

WRITTEN FOR THE NEW
9–1 GRADING SCALE



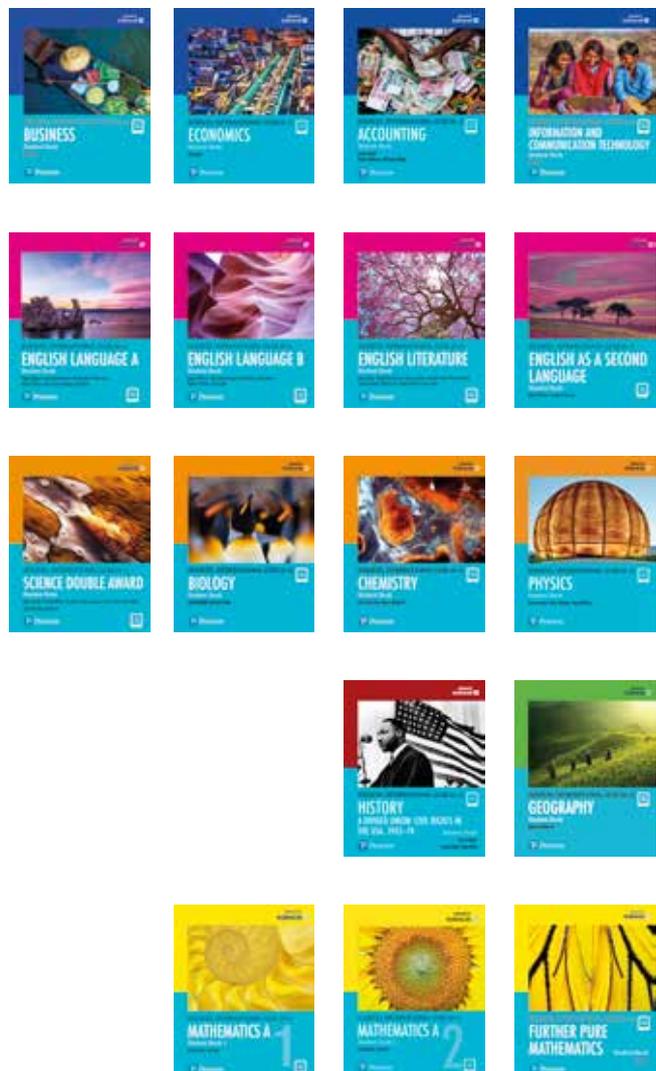
**A GUIDE TO EDEXCEL
INTERNATIONAL GCSE (9–1)
PUBLISHED RESOURCES FOR SCHOOLS**

Resources for the new Edexcel International GCSE (9–1)

Developed in line with the new Edexcel International 9–1 qualification (first teaching from 2017), our newly published resources have **progression, international relevance and support** at their core, to ensure your students are well prepared for the exam.

Subjects at a glance

- Accounting
- Biology
- Business
- Chemistry
- Economics
- English Language (A & B)
- English Literature
- English as a Second Language (ESL)
- Further Pure Mathematics
- Geography
- History
- Human Biology
- Information Communication Technology (ICT)
- Mathematics A
- Physics
- Science Double Award



What makes the new Edexcel International GCSE (9–1) special?

A new 9–1 grading scale

These resources are for the new 9–1 grading scale, which replaces the old A*–G grading scale, allowing greater differentiation of student achievement. These qualifications are comparable to the UK GCSEs, ensuring that international students have the same opportunities for progression to A level, International A level, university and beyond.

Internationally appropriate content

Content is specifically developed to ensure it is appropriate for international learners with a range of relevant contexts, photos, examples and currencies. Language is graded for speakers of English as an additional language (EAL) and checked by an EAL specialist.

Signposted transferable skills

Transferable skills, needed for progression into higher education and employment, are embedded throughout the Student Books, and explicitly signposted, allowing learners to understand, and engage with, the skills they're gaining.

Supporting learning beyond the classroom

Each Student Book provides access to an ActiveBook, a digital version of the Student Book, which can be accessed online, anytime, anywhere.

