

**Edexcel International  
London Examinations  
IGCSE**

Specification

# **London Examinations IGCSE in English Literature (4360)**

For examination in May and November 2005, 2006,  
2007

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### *Acknowledgements*

This specification has been produced by London Examinations on the basis of consultation with teachers, examiners, consultants and other interested parties. London Examinations recognises and values all those who contributed their time and expertise to the development of IGCSE specifications.

Authorised by Elizabeth Lowen

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# Introduction

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The London Examinations IGCSE in English Literature is designed as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts. The examination questions have been designed to allow all students to make a personal, informed response to the texts studied. The course provides an enjoyable and stimulating introduction to the study of English Literature.

## Key features

- incorporates elements of Edexcel GCSE and GCE O level English Literature
- encourages the reading of literature from around the world
- allows for the study of world literature in translation
- offers a variety of question types in the examination
- a full range of teacher support
- one common paper with access to the full range of grades
- two routes of assessment: 100% examination, or 70% examination and 30% coursework (Edexcel approved Teaching Institutions only)
- provides a solid basis for Edexcel GCE AS and Advanced level English Literature, or equivalent qualifications.

## Availability of examination sessions

The specification will be examined twice each year, in May and November.

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. For full details, see the section 'Availability of coursework to international centres'.

## Summary of scheme of assessment

Paper/ component	Mode of assessment	Weighting	Length
Paper 1	Examination Paper: Drama and Prose	70%	1½ hours
Paper 2	Examination Paper: Poetry	30%	45 mins
OR Component 3	Coursework: Poetry	30%	—

The scheme of assessment consists of a **single tier** targeted at grades A\* to G. The examination papers assess the full range of achievement.

Students take **two** of the above components, Paper 1, and **either** Paper 2 (examination) **or** Component 3 (coursework – Edexcel approved Teaching Institutions only).

## Summary of the specification content

### Paper 1: Drama and Prose (1 hour 30 minutes)

This paper is taken by all candidates.

It is divided into two sections: **Drama** and **Prose**. Students must answer **one** question from each section.

This is a closed book examination.

### Paper 2: Poetry from the anthology (45 minutes)

There will be **two** questions on the paper. Students must answer **one** question.

**OR**

### Paper 3: Poetry coursework (School based assessment)

Students will be required to submit **one** unit of coursework based on the poems in the anthology.

Poetry coursework may only be submitted by students at International Teaching Institutions and other approved centres.

# **Specification aims and assessment objectives**

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## **Aims**

The specification gives students the opportunity to

- engage with and respond to literary texts from around the world
- develop a critical appreciation of the writer's craft through close textual study and through wide reading
- explore through literature the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies
- explore literature as a means of emotional and intellectual growth.

## **Assessment objectives**

This specification requires students to demonstrate

**AO1** a close knowledge of texts and the contexts in which they were written

**AO2** understanding and appreciation of the craft of the writer

**AO3** a focused, sensitive, lively and informed personal response.

## Scheme of assessment

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### A single tier of entry

All papers are offered at a single tier giving access to the full range of grades A\* - G.

### Relationship of assessment objectives to weightings

<b>Assessment Objective</b>	<b>Paper 1</b> Weighting	<b>Paper 2</b> Weighting	<b>Component 3</b> Weighting
<b>AO1</b> a close knowledge of texts and the contexts in which they were written	33.3%	33.3%	33.3%
<b>AO2</b> understanding and appreciation of the craft of the writer	33.3%	33.3%	33.3%
<b>AO3</b> a focused, sensitive, lively and informed personal response	33.3%	33.3%	33.3%

These percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

## **Awarding and reporting**

The grading, awarding and certification of this specification will comply with the requirements of the IGCSE for courses starting for first examination in 2005.

Assessment of this specification will be in English only. All written work for examination must be submitted in English.

## **Availability of coursework to international centres**

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. Candidates studying on their own or at centres recognised as Private Centres are not normally permitted to enter for the coursework component of the specification.

Private Centres may not undertake school-based assessment without the written approval of Edexcel International. This will only be given to centres that satisfy Edexcel International requirements concerning resources/facilities and moderation. Teachers at these centres will be required to undertake special training in assessment before entering candidates. Edexcel International offers centres in-service training in the form of courses and distance learning materials. Private centres that would like to receive more information on school-based assessment should, in the first instance, contact the International Customer Response Centre.

International Customer Response Unit (ICRU)  
Edexcel International  
Stewart House  
32 Russell Square  
London  
WC1B 5DN

[international@edexcel.org.uk](mailto:international@edexcel.org.uk)

## **Students with particular requirements**

Regulations and guidance relating to candidates with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained by contacting the International Customer Response Unit (ICRU) at the address below or by telephoning +44 (0) 20 7758 5656.

