



Specification

**Edexcel Level 1/Level 2
GCSE in English Literature (2ET01)**

For first certification 2015

Issue 3

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Introduction

The Edexcel Level 1/Level 2 GCSE in English Literature is designed for use in schools and colleges. It is part of a suite of Level 1/Level 2 GCSE qualifications offered by Edexcel.

The Level 1/Level 2 GCSE in English Literature must be offered with a Level 1/Level 2 qualification in English Language.

About this specification

- The Edexcel Level 1/Level 2 GCSE in English Literature has been developed to meet the Key Stage 4 Programme of Study for English Literature.
- This qualification has a three-unit structure to allow students to develop skills in reading and responding to prose, poetry and drama texts.
- Each unit offers a range of texts: familiar and new literary texts, as well as the opportunity to choose your own texts to engage and interest your students.
- The content of the Edexcel Level 1/Level 2 GCSE in English Literature qualification provides options for common teaching and learning with the Edexcel Level 1/Level 2 GCSE in English qualification.
- The *Edexcel Poetry Anthology*, accompanied by extensive teacher resources, is common to both the Edexcel Level 1/Level 2 GCSE in English Literature and the Edexcel Level 1/Level 2 GCSE in English qualifications.

Students must abide by the statutory requirements for the study of English at Key Stage 4. Please see page 26 for England, Wales and Northern Ireland requirements.

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Specification at a glance

The Edexcel Level 1/Level 2 GCSE in English Literature comprises three units:

- Unit 1: Understanding Prose
- Unit 2: Understanding Poetry
- Unit 3: Shakespeare and Contemporary Drama.

Unit 1: Understanding Prose		*Unit code (Foundation): 5ET1F
		*Unit code (Higher): 5ET1H
<ul style="list-style-type: none"> • Externally assessed • Availability: June 	50% of the total Level 1/Level 2 GCSE	
<p>Overview of content</p> <ul style="list-style-type: none"> • Study of two prose texts from Edexcel text lists specified in the unit: <ul style="list-style-type: none"> • one text from Literary Heritage • one text from Different Cultures and Traditions. 		
<p>Overview of assessment</p> <ul style="list-style-type: none"> • The unit is assessed through a 1-hour and 45-minute examination, set and marked by Edexcel, available at both Foundation Tier and Higher Tier. • The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available). • There are two sections in the examination paper – students answer one question on the text they have studied for each section. • Clean copies of the texts may be used in the examination. • The total number of marks available is 86. • Of the 86 raw marks available, up to 10 marks are awarded for Spelling, Punctuation and Grammar (SPaG). 		

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

Unit 2: Understanding Poetry		*Unit code (Foundation): 5ET2F
		*Unit code (Higher): 5ET2H
<ul style="list-style-type: none"> Externally assessed Availability: June 	25% of the total Level 1/Level 2 GCSE	
Overview of content		
<ul style="list-style-type: none"> Study of 15 key poets to help students develop their understanding of poetry. The assessed poem will be drawn from one of the 15 poets. Study of one themed collection of 15 poems from a choice of four collections from the <i>Edexcel Poetry Anthology</i>. 		
Overview of assessment		
<ul style="list-style-type: none"> The unit is assessed through a 1-hour and 45-minute examination, set and marked by Edexcel, available at both Foundation Tier and Higher Tier. The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available). There are two sections in the examination paper – students answer one question on an unseen poem in Section A and one question on their poetry collection studied in Section B. Clean copies of the <i>Anthology</i> may be used in the examination. The total number of marks available is 50. 		

Unit 3: Shakespeare and Contemporary Drama		*Unit code: 5ET03
<ul style="list-style-type: none"> Internally assessed under controlled conditions Availability June 	25% of the total Level 1/Level 2 GCSE	
Overview of content		
<ul style="list-style-type: none"> The study of two drama texts: <ul style="list-style-type: none"> one Shakespeare play one contemporary drama text. 		
Overview of assessment		
<ul style="list-style-type: none"> The unit is internally assessed under controlled conditions and externally moderated by Edexcel. One task, from a choice of three tasks set by Edexcel, completed for each drama text. Task taking will be up to four hours to complete both tasks. The Shakespeare task is marked out of 40 and the contemporary drama text task is marked out of 16. The total number of marks available is 56. 		

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

A Qualification content

National Qualifications Framework (NQF) criteria

This specification complies with the requirements of the common criteria, the GCSE qualification criteria, the subject criteria for English Literature and the Key Stage 4 Programme of Study for English Literature, which are prescribed by the regulatory authorities.

Key subject aims

The Edexcel Level 1/Level 2 GCSE in English Literature qualification enables students to:

- understand that texts from the English, Welsh or Irish literary heritage have been influential and significant over time and explore their meaning today
- explore how texts from different cultures and traditions may reflect or influence values, assumptions and sense of identity
- connect ideas, themes and issues, drawing on a range of texts
- become critical readers of fiction and non-fiction prose, poetry and drama
- experience different times, cultures, viewpoints and situations as found in literary texts.

Knowledge, skills and understanding

This Edexcel Level 1/Level 2 GCSE in English Literature qualification requires students to study six texts:

- one prose text from Literary Heritage
- one prose text from Different Cultures and Traditions
- one collection of 15 poems from the Edexcel Poetry Anthology
- one selection of 15 poems by 15 key poets to prepare for an unseen poem assessment
- one Shakespeare play
- one contemporary drama text.

Students will develop their knowledge, skills and understanding to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references
- analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings
- analyse the impact of style, language, structure and form
- relate texts to their social and historical contexts, and to literary traditions of which they are a part
- understand how texts from the literary heritage have been influential over time.

Unit 1: Understanding Prose

Externally assessed unit

Overview

The focus of this unit is:

- the study of one text from Literary Heritage
- the study of one text from Different Cultures and Traditions.

Students will have the opportunity to:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references
- relate texts to their social and historical contexts and to the literary traditions of which they are a part.

Details of texts to be studied

Students will study **one** text from **each** list.

Literary Heritage

A choice of one text from the following:

- *Animal Farm* – George Orwell
- *Dr Jekyll and Mr Hyde* – Robert Louis Stevenson
- *Felicia's Journey* – William Trevor
- *Great Expectations* – Charles Dickens
- *Pride and Prejudice* – Jane Austen
- *The Hound of the Baskervilles* – Sir Arthur Conan Doyle.