Better support for you

The ActiveLearn Digital Service (for Mathematics) or the online teacher resources (for other subjects) provide a range of planning, teaching and assessment resources, saving you valuable time.

Pearson progression tools

Developed by teachers and tested by experts, the Pearson progression tools help you identify what areas students are weak, secure or confident in, and how to apply interventions to help them make progress through their learning.

Fully matched to the latest specifications

All titles provide full coverage of the specification and have been endorsed by Pearson Edexcel.



What to look out for in our Student Books

All the Student Books are available as a printed book with **free** online access to the digital version.

Learning Objectives

Set out clearly to provide a focus for each lesson.

Setting the scene

Assumed knowledge and key concepts are outlined.

Relevant for international learners

Points of interest put learning in a **real-world, international context**, making it engaging and relevant for all learners, to a global standard.

Transferable skills

Embedded throughout and explicitly signposted, the skills gained from each activity allow for a strong focus on particular academic qualities.

4 THE MARKET SYSTEM | 1 THE ECONOMIC PROBLEM

1 THE ECONOMIC PROBLEM

LEARNING OBJECTIVES

- Understand the problem of scarcity
- Understand opportunity cost
- Understand production possibility curves
- Understand causes of positive and negative economic growth

GETTING STARTED

The planet we live on contains many resources that are used to produce **goods** we like to consume. However, there is a problem. Look at the images below.

SUBJECT VOCABULARY

goods things that are produced in order to be sold

CASE STUDY: RESOURCES AND NEEDS



▲ Figure 1.1 Valuable resources



▲ Figure 1.2 Needs

- Describe the resources shown in Figure 1.1.
- Are there enough of these resources in the world? Explain your answer with reference to the images in Figure 1.2.
- In groups, discuss whether your country has enough resources. Draw up a list of measures that your government might take to increase the quantity of resources available. Present your ideas to the rest of the class.

Sample page taken from Edexcel International GCSE (9–1) Economics

Activities

A wide range of varied activities to embed understanding as an individual, as well as in larger groups, establishing crosspeer learning and communication.

Chapter Questions

Students can test their knowledge of the topic in that chapter. Also included are unit questions, to test knowledge of the whole unit and provide quick, effective feedback on progress.

Pearson Progression

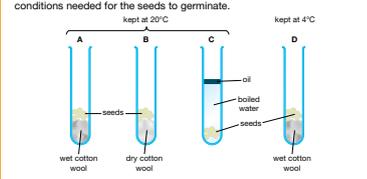
Each question has been given a Pearson Progression Step from 1 to 12. This tells you how difficult the question is. The higher the Step, the more challenging the question.

PLANT PHYSIOLOGY | REPRODUCTION IN PLANTS | 179

ACTIVITY 16

▼ PRACTICAL: INVESTIGATING THE CONDITIONS NEEDED FOR GERMINATION

Small seeds such as peas or mustard will grow on wet cotton wool in a test tube. Figure 13.A shows four tubes set up to investigate the conditions needed for the seeds to germinate.



▲ Figure 13.8 Apparatus to investigate the conditions needed for germination.

The water in tube C has been boiled to remove dissolved oxygen. The layer of oil (e.g. cooking oil) keeps out oxygen from the air.

- Tube A: seeds on wet cotton wool, maintained at 20 °C (room temperature)
- Tube B: seeds on dry cotton wool, maintained at 20 °C
- Tube C: seeds in boiled water, with a thin surface layer of oil, maintained at 20 °C
- Tube D: seeds on wet cotton wool, placed in a refrigerator at 4 °C

After a few days the seeds in the control tube (A) will start to germinate. There will be no germination in tubes B or C. The seeds in tube D may eventually start to germinate, but much more slowly than in tube A.

What do the results tell you about the conditions needed for germination? Do you have any criticisms of this method? (Hint – are all the variables fully controlled?)

CHAPTER QUESTIONS

More questions on reproduction in plants can be found at the end of Unit 3 on page 182.