London Examinations will assess whether or not special consideration or concessions can be made for candidates with particular requirements. Requests should be addressed to

International Customer Response Unit (ICRU)  
Edexcel International  
Stewart House  
32 Russell Square  
London WC1B 5DN  
UK

# Specification content

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## Paper One: Drama and Prose (1 hour 30 minutes)

The paper is divided into **two** sections: Drama and Prose. Candidates must answer **one** question from each section.

There is a choice from **two** questions on each text. The style of questions is shown in the specimen papers for the specification.

This is a closed book examination. Texts may **not** be taken into the examination.

### Prescribed texts

The following texts will be examined up to and including 2007.

**Centres will be informed when there are changes to the prescribed lists.**

### Section A: Drama

Candidates must answer **one** question on **one** text from the five offered.

William Shakespeare: *Julius Caesar*

Oscar Wilde: *The Importance of Being Earnest*

Henrik Ibsen: *A Doll's House*

Arthur Miller: *A View from The Bridge*

Athol Fugard: *My Children! My Africa!*

### Section B: Prose

Candidates must answer **one** question on **one** text from the five offered.

Jane Austen: *Pride and Prejudice*

Dai Sijie: *Balzac and the Little Chinese Seamstress*

R. K. Narayan: *The English Teacher*

Chinua Achebe: *A Man of the People*

*Stories from Around the World* (Edited by Hilary Patel, Heinemann New Windmill)

Candidates will be required to write about at least two of the short stories in the collection, at least one of which will be named.

Apart from *Stories from around the World*, any edition of the above texts may be used.

## Paper Two: Poetry (45 minutes)

There will be **two** questions on the paper. Candidates must answer **one** question.

Candidates will be required to write about **at least two** poems from the English Literature Anthology.

- One question will refer to **at least one** named poem. Candidates will be required to compare that poem with **at least one other** poem, which may be named, or may be selected by the candidate.

Any named poem in the question will be printed on the examination paper.

- The alternative poetry question will allow candidates to select appropriate poems from the anthology.

See **Appendix 1** for the contents of the anthology.

Candidates are not permitted to take copies of the Poetry Anthology into the examination with them. Any poem from the Anthology referred to in the examination questions will be printed on the examination paper.

A copy of the Anthology will be sent to each London Examinations centre at the beginning of the International GCSE course once the centre has notified London Examinations of its intention to enter candidates.

Additional copies of the Anthology may be downloaded from the Edexcel International website: [www.edexcel-international.org](http://www.edexcel-international.org), or ordered from Publications (See page 17).

London Examinations will send hard copies of the anthology to centres if requested, but centres will be charged for package and posting.

## Component Three: Coursework (centre assessed)

This component must be based on the study of the London Examinations IGCSE English Literature Poetry Anthology. Candidates will be required to submit **one** unit of work based on these poems.

Candidates should study all the poems in the Anthology. Teachers should devise coursework assignments based on a selection of **at least three poems** from the Anthology. The poems may be specified by the teacher, or chosen by the candidate.

The assignment must enable candidates to respond critically and sensitively to a range of poems, and to show understanding of how meanings and ideas are conveyed through language, structure and form.

The assignment should allow candidates to make connections and comparisons between poems, referring to details to support their views.

There is no prescribed word length for the coursework unit. Typically the unit may be between 500 and 600 words, but there are no penalties for exceeding this guidance.

Each piece of coursework should contain the candidate's name, the date on which the work was completed, the mark awarded and a brief teacher comment justifying the mark. This comment should be based on the assessment criteria for the mark range awarded.

Coursework pieces may be hand-written or word-processed.

Teachers may advise candidates in the production of coursework, but should not proof-read early drafts or correct every technical error. Teachers may suggest improvements to the content of the coursework, but it is the candidate's responsibility to make any corrections. There is no limit to the number of coursework pieces a candidate may produce from which to select the best piece for final assessment, nor to the number of drafts a candidate may produce. However, teachers should be mindful of the overall weighting of written coursework (30%) and make sure that the coursework component does not take up an inordinate amount of curriculum time.

### Examples of assignments

- The coursework assignment could be based on one of the sections in the anthology, such as *Childhood*. The task could be to offer a study of the presentation of childhood by the writers in the anthology.
- The assignment could draw on poems from different sections. For example, it might be a comparison of a number of poems which have a strong narrative element, or a study of poems written from different cultural perspectives.

The poems used for the coursework assignment must be from the English Literature Anthology.

# Internal assessment

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## Assessment of coursework

Teachers must mark the coursework according to the Assessment Criteria on pages 12 - 14 of this specification. Teachers should use their professional judgement to select and apply the criteria appropriately and fairly to the work of candidates. Each successive grade description assumes the continued demonstration of the qualities required to achieve the lower grades.

