

Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature (8ET0)

Specification

First certification 2016



This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in 2015 and first award in 2016.

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the student at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your students at: www.pearson.com/uk



References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

ISBN 9781446912720

All the material in this publication is copyright

© Pearson Education Limited 2014

From Pearson's Expert Panel for World Class Qualifications

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

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

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

- Extensive international comparability of subject content against the highest-performing jurisdictions in the world
- Benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- Establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- Subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

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

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

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

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Principal, Burlington Danes Academy

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Robin Coningham
Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz
Harvard Graduate School of Education

Dr Peter Hill
Former Chief Executive ACARA



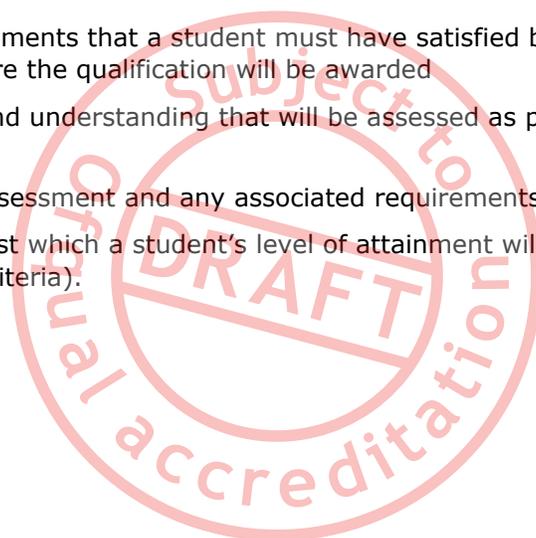
Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge and understanding that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).



Rationale

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCE qualifications in their *GCE Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements in a robust and internationally comparable post-16 course of study that is a sub-set of Advanced GCE content
- enable students to broaden the range of subjects they study.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature are to enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them.

The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, subject associations, higher-education academics, teachers and employers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCE Qualification Level Conditions and Requirements* and *GCSE/GCE Subject Level Conditions and Requirements for English Literature*, published in April 2014.

[1] Pearson's World Class Qualification principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 1*.





Contents

Qualification at a glance	1
Prescribed texts at a glance	2
Assessment Objectives and weightings	4
Knowledge, skills and understanding	5
Component 1: Unseen Poetry and Drama	5
Component 2: Prose	7
Assessment	9
Assessment summary	9
Assessment Objectives and weightings	10
Breakdown of Assessment Objectives	10
Entry and assessment information	11
Student entry	11
Forbidden combinations and discount code	11
Access arrangements, reasonable adjustments and special consideration	12
Equality Act 2010 and Pearson equality policy	13
Synoptic assessment	14
Awarding and reporting	14
Language of assessment	14
Grade descriptions	14
Other information	15
Student recruitment	15
Prior learning and other requirements	15
Progression	15
Relationship between GCSE and Advanced Subsidiary GCE	15
Progression from GCSE to Advanced Subsidiary GCE	16
Relationship between Advanced Subsidiary GCE and Advanced GCE	16
Appendix 1: Transferable skills	19
Appendix 2: Level 3 Extended project qualification	21
Appendix 3: Codes	25



Qualification at a glance

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature consists of two externally examined papers. This qualification requires the study of four texts (including unseen poetry).

Students must complete all assessment in May/June in any single year.

Component 1: Unseen Poetry and Drama		*Paper code: 8ET0/01
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2016 		60% of the total qualification
Overview of content		
Students study:		
<ul style="list-style-type: none"> poetic form, meaning, language, style and conventions in a wide range of poetry. one chosen drama from a prescribed list (either tragedy or comedy, see page 2). 		
Overview of assessment		
<ul style="list-style-type: none"> Written examination, lasting 2 hours. Open book – clean copies of the prescribed drama texts can be taken into the examination. Total of 60 marks available – 20 marks for Section A and 40 marks for Section B. Two sections: students answer the question from Section A and one question from choice of two on their studied drama text in Section B. Section A – Unseen Poetry: one essay question on an unseen modern poem. Students will draw on their knowledge of poetic form, language, and conventions (AO1, AO2 assessed). Section B – Drama: one essay question (AO1, AO2, AO3, AO5 assessed). 		
Component 2: Prose		*Paper code: 8ET0/02
<ul style="list-style-type: none"> Externally assessed Availability: May/June First assessment: 2016 		40% of the total qualification
Overview of content		
Students study:		
<ul style="list-style-type: none"> two prose texts from a chosen theme (see page 3). At least one of the prose texts must be pre-1900. 		
Overview of assessment		
<ul style="list-style-type: none"> Written examination, lasting 1 hour. Open book – clean copies of the prescribed prose texts can be taken into the examination. Total of 40 marks available. Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed). 		