Different Cultures and Traditions

A choice of one text from the following:

- *Anita and Me* – Meera Syal
- *Balzac and the Little Chinese Seamstress* – Dai Sijie
- *Heroes* – Robert Cormier
- *Of Mice and Men* – John Steinbeck
- *Rani and Sukh* – Bali Rai
- *Riding the Black Cockatoo* – John Danalis
- *To Kill a Mockingbird* – Harper Lee.

(Prescribed editions of all texts are listed in *Appendix 5: Prescribed texts*.)

Assessment

Assessment summary

This unit represents 50% of the total assessment weighting of the Level 1/Level 2 GCSE. It is externally assessed at both Foundation Tier and Higher Tier.

The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available).

The examination will be 1 hour and 45 minutes.

Assessment Objectives:

- AO1: 26.5%
- AO2: 13%
- AO4: 10.5%.

Details of examination

The examination will be divided into two sections:

- Section A: Literary Heritage
- Section B: Different Cultures and Traditions.

Students must answer one question from each section.

Students may refer to a clean copy of the texts in the examination. The texts must be free from any annotation or additional notes.

Question style

In Section A, students complete a three-part question linked to a short extract from the text.

For Section B, there will be a choice of essays for each text.

Section A – Three-part question linked to a short extract

- There will be three parts to each question.
- The extract will come from a significant section of the text and will be approximately 250–350 words in length.
- Students will select relevant material focused on the key words of the questions, clearly expressing relevant points and providing evidence from the text.
- Students will be expected to relate the extract to the whole text.
- Both Foundation Tier and Higher Tier questions will focus on character, language and theme both within and outside the extract.
- Spelling, Punctuation and Grammar (SPaG) are assessed in this section.

Section B – Essay question

- Students will choose one of two essays.
- Students will select relevant material focused on the key words of the question, clearly expressing relevant points and providing evidence from the text.
- Students will be expected to demonstrate knowledge of the whole text.
- Foundation Tier students will be given bulleted suggestions to support their response focusing on events, themes or character.
- The essay will be assessed for Spelling, Punctuation and Grammar (SPaG) and Quality of Written Communication.

Unit 2: Understanding Poetry

Externally assessed unit

Overview

The focus of this unit is the study of poetry.

Students will have the opportunity to:

- study a selection of 15 poems by 15 key poets listed in the specification, to develop their ability to analyse and comment on an unseen poem
- study one collection of poems on a theme from the *Edexcel Poetry Anthology*
- analyse the impact of style, language, structure and form
- explore writers' presentation of ideas, themes and settings
- make comparisons and explain links between poems
- evaluate writers' different ways of expressing meaning and achieving effects.

Details of texts to be studied

Students will study the following key features of poetry:

- voice
- imagery
- language choice
- rhyme and rhythm
- tone and mood
- form and structure.

They will understand how the writer uses these key features to present ideas, themes and settings.

Unseen Poem

Students will develop their appreciation of poetry through studying a selection of poems by 15 key contemporary and literary heritage poets (listed below). Students must study at least **one** poem from **each** poet in preparation. The poems written by these 15 poets should be used to identify the key features of poetry and may be used to practise an unseen response in exam conditions. The unseen poem assessed in the exam will be drawn from one of the 15 poets. The 15 poets are:

- Maya Angelou
- Margaret Atwood
- Elizabeth Barrett Browning
- Charles Causley
- John Clare
- Emily Dickinson
- Helen Dunmore
- Robert Frost
- Thomas Hardy
- Seamus Heaney
- Ted Hughes
- D H Lawrence
- Sarojini Naidu
- Edgar Allen Poe
- Siegfried Sassoon.

Anthology Poems

Students will study **one** complete collection of 15 poems from the *Edexcel Poetry Anthology*. The collections are:

- *Collection A: Relationships*
- *Collection B: Clashes and Collisions*
- *Collection C: Somewhere, Anywhere*
- *Collection D: Taking a Stand.*

Assessment

Assessment summary

This unit represents 25% of the total assessment weighting of the Level 1/Level 2 GCSE. It is externally assessed at both Foundation Tier and Higher Tier.

The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available).

The examination will be 1 hour and 45 minutes.

Assessment Objectives:

- AO2: 17.5%
- AO3: 7.5%.

Details of examination

The examination will be divided into two sections:

- Section A: Unseen Poem
- Section B: Anthology Poems.

Students must answer one question from each section.

Students may refer to a clean copy of the *Edexcel Poetry Anthology* in the examination. It must be free from any annotation or additional notes.

Section A: Unseen Poem

Students should read through the unseen poem printed on the examination paper and answer the question set.

One poem will be set for Foundation Tier and one poem will be set for Higher Tier.

The poems selected will come from one of the 15 key poets listed on page 10. The poems will be readily accessible to the age group but will differentiate by the range of accessibility of language, structure and form. The poems will not be from the *Edexcel Poetry Anthology*.

The Foundation Tier and Higher Tier questions will ask students to consider how the writer has used language, structure and form to explore the subject.

The Foundation Tier question will have supporting bullets to help students to focus on what happens in the poem, how the writer has organised the poem and how the writer uses language.

The response will be assessed for Quality of Written Communication.

Section B: Anthology Poems

Students will answer one question in this section on the collection of poems they have studied from the *Edexcel Poetry Anthology*.

Students must answer on two poems from the collection of poems they have studied: one named poem and a poem of their choice.

Students will consider the meaning of the poems, how the poems have been crafted and comparison between the two poems.

Students should support their answers with examples from both poems.

Unit 3: Shakespeare and Contemporary Drama

Internally assessed unit

Overview

The focus of this unit is the study of a Shakespeare play and its adaptation, **and** a contemporary drama text. The Shakespeare play and the contemporary drama must be studied on page, the adaptation can be studied on either page or screen.

This unit gives students the opportunity to:

- understand how dramatists use their drama texts to entertain and engage audiences
- make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects
- explain how texts have been influential and significant to audiences in different contexts and different times.

Students will complete two tasks – one Shakespeare task and one contemporary drama task. There will be up to four hours, split between sessions, for students to write up both responses.

Details of texts to be studied

Centres will have the opportunity to choose two drama texts that will excite and engage their students:

- one Shakespeare play chosen by the centre
- one contemporary drama text chosen from the list provided by Edexcel.

