



Pearson
Edexcel

New
innovations
and support

See inside!

Pearson Edexcel International GCSE

Humanities

Geography, History & Global Citizenship



SCAN ME

Geography & Global Citizenship first teaching September 2017
History first teaching September 2023

Choosing Pearson Edexcel as your school's International GCSE partner

Helping your students select their International GCSE options is a key moment in their schooling; it's an important time in learners' lives and we want to reassure you that with Pearson as your qualifications partner, you can be sure both you and your students are setting yourselves up for future success.

In this guide, you'll learn more about who we are, the recognition and progression that our Pearson Edexcel international qualifications enjoy, and we'll take a closer look at International GCSE Geography, History and Global Citizenship, including a choice of assessment approaches (linear or modular routes).

We wish you the best of success for your International GCSE journey!



Inside this guide

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International GCSE Humanities highlights



New

A choice of modular or linear assessment

A modular approach is where a qualification's assessments are split into units and taken over several exam series. We are the only awarding body to offer a modular route for International GCSE History and International GCSE Geography, as an alternative to the linear assessment route.

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New

Onscreen Assessment

Technology is advancing, and so is assessment. In 2023, students across the world started taking onscreen exams for Pearson Edexcel International GCSE (9-1) English qualifications, with History to follow in 2024, and Geography and Global Citizenship in 2025.

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Welcome to Pearson

We're pleased to meet you!

Pearson is the world's leading learning company. We provide world class qualifications, assessments, digital content and learning experiences to international schools all over the world to enable more effective teaching and learning and to help learners increase their skills and global employability prospects.

We partner with more than 6,500 schools, universities, and employers worldwide:

- **at school level**, to offer Pearson Edexcel International and UK qualifications to over 3.5 million students annually;
- **at university level**, to ensure Pearson Edexcel qualifications are recognised and accepted by universities all over the world;
- **and with employers**, by building 21st century skills into our qualifications at the outset, to ensure learners have transferable skills alongside the knowledge they need to progress into the careers of their choice.

Our qualifications heritage stretches back over 150 years

Pearson's qualifications heritage stretches back over 150 years, our qualifications are offered in 100 countries worldwide and we mark over 10 million exam scripts per year on behalf of the UK Department for Education.

Pearson Edexcel is regulated by Ofqual, ensuring our curricula meet the highest standards and our exams follow carefully controlled procedures at every stage of their development, delivery, marking and reporting.

As the largest awarding organisation in the UK, Pearson Edexcel regularly achieves the highest marking accuracy of all UK boards.

What this means for you

You can trust Pearson Edexcel International GCSE qualifications; thousands of students around the world take these same qualifications every year, progressing onto our popular modular International A Levels (IAL[®]), International BTECs or the IB Diploma, and to the world's most respected universities.

®IAL is a registered trademark of Pearson Education Ltd in the UK and other countries.



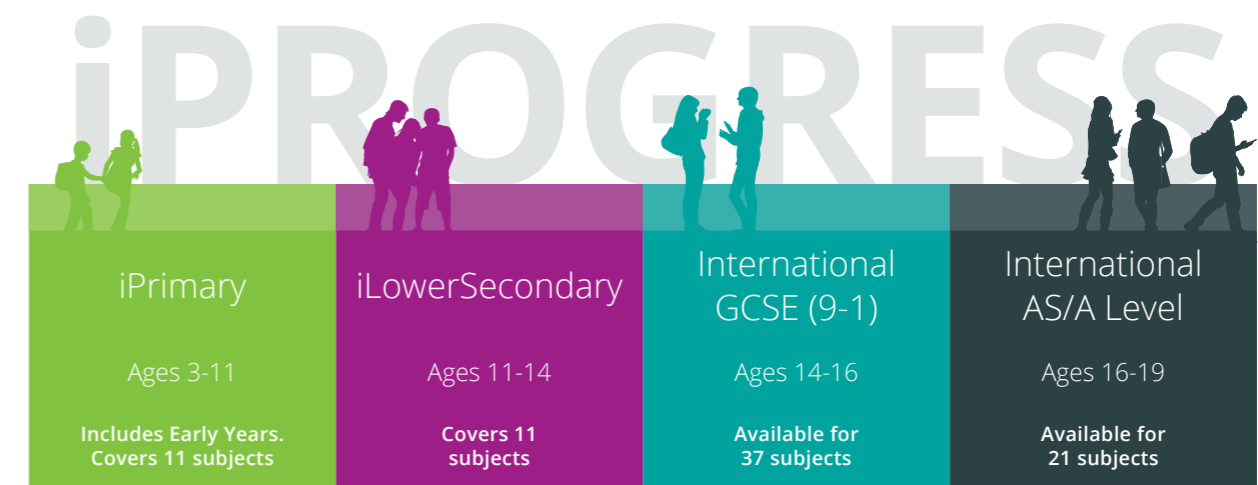
Modern, progressive International GCSE qualifications