Candidates should be awarded the appropriate mark within any range on a 'best fit' basis, balancing strengths and weaknesses within each essay.

London Examinations will publish exemplar coursework essays with marks and commentaries to help teachers in their assessments.

## Standardisation of coursework

Towards the end of the course London Examinations will request a sample of coursework to be sent to a London Examinations appointed coursework moderator. The moderator will either broadly confirm the marks awarded by the teachers in the centre, or will adjust marks accordingly. Where there is more than one teacher of the coursework option within a centre, the centre should conduct internal standardisation. This can be achieved by paired marking with reference to the benchmark material published by London Examinations.

Completed coursework should be kept secure within the centre until at least six months after the examination session. Coursework may then be returned to candidates.

## Final assessment of coursework at the end of the course

There will be one mark out of 40. At the end of the course, the coursework may be re-assessed and the marks adjusted in light of internal standardisation.

Effort and potential should not be rewarded, as such. Teachers should reward the quality of the writing and reading demonstrated in the essay. A second opinion, by a teacher other than the class teacher, will help the centre to arrive at an objective judgement on achievement.

## Coursework frontsheets

Final coursework marks for each candidate should be recorded on the coursework frontsheet in Appendix 2 of this specification. Teachers should photocopy the number of sheets required. The coursework frontsheet should be attached to the front of the coursework essay.

## Authentication

**Each candidate's coursework frontsheet must contain a declaration by the teacher that the work submitted for assessment is the candidate's own work.** Attention must be drawn to the seriousness of this declaration. It is the responsibility of the centre to ensure that London Examinations' regulations are adhered to and that no candidate has engaged in unfair examination practice.

Teachers should be alert to essays derived from other sources – such as the Internet – when signing the declaration on the coursework frontsheet.

## Criteria for the assessment of coursework

The following criteria should be used to assess candidates for coursework.

<b>Grade and mark range</b>	<b>Candidates</b>
<b>U 0-2</b>	Make some effort to respond to poems
<b>G 3-5</b>	<b>AO1</b> show limited knowledge of parts of the poems
	<b>AO2</b> demonstrate a limited understanding of the meaning of the poems
	<b>AO3</b> respond to some aspects of the question cover at least one point
<b>F 6-10</b>	<b>AO1</b> show limited knowledge of the poems
	<b>AO2</b> demonstrate a general understanding of the meaning of the poems
	<b>AO3</b> respond to some parts of the question cover a limited number of points write some simple statements show some evidence of a response to the poems
<b>E 11-15</b>	<b>AO1</b> show a basic knowledge of the poems use some relevant material in the answer
	<b>AO2</b> demonstrate some recognition of the way in which meaning develops in the poems
	<b>AO3</b> respond to most of the question write a limited number of points in answer to some parts of the question write some clear statements demonstrate some engagement with the poems through identification of specific lines
<b>D 16-20</b>	<b>AO1</b> show detailed knowledge of the poems use mostly relevant material in the answer make detailed reference to texts to support points made comment about social and historical contexts of texts, where appropriate
	<b>AO2</b> demonstrate a general understanding of the way in which meaning develops in the poems show some recognition of writers' techniques
	<b>AO3</b> show an understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the poems by responding with a degree of informed personal response

<p><b>C</b> <b>21-25</b></p>	<p><b>AO1</b> show a sound knowledge of the poems use only relevant material in the answer make use of close reference to support points made show some explicit or implicit insights into social and historical contexts of poems, where appropriate</p>
	<p><b>AO2</b> demonstrate a clear understanding and appreciation of meaning and tone in the poems show an appreciation of the poets' use of language and style</p>
	<p><b>AO3</b> show an understanding of and response to the terms of the question write an identifiable number of appropriate points in answer to all parts of the question demonstrate engagement with the poems by offering personal opinions</p>
<p><b>B</b> <b>26-30</b></p>	<p><b>AO1</b> show a confident familiarity with the text use only relevant material in the answer make use of close reference and some quotation to support points made demonstrate an understanding of social, historical and cultural contexts of the text, where appropriate</p>
	<p><b>AO2</b> show a sound understanding and appreciation of meaning show some insights into the writer's craft present points in a fluent and ordered manner show ability to use some technical vocabulary in analysis of texts</p>
	<p><b>AO3</b> show a clear understanding of and response to the terms of the question write identifiable points which are appropriate to the question demonstrate engagement with the text by responding with a degree of informed personal response</p>
<p><b>A</b> <b>31-35</b></p>	<p><b>AO1</b> show a detailed knowledge of the poems use only relevant material in the answer make good use of close reference and quotation demonstrate good understanding of social, historical and cultural contexts of the poems, where appropriate</p>
	<p><b>AO2</b> show a sensitive and well informed personal understanding and appreciation of meaning show an awareness of alternative meanings where appropriate show evidence of personal insights into the use of language and style present points in a focused and analytical manner show an ease and familiarity in using technical vocabulary in analysis of the poems</p>
	<p><b>AO3</b> write with a clear focus on the terms of the question write clearly identifiable points which are appropriate to the question demonstrate close engagement with the poems by responding with an informed, personal evaluation</p>