Guidance for selection of the contemporary drama

Centres must select one of the following texts for the contemporary drama task:

Brian Clark	<i>Whose Life is it Anyway?</i>
Arthur Miller	<i>A View from the Bridge</i>
Arthur Miller	<i>The Crucible</i>
J B Priestley	<i>An Inspector Calls</i>
Willy Russell	<i>Blood Brothers</i>
Willy Russell	<i>Educating Rita</i>
Willy Russell	<i>Our Day Out</i>
G B Shaw	<i>Pygmalion</i>
R C Sherriff	<i>Journey's End</i>

When studying the play, students should note:

- characterisation
- major theme(s)
- style and stagecraft/production
- how meaning may be communicated to an audience.

Assessment

Assessment summary

This unit represents 25% of the total assessment weighting of the Level 1/Level 2 GCSE. It is internally assessed under controlled conditions. This unit is untiered.

Assessment Objectives:

- AO1: 7%
- AO3: 9%
- AO4: 9%.

Details of tasks

Students will complete two tasks: one task comparing their own reading of the Shakespeare play and an adaptation, and one task on a contemporary drama text.

Shakespeare

Students must respond to the Shakespeare task in writing. The response on Shakespeare will be assessed for Quality of Written Communication.

One task will be set on three of the following four areas of study:

- characterisation
- performance
- theme
- relationships.

In their response to the chosen task, students will:

- make comparisons and explain links between their own reading and an adaptation, evaluating different ways of expressing Shakespeare's meaning and achieving effects
- explain the relevance of the play and the adaptation to different audiences at different times
- support ideas by choosing evidence from the drama text.

Contemporary Drama

Students must respond to the contemporary drama text in writing. The response on contemporary drama will be assessed for Quality of Written Communication.

One task will be set on three of the following four areas of study:

- characterisation
- performance
- theme
- relationships.

In their response to the chosen task, students will:

- respond to the chosen drama text critically and imaginatively
- select and evaluate relevant examples to demonstrate understanding
- support ideas by choosing evidence from the drama text.

Unit content

Students will study both the Shakespeare play and the contemporary drama text before completing the controlled assessment tasks. They will explore aspects of style, structure, theme and language in each of their chosen drama texts.

For the Shakespeare task, students will:

- make comparisons and explain links between texts, evaluating different ways of expressing Shakespeare's meaning and achieving effects
- relate texts to their social, cultural and historical contexts
- explain how texts have been influential and significant to different audiences at different times.

For the contemporary drama task, students will:

- develop and sustain independent interpretations of whole texts, supporting them with detailed textual references.

Controlled assessment tasks

Task setting: High control

A *high level of control* means that Edexcel will set the tasks for students to complete.

One task will be set on three of the following four areas of study: characterisation, performance, theme and relationships, for both the Shakespeare play and the contemporary drama text.

Students complete two tasks, one on Shakespeare and one on contemporary drama, and may choose to respond to the same area of study for each drama text.

When will the tasks be available?

The tasks will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The four areas of study (characterisation, performance, theme and relationships) will be valid for the life of the specification.

The tasks will be replaced each year. Three tasks will be made available each year from the four areas of study.

When should the tasks be made available to students?

Students should have access to the tasks as soon as they are suitably prepared.

Task taking – Research and planning: Limited control

Preparation

Students' preparation for the tasks should include the study of the Shakespeare play and the contemporary drama text. Preparation of these tasks should take 25% of the time available for the Level 1/ Level 2 GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students in a centre. They could include:
 - the internet
 - TV, videos and film
 - live performances
 - notes made in class.

Task taking – Analysis and evaluation: High control

The controlled assessment

A high level of control means that the completion of the task must be under controlled conditions. This means that students should be supervised while they are completing their responses.

Authenticity control

Students must not prepare a draft response in advance of the controlled assessment. Students will be able to complete the task only when supervised. Students must sign the Controlled Assessment Record Sheet (*Appendix 4*).

Collaboration control

Students must complete their tasks individually, without intervention or assistance from others.

Feedback control

Teachers may communicate with students to provide clarification of assessment terms in controlled conditions but must not provide suggestions or solutions to the controlled assessment.

Information and communication technology control

Students may use ICT equipment to complete their controlled assessment but centres must ensure that student ICT equipment does not have internet access, and that there is no access to any prepared materials on the hard drive.

Resources control

Students may have access to:

- unannotated copies of the texts
- notes – guidance on the type of notes allowed is explained below. Please see *Appendix 6: Examples of controlled assessment notes* for examples of appropriate and inappropriate notes.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Controlled assessment notes guidance

Students are allowed to have unannotated copies of the text(s) plus notes when completing the Shakespeare and Contemporary Drama controlled assessment assignments.

Notes can include bulleted or numbered points on themes, ideas, effects, textual or performance features. Notes cannot be continuous phrases or paragraphs. Notes must not contain either a plan or a draft.

Notes must be prepared by the individual student. It is not permissible for teachers to provide notes to students. These notes may be handwritten or typed but must be the student's own work.

Teachers must check that the notes contain only plans and notes and not a draft answer before they are taken into the controlled environment. These plans and notes should be retained with the students' responses in a secure place BUT will not be required as part of the submitted sample for moderation. Teachers must **not** award marks for the notes.

If the assessment session is not continuous, the notes must be collected in with the student's work and kept securely.

The notes **may** include:

- the title of the response and chosen task e.g. theme/character etc
- page references for particular acts/scenes from the play or sections of the adaptation
- key quotations
- lists of characters
- the spelling of particular words (e.g. metaphor, oxymoron etc)
- bullet or numbered points on themes, ideas, effects, textual or performance features
- spider diagrams (or equivalent).

The notes **may NOT** include:

- a pre-prepared draft of the response
- continuous phrases and/or paragraphs
- pre-written introductions/conclusions
- a detailed plan.

Time control

Centres should allow up to four hours for students to complete the tasks. This time may be distributed over two or more sessions at the centre's discretion. If this takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The tasks must be collected at the end of the controlled assessment.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment tasks using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

Details on the justification of marks awarded may be included on the Controlled Assessment Record Sheet (*Appendix 4*).

Assessment criteria – Shakespeare task

Students writing on only the Shakespeare play or the adaptation will receive 0 marks on AO3.

For AO4, if the response is on the Shakespeare play or the adaptation only, a maximum of 4 marks applies, depending on the quality of the response. For a mark in Bands 3-5 there will be a balanced response to the Shakespeare play and the adaptation.