For globally minded learners aged 14-16

Renowned across the world for academic excellence, Pearson Edexcel International GCSEs provide learners with the skills and knowledge they need to progress to International A Levels (IAL[®]) and onto the most prestigious universities across the world.

Pearson Edexcel International GCSEs are part of iProgress, our complete series of academic qualifications for 3 to 19 year-olds at international schools following a UK curriculum.

At every stage, our iProgress continuum delivers a consistent learning journey with world class support, assessments, and teaching and learning resources for students and teachers, everywhere in the world.



About the 9–1 grading scale

In 2014, the UK Government introduced a nine-point grading scale (9–1) to raise standards and recognise top-performing students. This replaced the traditional A*–G grading. After consultation with international schools, Pearson Edexcel chose to follow the 9–1 grading scale to ensure comparability for our international students.

Since then millions of GCSEs and International GCSEs are awarded each year using the 9–1 grading scale, making it the most used and recognised grading scale for this qualification worldwide.

What this means for you

Because our Pearson Edexcel International GCSE qualifications are equivalent to and benchmarked, grade for grade, against UK GCSEs, you can be confident that they are recognised and respected across the world. They offer increased differentiation for your top learners (a grade 9 represents a higher level of attainment than A*) and will deliver the progression for your learners that you want to see.

“I not only recommend the International GCSE system because of their 9-1 grading scale due to having an extra grade to differentiate the top tier students, but also because this system is recognized globally therefore it opens up more opportunities for students to study at university abroad.”

John Andrew Tampubolon, International GCSE (9-1) student at Al Yasmina School, Abu Dhabi.

GCSE (9-1) grading structure	Old GCSE grading structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Recognised worldwide for academic excellence

Designed for global learners

Pearson Edexcel International GCSEs are globally recognised qualifications for learners aged 14 to 16 with academic content and assessment designed specifically for international learners. We continually review the content of our specifications – adding international topics and examples using local contexts where possible – to ensure the content of our qualifications is ever more relevant and engaging for students around the world and to enable learning in a local context to a global standard.

Equipping learners with transferable skills and knowledge

Opportunities to develop transferable skills such as problem solving, critical thinking, leadership and collaboration, are integrated throughout each of our Pearson Edexcel International GCSE qualifications to ensure learners have the skills and knowledge they need to progress onto International A Level, the next level of study.

Suitable and accessible for ESL learners

Our International GCSE qualifications have been designed in collaboration with subject experts, teachers and university professors, to ensure that the content and assessment methods are appropriate and will enable successful progression for learners, including those for whom English is not their first language.



From International GCSE to flexible, modular A Levels, BTECs or the IB Diploma

Pearson Edexcel International GCSE qualifications are excellent preparation for Pearson Edexcel International A Levels (IAL®), International BTECs, our popular, career-focused qualifications developed in partnership with employers, or the IB Diploma.

As the next step up from International GCSEs, International A Levels are designed for students aged 16–18 who want to progress to the best universities around the world. They use the popular and flexible modular approach, which means exams are taken at the end of each unit of study or throughout the programme of study when students feel prepared and ready.

We work closely with higher education institutions around the world to secure recognition for our qualifications and are proud to confirm that International A Levels are recognised and accepted for entry to more than 650 leading universities worldwide.

What this means for you

Pearson Edexcel International GCSEs are excellent preparation for Pearson Edexcel International A Levels, International BTECs or the IB Diploma, and progression onto the world’s top universities. Over 650 higher education institutions worldwide recognise and accept Pearson Edexcel International A Level qualifications for entry onto undergraduate degree courses and with the twenty first century skills your learners will develop as part of their International GCSE curriculum, you can be confident they will have qualifications, skills and knowledge that admissions teams and employers are looking for.