<b>A*</b> <b>36-40</b>	<b>AO1</b> show a highly detailed knowledge of the poems use only relevant material in the answer make highly skilled use of close reference and quotation demonstrate clearly informed insight into the social, historical and cultural contexts of the poems, where appropriate
	<b>AO2</b> show a sensitive, mature and critical understanding and appreciation of meaning show evidence of a sophisticated appreciation of use of language and style show ability to use technical vocabulary in analysing poems demonstrate analytical and interpretative skills
	<b>AO3</b> write with a clear focus on the terms of the question write clearly identifiable points demonstrate an informed, well-argued personal response

## **Grade descriptions**

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Grade descriptions give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend, in practice, upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

### **Grade F**

In giving personal responses to texts, candidates show understanding of key features, including themes, characters and language. They show basic evidence of a personal response. They refer to aspects of texts when explaining their views. They convey their responses in appropriate ways.

### **Grade C**

In responding to a range of texts, candidates show understanding of how meanings and ideas are conveyed through language, structure and form. They show evidence of informed personal response. They demonstrate some insight into social, historical and cultural context of texts, where appropriate. They convey their ideas appropriately, clearly and coherently.

### **Grade A**

Candidates respond critically and sensitively to texts, demonstrating a mature understanding of key features, including themes, technique, structure, character and events. They are able to identify and comment on the social, historical and cultural context of texts, where appropriate. They convey their ideas coherently and with flair.

## Textbooks and other resources

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Many English course books used in schools contain sections which relate to literature.

Additional helpful guidance may be found in the books/series listed below.

The Internet offers sites with background information on selected texts and authors. Teachers may also find relevant teaching material on these sites. A selection of such sites is listed below.

There is no prescribed word length for the coursework unit. Typically the unit may be between 450 and 600 words, but there are no penalties for exceeding this guideline.

London Examinations is always willing to receive suggestions from teachers for book/sites to be included in the list.

Richard Gill: *Mastering English Literature*  
(Palgrave ISBN 0333625293)

A.Powling, J.O'Connor and G. Barton: *New Oxford English 4*  
(Oxford University Press ISBN 0 198311966)

Letts Literature Guides (Study guides on specific individual texts)

York Notes (Study guides on specific individual texts)

### Internet Sites:

[www.bbc.co.uk/education/gcsebitesize/](http://www.bbc.co.uk/education/gcsebitesize/)

[www.englishresources.co.uk](http://www.englishresources.co.uk)

[www.novelguide.com](http://www.novelguide.com)

[www.teachit.co.uk](http://www.teachit.co.uk)

[www.sparknotes.co.uk](http://www.sparknotes.co.uk)

# Support and training

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## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by London Examinations on a regular basis. Full details may be obtained from

International Customer Response Unit  
Edexcel International  
Stewart House  
32 Russell Square  
London WC1B 5DN  
UK

Tel: + 44 (0) 20 7758 5656  
Fax: +44 (0) 20 7758 5959  
E-mail: [international@edexcel.org.uk](mailto:international@edexcel.org.uk)

## Edexcel publications

Support materials and further copies of this specification can be obtained from

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4LN  
UK

Tel: +44 (0) 1623 467467  
Fax: +44 (0) 1623 450481  
E-mail: [intpublications@linneydirect.com](mailto:intpublications@linneydirect.com)

The following support materials will be available from 2003 onwards

- The IGCSE English Literature Poetry Anthology (Publication code: UG013434)
- Specimen papers and mark schemes (Publication code: UG013053)
- Teacher's Guide (Publication code: UG013031)

# Appendix 1

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## The Anthology contents

### Section 1: Childhood

*Half-past Two* – U. A. Fanthorpe

*Piano* – D. H. Lawrence

*My Parents Kept Me from Children who were Rough* – Stephen Spender

### Section 2: Love

*Plena Timoris* – Thomas Hardy

*Poem at Thirty-Nine* – Alice Walker

*For Me from You* – Rita Anyiam StJohn

### Section 3: Places

*In Your Mind* – Carol Ann Duffy

*An Unknown Girl* – Moniza Alvi

*Geography Lesson* – Zulfiker Ghose

### Section 4: Thoughts

*If* – Rudyard Kipling

*World! Why do you hound me?* – Juana Ines de la Cruz

*Poem* – Allama Mohammed Iqbal

### Section 5: Death's Approach

*A Crabbit Old Woman* – Phyllis McCormack

*Remember* – Christina Rossetti

*Refugee Mother and Child* – Chinua Achebe



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