

GCSE (9-1) English Literature



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Literature (1ET0)

First teaching from September 2015

First certification from June 2017

Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in English Literature specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
<p>Component 1</p> <p>We have added four new diverse texts to the prescribed texts list for post-1914 Literature: two British plays and two British novels. These are:</p> <ul style="list-style-type: none"> • play: <i>The Empress</i>, Tanika Gupta • play: <i>Refugee Boy</i>, Benjamin Zephaniah (adapted for the stage by Lemm Sissay) • novel: <i>Coram Boy</i>, Jamila Gavin • novel: <i>Boys Don't Cry</i>, Malorie Blackman. 	3, 8
<p>Component 2</p> <p>We have added a new poetry collection on 'Belonging' into the Poetry Anthology.</p>	5, 10, 31
<p>Breakdown of Assessment Objectives table</p> <p>In line with the addition of new texts – this table has been updated to include the new question numbers.</p>	16

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://www.pearson.com/en/support/contact-us.html).

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 Lee Sing Kong

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

All titles are correct as of May 2014.

Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that students must have completed before taking the qualification
- any prior knowledge and skills that students are required to have before taking the qualification
- any other requirements that students 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 students' level of attainment will be measured (such as assessment criteria).

Rationale

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature meets the following purposes, which fulfil those defined by the Office of Qualifications and Examinations Regulation (Ofqual) for GCSE qualifications in their *GCSE (9–1) Qualification Level Conditions and Requirements* document, published in April 2014.

The purposes of this qualification are to:

- provide evidence of students' achievements against demanding and fulfilling content, giving students the confidence that the literacy skills, knowledge and understanding that they will have acquired during the course of their study are comparable to those of the highest performing jurisdictions in the world, enriching their cultural awareness through the study of literary heritage texts
- provide a strong foundation for further academic and vocational study and for employment, to help students progress to a full range of courses in further and higher education. This includes Level 3 English courses, as well as Level 3 courses in other disciplines such as Drama and Theatre Studies
- provide (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Qualification aims and objectives

The aims and objectives of the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature are to enable students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

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 *GCSE (9–1) Qualification Level Conditions and Requirements* and *GCSE Subject Level Conditions and Requirements for GCSE in 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*.

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Qualification at a glance

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature is a linear course. It consists of two externally examined components.

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

Component 1: Shakespeare and Post-1914 Literature

*Paper code: 1ET0/01

- Externally assessed
- Availability: May/June
- First assessment: 2017

**50% of the
total GCSE**

Overview of content

- Study a **Shakespeare play** and a **post-1914 British play or novel**.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

Overview of assessment

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B – Post-1914 British play or novel: ONE essay question.
- The total number of marks available is 80.
- Assessment duration: 1 hour and 45 minutes.
- Closed book (texts are not allowed in the examination).

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature Sample Assessment Materials* document.

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

Component 2: 19th-century Novel and Poetry since 1789 *

Paper code: 1ET0/02

- Externally assessed
- Availability: May/June
- First assessment: 2017

**50% of the
total GCSE**

Overview of content

- Study a **19th-century novel** and a **poetry collection** from the *Pearson Poetry Anthology*.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

Overview of assessment

- Section A – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: ONE question comparing a named poem from the *Pearson Poetry Anthology* collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- The total number of marks available is 80.
- Assessment duration: 2 hours and 15 minutes.
- Closed book (texts are not allowed in the examination).

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature Sample Assessment Materials* document.

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

Set texts at a glance

Component 1

One text from: Shakespeare

Macbeth

The Tempest

Romeo and Juliet

Much Ado About Nothing

Twelfth Night

The Merchant of Venice

One text from: Post-1914 British play or novel

An Inspector Calls – J B Priestley

Hobson's Choice – Harold Brighouse

Blood Brothers – Willy Russell

Journey's End – R C Sherriff

Animal Farm – George Orwell

Lord of the Flies – William Golding

Anita and Me – Meera Syal

The Woman in Black – Susan Hill

The Empress – Tanika Gupta

Refugee Boy – Benjamin Zephaniah (adapted for stage by Lemm Sissay)

Coram Boy – Jamila Gavin

Boys Don't Cry – Malorie Blackman

Component 2

One text from: 19th-century novel

Jane Eyre – Charlotte Brontë

Great Expectations – Charles Dickens

Dr Jekyll and Mr Hyde – R L Stevenson

A Christmas Carol – Charles Dickens

Pride and Prejudice – Jane Austen

Silas Marner – George Eliot

Frankenstein – Mary Shelley

One collection from: Pearson Poetry Anthology Collections

Relationships

Conflict

Time and Place

Belonging

Please refer to our website for editions of texts used for extracts in the examinations.