Pearson Edexcel International GCSE Geography, History and Global Citizenship qualifications

Modern qualifications building the skills global citizens need

Clear and straightforward question papers

Our question papers are clear and provide sufficient challenge and support for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Internationally recognised and comparable to GCSE

We have designed our Pearson Edexcel International GCSE (9–1) Geography, History and Global Citizenship qualifications to be of a broad equivalent standard to Pearson's regulated Edexcel GCSE qualifications. This ensures that Pearson Edexcel International GCSEs (9–1) are recognised globally and provide learners with the same progression routes.

Linear and modular assessment

We are the only awarding organisation to offer a linear and modular route for International GCSEs and parity between the two. See page 8 for more information.

Wide range of topic choices

Teachers have a wide variety of topics to choose from, giving the flexibility to select issues that will be of most interest to their students. For example, the History specification covers 20 different topics, spanning multiple continents.

Global perspectives

Learners develop an understanding of the global diversity of different perspectives, beliefs and events, crucial to solving some of the world's biggest problems, and for career success in the global workforce.

Broad and deep development of skills

Pearson Edexcel Humanities qualifications are designed to develop a range of skills which benefit learners in their educational journeys, including higher-order thinking skills such as sourcing, analysing and evaluating evidence.

Support progression to further study

Developed with the help of teachers and higher education representatives, Pearson Edexcel International GCSE (9–1) qualifications provide seamless progression to further study, including A levels and beyond.

Seamless progression from International Lower Secondary

Pearson Edexcel International GCSE is the next step in the iProgress learning journey after International Lower Secondary, continuing a consistent path for students and teachers, everywhere in the world.

Comprehensive support, globally and locally

As a Pearson Edexcel centre, you will have access to a full range of integrated support services, tools and resources to support the delivery of your International GCSEs. See page 18 for more information.



Geography

See page 10

History

See page 13

Global Citizenship

See page 16



Choose a linear or modular assessment approach

Pearson Edexcel is the only awarding body to offer a modular approach for International GCSEs as an alternative to the linear assessment approach, with parity between the two.

A modular approach is where a qualification's assessments are split into units and taken over several exam series.

Modular International GCSE (9-1) Geography and History.

1. First teaching: September 2023
2. First assessment: May/June 2024



How modular International GCSEs work

Units can be assessed in any exam series

With a modular route, there are no restrictions on students taking units together; all units can be treated separately, and they can be taken in any International GCSE exam series. All exam papers for modular International GCSEs are at the same standard as the exam papers on the linear route.

No time limits to the qualification

Students can take and re-sit individual unit assessments in any series. This means students have more opportunities to get feedback to improve their performance and get the grades they need to progress.

Students 'cash in' unit results when ready

Once a student has all their unit results for the qualification they are taking, they exchange those for a grade – this is called 'cashing in'. To cash in, all units must have been entered.

The benefits of a modular route for learners

The modular International GCSE route provides learners with a sensible and authentic form of assessment that reflects how today's students sit other high stakes assessments in their lives. Spreading their examination load across exam series provides more opportunities to demonstrate their skills and abilities and to receive feedback to help improve their performance and secure the overall grades they need to progress.

It can help reduce the mental load and stress at exam time by allowing learners to focus on one year of curriculum content at a time and spread out their high stakes exams over two years and multiple exam series. It also allows learners to take advantage of multiple re-sit opportunities if needed.

Providing this option at International GCSE supports progression onto the popular modular Pearson Edexcel International A Levels.

The benefits of a linear route

Whilst the modular approach works well for students who want to spread the exam load and bank their performance throughout their studies, doing the exam all in one go at the end of the period of study works well for others. Some students improve drastically in the final year of their course, so may feel more prepared to be examined on all specification content at the end of their studies.

The linear approach means assessments for all units are taken together in one exam series so students study all the content and then prepare for all the assessments at the end of their period of study, rather than a more continuous pattern of study and assessment.



What this means for you

We are the only awarding organisation to offer a linear and modular route for International GCSEs and parity between the two. You can choose the right assessment approach to benefit your students and to help create a compelling competitive advantage for your school. If you choose a modular route, we will support you in moving to this approach.

The choice is yours though! If you are happy with the linear approach, there is no need to move to a modular route; our linear International GCSEs will continue to be offered and taken widely by students around the world.

Geography: a closer look

Why choose Pearson Edexcel International GCSE (9-1) Geography?

