

**IGCSE  
English**

# General Introduction

Welcome to your IGCSE English course. We hope you enjoy studying with us!

This course of lessons will prepare you for the English Language IGCSE Specification A (numbered 4EA1) set by Edexcel.

## Course Aims

As well as effective preparation for these exams, this course has the following aims:

- to prepare you for A-level English study
- to foster a love of language and literature in all its forms
- to enable you to communicate effectively in a wide variety of other subjects and situations.



Oxford Open Learning

## The Course

The Oxford Open Learning English IGCSE course is set out as follows (reading references are given within the particular lessons):

### Module 1: Non-Fiction Anthology Reading

- Lesson 1 Introduction to Reading Non-Fiction
- Lesson 2 Reading for Meaning
- Lesson 3 Non-Fiction Anthology – Emma Levine
- Tutor-marked Assignment A**
- Lesson 4 Non-Fiction Anthology – Kari Herbert
- Lesson 5 Non-Fiction Anthology – Ngozi Adichie
- TMA B**

### Module 2 Non-Fiction Anthology Comparing Non-Fiction and Unseen Texts

- Lesson 6 Non-Fiction Anthology and Unseen – Zephaniah
- Lesson 7 Non-Fiction Anthology and Unseen – Ralston
- Lesson 8 Non-Fiction Anthology and Unseen – Zeppa
- TMA C**
- Lesson 9 Non-Fiction Anthology and Unseen – Alagiah
- Lesson 10 Non-Fiction Anthology and Unseen – Morris
- TMA D**

### Module 3 Transactional Writing

- Lesson 11 Transactional Writing
- Lesson 12 Persuasive Texts
- TMA E**
- Lesson 13 Writing to argue and advise
- Lesson 14 Writing to inform and explain
- TMA F**

### Module 4 Poetry and Prose Anthology Texts

- Lesson 15 *The Necklace* and *Out, Out-*
- Lesson 16 *The Night* and *Disabled*
- TMA G**
- Lesson 17 *The Story of an Hour* and *Still I Rise*
- Lesson 18 *Whistle and I'll Come for You* and *The Bright Lights of Sarajevo*
- Lesson 19 *Significant Cigarettes* and *An Unknown Girl*
- TMA H**

## Module 5 Imaginative Writing

Lesson 20 Introduction to Imaginative Writing

Lesson 21 Imaginative Writing: How It is Told

### **TMA I**

Lesson 22 Imagined Experiences

Lesson 23 Developing Narrative

### **TMA J**

Glossary

## The Edexcel Anthology

You should find a copy of the 2018-onwards Edexcel Anthology for English Language at the back of this coursepack. Alternatively, you may be able to download a copy of the Anthology from the IGCSE English Language Specification A home page of the Edexcel website or via this link:

<http://www.ool.co.uk/00Anthology>

Please do keep an eye on this section of the specification in case there is further relevant news.

## The Structure within each Lesson: How to Study

### Front Page

The front page of each lesson shows:

- **The title.**
- **Aim(s)** for the lesson. These set out the position that you should reach after working through the lesson; keep these in mind while reading the lesson material.
- **Context.** This gives a very brief summary and shows how the lesson fits in with the rest of the course. In the Anthology Worksheets, the Context section provides context for the extract or poem included in that lesson.
- **Note.** This indicates specific reading or writing materials needed for the lesson.

### Lesson Notes


There then follow the notes; these present the subject material to be studied in the lesson. Read these through carefully several times

until you feel that you have understood the broad outline of the theory involved, and then tackle any reading references.

## Activities

For most of this course the work that you will be doing will not be sent to your tutor; it will consist of Activities; these will aid your learning and allow you to check that you are taking in what you have been reading. The important thing to remember is that none of the work that you do in these activities is wasted: all of it will contribute to helping you develop skills, which will later be assessed in your examination. Your activities will give you necessary practice, and careful work on these will contribute more to your eventual performance and success than any other aspect of the course.