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

Prescribed texts at a glance

This qualification requires students to study *four* texts of which one has to be pre-1900. These requirements are met in the following ways:

Qualification Structure	Studied Texts	
Component 1: Unseen Poetry and Drama	1. Poetry	2. One drama
Component 2: Prose	3. One pre-1900 prose	4. One other prose fiction

We have not prescribed specific editions of the named drama and prose texts for this qualification.

Centres may select text editions for drama and prose that best suit their needs, but must adhere to the following guidelines when selecting editions of texts for study:

- editions that offer a paraphrase of the original text are not allowed, for example editions of plays that offer a modern 'translation' on the facing page
- editions that offer study notes are not allowed.

Component 1: Unseen Poetry and Drama

Poetry

Students should study a wide range of modern poetry in preparation for responding to an unseen poem.

Drama

Select **one** play from either tragedy or comedy.

Tragedy

A Doll's House, Henrik Ibsen

A Streetcar Named Desire, Tennessee Williams

Doctor Faustus, Christopher Marlowe

The Home Place, Brian Friel

OR

Comedy

The Importance of Being Earnest, Oscar Wilde

The Pitmen Painters, Lee Hall

The Rover, Aphra Behn

Waiting for Godot, Samuel Beckett

Component 2: Prose

Select **two** prose texts (including at least **one** pre-1900) on a chosen theme.

Childhood

Pre-1900: *What Maisie Knew*, Henry James; *Hard Times*, Charles Dickens

Post-1900: *Atonement*, Ian McEwan; *The Color Purple*, Alice Walker

Colonisation and its Aftermath

Pre-1900: *Heart of Darkness*, Joseph Conrad; *The Adventures of Huckleberry Finn*, Mark Twain

Post-1900: *A Passage to India*, E M Forster; *The Lonely Londoners*, Sam Selvon

Crime and Detection

Pre-1900: *A Study in Scarlet*, Arthur Conan Doyle; *The Moonstone*, Wilkie Collins

Post-1900: *In Cold Blood*, Truman Capote; *The Murder Room*, P D James

Science and Society

Pre-1900: *Frankenstein*, Mary Shelley; *The War of the Worlds*, H G Wells

Post-1900: *Never Let Me Go*, Kazuo Ishiguro; *The Handmaid's Tale*, Margaret Atwood

The Supernatural

Pre-1900: *The Picture of Dorian Gray*, Oscar Wilde; *Dracula*, Bram Stoker

Post-1900: *The Little Stranger*, Sarah Waters; *Beloved*, Toni Morrison

Women and Society

Pre-1900: *Wuthering Heights*, Emily Brontë; *Tess of the D'Urbervilles*, Thomas Hardy

Post-1900: *Mrs Dalloway*, Virginia Woolf; *A Thousand Splendid Suns*, Khaled Hosseini

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	30
AO2	Analyse ways in which meanings are shaped in literary texts	30
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	20
AO4	Explore connections across literary texts	10
AO5	Explore literary texts informed by different interpretations	10
Total		100%



Knowledge, skills and understanding

Component 1: Unseen Poetry and Drama

Overview

Students will study poetic form, content and meaning in preparation for responding to an unseen modern poem. Classroom study should extend students' understanding of the concerns and choices of modern day poets.

Students will also study aspects of the form of drama via one play. Students will need to explore the use of literary and dramatic devices and shaping of meanings in their chosen play. Teaching and wider reading should address the significance and influence of contextual factors on the chosen play. Students must also be able to engage with different interpretations of their chosen drama text.

Learning outcomes

Students are required to:

- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of how playwrights use dramatic forms to shape meaning in drama texts and evoke responses in audiences
- show knowledge and understanding of the function of genre features and conventions in poetry
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge of the contexts in which texts have been produced and received
- respond to and critically evaluate texts, drawing on their understanding of interpretations by different readers
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts.

Content

Students study poetic form, meaning, language, style and conventions in a wide range of poetry in preparation for the examination which requires an essay response on one modern unseen poem.

Unseen Poetry

Students are expected to read widely within the genre of contemporary poetry.

Centres are free to select appropriate modern poems in order to facilitate students' wider reading of contemporary poetry.

Drama

Students will study aspects of the form of drama via **one** play from the categories of tragedy or comedy.