- **A choice of assessment routes:** The modular and linear approach contain the same content, but the modular approach breaks the journey into two units with an exam at the end of each unit. If you are already offering Pearson Edexcel International GCSE linear this will continue to be offered and remain exactly as it is.
- **Dual focus on Physical and Human Geography:** The two-paper model allows students to focus on Physical and Human geography. The qualification tests knowledge and understanding, as well as analytical, evaluation and fieldwork skills in both papers.
- **Engaging and accessible content:** The content in both Paper 1 (Physical Geography) and Paper 2 (Human Geography) is engaging and accessible for all students. The material is appropriate and relevant for progression, building understanding and awareness of a range of geographical concepts and skills, including fieldwork.

- **Designed for international students:** We have provided teachers with the option to localise content through the fieldwork element of the qualification.
- **Broad and deep development of students' skills:** The design of the Pearson Edexcel International GCSE (9-1) Geography qualification aims to extend students' knowledge by broadening and deepening skills. For example, students will:
 - develop and apply a holistic range of knowledge and understanding of geographical concepts and skills, including fieldwork
 - present and analyse data, draw conclusions and evaluate information from different sources
 - develop awareness of global issues and challenges and that, in moving towards a sustainable future, people have different views and attitudes to the environment.



Linear & modular exam structure and content summary

Paper 1: Physical Geography	Paper 2: Human Geography
<ul style="list-style-type: none">● External assessment (1 hour 10 mins).● 40% of total marks.● Section A: Candidates choose two out of three questions on river environments, coastal environments, or hazardous environments.● Section B: Candidates choose one out of three fieldwork-related questions on river environments, coastal environments, or hazardous environments.	<ul style="list-style-type: none">● External assessment (1 hour 45 mins).● 60% of total marks.● Section A: Candidates choose two out of three questions on economic activity and energy, rural environments, or urban environments.● Section B: Candidates choose one out of three fieldwork-related questions on economic activity and energy, rural environments, or urban environments.● Section C: Candidates choose one out of three questions on fragile environments and climate change, globalisation and migration, or development and human welfare.

The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.



Find out more about our qualifications at [pearsoninternational-schools.com/internationalgcse](https://www.pearsoninternational-schools.com/internationalgcse)

“There is a wide variety of data that candidates need to be able to read and interpret and an appropriate range of question types, including those that require **judgment and evaluation** in open responses.

I like the **balance of thematic topics with issues based topics**; there is a good range of methods which is important and fieldwork questions are well designed. There is plenty I like, such as the requirement for detailed **named case studies** and the explicit mention of context (crucial in geography). I strongly endorse the levels methodology for marking certain questions.”

Professor David Lambert, Professor of Geography Education, Institute of Education, UK.



“All the content in the specifications is adequately assessed on through a good range of assessment descriptions. All the data-response questions and field work related questions are **backed by well-sourced material** in resource booklets. The range of methods will **cater for differentiation in abilities** and enable all learners to demonstrate the understanding, the correct knowledge and integrated quantitative and qualitative skills in all the topical questions.

With shorter duration for each paper, the **exam management by candidates is less exhaustive** hence more qualitative and quantitative responses are expected from both top and lower level achievers. More rigorous and in-depth responses will be quite evident given the variety of options offered in the two papers.”

Gabriel Ntumabandi, Head of Geography, Oshwal Academy Nairobi, Kenya.

History: a closer look

Why choose Pearson Edexcel International GCSE (9-1) History?

- **A choice of assessment routes:** The modular and linear approach contain the same content, but the modular approach breaks the journey into two units with an exam at the end of each unit. If you are already offering Pearson Edexcel International GCSE linear this will continue to be offered and remain exactly as it is.
- **More inclusive:** We recently reviewed our GCSE History specification to identify opportunities for more inclusive histories. As a result we have updated some of the language in our specification to remove problematic terms. The changes came into effect for first teaching September 2023, first assessment Summer 2025.
- **Greater choice and flexibility:** With no compulsory topics and no forbidden combinations, teachers can choose areas of study that they'll enjoy teaching and that will engage their students.
- **Designed for international students:** We've ensured that our topic choices are diverse and international, covering a broad geographical spread, with some brand new topics for those looking to teach something new.
- **Broad and deep development of students' skills:** The design of the Pearson Edexcel International GCSE (9-1) History qualification aims to extend learners' knowledge and understanding by broadening and deepening skills. For example, students will:
 - explain, analyse and make judgements about historical events and periods studied using second order historical concepts
 - use a range of source material to comprehend, interpret and cross-refer sources
 - analyse and evaluate historical interpretations in the context of historical events studied.



