in their rewarding. Each teacher then recalibrates the marks of their teaching group.

Then

When all the second marking is finished, the HOD arranges all the folders in rank order from top to bottom. The HOD sample backreads folders next to each other to make sure the rank order is correct or if further adjustment is needed. The HOD uses grade boundaries from June 2023 for coursework to see whether the marks awarded are broadly in line with performance at each grade. The HOD makes additional adjustments to marks.

Incomplete work/non-completion of NEA

A score of zero should only be used if a candidate has submitted work that is found to meet none of the assessment criteria.

An X should be used for any candidate who is absent.

If a student has incomplete work (with a valid reason) and could reasonably complete the work if they were given a short extension, you may request one here

<https://support.pearson.com/uk/s/qualification-contactus>

Please provide: Candidate's full name and candidate number; your centre number; details of why a short extension is needed.

You may also consult [JCQ's guidance on incomplete/lost coursework](#) (sections 14 and 16).

Are there any changes for 2024-2025?

4EA1

No changes (we transitioned to the 4EA1 03 Assignment A with 3 texts and no commentary in June 2024)

4EB1

No changes

4ET1

Issue 3 specification

Choice of 2 additional modern prose texts for 4ET1 01 for first assessment in May/June 2026

Expanded choice of set text editions that may be used for Paper 2

4XEA1

No changes

4XET1

Issue 2 specification

Choice of 2 additional modern prose texts for 4WET1 01 for first assessment in May/June 2026

Expanded choice of set text editions that may be used for Paper 2

Onscreen assessment available for 4EA1, 4ET1, 4XEA1 and 4XET1

Modular assessment routes for international centres: 4XEA1 & 4XET1, with first certification in May/June 2025



English Literature: resources for 2 new modern prose texts

[Sample assessment materials](#): questions on the new texts

[Specimen papers](#): locked questions on the new texts

[Updated Getting Started Guide](#); [knowledge organisers & key links to support teachers](#)

Resit rules for linear Int GCSEs

[Resit rules](#)

The next resit option is the June 2025 exam series, open to all candidates (first sitters and resitters).

4EA1/4ET1

Students have the option to sit Papers 1 and 2 (exam-only route), or 1 and 3 (coursework).

Resitting students on the exam-only route must resit both papers 1 and 2.

Resitting students who have sat Paper 1 and coursework, must resit Paper 1. They have the option to either carry forward their coursework marks or submit new coursework. New coursework may be written on the same texts as in the previous attempt at the qualification, but a new title must be selected and new work submitted. After making the entry with the correct option code, the teacher/exams officer submits the student's marks and their coursework (if the student forms part of the requested sample).

If a student chooses to carry forward their coursework marks, after making the entry with the correct option code, the teacher/exams officer does not resubmit the student's marks or coursework to the moderator. The student's work will not be a part of the sample.

4EA1 cwk change: The total marks for the coursework is the same for both specifications and **the change in format does not affect the carry forward arrangements**. A student may carry forward coursework marks from a pre-May/June 2024 certification in November 2024 and subsequent exam series.

May/June 2025 exam series

[Resit rules](#)

Entry deadline: 21 March 2025

Submission deadline for coursework and (optional) SLE grades and sample: 15 May 2025

Coursework marks and SLE grades are submitted on Edexcel Online

Coursework samples are submitted digitally on the LWT

SLE: a sample of audio-visual recordings is required, submitted on the LWT

Entry codes are listed in the [information manual](#).

Resources, ordering anthologies and set texts

- Question summaries up to November 2024 for [4EA1](#), [4EB1](#) and [4ET1](#)
- Padlocks will be removed from June 2024 exam materials on 1.8.25.
- [Order anthologies](#) for 4EA1 and 4ET1
- Set texts for 4ET1: please see the [guidance](#).

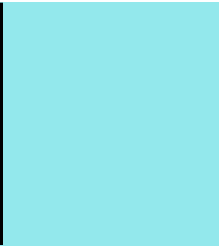
Anthology

[Access the anthology](#)

[How to order anthologies](#)

Please note, if you have a stock of issue 5 or issue 6 anthologies, there is no need to order issue 7 anthologies. You should only order new hard copy anthologies when you have used up your issue 4, 5s or 6s. All hard copies ordered will be issue 6 until existing stocks are exhausted. There are no content changes to issue 7 other than in some introductory text. Issue 7 has a pink front cover on the stationery website. The pink anthology is for both linear and modular routes. Everyone can continue to use hard copy issue 4, 5 or 6 anthologies.

Any questions?



Contact

Clare Haviland

Pronouns: She, her, hers

(+44) 344 463 2535

qualifications.pearson.com/contactus

Email: teachingenglish@pearson.com

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