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Moderators' Report/  
Principal Moderator Feedback

January 2019

Pearson Edexcel International GCSE

In English Literature (4ET1)

Paper 3: Modern Drama and Literary Heritage  
Texts (Coursework)

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## Introduction

Students responded to two coursework assignments, which were either self-generated or devised by their teachers.

Assignment A was based on a modern drama text chosen from the list in the Specification. The assignment was assessed for AO1; for which students demonstrated a close knowledge of the text and presented an informed personal engagement. Students were also expected to analyse language, form and structure used by the writer to create effect as stipulated by AO2.

Assignment B was based on a Literary Heritage text chosen from the list in the Specification. In addition to being assessed on AO1 and AO2 students were expected to demonstrate an understanding of the relationship between text and its context in the form of AO4.

## General Comments

As this was the first time a January series has taken place, the number of candidates was low, with only a small handful of centres.

## Setting a task

Where the responses were particularly focused was when the question and task in hand itself had a clear focus.

## Candidate Performance

### Assignment A

Only two texts for Assignment A were used: *An Inspector Calls* and *A View from the Bridge*. Most of the responses on *An Inspector Calls* tended to treat the two main characters separately as the question appeared to lend itself to such an approach: *To what extent does it matter whether the inspector is real or not and that Eva may have been more than one girl?* The more confident candidates managed to link both characters and the themes they embody. However, the less confident responses concentrated on narratives about both characters. Concentrating on one of the main character would have benefitted these responses. A top level response analysed: *In what ways does Priestly depict women as being disempowered in An Inspector Calls?*

The responses for *A View from the Bridge* were more focused concentrating mostly on Eddie's character, his relationship with Catherine and ultimate downfall. One candidate analysed in detail the character of Beatrice, seeing her as a strong woman and not only a dutiful housewife.

### Assignment B

All the centres presented responses on *Macbeth*. Most of them analysed to a greater or lesser extent Macbeth and Lady Macbeth. The most successful response discussed the relationship between the two. One candidate analysed the importance of nature in the play. A few

candidates discussed Macbeth and Lady Macbeth separately rather than linking them. Either a study of the relationship between the two or an in-depth study of just one of the major characters would have benefitted these responses

## **Administration**

With regard to administration, all centres had the folder cover sheets fastened on the very top of the folders. Some of the centres displayed clear evidence of robust internal moderation and most marked accurately according to the criteria and highlighted where the AOs had been covered. Some centres, however, tended to over-reward and sometimes quite substantially at the 24/25 borderlines, or indiscriminately awarding full marks, often resulting in the folders having to be re-marked in full by the moderator. Neither did the summative and comments in the margins reflect on how the relevant marks were reached.

## **A brief summary**

It is important that the tasks set are sufficiently challenging and related to all the assessment objectives. Assignment A is assessed for AO1 and AO2. Assignment B is assessed for AO1, AO2 and AO4.

It is important that candidates are presented with a range of topics and ideas and are encouraged to choose one that appeals, thus encouraging a sound personal engagement.

It is important that all drama texts, for both assignments, focus closely on dramaturgy and stagecraft.

It is also important that AO4, the relationship of text to context relates fully to the question set. Substantial biographical detail on any of the writers is irrelevant and detracts from the task in hand.

It was rewarding to see the strong personal engagement of the candidates with the texts and to read some of the interesting and thoughtful interpretations.