Assessment objective: AO3		
Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1-4	<ul style="list-style-type: none"> Limited relevant comparisons/links between the Shakespeare play and the adaptation. Limited evaluation of the different ways of expressing meaning. Limited use of relevant examples from both the Shakespeare play and the adaptation. <p>*Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.</p>
2	5-8	<ul style="list-style-type: none"> Some relevant comparisons/links between the Shakespeare play and the adaptation. Some evaluation of the different ways of expressing meaning and achieving effects. Some use of relevant examples from both the Shakespeare play and the adaptation. <p>*Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.</p>
3	9-12	<ul style="list-style-type: none"> Sound relevant comparisons/links between the Shakespeare play and the adaptation. Some clear evaluation of the different ways of expressing meaning and achieving effects. A balanced response with sound use of relevant examples from both the Shakespeare play and the adaptation. <p>*Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
4	13-16	<ul style="list-style-type: none"> Sustained relevant comparisons/links between the Shakespeare play and the adaptation. Sustained evaluation of the different ways of expressing meaning and achieving effects. A balanced response with sustained use of relevant examples from both the Shakespeare play and the adaptation. <p>*Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.</p>
5	17-20	<ul style="list-style-type: none"> Perceptive relevant comparisons/links between the Shakespeare play and the adaptation. Perceptive evaluation of the different ways of expressing meaning and achieving effects. A balanced response with perceptive use of relevant examples from both the Shakespeare play and the adaptation. <p>*Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.</p>

*Quality of Written Communication will be assessed in the response to the Shakespeare task.

Assessment Objective: AO4

Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self, and other readers in different contexts and at different times

Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–4	<ul style="list-style-type: none"> Limited explanation of character/theme/relationship/performance within the context of the drama. Limited explanation of the relevance of the play and the adaptation to different audiences at different times. Limited use of relevant examples of the different context(s) from either the Shakespeare play or the adaptation. Responses on only the Shakespeare play or the adaptation cannot go above this level.
2	5–8	<ul style="list-style-type: none"> Some explanation of character/theme/relationship/performance within the context of the drama. Some explanation of the relevance of the play and the adaptation to different audiences at different times. Some use of relevant examples of the different contexts from both the Shakespeare play and the adaptation.
3	9–12	<ul style="list-style-type: none"> Sound explanation of character/theme/relationship/performance within the context of the drama. Sound explanation of the relevance of the play and the adaptation to different audiences at different times. A balanced response with sound use of relevant examples of the different contexts from both the Shakespeare play and the adaptation.
4	13–16	<ul style="list-style-type: none"> Sustained explanation of character/theme/relationship/performance within the context of the drama. Sustained explanation of the relevance of the play and the adaptation to different audiences at different times. A balanced response with sustained use of relevant examples of the different contexts from both the Shakespeare play and the adaptation.
5	17–20	<ul style="list-style-type: none"> Perceptive explanation of character/theme/relationship/performance within the context of the drama. Perceptive explanation of the relevance of the play and the adaptation to different audiences at different times. A balanced response with perceptive use of relevant examples of the different contexts from both the Shakespeare play and the adaptation.

Assessment criteria – Contemporary Drama task

Assessment Objective: AO1		
Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.		
Band	Mark	Descriptor
0	0	<ul style="list-style-type: none"> No rewardable material.
1	1–3	<ul style="list-style-type: none"> Limited explanation of character/theme/relationship/performance. Limited use of relevant examples to demonstrate understanding of character/theme/relationship/performance. Limited evaluation of selected examples. <p>*Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.</p>
2	4–6	<ul style="list-style-type: none"> Some explanation of character/theme/relationship/performance. Some use of relevant examples to demonstrate understanding of character/theme/relationship/performance. Some evaluation of selected examples. <p>*Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.</p>
3	7–9	<ul style="list-style-type: none"> Sound explanation of character/theme/relationship/performance. Sound use of relevant examples to demonstrate understanding of character/theme/relationship/performance. Sound evaluation of selected examples. <p>*Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.</p>
4	10–13	<ul style="list-style-type: none"> Sustained explanation of character/theme/relationship/performance. Sustained use of relevant examples to demonstrate understanding of character/theme/relationship/performance. Sustained evaluation of selected examples. <p>*Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.</p>
5	14–16	<ul style="list-style-type: none"> Perceptive explanation of character/theme/relationship/performance. Perceptive use of relevant examples to demonstrate understanding of character/theme/relationship/performance. Perceptive evaluation of selected examples. <p>*Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.</p>

*Quality of Written Communication will be assessed in the response to the Contemporary Drama task.

B Assessment

Assessment summary

Unit 1 is externally assessed through a 1-hour and 45-minute paper.

Unit 2 is externally assessed through a 1-hour and 45-minute paper.

Unit 3 is an internally assessed unit.

Unit 1: Understanding Prose

Unit code (Foundation): 5ET1F

Unit code (Higher): 5ET1H

- The unit is assessed through a 1-hour and 45-minute examination, set and marked by Edexcel, available at both Foundation Tier and Higher Tier.
- The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available).
- There are two sections in the examination paper – students answer one question from each section on the text they have studied.
- Clean copies of the texts may be used in the examination.
- The total number of marks available is 86.
- Of the 86 raw marks available, up to 10 marks are awarded for Spelling, Punctuation and Grammar (SPaG).

Unit 2: Understanding Poetry

Unit code (Foundation): 5ET2F

Unit code (Higher): 5ET2H

- The unit is assessed through a 1-hour and 45-minute examination, set and marked by Edexcel, available at both Foundation Tier and Higher Tier.
- The Foundation Tier paper has grades C–G available, the Higher Tier paper has grades A*–D available (with E available).
- There are two sections in the examination paper – students answer one question on an unseen poem in Section A and one question on their poetry collection studied in Section B.
- Clean copies of the *Edexcel Poetry Anthology* may be used in the examination.
- The total number of marks available is 50.

Unit 3: Shakespeare and Contemporary Drama**Unit code: 5ET03**

- The unit is internally assessed under controlled conditions and externally moderated by Edexcel.
- One task, from a choice of three tasks set by Edexcel, completed for each drama text.
- Task taking will be up to four hours to complete both tasks.
- The Shakespeare task is marked out of 40 and the contemporary drama text task is marked out of 16.
- The total number of marks available is 56.