SKILLS CRITICAL THINKING

- Which of the following features are shown by wind-pollinated flowers?
 - A Large petals, a scent and sticky pollen grains
 - B Small petals, no scent and light pollen grains
 - C Large petals, no scent and light pollen grains
 - D Small petals, a scent and sticky pollen grains
- During pollination, between which of the following structures are pollen grains transferred?
 - A From anther to stigma
 - B From anther to ovary
 - C From stigma to style
 - D From stigma to ovary

Sample page taken from Edexcel International GCSE (9–1) Science Double Award

Relevant for international learners

Topics, photos, examples and currencies use a range of international contexts, making content engaging and relevant for all learners, to a global standard.

Language is graded for speakers of English as an additional language (EAL) and checked by an EAL specialist.

Subject vocabulary and General vocabulary

Useful words and phrases are colour coded within the main text and picked out in the margin with concise and simple definitions.

PAPER 2 **LITERARY HERITAGE TEXTS** **311**

GENERAL VOCABULARY
static not moving; fixed

SUBJECT VOCABULARY
symbolic where a person, object or event is used by a writer to convey a meaning beyond its literal meaning

The Scarlet Letter that hangs around Hester's neck is also a symbol. Indeed, it is a symbol that is repeated at significant points in the plot. First, it is repeated in the letter 'A' that the meteor makes in the sky as Hester, Dimmesdale and Pearl stand on the scaffold. Much later, it is repeated again in the letter 'A' carved on Hester and Dimmesdale's shared grave. The 'A' is a particularly interesting symbol because its meaning changes. It starts off as a symbol of Hester's crime and sin, but by the end of the novel it serves instead as a symbol of her goodness. This shows that, while some symbols are **static** and have fixed meanings, Hawthorne is also interested in the way that the meaning of symbols can shift and become a site of conflict. For example, when Hester uses her embroidery skills to make the letter beautiful and therefore contradict its original Puritanical purpose, this is a sign of this symbolic conflict.

ACTIVITY 4 **A01** **SKILLS** CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION

UNDERSTANDING THE TEXT

Pick a theme of *The Scarlet Letter* and list the ways in which Hawthorne uses symbolism to communicate it. For example, you could say, 'The theme of the restrictiveness of Puritan society is communicated through symbols of punishment, such as the prison, the scaffold and Hester Prynne's scarlet letter.'

EXAM-STYLE QUESTIONS

A01 **A02** **A04**

SKILLS CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION, ADAPTIVE LEARNING

HINT

In the exam, you will have 45 minutes in which to write your essay. There will be a choice of two questions on the paper. Use these exam-style questions to practise exam technique and timing. Remember to consider language, form and structure and refer to the context of the novel in your response.

1 Compare and contrast the characters of Roger Chillingworth and Arthur Dimmesdale. You must consider language, form and structure and refer to the context of the novel in your answer. **(30 marks)**

2 How does Hawthorne explore the conflict between society and the individual in *The Scarlet Letter*? You must consider language, form and structure and refer to the context of the novel in your answer. **(30 marks)**

3 Explore the relationship between Hester Prynne and Pearl. You must consider language, form and structure and refer to the context of the novel in your answer. **(30 marks)**

4 What is the significance of silence or the refusal to speak in *The Scarlet Letter*? You must consider language, form and structure and refer to the context of the novel in your answer. **(30 marks)**

5 Explore the significance of symbols in *The Scarlet Letter*. You must consider language, form and structure and refer to the context of the play in your answer. **(30 marks)**

5 There are a wide range of symbols present within *The Scarlet Letter*, making symbolism a very important technique for Hawthorne.¹ The use of visual symbols often associated with nature allows for character development and the introduction of interesting metaphors. An example of this is Pearl who has grown up away from civilised society and is much closer to nature, making her a vibrant character.² In contrast, the scaffold is a clear symbol of death within the story.³ The letter from the book's title is another recurring symbol⁴, described by the narrator as 'a mystic symbol'. By calling it this, the reader can understand that it is not just a symbol of shame as the townspeople want, but also has different meanings.