Activities are indicated as follows:

<b>Activity 7</b>	Suppose that the speaker of the passage you have just read is a child; collect all the evidence you can from the passage to suggest this and list it.
	

The pencil symbol indicates that you should make your own notes in the space provided (though, of course, you may prefer to make them separately).

## Where do I find the Answers to Activities?

This varies. Some Activities do not have answers at all because they are too open-ended and their purpose is that you should produce a response which is personal to you.

However, most Activities do have 'suggested' answers. These are not the *only* 'correct' answers but they may help you to see how you could improve your own work. Some of these suggested answers are to be found at the end of the lesson and some immediately following the activity.

You may be tempted to peek at the answer to the activity before you have made a proper attempt at it. This is to be avoided at all costs. You must discipline yourself *not* to read the next section of a lesson until you have done the activity. To help you manage this we have

put the activities in boxes. Think of these boxes as red lights; do not approach them until you are ready to give the activity your best shot, and do not pass them until you have completed the activity.

Reading the answers too early will not be helpful for a number of reasons. The specimen answer tackles the problem in a certain way, and if you have not made your own attempt yet, you will tend to think that that is the only way to do it. There will be other ways, and it is best if you can find one of your own. Remember that the answer is just a 'specimen' or 'suggested' answer.

### **Self-Assessment Tests**

When you feel that you have mastered the topics and completed the activities, tackle any Self-Assessment Tests at the end of some lessons (these are not present in every lesson). The answers to these can be found at the end of each module. Again, do not be tempted to cheat by looking at the answers. This would give you less chance of doing well on the Tutor-marked Assignments.

### **Tutor-marked Assignments**

After every two or three lessons there is a Tutor-marked Assignment. These are presented in a style similar to that of IGCSE level examination questions and should be carried out under timed conditions to give you the best chance of examination practice. These tests will thoroughly check your understanding of the previous few topics. You should send your answers to these tests to your tutor, who will return your marked script together with a set of suggested answers.

## **The Edexcel Specification from 2018**

This pack is aimed at students/candidates taking Edexcel English Language IGCSE (Specification A) (4EA1) exams from 2018. IGCSE stands for International General Certificate of Secondary Education. This is very similar to the GCSE (set in the UK) except that it's more international!

The Edexcel specification contains a great deal of information on the aims and assessment of the English course, and also includes a specimen assessment paper. It is essential that you get hold of your own copy of the specification for the year in which you expect to take the examination. Copies are available from Edexcel at the following address:

Edexcel, 190 High Holborn, London WC1V 7BH

A copy of the specification can also be downloaded from Edexcel's website ([www.edexcel.com](http://www.edexcel.com)) at [www.ool.co.uk/0001ei2](http://www.ool.co.uk/0001ei2) (exams from 2018). Make sure that you get the right year and specification number!

## Changes from 2018 exams

The main change starting from the 2018 exams is in the way the **grading** system works. Instead of a grade between A and G, you will be awarded a grade between 9 (best) and 1 (worst), as with the new GCSEs. This allows for a little more differentiation, especially at the top end. It is anticipated that a new grade 5 will be considered as equivalent to the old grade C but different institutions may require a grade 6 – you will need to check.

## The Written Examinations from 2018

### Paper1: Non-fiction Texts and Transactional Writing (4EA1/01)

Externally assessed                      Availability: January and June  
First assessment: June 2018    60% of the total International GCSE  
The total number of marks available is 90.  
2 hours 15 minutes

#### **Content summary**

The contemporary non-fiction texts from Part 1 of the Pearson Edexcel International GCSE English Anthology

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences
- Use spelling, punctuation and grammar accurately

#### **Assessment**

**Section A** : Reading– a mixture of short and long answer questions related to a non-fiction text from Part 1 of the GCSE English Anthology and one previously unseen extract. Total of 45 marks.

**Section B**: Transactional Writing– one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Students will be provided with the anthology text in the examination.

## Paper 2: Poetry and Prose Texts and Imaginative Writing (4EA1/02)

Externally assessed  
Availability: January and June  
First assessment: June 2018 40% of the total International GCSE  
The total number of marks available is 60.  
1 hour and 30 minutes.