These texts will be set for the lifetime of the qualification. Examinations are closed book, therefore there are no prescribed editions of the set texts.

The lists of poems in each collection are given in *Appendix 3: Poetry Anthology lists*.

Assessment Objectives and weightings

Students must:		% in GCSE
AO1	Read, understand and respond to texts Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations 	37
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	42
AO3	Show understanding of the relationships between texts and the contexts in which they were written	16
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	5
Total		100%

Comparison requirement – there is a requirement that 20-25% of the marks for this qualification are achieved through comparison questions across AO1, AO2 and AO3. The table below illustrates how these marks have been allocated.

Allocation of marks for comparison		Raw marks	% in GCSE
AO2	Anthology poetry (Component 2, Section B, Part 1)	15	9.5
AO3	Anthology poetry (Component 2, Section B, Part 1)	5	3
AO1	Unseen poetry (Component 2, Section B, Part 2)	8	5
AO2	Unseen poetry (Component 2, Section B, Part 2)	12	7.5
Total		40	25%

Knowledge, skills and understanding

Component 1: Shakespeare and Post-1914 Literature

Overview

Students will study the following texts:

- **Section A** – a Shakespeare play
- **Section B** – a post-1914 British play **or** novel.

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Literature*, published April 2014.

Learning outcomes		Students will:
<i>Literal and inferential comprehension</i>	1.1	understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events
<i>Critical reading</i>	1.2	identify the theme and distinguish between themes; support a point of view by referring to evidence in the text; recognise the possibility of and evaluate different responses to a text, use understanding of writer's social, historical and cultural contexts to inform evaluation; make an informed personal response that derives from analysis and evaluation of the text
<i>Evaluation of a writer's choice of vocabulary, grammatical and structural features</i>	1.3	analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
<i>Writing – producing clear and coherent text</i>	1.4	write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references
<i>Writing – accurate Standard English</i>	1.5	use accurate spelling, punctuation and grammar.

Content

Students will study **two** set texts for this component: one Shakespeare play and EITHER one British play OR novel from the following lists.

Shakespeare

A choice of one text from the following:

Macbeth

The Tempest

Romeo and Juliet

Much Ado About Nothing

Twelfth Night

The Merchant of Venice

Post-1914 British play or novel

A choice of one text from the following:

An Inspector Calls – J B Priestley

Hobson's Choice – Harold Brighouse

Blood Brothers – Willy Russell

Journey's End – R C Sherriff

Animal Farm – George Orwell

Lord of the Flies – William Golding

Anita and Me – Meera Syal

The Woman in Black – Susan Hill

The Empress - Tanika Gupta

Refugee Boy - Benjamin Zephaniah (adapted for stage by Lemm Sissay)

Coram Boy - Jamila Gavin

Boys Don't Cry - Malorie Blackman

Teaching should focus on the study of **whole texts**, developing students' comprehension, critical reading and analytical skills, and their ability to write with clarity and coherence using accurate Standard English. Wider reading of literary texts is also encouraged to help students develop their skills.

Understanding the relationship between a text and its context (A03)

There are different kinds, or categories, of context which affect authors' work and the reader's response to it. Teaching should include:

- the author's own life and individual situation, including the place and time of writing, **only** where these relate to the text
- the historical setting, time and location of the text
- social and cultural contexts (e.g., attitudes in society; expectations of different cultural groups)
- the literary context of the text, for example, literary movements or genres
- the way in which texts are received and engaged with by different audiences, at different times (for example, how a text may be read differently in the twenty-first century from when it was written).

Component 2: 19th-century Novel and Poetry since 1789

Overview

Students will study the following texts:

- **Section A** – a 19th-century novel
- **Section B** – one collection of 15 poems from the Pearson Poetry Anthology.

The learning outcomes below are drawn from the *GCSE Subject Level Conditions and Requirements for English Literature*, published April 2014.