Find out more about our qualifications at pearsoninternational-schools.com/internationalgcse

Linear & modular exam structure and content summary

Paper 1: Depth Studies	Paper 2: Investigation and Breadth Studies
<ul style="list-style-type: none"> • External assessment (1 hour 30 mins). • 50% of total marks. • Students must study at least two depth studies from the following: <ul style="list-style-type: none"> - The French Revolution, c1780–99 - Development of a nation: unification of Italy, 1848–70 - Germany: development of dictatorship, 1918–45 - Colonial rule and the nationalist challenge in India, 1919–47 - Dictatorship and conflict in the USSR, 1924–53 - A world divided: superpower relations, 1943–72 - A divided union: civil rights in the USA, 1945–74 - South Africa: from union to the end of apartheid, 1948–94. 	<ul style="list-style-type: none"> • External Assessment (1 hour 30 mins). • 50% of total marks. • Students must study one historical investigation from the following: <ul style="list-style-type: none"> - A1 The origins and course of the First World War, 1905–18 - A2 Russia and the Soviet Union, 1905–24 - A3 The USA, 1918–41 - A4 The Vietnam Conflict, 1945–75 - A5 East Germany, 1958–90. • Students must study one breadth study in change from the following: <ul style="list-style-type: none"> - B1 America: from new nation to divided union, 1783–1877 - B2 Changes in medicine, c1848–c1948 - B3 Japan in transformation, 1853–1945 - B4 China: conflict, crisis and change, 1900–89 - B5 The changing role of international organisations: the league and the UN, 1919–c2011 - B6 The changing nature of warfare and international conflict, 1919–2011 - B7 The Middle East: conflict, crisis and change, 1917–2012 - B8 Diversity, rights and equality in Britain, 1914–2010.
<p>Students will:</p> <ul style="list-style-type: none"> • learn how to use a range of source material to comprehend, interpret and cross-refer sources • develop skills to analyse and evaluate historical interpretations in the context of historical events studied. 	



“More flexibility facilitates a **greater choice of content**, which allows centres to tailor KS4 work to dovetail with, or avoid, topics studied at KS5, where appropriate. The focus on modern history responds to what pupils prefer to study. This **fosters enthusiasm for the subject** and promotes stronger up-take at A level.

Using the same question stems for questions in Paper 1 Section A and Section B – this is really helpful. It enables the teacher to spend **less time on teaching redundant ‘question technique’** and more time developing generic skills and exploring the interesting content of the options.”

Stephen Mew, History Teacher at an International School.

“The new International GCSE (9–1) History specification is found to be supported by substantial and **innovative teaching materials** that will enable teachers to deliver the syllabus effectively in order to achieve successful learner results. The overall choice of topics as well as the content of each topic are suitable and equivalent to the desired outcome, since it combines both knowledge and skills development for candidates.

The addition of new topics broadens the **international scope** of the qualification. An entirely appropriate qualification, best suited to international learners and **equivalent to UK GCSE**. Its assessment has a positive marking structure and seems to have a broader scope. This is an advantage for those progressing to the A level.”

Marios Hadjivassiliou, History teacher, Pascal English School, Larnaca, Cyprus.

Summer & November exam series



Global Citizenship: a closer look

Why choose Pearson Edexcel International GCSE (9–1) Global Citizenship?

- **Designed for international students:**

Students will develop an understanding of key changes affecting societies across the world, enabling them to have a global outlook and understand diverse points of view. For students who are internationally mobile, or wish to study and work in fields that require a global outlook, this qualification will support them to become global citizens, and understand how they can affect positive change.

- **Practical community action project:** Students will be required to undertake a practical community action project to enable them to apply citizenship knowledge, understanding and skills in real life. They will have the opportunity to be active citizens through tasks such as research, problem solving, advocacy and evaluation.

- **Develop useful transferable skills:**

Students will have an opportunity through this qualification to explore topics that span the humanities in a social context, giving them a stronger base of knowledge and skills with which to make decisions about future specialisms. The diverse nature of the content will provide interdisciplinary skills, enabling student progression to further study across a variety of subjects.