### Content summary

The poetry and prose texts from Part 2 of the GCSE English Anthology

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects
- Develop imaginative writing skills to engage the reader
- Use spelling, punctuation and grammar accurately

### Assessment

**Section A:** Reading: one 30-mark essay question on a poetry or prose text from Part 2 of the GCSE English Anthology

**Section B:** Imaginative Writing– one 30-mark imaginative writing task from a choice of three.

## Additional Resources from Edexcel

There is an Edexcel textbook for the 2018 course which may be purchased to support general reading and writing skills:

*Edexcel International GCSE (9-1) English Language A: Student Book*  
Authors: Pam Taylor, Roger Addison and six others  
Publishers: Pearson ISBN: 978-0435182564

Please note that this is an optional “extra”. There is no requirement to buy this book.

You may find Edexcel’s resources helpful as you approach your exams. There is help for students sitting external examinations and information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — are being added all the time. As well as the main Edexcel site, see what you can find at [www.ool.co.uk/0008ei](http://www.ool.co.uk/0008ei).

## Assessment Objectives

When marking exams, examiners assess whether students have demonstrated their ability to meet a set of agreed aims for IGCSE level. These aims, called **assessment objectives**, are set out on the Edexcel website. Below is an extract from the assessment objectives for English Language (Specification A) (4EA1) that apply to candidates being assessed by 100% written examination (this includes all private candidates). These AOs are shown below as a percentage of the whole.

- AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives 15%
- AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects 20%
- AO3** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed 15%
- AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences 30%
- AO5** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation 20%
- AO6\*** Speaking and listening skills:
- demonstrate presentation skills in a formal setting
  - listen and respond appropriately to spoken language, including to questions and feedback to presentations
  - use spoken Standard English effectively in speeches and presentations

\*Assessment Objective 6 is for the optional Spoken Language Endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade. This course does not offer support for this optional component.

## Anthology Texts for English Language (Specification A) in 2018 and 2019

### Part 1: Paper 1 Section A: Non-fiction texts

From *The Danger of a Single Story*, Chimamanda Ngozi Adichie  
From *A Passage to Africa*, George Alagiah  
From *The Explorer's Daughter*, Kari Herbert



*Explorers or boys messing about? Either way, taxpayer gets rescue bill*, Steven Morris  
From *Between a Rock and a Hard Place*, Aron Ralston  
*Young and dyslexic? You've got it going on*, Benjamin Zephaniah  
From *A Game of Polo with a Headless Goat*, Emma Levine  
From *Beyond the Sky and the Earth: A Journey into Bhutan*, Jamie Zeppa  
From *H is for Hawk*, Helen Macdonald  
From *Chinese Cinderella*, Adeline Yen Mah

## **Part 2: Paper 2 Section A: Poetry and Prose texts**

'Disabled', Wilfred Owen  
'Out, Out-', Robert Frost  
'An Unknown Girl', Moniza Alvi  
'The Bright Lights of Sarajevo', Tony Harrison  
'Still I Rise', Maya Angelou  
'The Story of an Hour', Kate Chopin  
'The Necklace', Guy de Maupassant  
'Significant Cigarettes' (from *The Road Home*), Rose Tremain  
'Whistle and I'll Come to You' (from *The Woman in Black*), Susan Hill  
'Night', Alice Munro

## **Handbook for Private Candidates**

Edexcel publishes a general Handbook for Private Candidates on its website at [www.ool.co.uk/0009ei](http://www.ool.co.uk/0009ei).

This includes useful information on registering at a test centre for your examination.

## **Using the Internet**

All students would benefit from access to the Internet. You will find a wealth of information online on all the topics in your course. As well as the Edexcel website ([www.edexcel.com](http://www.edexcel.com)), you should get into the habit of checking the Oxford Open Learning site ([www.ool.co.uk](http://www.ool.co.uk)) where you may find blogs on our English courses. Put it on your Favourites list now!

## **And Finally...**

Good luck with the course!

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