Learning outcomes		Students will:
<i>Literal and inferential comprehension</i>	2.1	understand a word, phrase, sentence or whole text in context; explore aspects of plot, characterisation, events and settings; distinguish between what is stated explicitly and what is implied; explain motivation, sequence of events, and the relationship between actions or events
<i>Critical reading</i>	2.2	identify the theme and distinguish between themes; support a point of view by referring to evidence in the text; recognise the possibility of and evaluate different responses to a text, use understanding of writer's social, historical and cultural contexts to inform evaluation; make an informed personal response that derives from analysis and evaluation of the text
<i>Evaluation of a writer's choice of vocabulary, grammatical and structural features</i>	2.3	analyse and evaluate how language (including figurative language), structure, form and presentation contribute to quality and impact; use linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
<i>Comparing texts</i>	2.4	compare and contrast texts studied, refer where relevant to theme, characterisation, context (where known), style and literary quality; compare two texts critically with respect to the above
<i>Writing – producing clear and coherent text</i>	2.5	write effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discuss and maintain a point of view; select and emphasise key points; use relevant quotation and detailed textual references.

Content

Teaching will cover two set texts: one 19th-century novel and one collection of poems from the *Pearson Poetry Anthology*. The full list of set texts for this component is as follows.

19th-century novel

A choice of one text from the following:

Jane Eyre – Charlotte Brontë
Great Expectations – Charles Dickens
Dr Jekyll and Mr Hyde – R L Stevenson
A Christmas Carol – Charles Dickens
Pride and Prejudice – Jane Austen
Silas Marner – George Eliot
Frankenstein – Mary Shelley

Pearson Poetry Anthology*

A choice of one collection from the following:

Relationships
Conflict
Time and Place
Belonging

Each collection contains 15 poems and includes Romantic, Literary Heritage and Contemporary poetry. **All 15 poems must be studied.**

Using the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) Poetry Anthology*, students should be prepared to compare language, structure, form and contextual features of two poems from the anthology. Teachers should ensure that students are aware of the context in which the poems were written and the influence this context may have had on the poems. Teachers are welcome to use the examples of **contemporary** poetry from any collection to help prepare their students for the unseen poetry task in Section B, Part 2. Students should also read poems beyond the anthology. Students will need to be able to analyse the ideas, language, form and structure of two unseen poems and compare them. It is possible that works from anthology poets could be used as unseen poems, however these works will be selected from outside of the anthology. Works by authors who are not in the anthology could also be used as unseen poems.

Teaching should focus on the study of **whole texts**, developing students' comprehension, critical reading and comparison skills, as well as their ability to produce clear and coherent writing using accurate Standard English. Wider reading of literary texts is also encouraged to help students develop their skills.

*See *Appendix 3: Poetry Anthology lists* for the lists of poems in each collection.

Understanding the relationship between a text and its context (AO3)

There are different kinds, or categories, of context which affect authors' work and the reader's response to it. Teaching should include:

- the author's own life and individual situation, including the place and time of writing, **only** where these relate to the text
- the historical setting, time and location of the text
- social and cultural contexts (e.g., attitudes in society; expectations of different cultural groups)
- the literary context of the text, for example, literary movements or genres
- the way in which texts are received and engaged with by different audiences, at different times (for example, how a text may be read differently in the twenty-first century from when it was written).

Assessment

Assessment summary tables

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

Component 1: Shakespeare and Post-1914 Literature	
	*Paper code: 1ET0/01
<ul style="list-style-type: none">• Availability: May/June• First assessment: 2017• Assessed through a 1 hour and 45 minute examination.• Closed book (texts are not allowed in the examination).• The total number of marks available is 80.	50% of the total GCSE
<ul style="list-style-type: none">• Section A – Shakespeare: students complete a two-part question.• Part a) is focused on the close language analysis of an extract (AO2). The extract will be approximately 30 lines in length.• Part b) is focused on how a theme from the extract is explored elsewhere in the play (AO1 and AO3). The focus will be on maintaining a critical style and demonstrating an understanding of the relationship between the text and the context in which it was written.• Assessment Objectives covered are AO1, AO2 and AO3.	
<ul style="list-style-type: none">• Section B – Post-1914 British play or novel: students answer ONE essay question from a choice of two on their studied text.• Each question will be preceded by a short quotation from the text, to provide a stimulus for the response.• Questions will focus on one or more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context.• Marks will also be given for accurate use of spelling, punctuation and grammar.• Assessment Objectives covered are AO1, AO3 and AO4.	