LISTENING PART 1 | 70 **LISTENING PART 2 | 78** **LISTENING PART 3 | 87** **LISTENING PART 4 | 97**

THE WORLD OF WORK PETS GAMES SHOPPING

UNIT 3 LISTENING PREPARATION

Assessment Objective 3A
Understand the overall message of a spoken passage

Assessment Objective 3B
Identify essential and finer points of detail in spoken material

Assessment Objective 3C
Understand a conversation where information is being negotiated and exchanged

Assessment Objective 3D
Identify a speaker's viewpoint and attitude, stated and implied

This unit prepares you for Paper 2 Listening. In this part of the exam, you need to show that you can understand a wide range of recorded material.

The unit contains four parts, which correspond to the four parts of the Listening exam. You will need to use different types of listening skill in the different parts:

- Part 1: listen for detailed information
- Part 2: follow a discussion or argument, identifying attitude and opinions of speakers and following instructions
- Part 3: listen to a longer recording, e.g. a conversation, and identify a speaker's viewpoint and attitude, stated and implied
- Part 4: listen to a longer recording, identify essential and finer points of detail and identify a speaker's viewpoint and attitude, stated and implied.

In Parts 1–4 of the exam you need to meet the Assessment Objectives A03A, A03B, A03C and A03D. The AOs that will be tested in the exam are indicated at the beginning of the corresponding part of this unit.

The unit focuses on the core listening skills that you need. Working through these lessons and activities will help you develop these skills.

Sample pages taken from Edexcel International GCSE (9–1) English Literature

Exam-style questions

Questions tailored to the Pearson Edexcel specification allow for practice and development of exam writing technique. Hints for exam preparation are also included.

All resources fully meet the specification requirements, and required learning and assessment points are clearly signposted throughout.

Sample pages taken from Edexcel International GCSE (9–1) English as a Second Language

Supporting student progression and academic achievement

The Student Books offer learners the best preparation possible for the exam.

Exam practice tests cover the whole chapter and provide quick, effective feedback on students' progress.

10 UNIT 1 1 TYPES OF BUSINESS ORGANISATION

EXAM PRACTICE

A01 Answer ALL questions in this section. Questions 1–10 must be answered with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Which of the following is not a stakeholder for a business?
 A doctor
 B competitor
 C supplier
 D government (1 mark)

2 Which of the following is a disadvantage of becoming a sole trader?
 A you keep all the profit
 B you have unlimited liability
 C you have full control over your business
 D the business is easy to set up (1 mark)

3 Which of these is most likely to be a Public Sector Organisation?
 A a car manufacturer
 B a biscuit factory
 C the Police
 D a restaurant (1 mark)

4 What does the word 'limited' after a business name indicate?
 A the number of owners is limited
 B there is a limit to the number of loans that can be issued
 C the owners' liability for the debts of the business is limited
 D there is a limit to the number of businesses of this type (1 mark)

5 Which company must have which of the following?
 A unlimited liability
 B the ability to sell shares to friends and family
 C an auditor check on its financial statements
 D a government-run business (1 mark)

6 Which of the following is the best definition of a stakeholder?
 A someone who is affected by a business
 B someone who has control over a business
 C someone who is paid by a business
 D someone who sponsors a business (1 mark)

7 Why should a sole trader record all the financial information about her business?
 A because she is required to do so by law
 B so that she knows how much to pay her suppliers
 C so that she can prepare financial statements
 D so that she knows how much her customers owe her (1 mark)

8 Which best describes the term 'limited liability'?
 A the owner is responsible for all the debts of the business
 B the owner is only responsible for the assets of the business
 C the owner is only liable for the money they have invested in the business
 D the owner is only liable for the taxes that are paid by the business (1 mark)

9 Which of the following is a disadvantage of a partnership?
 A increased capital or equity
 B increased workload
 C increased knowledge
 D increased arguments (1 mark)

10 Why might a government department be interested in the financial statements of a company?
 A to check that the company is paying the correct amount of tax
 B to decide whether to invest in the company
 C to ensure that the company continues to receive supplies
 D to see if the company could repay a loan (1 mark)