- **Broad and deep development of students' skills:** The design of the Pearson Edexcel International GCSE (9–1) Global Citizenship qualification aims to extend students' knowledge and understanding by broadening and deepening skills. For example, students will:

- develop skills of enquiry, analysis and evaluation of different perspectives in relation to global themes and change
- participate in local community actions and understand their impact on a range of scales linked to global change and on societal impacts
- make interdisciplinary linkages to equip students to successfully engage in a global society.

Paper 1: Global Citizenship

- Weighted 100%.
- Externally assessed (2 hours, 30 mins).

This paper assesses knowledge and understanding of four key themes relating to global citizenship studies:

1. Politics and Governance
2. Economic Development and the Environment
3. Culture and Community
4. Technology.

These themes are broken down into related subject areas, which enable students to explore a wide range of issues and ideas, with a specific focus on how they interrelate with being an effective citizen.

The assessments are separated into four sections:

- **Section A:** Citizenship Community Action Project.
- **Sections B & C:** Politics and Governance, Economic Development and the Environment, Culture and Community, Technology. The combinations may change year on year.
- **Section D:** Synoptic assessment.



“This qualification would complement a range of social science subjects (e.g. geography, sociology, and politics) as well as history. I think it would support students undertaking any of those subject areas at A level or beyond, and enable them to make **inter-disciplinary linkages**.

Additionally it would enable students undertaking the natural sciences or engineering subjects at GCSE level or beyond, to think about their subject areas in a broader context. For instance the relationship between technological change and community development. This ability to think across subject areas is something that is **prized at university level**.

I think one of the major benefits of this qualification would be the impact that students could have within the wider community through their **community action**. This would be a benefit for schools as it would help to positively project their activities within their local communities.”

Dr Andrew Brooks, Lecturer in Development Geography & Undergraduate Tutor, Department of Geography, King's College London, UK.

Supporting you at every stage

We provide an unparalleled level of support services, tools, resources and training alongside our qualifications, making teachers and students lives easier at every stage.

At a glance: support for you at every stage

FREE resources and support	Planning, teaching & learning	Exam preparation and assessment	Results support
Getting started guide	✓		
Training events (face-to-face and online)	✓		
Subject advisor support	✓	✓	✓
Schemes of work	✓		
Skills mapping	✓		
Sample assessment materials	✓	✓	
Examiner reports*	✓	✓	✓
Exemplar marked responses*	✓	✓	
Past papers*		✓	
examWizard*		✓	
Mark schemes*		✓	
ResultsPlus mock exam analysis		✓	
ResultsPlus		✓	✓
Access to Scripts service (ATS)			✓
Additional paid for resources			
Curriculum-matched Student Books with ActiveBooks	✓	✓	
Online Teacher Resource Pack	✓	✓	

* Available for specific subjects

Your free subject support

Our subject advisors provide fast, reliable, expert help and aim to answer all emailed questions within 48 hours and resolve 90% of issues phoned in on the first call.

For Global Citizenship and Geography, email TeachingGeography@pearson.com

For History, email TeachingHistory@pearson.com

Or for any humanities subjects call +44 (0) 344 463 2535



Pre and post exam support for your educators

Supporting you every step of the way

As a Pearson Edexcel centre, you will have access to a full range of integrated support services, tools and resources to support the delivery of your International Humanities GCSEs, including:

- **Teacher training** in-person and online including free 'Welcome to Pearson' sessions to help your educators make the most of our qualifications.
- **Expert subject advisors** on hand to help with any subject-specific queries you may have and available to support your educators throughout the year.
- **examWizard**: a huge bank of past papers and mark schemes to create topic tests and revision activities in minutes. Available for Geography and History.

- **ResultsPlus**: our popular online results analysis tool, which also includes an insightful group analysis service.
- **Access to Scripts**: our service allows you to view your candidates' marked exam papers for free online or as downloaded PDFs, providing a rich source of information to inform future teaching plans and approaches.
- **Mocks Service**: History students can sit onscreen mock exams. These are marked by Pearson examiners and results are uploaded to ResultsPlus for item level analysis.
- Plus, local, experienced Pearson **Regional Development Managers** who are there to support you every step of the way.

Find out more about our qualifications at pearsoninternational-schools.com/internationalgcse

A valued support partner

“One of the good features of ResultsPlus is that it provides the top ten questions that students scored poorly in, so we as the lecturers can actually **identify the topics that students found difficult** and can incorporate a different approach when teaching our current students.”