A choice of **one** text from the following:

Tragedy

A Doll's House, Henrik Ibsen
A Streetcar Named Desire, Tennessee Williams
Doctor Faustus, Christopher Marlowe
The Home Place, Brian Friel

Comedy

The Importance of Being Earnest, Oscar Wilde
The Pitmen Painters, Lee Hall
The Rover, Aphra Behn
Waiting for Godot, Samuel Beckett



Component 2: Prose

Overview

Students will study aspects of prose via two thematically linked texts, **at least one** of which must be **pre-1900**. Literary study of both texts selected for this component should incorporate the links and connections between them, and the contexts in which they were written and received.

Learning outcomes

Students are required to:

- show knowledge and understanding of how genre features and conventions operate in prose fiction texts
- show knowledge and understanding of a range of ways to read texts, including reading for detail of how writers use and adapt language, form and structure in texts, responding critically and creatively
- show knowledge and understanding of a range of literary texts and make connections and explore the relationships between texts
- show knowledge and understanding of the ways texts can be grouped and compared to inform interpretation
- show knowledge and understanding of the contexts in which texts have been produced and received
- identify and explore how attitudes and values are expressed in texts
- communicate fluently, accurately and effectively their knowledge, understanding and evaluation of texts
- use literary critical concepts and terminology with understanding and discrimination
- make appropriate use of the conventions of writing in literary studies, referring accurately and appropriately to texts and sources.

Content

This component has a thematic focus and students have a choice of **two** thematically linked texts which are listed below.

At least one text must be selected from the **pre-1900** options. However, centres are welcome to select **both pre-1900** texts for this component if desired.

Childhood

Pre-1900	<i>What Maisie Knew</i> , Henry James	<i>Hard Times</i> , Charles Dickens
Post-1900	<i>Atonement</i> , Ian McEwan	<i>The Color Purple</i> , Alice Walker

Colonisation and its Aftermath

Pre-1900	<i>Heart of Darkness</i> , Joseph Conrad	<i>The Adventures of Huckleberry Finn</i> , Mark Twain
Post-1900	<i>A Passage to India</i> , E M Forster	<i>The Lonely Londoners</i> , Sam Selvon

Crime and Detection

Pre-1900	<i>A Study in Scarlet</i> , Arthur Conan Doyle	<i>The Moonstone</i> , Wilkie Collins
Post-1900	<i>In Cold Blood</i> , Truman Capote	<i>The Murder Room</i> , P D James

Science and Society

Pre-1900	<i>Frankenstein</i> , Mary Shelley	<i>The War of the Worlds</i> , H G Wells
Post-1900	<i>Never Let Me Go</i> , Kazuo Ishiguro	<i>The Handmaid's Tale</i> , Margaret Atwood

The Supernatural

Pre-1900	<i>The Picture of Dorian Gray</i> , Oscar Wilde	<i>Dracula</i> , Bram Stoker
Post-1900	<i>The Little Stranger</i> , Sarah Waters	<i>Beloved</i> , Toni Morrison

Women and Society

Pre-1900	<i>Wuthering Heights</i> , Emily Brontë	<i>Tess of the D'Urbervilles</i> , Thomas Hardy
Post-1900	<i>Mrs Dalloway</i> , Virginia Woolf	<i>A Thousand Splendid Suns</i> , Khaled Hosseini

Assessment

Assessment summary

Summary of table of assessment

Students must complete all assessment in May/June in any single year.

Component 1: Unseen Poetry and Drama	*Paper code: 8ET0/01
<p>Written examination consisting of two sections. Open book examination – clean copies of the prescribed drama texts can be taken into the examination.</p> <p>Section A: Unseen Poetry One essay question on an unseen modern poem. Students will draw on their knowledge of poetic form, language, and conventions (AO1, AO2 assessed).</p> <p>Section B: Drama One essay question from a choice of two on their studied drama text (AO1, AO2, AO3, AO5 assessed).</p> <ul style="list-style-type: none">• First assessment: May/June 2016.• The assessment is 2 hours.• The assessment consists of 17 questions. Students answer two of these.• The assessment consists of 60 marks – 20 marks for Section A and 40 marks for Section B.	<p>60% of the total qualification</p>

Component 2: Prose	*Paper code: 8ET0/02
<p>Written examination consisting of one section. Open book examination – clean copies of the prescribed prose texts can be taken into the examination.</p> <p>Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed).</p> <ul style="list-style-type: none">• First assessment: May/June 2016.• The assessment length is 1 hour.• The assessment consists of 12 questions. Students answer one of these.• The assessment consists of 40 marks.	<p>40% of the total qualification</p>

The sample assessment materials can be found in the *Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature Sample Assessment Materials* document (ISBN 9781446912737).