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature Sample Assessment Materials* document.

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

Component 2: 19th-century Novel and Poetry since 1789

*Paper code: 1ET0/02

- Availability: May/June
- First assessment: 2017
- Assessed through a 2 hour and 15 minute examination.
- Closed book (texts are not allowed in the examination).
- The total number of marks available is 80.

**50% of the
total GCSE**

- **Section A – 19th-century novel:** students complete a two part question.
- **Part 1** is focussed on a close language analysis of an extract of approximately 400 words.
- **Part 2** questions may focus on different aspects of the text, requiring exploration of one or more of the following areas: plot, setting(s), character(s), theme(s).
- Assessment Objectives covered are AO1 and AO2.

- **Section B – Poetry since 1789**
- **Part 1:** students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice. Students will compare the poems. Questions will focus on the language, form, structure of the poem (AO2) and the contexts in which the poems were written (AO3).
- **Part 2:** students answer ONE question comparing two unseen contemporary poems that are linked by a theme. Students are required to compare the poets' portrayals of the theme through their use of language, form and structure (AO1 and AO2).

The sample assessment materials can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature Sample Assessment Materials* document.

*See *Appendix 2: Codes* for a description of this code and all other codes relevant to this qualification.

Assessment Objectives and weightings

Students must:		% in GCSE
AO1	Read, understand and respond to texts Students should be able to: <ul style="list-style-type: none"> maintain a critical style and develop an informed personal response use textual references, including quotations, to support and illustrate interpretations 	37
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	42
AO3	Show understanding of the relationships between texts and the contexts in which they were written	16
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	5
Total		100%

Comparison requirement – there is a requirement that 20-25% of the marks for this qualification are achieved through comparison questions across AO1, AO2 and AO3. The table below illustrates how these marks have been allocated.

Allocation of marks for comparison		Raw marks	% in GCSE
AO2	Anthology poetry (Component 2, Section B, Part 1)	15	9.5
AO3	Anthology poetry (Component 2, Section B, Part 1)	5	3
AO1	Unseen poetry (Component 2, Section B, Part 2)	8	5
AO2	Unseen poetry (Component 2, Section B, Part 2)	12	7.5
Total		40	25%

Breakdown of Assessment Objectives by component

Raw mark distribution

Component	Assessment Objectives				Total
	AO1	AO2	AO3	AO4	
Component 1: Shakespeare and Post-1914 Literature					
Questions 1a to 6a		20			20
Questions 1b to 6b	15		5		20
Questions 7 to 30	16		16	8	40
Component 2: 19th-century Novel and Poetry since 1789					
Questions 1a to 7a		20			20
Questions 1b to 7b	20				20
Questions 8 to 11		15	5		20
Question 12	8	12			20
Total for this qualification	59	67	26	8	160 marks
Total % Assessment Objectives for this qualification	37	42	16	5	100

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

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the school and college performance tables (please see *Appendix 2: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges they wish to progress to are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 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 they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

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 student with a disability 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'.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would be likely to undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the student. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

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.

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a JCQ Form M1 (available at www.jcq.org.uk/exams-office/malpractice). The form should be emailed to candidatemalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible should be emailed to pqsmalpractice@pearson.com. or posted to Investigations Team, Pearson,

190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at www.jcq.org.uk/exams-office/malpractice.

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 Considerations*, which is on our website, www.edexcel.com/Policies.

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 GCSE (9–1) qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

The first certification opportunity for the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Literature will be 2017.

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 its 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 from GCSE

This qualification prepares students for progression to further study of English Literature at AS and A level and to the study of AS and A level English Language and Literature. These Level 3 qualifications will prepare students for a variety of further progression routes. Students should seek advice about which of these qualifications best prepares them for their intended progression routes.

Students can progress from this qualification to Level 3 qualifications in similar disciplines, such as drama, theatre studies, media studies and film studies, and to other qualifications that require literacy skills, knowledge and understanding.

This qualification also supports further training, and employment where literacy skills are required.