Dr Khong Yoke Kum, A Levels Department, HELP Academy, Malaysia



“I used the website with its course outlines, past papers, summaries of key points, revision notes and mark schemes... they provide **great tips about possible exam questions** and how you could answer them.”

Alexia Kattavenos, student, The Nicosia Grammar School, Cyprus

“Because of ResultsPlus, students can **learn about their mistakes and rectify.**”

Kanagambigai, Chief Counsellor, A levels Department, HELP Academy, Malaysia commenting on the ResultsPlus mocks service.

What this means for you

We will support your educators to deliver an outstanding teaching and learning experience for every student taking Pearson Edexcel International GCSEs.

With examWizard, they will be able to prepare topic tests and revision activities based on past exam questions to help prepare students for their final assessments, and using ResultsPlus, they will

be able to analyse their mock results to pinpoint where they may need further support and can then tailor their teaching to support them.

Post exams, our Access to Scripts service will allow your educators to review students' exam papers for free, providing greater visibility and a deeper understanding of individual students' exam performance and helping them identify skills gaps to tailor teaching plans for future cohorts.

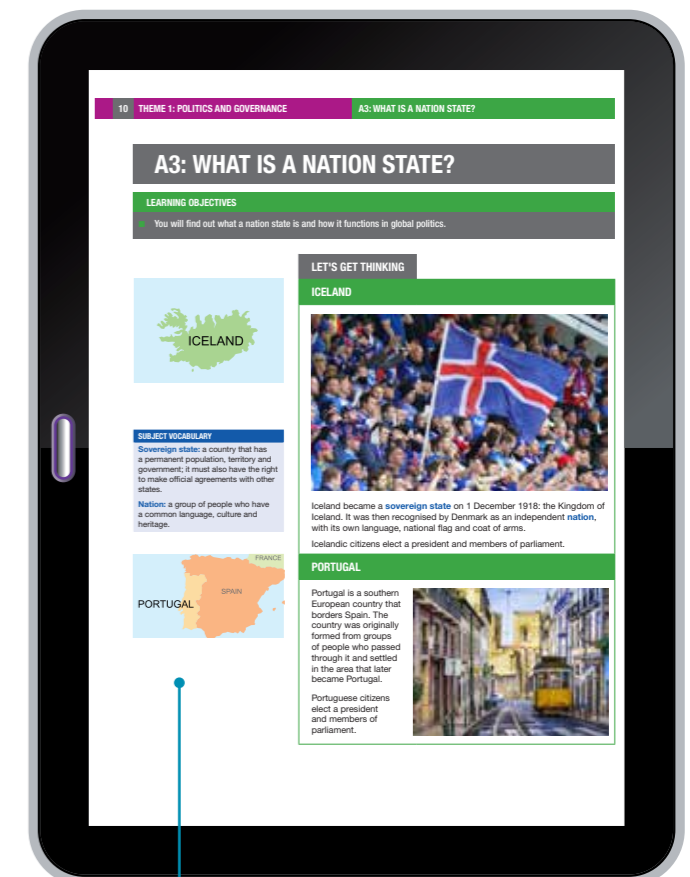
A wide range of teaching and learning resources

Written specifically to support our qualifications

Developed for Geography, History and Global Citizenship, these additional resources have progression, international relevance and support at their core. They provide comprehensive coverage of the specifications and are designed to support students with the best preparation possible for the examination.

Students and teachers can expect similar, high-quality resources for Global Citizenship at International Lower Secondary level.

Title	ISBN
Geography	
Geography Student Book and ActiveBook	978 0 435184 83 4
History	
A Divided Union: Civil Rights in the USA, 1945–74 Student Book and ActiveBook	978 0 435185 36 7
A World Divided: Superpower Relations, 1943–72 Student Book and ActiveBook	978 0 435185 44 2
Changes in Medicine, c1848–c1948 Student Book and ActiveBook	978 0 435185 40 4
Conflict, Crisis and Change: China, 1900–1989 Student Book and ActiveBook	978 0 435185 37 4
Development of Dictatorship: Germany 1918–45 Student Book and ActiveBook	978 0 435185 38 1
Dictatorship and Conflict in the USSR, 1924–53 Student Book and ActiveBook	978 0 435185 46 6
The Changing Role of International Organisations: the League and the UN, 1919–2011 Student Book and ActiveBook	978 0 435185 39 8
The Origins and Course of the First World War, 1905–18 Student Book and ActiveBook	978 0 435185 42 8
Russia and the Soviet Union 1905–24 Student Book and ActiveBook	978 0 435185 43 5
The USA, 1918–41 Student Book and ActiveBook	978 0 435185 45 9
Global Citizenship	
Global Citizenship Student Book	978 1 292365 12 1