*See *Appendix 3: Codes* for a description of this code and all other codes relevant to this qualification.

Assessment Objectives and weightings

Students must:		% in GCE
AO1	Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	30
AO2	Analyse ways in which meanings are shaped in literary texts	30
AO3	Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	20
AO4	Explore connections across literary texts	10
AO5	Explore literary texts informed by different interpretations	10
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives					Total for all Assessment Objectives
	AO1	AO2	AO3	AO4	AO5	
Paper 1: Unseen Poetry and Drama	19.8%	19.8%	10.2%	0%	10.2%	60%
Paper 2: Prose	10%	10%	10%	10%	0%	40%
Total for this qualification	30%	30%	20%	10%	10%	100%

NB: some figures have been rounded up or down

Entry and assessment information

Student entry

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website at: www.edexcel.com/iwantto/Pages/uk-information-manual.aspx

Forbidden combinations and discount code

There are no forbidden combinations with this qualification.

Centres should be aware that students who enter for more than one GCE qualification with the same discount code will have only one of the grades they achieve counted for the purpose of the School and College Performance Tables – normally the better grade (please see *Appendix 3: Codes*).

Students should be advised that if they take two qualifications with the same discount code colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCEs. The same view may be taken if students take two GCE qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

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

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

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

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

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person 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 person 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, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

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

Special consideration

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

Further information

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

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

Equality Act 2010 and Pearson equality policy

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

We are committed to making sure that:

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

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Consideration* which is on our website (www.edexcel.com).

Synoptic assessment

Synoptic assessment requires students to work across different parts of a qualification and to show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

Students draw together skills synoptically in their analysis and evaluation of texts. This occurs throughout the qualification and assessment.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of the current Code of Practice published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Advanced Subsidiary GCE qualification will be graded and certificated on a five-grade scale from A to E using the total subject mark. Individual components are not graded.

The first certification opportunity for the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Literature will be 2016.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

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

Grade descriptions

The grade descriptions for this qualification are published by Ofqual and will be available on their website.

Other information

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

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

Prior learning and other requirements

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

Progression

Students can progress from this qualification to:

- Advanced GCE in English Literature
- higher education courses such as degrees in English, English literature, creative writing or in related subjects such as journalism, media, teaching, drama, history
- a wide range of careers directly related to English literature, such as teacher, editor, writer, or in areas such as publishing, journalism, the media, advertising, marketing, public relations, arts administration, record offices, libraries, national and local government and the civil service.

Relationship between GCSE and Advanced Subsidiary GCE

The Advanced Subsidiary GCE allows students to develop a broader and deeper understanding of English Literature as a discipline and allows them to develop higher English Literature skills.

Progression from GCSE to Advanced Subsidiary GCE

This qualification provides progression from GCSE building on skills of analysing, evaluating and comparing texts and writing skills, including accurate spelling, punctuation and grammar.

Relationship between Advanced Subsidiary GCE and Advanced GCE

The Advanced Subsidiary GCE is a discrete linear qualification and comprises two examined components; these are built from content that is common with the Advanced GCE but they have different assessments that take place at the end of the course.



Appendices

Appendix 1: Transferable skills	19
Appendix 2: Level 3 Extended project qualification	21
Appendix 3: Codes	25





Appendix 1: Transferable skills

The need for transferable skills

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

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

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:²

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** - access, manage, integrate, evaluate, construct and communicate³.

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

¹ OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>

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

³ PISA (2011) The PISA Framework for Assessment of ICT Literacy, PISA

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.



Appendix 2: Level 3 Extended project qualification

What is the Extended Project?

The Extended Project is a standalone qualification that can be taken alongside GCEs. It supports the development of independent learning skills and helps to prepare students for their next step – whether that be university study or employment. The qualification:

- is recognised by universities for the skills it develops
- is worth half of an Advanced GCE qualification at grades A*–E
- carries UCAS points for university entry.

The Extended Project encourages students to develop skills in the following areas: research, critical thinking, extended writing and project management. Students identify and agree a topic area of their choice (which may or may not be related to a GCE subject they are already studying), guided by their teacher.

Students can choose from one of four approaches to produce:

- a dissertation (e.g. an investigation based on predominately secondary research)
- an investigation/field study (e.g. a practical experiment)
- a performance (e.g. in music, drama or sport)
- an artefact (e.g. **a creating a sculpture in response to a client brief or solving an engineering problem**).

The qualification is coursework based and students are assessed on the skills of managing, planning and evaluating their project. Students will research their topic, develop skills to review and evaluate the information, and then present the final outcome of their project.