Assessment Objectives and weightings

	% in Level 1/Level 2 GCSE
AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations	33.5%
AO2: Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings	30.5%
AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects	16.5%
AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times	19.5%
TOTAL	100%

Relationship of Assessment Objectives to units

Unit	Assessment Objective				Total for AO1, AO2, AO3 and AO4
	AO1	AO2	AO3	AO4	
Unit 1: Understanding Prose	26.5%	13%	0%	10.5%	50%
Unit 2: Understanding Poetry	0%	17.5%	7.5%	0%	25%
Unit 3: Shakespeare and Contemporary Drama	7%	0%	9%	9%	25%
Total for Level 1/Level 2 GCSE	33.5%	30.5%	16.5%	19.5%	100%

Entering your students for assessment

Statutory requirements

England

Students meet the statutory requirements for study of English through the study of **both** Level 1/Level 2 GCSE English Language and Level 1/Level 2 GCSE English Literature **or** through study of Level 1/Level 2 GCSE English.

Wales

In Wales, it is recommended that students studying Level 1/Level 2 GCSE English Literature should also study WJEC Level 1/Level 2 GCSE English Language. Students meet the statutory requirements for study of English through their study of WJEC Level 1/Level 2 GCSE English Language.

Northern Ireland

Please see the website of the Council for Curriculum, Examination and Assessment for regulatory requirements in Northern Ireland.

Student entry

Students may enter Units 1 and 2 at any tier of entry. Unit 3 is untiered.

Details of how to enter students for this qualification can be found in Edexcel's UK *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com.

Students are required to sit all of their examinations at the end of the course. Students may complete the controlled assessment task(s) at any appropriate point during the course and controlled assessment work must be submitted for moderation at the end of the course. Centres must ensure that controlled assessment tasks submitted are valid for the series in which they are submitted.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one Level 1/Level 2 GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two Level 1/Level 2 GCSEs. The same view may be taken if students take two Level 1/Level 2 GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Level 1/Level 2 GCSE in English Literature

The Level 1/Level 2 GCSE in English Literature **must** be taken with the Level 1/Level 2 GCSE in English Language or other equivalent qualifications.

The Level 1/Level 2 GCSE in English Literature **may not** be taken with the Level 1/Level 2 GCSE in English.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for Level 3 GCE, Level 1/Level 2 GCSE, and Entry Level is designed to ensure equal access to the qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information on the Equality Act 2010.

Controlled assessment

In controlled assessments, control levels are set for three linked processes: task setting, task taking and task marking. The control levels (high, medium or limited, dependent on the subject) are set for each process so that the overall level of control secures validity and reliability, provides good manageability for all involved and allows teachers to authenticate the student work confidently.

The summary of the controlled conditions for this qualification is shown below.

Summary of conditions for controlled assessment

Task setting: High control

A *high level of control* means that Edexcel will set the tasks for students to complete.

One task will be set on each of the following four areas of study: characterisation, performance, theme and relationships, for both the Shakespeare play and the contemporary drama text.

Students complete two tasks, one on Shakespeare and one on contemporary drama, and may choose to respond to the same area of study for each drama text.

When will the tasks be available?

The tasks will be made available for centres before the start of the academic year. They will be available to download from the Edexcel website.

The four areas of study (characterisation, performance, theme and relationships) will be valid for the life of the specification.

The tasks will be replaced each year. Three tasks will be made available each year from the four areas of study.

When should the tasks be made available to students?

As soon as students are suitably prepared they should have access to the tasks.

Task taking – Research and planning: Limited control

Preparation

Students' preparation for the tasks should include the study of the Shakespeare play and the contemporary drama text. Preparation of these tasks should take 25% of the time available for the Level 1/ Level 2 GCSE.

- **Feedback:** teachers may support students through the preparation process.
- **Collaboration:** students' preparation may be informed by working in groups but they must provide an individual response to the task.
- **Resources:** when preparing, students should use the range of appropriate resources available to the centre. The same range of resources must be made available to all students within a centre. These could include:
 - the internet
 - TV, videos and film
 - live performances
 - notes made in class.

Task taking – Analysis and evaluation: High control

The controlled assessment

A high level of control means that the completion of the task must be under controlled conditions. This means that students should be supervised while they are completing their responses.

Authenticity control

Students must not prepare a draft response in advance of the controlled assessment. Students will be able to complete the task only when supervised. Students must sign the Controlled Assessment Record Sheet (*Appendix 4*).

Collaboration control

Students must complete their tasks individually, without intervention or assistance from others.

Feedback control

Teachers may communicate with students to provide clarification of assessment terms in controlled conditions but must not provide suggestions or solutions to the controlled assessment.

Information and communication technology control

Students may use ICT equipment to complete their controlled assessment but centres must ensure that student ICT equipment does not have internet access, and that there is no access to any prepared materials on the hard drive.

Resources control

Students may have access to:

- unannotated copies of the texts
- notes – guidance on the type of notes allowed is explained below. Please see *Appendix 6: Examples of controlled assessment notes* for examples of appropriate and inappropriate notes.

Students must not have access to:

- a draft of their response
- a dictionary or thesaurus
- grammar or spell-check programs.

Controlled assessment notes guidance

Students are allowed to have unannotated copies of the text(s) plus notes when completing the Shakespeare and Contemporary Drama controlled assessment assignments.

Notes can include bulleted or numbered points on themes, ideas, effects, textual or performance features. Notes cannot be continuous phrases or paragraphs. Notes must not contain either a plan or a draft.

Notes must be prepared by the individual student. It is not permissible for teachers to provide notes to students. These notes may be handwritten or typed but must be the student's own work.

Teachers must check that the notes contain only plans and notes and not a draft answer before they are taken into the controlled environment. These plans and notes should be retained with the students' responses in a secure place BUT will not be required as part of the submitted sample for moderation. Teachers must **not** award marks for the notes.

If the assessment session is not continuous, the notes must be collected in with the student's work and kept securely.

The notes **may** include:

- the title of the response and chosen task e.g. theme/character etc
- page references for particular acts/scenes from the play or sections of the adaptation
- key quotations
- lists of characters
- the spelling of particular words (e.g. metaphor, oxymoron etc)
- bullet or numbered points on themes, ideas, effects, textual or performance features
- spider diagrams (or equivalent).

The notes **may NOT** include:

- a pre-prepared draft of the response
- continuous phrases and/or paragraphs
- pre-written introductions/conclusions
- a detailed plan.

Time control

Centres should allow up to four hours for students to complete the tasks. This time may be distributed over two or more sessions at the centre's discretion. If this takes place over more than one session, students' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The tasks must be collected at the end of the controlled assessment.

Task marking: Medium control

A medium level of control means that teachers mark the controlled assessment tasks using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

Details on the justification of marks awarded may be included on the Controlled Assessment Record Sheet (*Appendix 4*).

Internal standardisation

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.