(Total 10 marks)

Sample pages taken from Edexcel International GCSE (9–1) Accounting and Mathematics A

UNIT 1 CHAPTER SUMMARY 31

CHAPTER SUMMARY: ALGEBRA 1

SIMPLIFYING ALGEBRAIC EXPRESSIONS

You can only add or subtract like terms:
 $2xy + 5xy = 7xy$ but the terms in $2xy + y$ cannot be added together;
 $2x^2 + 4x^2 = 6x^2$ but the terms in $2x^2 + 3x$ cannot be added together.

The multiplication sign is often not included between letters, e.g. $2xy$ means $2 \times x \times y$.

When multiplying, add like powers. $2xy^2 \times 3x \times x^2y^2 = 6x^4y^4$ (think of x as x^1).

You can check your simplifications by substituting numbers.

SIMPLIFYING ALGEBRAIC EXPRESSIONS WITH BRACKETS

Multiply each term inside the bracket by the term outside the bracket.

The multiplication sign is usually not included:
 $2(a + b)$ means $2 \times (a + b) = 2 \times a + 2 \times b = 2a + 2b$

Be very careful with negative signs outside a bracket:
 $-3(x - 2)$ means $-3 \times (x - 2) = (-3) \times (x) + (-3) \times (-2) = -3x + 6$

When multiplying, the number 1 is usually not included:
 $-(3x - 4)$ means $-1 \times (3x - 4) = (-1) \times (3x) + (-1) \times (-4) = -3x + 4$

SOLVING EQUATIONS

To solve equations, always do the same to both sides. Always check your answer.

The six basic types:

- $x + 2 = 10$ (Subtract 2 from both sides)
 $x = 8$ (Check: $8 + 2 = 10$)
- $x - 2 = 10$ (Add 2 to both sides)
 $x = 12$ (Check: $12 - 2 = 10$)
- $2 - x = 10$ (Add x to both sides)
 $2 = 10 + x$ (Subtract 10 from both sides)
 $2 - 10 = x$
 $x = -8$ (Check: $2 - (-8) = 10$)
- $2x = 10$ (Divide both sides by 2)
 $x = 5$ (Check: $2 \times 5 = 10$)
- $\frac{x}{2} = 10$ (Multiply both sides by 2)
 $x = 20$ (Check: $\frac{20}{2} = 10$)
- $\frac{2}{x} = 10$ (Multiply both sides by x)
 $2 = 10x$ (Divide both sides by 10)
 $\frac{1}{5} = x$ (Check: $2 \div \frac{1}{5} = 2 \times 5 = 10$)

PROBLEMS LEADING TO EQUATIONS

Let the unknown quantity be x . Write down the facts in the form of an equation and then solve it.

Chapter summaries state the most important points in each chapter and aid revision.

Why are transferable skills so important?

In recent years, universities and employers have highlighted the need for students and graduates to develop a range of transferable skills, often referred to as 'soft skills', to enable them to better meet the demands of undergraduate study and the world of work.

In fact, universities and employers consider transferable skills to be the largest skills gap overall.

That's why we've worked tirelessly to ensure that transferable skills are embedded into our new Edexcel International GCSE qualifications and suite of supporting resources*. You can feel confident that you are developing your students with the skills demanded by universities and employers across the world.

Cognitive skills

- Critical thinking
- Problem solving
- Analysis
- Decision making
- Creativity

Intrapersonal skills

- Adaptability
- Continuous learning
- Intellectual curiosity
- Work ethic (e.g. initiative)
- Self-evaluation

Interpersonal skills

- Teamwork & collaboration
- Communication
- Negotiation
- Empathy/perspective taking
- Leadership

Look out!

Transferable skills are clearly signposted in the qualifications and learning materials.