Students: what they need to do

The Extended Project qualification requires students to:

- select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher
- identify and draft an objective for their project (e.g. in the form of a question, hypothesis, challenge, outline of proposed performance, issue to be investigated or commission for a client) and provide a rationale for their choice
- produce a plan for how they will deliver their intended objective
- conduct research as required by the project brief, using appropriate techniques
- carry out the project using tools and techniques safely
- share the outcome of the project using appropriate communication methods, including a presentation.

Teachers: key information

- The Extended Project has 120 guided learning hours (GLH) consisting of:
 - a 40 taught GLH element that includes teaching the technical skills (e.g. research skills)
 - an 80 guided GLH element that includes mentoring students through the project work
- group work is acceptable, however it is important that each student provides evidence of their own contribution and produces their own report
- 100% externally moderated.
- Four Assessment Objectives: manage, use resources, develop and realise, review.
- Can be run over 1, 1½ or 2 years.
- Can be submitted in January or June.

How to link the Extended Project with English Literature

The Extended Project creates the opportunity to develop transferable skills for progression to higher education and the workplace. This is through the exploration of an area of personal interest or a topic of interest from the English Literature qualification content. For example, English Literature students could work on a dissertation that explores an aspect of English Literature.

Skills developed

Through what they are taught and from their work on other projects, it is expected that Extended Project students will develop skills in the following areas:

- independent research skills, including skills in primary research and the selection of appropriate methods for data collection
- extended reading and academic writing, including reading academic articles
- planning/project management, including the refining of research questions
- source handling and evaluation
- evaluation of arguments and processes, including arguments in favour of alternative interpretations of sources and evaluation of the research process
- critical thinking.

In the context of the Extended Project, critical thinking refers to the ability to identify and develop arguments for a point of view or hypothesis, and the ability to consider and to respond to alternative arguments.

The Extended Project is an ideal vehicle to develop the transferable skills identified in *Appendix 1*.

Using the Extended Project to support breadth and depth

Students are not expected to study specified material. In the Extended Project, students are assessed on the quality of the work they produce and the skills they develop and demonstrate through working on it.

English Literature students should demonstrate that they have extended themselves in some significant way by means of their Extended Project. It is important that they show at the outset how their work involves significant extension beyond what they have studied in English Literature. Students can use the Extended Project to demonstrate *extension* in one or more dimensions:

- **deepening understanding:** this is where a student explores a topic in greater depth than in the specification content. An English Literature student could choose to carry out a deeper, more analytic exploration of a concept that can be explored through the lens of textual study. For example, questions about the nature of literature or exploration of a concept such as identity or meaning
- **broadening skills:** this is where a student learns a new skill, for example performance skills
- **widening perspectives:** this is where a student's project spans different subjects and involves cross-curricular exploration that looks at, for example, political, social, philosophical and psychological aspects of the question.

Choosing topics and narrowing down to a question

Topics or titles linked to the themes from the English Literature qualification could inspire a choice of Extended Project topic.

As an example of an English Literature related project, consider a student who, having studied Hamlet, decided to explore the question of how identity is defined, using the text of the play as a central source. The student's dissertation contained a literature review, examining the way in which the concept of identity figures in Hamlet, and exploring this through engagement with commentaries on the play. In the discussion section, the student critically examined some philosophical aspects of the question of identity, using points from Hamlet to exemplify them. The project concluded with a review of the research process and an oral presentation of the main findings.

Examples of dissertation titles:

- Does the work of Christopher Marlowe illustrate the idea that works of art reflect rather than initiate social changes?
- Is it possible to produce tragedy in the modern era?
- Is poetry essential to religious literature?
- Is authorial intent irrelevant when we are seeking to interpret a text?

There is also scope for English Literature based performance and artefact Extended Projects. For example, a student might perform scenes from a text they are studying or create an artefact inspired by a topic studied in English Literature.



Appendix 3: Codes

Type of code	Use of code	Code number
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. Please go to our website (www.edexcel.com) for details of any changes.	For KS4 performance table: FC4 For 16–18 performance table: 5110
National Qualifications Framework (NQF) codes	Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QN for the qualification in this publication is: xxx/xxxx/x
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	Advanced Subsidiary GCE – 8ET0
Paper code	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 8ET0/01 Paper 2: 8ET0/02



June 2014

For more information on Edexcel and BTEC qualifications please
visit our websites: www.edexcel.com and www.btec.co.uk

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: Edinburgh Gate, Harlow, Essex CM20 2JE.
VAT Reg No GB 278 537121