Authentication

All students must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled students must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sampled work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.

Further information

For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting controlled assessments* document on the JCQ website: www.jcq.org.uk.

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations: Policies and Procedures* and *Instructions for conducting coursework/portfolio* documents on the JCQ website (www.jcq.org.uk).

Assessing your students

Assessment is available in June for the lifetime of the specification.

Unit	June 2015	June 2016
Unit 1: Understanding Prose	✓	✓
Unit 2: Understanding Poetry	✓	✓
Unit 3: Shakespeare and Contemporary Drama	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The Level 1/Level 2 GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

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

The first certification for the Edexcel Level 1/Level 2 GCSE in English Literature for first teaching in September 2013, will be 2015. All units of assessment must be taken at the end of the course.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1 (Foundation and Higher Tier)

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 120	108	96	84	72	60	48	36	24

The maximum uniform mark available for students entered for the Foundation Tier is 83.

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–23.

Unit 2 (Foundation and Higher Tier)

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

The maximum uniform mark available for students entered for the Foundation Tier is 41.

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Unit 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 60	54	48	42	36	30	24	18	12

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–11.

Qualification results

The minimum uniform marks required for each grade:

Level 1/Level 2 GCSE in English Literature Cash-in code: 2ET01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 240	216	192	168	144	120	96	72	48

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0–47.

Students may enter Units 1 and 2 at any tier of entry. Unit 3 is untiered. However, the overall grade calculation will be based on their total uniform mark score.

Re-taking of units

Students wishing to re-take a Level 1/Level 2 GCSE are required to re-take all the external units in the qualification. The Unit 3 mark may be carried forward.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of Written Communication and Spelling, Punctuation and Grammar

Students will be assessed on their ability to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and the complexity of the subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Additional marks will be awarded for spelling, punctuation and grammar (SpaG). The questions that relate to the assessment of these skills will be clearly marked on the question paper.

Performance indicators for the assessment of SpaG

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- using a variety of stems in questions – such as *explore* and *compare*
- ensuring connectivity between sections of questions
- a requirement for extended writing.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website (www.jcq.org.uk).

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

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

Prior learning

This qualification builds on the content, knowledge and skills developed in the Key Stage 3 Programme of Study for English as defined by the National Curriculum Orders for England.

Progression

Students could progress from this Level 1/Level 2 GCSE to:

- Level 3 GCE Advanced Subsidiary/Advanced in English Language and Literature
- Level 3 GCE Advanced Subsidiary/Advanced in English Language
- Level 3 GCE Advanced Subsidiary/Advanced in English Literature
- Diploma programmes
- any other related qualification.

Grade descriptions

A	Candidates respond enthusiastically and critically to texts, showing imagination and originality in developing alternative approaches and interpretations. They confidently explore and evaluate how language, structure and form contribute to writers' varied ways of presenting ideas, themes and settings, and how they achieve specific effects on readers. Candidates make illuminating connections and comparisons between texts. They identify and comment on the impact of the social, cultural and historical contexts of texts on different readers at different times. They convey ideas persuasively and cogently, supporting them with apt textual references.
C	Candidates understand and demonstrate how writers use ideas, themes and settings in texts to affect the reader. They respond personally to the effects of language, structure and form, referring to textual detail to support their views and reactions. They explain the relevance and impact of connections and comparisons between texts. They show awareness of some of the social, cultural and historical contexts of texts and of how this influences their meanings for contemporary and modern readers. They convey ideas clearly and appropriately.
F	Candidates make an involved, personal response to the effects of language, structure and form in texts, showing some awareness of key ideas, themes or arguments. They support their views by reference to significant features or details. They make straightforward connections and comparisons between texts and suggest how this contributes to readers' understanding and enjoyment. They are aware that some aspects of texts relate to their specific social, cultural and historical contexts, and suggest successfully why this may be significant with reference to some texts.

C Resources, support and training

FREE Teacher Support Materials

A free specification Teacher's Guide to help you deliver the course. It includes curriculum models, schemes of work, an excellent range of student exemplar material and teaching tips for new aspects of the specification.

Poetry Anthology Teacher Pack – a digital version of the Anthology, complete with audio readings of the poems and video clips, plus comprehensive support for teaching the Anthology with lesson plans and student resources.

Training

A programme of professional development and training courses covering various aspects of the specification will be arranged by Edexcel each year on a regional basis. We can also customise courses to your specific training needs, and deliver them at your centre or local authority.

Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

Edexcel support services

We have a wide range of support services to help you plan, teach and manage this qualification successfully.

English Subject Advisor – we have a dedicated English Subject Advisor. Our Subject Advisors are qualification and subject experts who are available for customers to contact by phone or email. You can contact them with any questions about the content or teaching of our new specifications. Visit www.english10.co.uk, call 0844 372 2188 or email teachingenglish@pearson.com to contact our new English Subject Advisor directly.

Controlled Assessment Support Service (CASS) – comprehensive support to help you manage controlled assessment components. By joining CASS you'll receive updates and get access to the following:

- **online communities** – get in touch with your peers and share your thoughts on controlled assessment and any other aspect of the specification through our online communities at www.edexcel.com/communities
- **podcasts** – covering how controlled assessment units will be made available by the time you start delivering the units
- **exemplar materials** – our unique and exclusive range of exemplar materials across all controlled assessment units will be made available by the time you start delivering the units
- **training events**

You can subscribe to CASS by visiting www.edexcel.com/cass where you will find information about how to deliver controlled assessment for Level 1/Level 2 GCSE subjects. Updated information will be posted regularly.

ResultsPlus – our free online analysis service gives you an in-depth analysis of how students performed in their exams on a question-by-question basis. Quick and easy to use, you can download exam performance data in Excel spreadsheets and reference papers, examiner reports and mark schemes. At a glance, you'll be able to see how well a specification is understood across the whole department.

For further information or to find out how to access and use this service, please call 0844 576 0024 or visit www.edexcel.com/resultsplus

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at **www.edexcel.com/ask**.

We're always looking to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching before you submit the question to us.

Regional teams – do you know your dedicated Curriculum Development Manager? Every school and college in the country has an allocated member of the Edexcel team, regionally based, who is available to provide support, help, advice and training for your curriculum offer.

Regional office telephone numbers are listed below:

Birmingham	0121 616 2585
Bristol	0117 950 1908
Cardiff	0292 079 4865
Manchester	0161 855 7560
Leeds	0115 224 2253

You can also call our Customer Services team on **0844 576 0027**, who can put you in touch with your nearest regional office.