The Student Book provides 3 year access to an **ActiveBook**, a digital version of the Student Book, which can be accessed online, anytime, anywhere supporting learning beyond the classroom.

Curriculum-matched student books

THEME 1: POLITICS AND GOVERNANCE **A4: NATION STATES: THE CHALLENGES TO THEIR SOVEREIGNTY** 15

SUBJECT VOCABULARY
Refugees: people who have been forced to leave their country and must live somewhere else.
Economic migrants: people who travel from one country or area to another in order to improve their standard of living.

PROTECTING BORDERS
 Borders have been challenged in different ways. For example, **refugees** fleeing from their countries or **economic migrants** in search of a better way of life means that the flow of people going in and out of a country is constantly changing. This challenges a nation states' ability to protect the population and economy due to increased pressure on resources, infrastructure and jobs.

FIND OUT MORE...
 about migration in Theme 2, A5: 'Migration: challenges and opportunities', Theme 3, B1: 'The growth of migration' and B3: 'Migration, identity and diversity'.

CHECK YOUR UNDERSTANDING

1. What do you think are the biggest challenges for a nation state? Compare your answers in pairs.
2. Do you think people in nation states have a strong sense of national identity? Why/Why not?
3. In pairs, discuss why you think some people living in nation states may want independence from a sovereign power.
4. Debate in class the challenges and benefits of globalisation on a nation state.

ACTION LINKS
 Think about the way your country (or a country of your choice) functions as a nation state. Have the functions ever changed? If so, how and why?
 Think about whether globalisation has had a positive or negative impact on your nation state (e.g. more diverse brand names or a loss of national culture).

OTHER POINTS OF VIEW
 'If a region wants to be independent, it should be allowed.'
 How far do you agree with this view?
 Give reasons for your opinion, showing you have considered different points of view.

FIND OUT MORE...
 about globalisation in Theme 2, E3: 'The pros and cons of MGOs', Theme 3, A1: 'Whose culture?', A2: 'Protecting cultures' and Theme 4, A1: 'Technology and the developing world'.

Reviewed by a language specialist to ensure the book is written in a clear and accessible style, including a glossary of specialist vocabulary.

Unique to Global Citizenship, 'Action links' contain activities to help students prepare for the Citizenship Community Action Project.

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16 **THEME 1: POLITICS AND GOVERNANCE** **EXAM PRACTICE THEME 1**

EXAM PRACTICE THEME 1

SOURCE A

AN IRISH REFERENDUM

In Ireland, there is an increasing political interest to protect the rights of children. On 10 November 2012, Ireland held a referendum where 58% of citizens voted in favour of improving the care and protection of children. If a child is considered at risk of poor parenting, the government has the responsibility to supply a safe and supportive environment for that child. The referendum was signed into law on 28 April 2015.

A GREEK REFERENDUM

After the 2008 financial crisis, there was a downturn in the Greek economy. The government planned to borrow money from the European Union to help boost the economy. However, there were many conditions attached to the loan. If Greece accepted it, this would have led to hardship for many of its citizens. A referendum was held to ask the population if this was acceptable. More than 60% of the population voted against it. Despite the vote, the government borrowed the money only three days later. The Prime Minister led his party to victory at the next election.

SKILLS CRITICAL THINKING

- 1 A referendum is:
 A a vote by everyone over 25
 B a vote by everyone who works
 C a vote by everyone permitted to vote
 D a vote by all men. **(1 mark)**
- 2 A method of selecting someone for an official role is called:
 A a selection
 B a referendum
 C an election
 D an appointment. **(1 mark)**
- 3 Using Source A, state two differences between the Irish and Greek referendum. **(4 marks)**
- 4 Explain the difference between a representative democracy and a direct democracy. **(4 marks)**
- 5 'Holding referendums is the best way of governing a country.' Examine the arguments for and against this statement. **(9 marks)**

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