Appendices

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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 – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

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

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: Codes

Type of code	Use of code	Code number
	Every qualification is assigned to a discount code indicating the subject area to which it belongs. Discount codes are published by DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF 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 this qualification is: 601/4789/1
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.	GCSE (9–1) – 1ET0
Paper/component code	These codes are provided for reference purposes. Students do not need to be entered for individual papers/components.	Paper 1: 1ET0/01 Paper 2: 1ET0/02

*www.gov.uk/government/publications/2018-performance-tables-discount-codes

Appendix 3: Poetry Anthology lists

Relationships	Poet	Poem
Romantic	John Keats	La Belle Dame Sans Merci: A Ballad
Romantic	Joanna Baillie	A Child to his Sick Grandfather
Romantic	Lord Byron	She Walks in Beauty
Romantic	William Wordsworth	A Complaint
Lit Heritage	Thomas Hardy	Neutral Tones
Lit Heritage	Robert Browning	My Last Duchess
Lit Heritage	Elizabeth Barrett Browning	How do I love thee? (Sonnet 43)
Contemporary	Wendy Cope	1st Date – She & 1st Date – He
Contemporary	Carol Ann Duffy	Valentine
Contemporary	Elizabeth Jennings	One Flesh
Contemporary	John Cooper Clarke	i wanna be yours
Contemporary	Jen Hatfield	Love’s Dog
Contemporary	Vernon Scannell	Nettles
Contemporary	Simon Armitage	The Manhunt (Laura’s Poem)
Contemporary	Ingrid de Kok	My Father Would Not Show Us

Conflict	Poet	Poem
Romantic	William Blake	A Poison Tree
Romantic	Lord Byron	The Destruction of Sennacherib
Romantic	William Wordsworth	Extract from The Prelude 'Boating'
Lit Heritage	Thomas Hardy	The Man He Killed
Lit Heritage	Christina Rossetti	Cousin Kate
Lit Heritage	Wilfred Owen	Exposure
Lit Heritage	Alfred, Lord Tennyson	The Charge of the Light Brigade
Contemporary	John Agard	Half-caste
Contemporary	Gillian Clarke	Catrin
Contemporary	Carole Satyamurti	War Photographer
Contemporary	Ciaran Carson	Belfast Confetti
Contemporary	Mary Casey	The Class Game
Contemporary	Jane Weir	Poppies
Contemporary	Benjamin Zephaniah	No Problem
Contemporary	Denise Levertov	What Were They Like?

Time and Place	Poet	Poem
Romantic	John Keats	To Autumn
Romantic	William Wordsworth	Composed upon Westminster Bridge, September 3, 1802
Romantic	William Blake	London
Lit Heritage	Emily Dickinson	I started Early – Took my Dog
Lit Heritage	Thomas Hardy	Where the Picnic was
Lit Heritage	Edward Thomas	Adlestrop
Lit Heritage	Robert Browning	Home Thoughts from Abroad
Contemporary	U A Fanthorpe	First Flight
Contemporary	Fleur Adcock	Stewart Island
Contemporary	Moniza Alvi	Presents from my Aunts in Pakistan
Contemporary	Grace Nichols	Hurricane Hits England
Contemporary	Tatamkhulu Afrika	Nothing's Changed
Contemporary	Sophie Hannah	Postcard from a Travel Snob
Contemporary	John Davidson	In Romney Marsh
Contemporary	Elizabeth Jennings	Absence

Belonging	Poet	Poem
Romantic	William Wordsworth	To My Sister
Romantic	John Clare	The Sunday Dip
Romantic	Emily Brontë	Mild the Mist Upon the Hill
Romantic	Letitia Elizabeth Landon	Captain Cook (To My Brother)
Lit Heritage	Robert Bridges	Clear and Gentle Stream
Lit Heritage	Thomas Hood	I Remember, I Remember
Contemporary	Grace Nicholls	Island Man
Contemporary	Amy Blakemore	Peckham Rye Lane
Contemporary	Benjamin Zephaniah	We Refugees
Contemporary	Zaffar Kunial	Us
Contemporary	Imtiaz Dharker	In Wales, Wanting to be Italian
Contemporary	Kayo Chingonyi	Kumukanda
Contemporary	Raymond Antrobus	Jamaican British
Contemporary	Choman Hardi	My Mother's Kitchen
Contemporary	Carol Rumens	The Émigrée

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