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

D Appendices

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Appendix 1 Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3
Communication			
C2.1a			✓
C2.1b			✓
C2.2	✓	✓	
C2.3	✓	✓	
Information and communication technology (ICT)			
ICT2.1			✓
ICT2.2			✓
ICT2.3			✓
Improving own learning and performance			
LP2.1			✓
LP2.2			✓
LP2.3			✓
Problem solving			
PS2.1	✓	✓	✓
PS2.2	✓	✓	✓
PS2.3	✓	✓	✓
Working with others			
WO2.1			✓
WO2.2			✓
WO2.3			✓

Development suggestions

Please go to the Edexcel website for key skills development suggestions.

Appendix 2 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3
Spiritual	✓	✓	✓
Moral	✓	✓	✓
Ethical	✓	✓	✓
Social	✓	✓	✓
Economic	✓	✓	✓
Cultural	✓	✓	✓
Sustainable	✓	✓	✓

Development suggestions

Issue	Unit	Opportunities for development or internal assessment
Spiritual	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to spiritual issues.
Moral	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to moral issues.
Ethical	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to ethical issues.
Social	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to social issues.
Economic	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to economic issues.
Cultural	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to cultural issues.
Sustainable	Unit 1, Unit 2, Unit 3	<ul style="list-style-type: none"> All units – the study of texts may introduce students to sustainable issues.

Appendix 3 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code, indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one Level 1/Level 2 GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5110
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (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: 600/8329/3
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 (Foundation) – 5ET1F Unit 1 (Higher) – 5ET1H Unit 2 (Foundation) – 5ET2F Unit 2 (Higher) – 5ET2H Unit 3 – 5ET03
Cash-in codes	The cash-in code is used as an entry code to aggregate the student’s unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when claiming students’ qualifications.	Level 1/Level 2 GCSE – 2ET01
Entry codes	The entry codes are used to: <ul style="list-style-type: none"> • enter a student for the assessment of a unit • aggregate the student’s unit scores to obtain the overall grade for the qualification. 	Please refer to the Edexcel <i>UK Information Manual</i> , available on the Edexcel website.

Appendix 4 Controlled assessment record sheet

Level 1/Level 2 GCSE English Literature: Unit 3 Shakespeare and Contemporary Drama (5ET03)

Centre name:	Examination session:
Centre number:	Candidate name:
	Candidate number:

Shakespeare task			
Task title:			
Assessment criteria	Total marks	Marks awarded	Moderator mark (for Edexcel use only)
AO3: Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects	20		
AO4: Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self, and other readers in different contexts and at different times	20		
Total marks	40		
Contemporary Drama task			
Task title:			
Assessment criterion	Total marks	Marks awarded	Moderator mark (for Edexcel use only)
AO1: Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations	16		
Total marks	16		
TOTAL MARK for unit:	56		

Details of any additional advice or support given (e.g. for candidates with special considerations)

Candidate declaration

I can confirm that I have produced the attached work without assistance other than that which is acceptable under the guidelines given by the teacher.

Signed (candidate): _____ Date: _____

Teacher declaration

I can confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signed (teacher): _____ Date: _____

Name of teacher: _____

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns please email: coursework@edexcel.com.

N.B. Please attach this controlled assessment record sheet to the candidate's work before submitting it to the moderator.

Appendix 5 Prescribed texts

Prescribed texts

English Literature Unit 1

Literary Heritage

Animal Farm, George Orwell (Heinemann, 1972) ISBN 978-0-435-12165-5

Dr Jekyll and Mr Hyde, Robert Louis Stevenson (Penguin Classics, 2002)
ISBN 978-0-14-143973-0

Felicia's Journey, William Trevor (Penguin, 1995) ISBN 978-0-14-104462-0

Great Expectations, Charles Dickens (Penguin Classics, 2003) ISBN 978-0-14-143956-3

Pride and Prejudice, Jane Austen (Penguin Classics, 2003) ISBN 978-0-141-43951-8

The Hound of the Baskervilles, Sir Arthur Conan Doyle (Penguin Classics, 2001)
ISBN 978-0-14-043786-7

Different Cultures and Traditions

Anita and Me, Meera Syal (Harper Perennial, 2004) ISBN 978-0-00-654876-8

Balzac and the Little Chinese Seamstress, Dai Sijie (Vintage, 2002) ISBN 978-0-099-28643-1

Heroes, Robert Cormier (Longman, 2007) ISBN 978-1-4058-6396-4

Of Mice and Men, John Steinbeck (Longman, 2003) ISBN 978-0-582-82764-7

Rani and Sukh, Bali Rai (Corgi, 2004) ISBN 978-0-552-54890-8

Riding the Black Cockatoo, John Danalis (Allen & Unwin, 2010) ISBN 978-1-7417-5377-6

To Kill a Mockingbird, Harper Lee (Heinemann, 1966) ISBN 978-0-435120-96-2

Appendix 6 Examples of controlled assessment notes

An example of **appropriate** notes for Level 1/Level 2 GCSE Literature Unit 5ET03 – Shakespeare task.

Theme

Choose **ONE** key theme in the Shakespeare play you have studied. Compare your reading of the theme in the play with the same theme in your chosen adaptation.

In your comparison you **must**:

- show your understanding of the entire play
- explain your understanding of the differences between the original context of the play and the context of your chosen adaptation
- explore the reasons why the adaptation differs from the original play.

Use evidence from **both** the play and the adaptation to support your answer.

Love (Romeo & Juliet)
William Shakespeare
Baz Luhrmann

Act 1 Scene 5
Act 2 Scene 2
Act 2 Scene 6

Quotes:

'star-crossed lovers' (prologue)

'Did my heart love till now? Foreswear it, sight, for I ne'er saw true beauty till this night'

(Act 1 Scene 5)

'Juliet is the sun,' (Act 2 Scene 2)

'O Romeo, Romeo...I'll no longer be a capulet (Act 2 Scene 2)

'Love's light wings did I o'er perch these walls for stony limits cannot hold love out,' (Act 2 Scene 2)

'My bounty is as boundless as the sea, My love is as deep;' (Act 2 Scene 2)

'But come what sorrows can, It cannot countervail the exchange of joy that one short minute gives me in her sight.' (Act 2 Scene 6)

- *Family backgrounds - grudge, violence*
- *Verona, Italy vs Verona Beach, Florida (different audience)*
- *Swords vs guns/explosions (modern vs old audiences)*
- *R&J love vs family hate - then and now*
- *R&J 'love' with others - Rosaline/Paris*
- *R&J first meeting - party/ drugs/angel/ fishtank*
- *Balcony vs swimming pool*
- *R&J deaths play vs film*

An example of **inappropriate** notes for Level 1/Level 2 GCSE Literature Unit 5ET03 - Shakespeare task.