PAPER 2 LITERARY HERITAGE TEXTS 311

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static not moving; fixed

SUBJECT VOCABULARY
symbolic where a person, object or event is used by a writer to convey a meaning beyond its literal meaning

The Scarlet Letter that hangs around Hester's neck is also a symbol. Indeed, it is a symbol that is repeated at significant points in the plot. First, it is repeated in the letter 'A' that the meteor makes in the sky as Hester, Dimmesdale and Pearl stand on the scaffold. Much later, it is repeated again in the letter 'A' carved on Hester and Dimmesdale's shared grave. The 'A' is a particularly interesting symbol because its meaning changes. It starts off as a symbol of Hester's crime and sin, but by the end of the novel it serves instead as a symbol of her goodness. This shows that, while some symbols are **static** and have fixed meanings, Hawthorne is also interested in the way that the meaning of symbols can shift and become a site of conflict. For example, when Hester uses her embroidery skills to make the letter beautiful and therefore contradict its original Puritanical purpose, this is a sign of this symbolic conflict.

ACTIVITY 4 A01 SKILLS CRITICAL THINKING, ANALYSIS, REASONING, INTERPRETATION

UNDERSTANDING THE TEXT

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EXAM-STYLE QUESTIONS

A01 A02 A04

1 Compare and contrast the characters of Roger Chillingworth and Arthur Dimmesdale. You must consider language, form and structure and refer to the context of the novel in your answer. (30 marks)

2 How does Hawthorne explore the conflict between Puritan society and the individual?

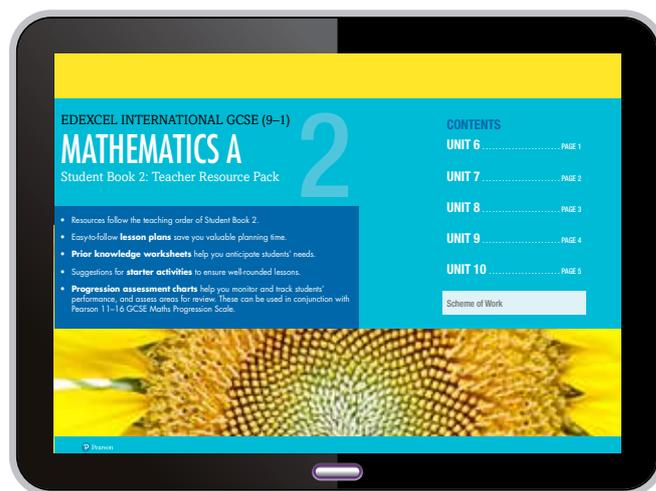
*You do not have to purchase any of our resources to deliver our qualifications.

Better support for you

ActiveLearn Digital Service for Mathematics A

The ActiveLearn Digital Service for Mathematics A provides a range of planning, teaching, tracking and assessment materials to save you time and help you check that all your students are on track for the exam.

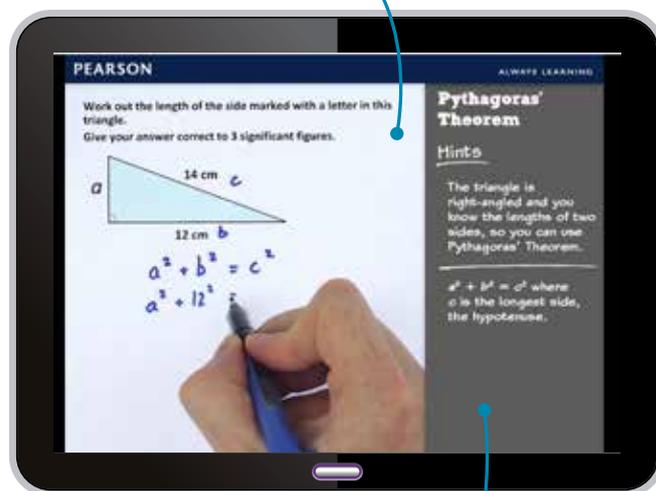
- Lesson plans provide everything you need to successfully deliver the content required.
- Worksheets help assess students' understanding of key topics.
- Over 200 videos, animations and starter activities help you to introduce new concepts and engage students from the start.
- The ActiveLearn course activities can be assigned for students to complete in their own time.



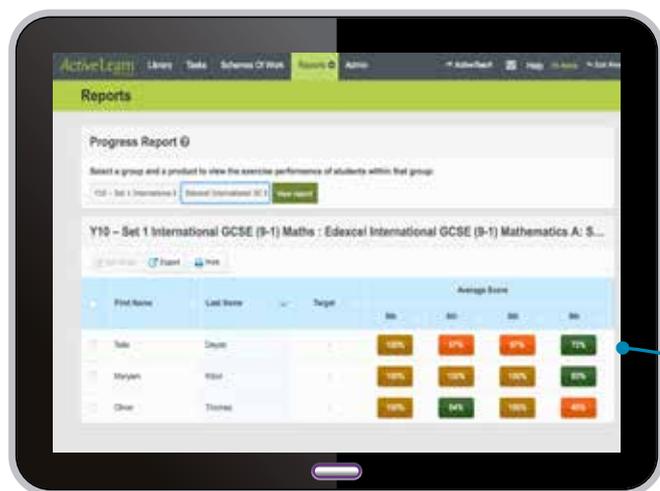
Over 80% of UK schools

are using ActiveLearn Digital Service (ALDS) every day. Join them in accessing time-saving tools and innovative content to help you plan, teach, track and assess, all in one place.

Supports front-of-class teaching.



Visual reinforcement of worked solutions with hints and guidance about common errors helps consolidate students' understanding of topics and skills.



Progress reports can be used to track the performance of your class, and will highlight particular student difficulties or achievements.

Better support for you

Teacher Resource Packs (TRPs)

The Edexcel International GCSE (9–1) Teacher Resource Packs (TRPs) are online, annual subscriptions[†] containing material to support your planning and teaching, saving you valuable time. They are **available for all Edexcel International GCSE subjects** (excluding Mathematics A which is available through ALDS).

- Lesson plans
- Worksheets
- Multiple choice quizzes
- Mock exam papers
- Model exam answers

Lesson plans give you everything you need to successfully deliver the content required.

Edexcel International GCSE
PHYSICS Lesson Plan

Chapter 4: Momentum
Alignment with Student Book: pages 40–47

Chapter overview
This chapter expands on Chapter 3 and is for those students studying physics as a separate subject. The idea of momentum is introduced and the chapter explores the conservation of momentum through looking at collision and explosion situations, though the latter is discussed only briefly. The relationship between impact force and an increase in time during collisions is presented in relation to car safety. Newton's third law is also introduced in this chapter.

It is assumed that students will be able to rearrange equations using either the formula triangles or mathematical methods. Students should be aware of Newton's second law from Chapter 3 before embarking on this chapter.

What to expect
1.25P know and use the relationship between momentum, mass and velocity:
momentum = mass × velocity, $p = m \times v$
1.26P use the idea of momentum to explain safety features
1.27P use the conservation of momentum to calculate the mass, velocity or momentum of objects
1.28P use the relationship between force, change in momentum and time taken:
force = change in momentum/time, $F = (mv - mu)/t$
1.29P demonstrate an understanding of Newton's third law

This will be a new topic for students and, as such, time should be spent on allowing students to familiarise themselves with calculations that require them to use the conservation of momentum principle. Vectors will once again be important in this chapter in relation to movement after a collision. Considering the situation in terms of before and after a collision is key for understanding. Language will again be key in this chapter. Students will benefit from breaking down responses to safety feature questions in order to remove the term 'absorbs the impact' from their answers.

Teaching notes
Starters
Which would be harder to stop: Show students some pictures of objects moving with no speed indicated on them to start. Choose objects of varying mass and speed, e.g. a moving bullet, rocket, car, bike, ice skater, the Moon, etc. Ask students which would be harder to stop. Students can discuss in pairs and bring their ideas for discussion. Discussion should focus around the two key variables: mass and velocity.