Theme

Choose **ONE** key theme in the Shakespeare play you have studied. Compare your reading of the theme in the play with the same theme in your chosen adaptation.

In your comparison you **must**:

- show your understanding of the entire play
- explain your understanding of the differences between the original context of the play and the context of your chosen adaptation
- explore the reasons why the adaptation differs from the original play.

Use evidence from **both** the play and the adaptation to support your answer.

LOVE

Introduction -

In Romeo and Juliet, the theme of love is presented through the relationship between the two main characters and their love for each other against the background of their families' feud. I am going to be showing how this theme is presented in the original Shakespeare play and the Baz Lurhmann film version and the reasons why the versions are different, due to the different times and different audiences that they were both made for.

Plan -

The family backgrounds of R&J in the film and the play and the reasons why the play is set in a different place and time from the original, e.g. relating to the audience at the time

The first meeting of R&J in the film and in the play, how the film presents the party for the modern audience and shows the effect of meeting Juliet on Romeo.

The other 'loves' in the play, e.g. Romeo and Rosaline and Juliet and Paris and the effect of their meeting on their understanding of what love means and how it really feels.

The balcony scene and how it's presented in the film.

Romeo and Juliet's marriage with Friar/Father Lawrence and 'fate' and how fate makes them fall in love and brings them together and moves them along so quickly towards marriage, death and tragedy.

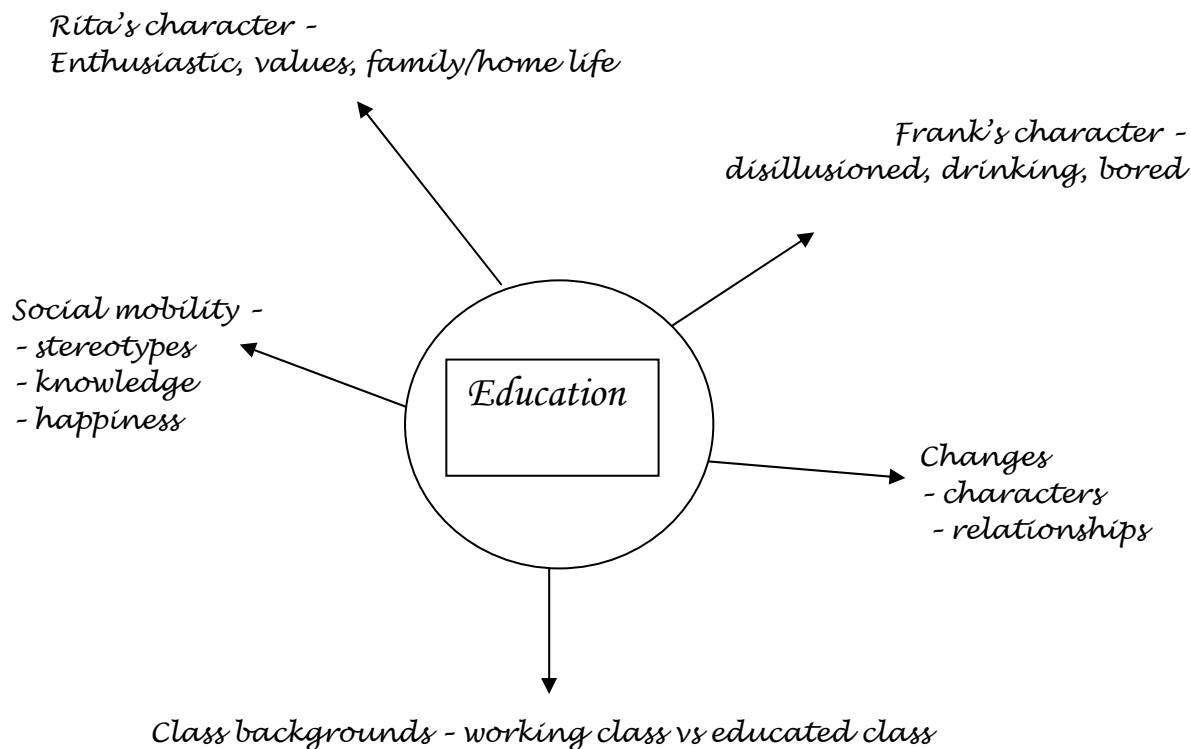
How the theme is still relevant to audiences nowadays, with love across different religions or races for example, and how the story still has an impact on people now.

An example of **appropriate** notes for Level 1/Level 2 GCSE Literature Unit 5ET03 – Contemporary Drama task.

Theme

Explore the ways a central theme is presented in the drama.

Use evidence to support your answer.



Rita

'Wanna know everything'
'Never anything other than useless'
'I'm beginning to find me. It's great'
'She's gone and I've taken her place'

Frank

Students 'appalling'
Throw something through a window 'a student usually'
'Found a culture have you Rita? Found a different song to sing have you?'
'I'm proud of you Rita'

Remember!

Knowledge - academic/self/life

An example of **inappropriate** notes for Level 1/Level 2 GCSE Literature Unit 5ET03 – Contemporary Drama task.

The theme of education is presented to the audience through the character of Frank and the character of Rita (real name Susan).

Rita is:

A young, working-class hairdresser from Liverpool, who did not make the most of her education at school and so wants to do an Open University degree to become educated and middle class.

Frank is:

A teacher who is jaded by teaching and by the literature that he teaches. He feels bored and that there is something wrong with education or the education system and has lost any interest he might have had in teaching and in his subject.

Education changes Rita:

Rita wants to move beyond her working-class background and thinks that being educated means being middle class, with a particular way of talking and associating with middle-class people (like Trish) and leaving her working-class roots behind (leaving her husband). She thinks this is the way to happiness and success.

Teaching Rita changes Frank:

Frank is motivated by Rita's enthusiasm and different way of looking at things and this makes him take another look at himself. But as Rita changes to become more of an academic, like Frank, his negative feelings come back, because he feels that education is making Rita lose the good qualities she had before.

Conclusion:

Education affects both Rita and Frank, and their relationship. Some of the changes are positive and some are negative but both learn to accept themselves for who they are and their own value.

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