Sample page taken from Edexcel International GCSE (9–1) Physics Online Teacher Resource Pack

Edexcel International GCSE
PHYSICS Multiple-choice questions

Chapter 4

1 Which of the following statements about momentum is correct?
A Momentum depends on the weight of the object.
B Momentum is a scalar quantity.
C Momentum is measured in m/s^2 .
D Momentum is a vector quantity.

2 Which are the units of momentum?
A Kg/m
B $Kg/m/s^2$
C $Kg\ m/s$
D N/m

3 Which of the following equations link momentum, velocity and mass correctly?
A mass × momentum = velocity
B momentum = mass/velocity
C momentum = velocity/mass
D momentum = mass × velocity

4 Which of the following statements about momentum is **not** correct?
A As the velocity of a moving object increases its momentum decreases.
B As the mass of a moving object decreases its momentum decreases.
C Momentum is a vector quantity.
D Momentum is directly proportional to velocity.

Sample page taken from Edexcel International GCSE (9–1) Physics Online Teacher Resource Pack

Prepare your students for exams with multiple choice question practice and detailed slide decks to aid discussion.

ENGLISH LITERATURE

Observing characters
Mercurio is Bontade's friend and he is a very dramatic character.

Notes
• He is supportive of his friend and encourages him after he is attacked once he is hurt.
• Mercurio seems a bit less serious than other characters in the play.

Exercises
• ... such as when he encourages Bontade to crash the Capulet's ball, 'My gentle Bontade, we must have your father'.
• He says, 'If I were he rough with you, be rough with him'.
• Bontade says he falls off nothing and Mercurio replies: 'You, I fall off dreams, / Which are the children of an idle brain'.

Explanation & Analysis
• His stories that he is a self-assured character and he wants to see Bontade being more successful and confident.
• This quote shows that he is happy to patronise and silly thoughts.

Screenshot taken from Edexcel International GCSE (9–1) English Literature Online Teacher Resource Pack

[†]All subscription orders should be accompanied by the International digital subscription order form, which can be downloaded from our website. You can also email us at digital.queries@pearson.com for further details.

How to evaluate and order

You can get instant access to online samples of the Student Books, and place an order, at www.pearsonglobalschools.com/internationalgcse.

Edexcel International GCSE (9–1) Student Books

ACCOUNTING			
Accounting Student Book and ActiveBook	978 0 435189 65 5	£28.99	+VAT
BUSINESS			
Business Student Book and ActiveBook	978 0 435188 63 4	£28.99	+VAT
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History: Changes in Medicine, c1848–c1948 Student Book and ActiveBook	978 0 435185 40 4	£14.99	+VAT
History: Conflict, Crisis and Change: China, 1900–1989 Student Book and ActiveBook	978 0 435185 37 4	£14.99	+VAT
History: Conflict, Crisis and Change: The Middle East, 1919–2012 Student Book and ActiveBook	978 0 435185 41 1	£14.99	+VAT
History: Development of Dictatorship: Germany 1918–45 Student Book and ActiveBook	978 0 435185 38 1	£14.99	+VAT
History: Dictatorship and Conflict in the USSR, 1924–53 Student Book and ActiveBook	978 0 435185 46 6	£14.99	+VAT
History: The Changing Role of International Organisations: the League and the UN, 1919–c2011 Student Book and ActiveBook	978 0 435185 39 8	£14.99	+VAT
History: The Origins and Course of the First World War, 1905–18 Student Book and ActiveBook	978 0 435185 42 8	£14.99	+VAT
History: Russia and the Soviet Union, 1905–24 Student Book and ActiveBook	978 0 435185 43 5	£14.99	+VAT
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HUMAN BIOLOGY			
Human Biology Student Book and ActiveBook	978 0 435184 98 8	£28.99	+VAT
ICT			
ICT Student Book and ActiveBook	978 0 435188 93 1	£28.99	+VAT
MATHEMATICS A			
Mathematics A Student Book and ActiveBook 1	978 0 435181 44 4	£28.99	+VAT
Mathematics A Student Book and ActiveBook 2 (available April–May 2017)	978 0 435183 05 9	£28.99	+VAT
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