



# International GCSE

English Language A (9–1)  
(Modular)

## Specification

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Pearson Edexcel International GCSE in English Language A (Modular) (4XEA1)

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First teaching from September 2023

First examination June 2024

Issue 2



## **About Pearson**

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# Summary of Pearson Edexcel International GCSE in English Language A (Modular) specification

## Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
<b>Unit 1</b> Added transactional text types	10
<b>Making up the sample</b> Added a new section 'Making up the sample' in 'Spoken Language Endorsement' section.	17
<b>Appendix 2</b> Updated spoken language endorsement assessment record sheet.	28-29

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

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# 1 About this specification

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Pearson Edexcel International GCSE in **English Language (Specification A)** is part of a suite of International GCSE (Modular) qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features:

## Structure

Pearson Edexcel International GCSE in English Language A (Specification A) (Modular) is a modular qualification. All units are available in the June and November exam series and can be sat in any order or re-sat. A cash-in code must be used to obtain an overall grade for the qualification.

## Content

The content features a relevant, up-to-date and engaging selection of texts ranging from British heritage to modern international texts.

## Assessment

It is 100 per cent external assessment. Learners may also complete the optional Spoken Language Endorsement. Please see section *Spoken Language Endorsement (optional)* for more details. All assessments in the modular route are designed to be at the same standard, and there is no step up in difficulty between Unit 1 and Unit 2.

## Approach

It builds a foundation for Learners wishing to progress to Pearson Edexcel International AS and Advanced Level in English Language, or equivalent qualifications.

## Specification updates

This specification is Issue 2 and is valid for first teaching from September 2023, with first assessment from June 2024, first cash-in in June 2025 and first certification from August 2025. If there are any significant changes to the specification, we will inform centres in writing. Changes will also be posted on our website.

For more information, please visit [qualifications.pearson.com](https://qualifications.pearson.com).

## Using this specification

This specification gives teachers guidance and encourages effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

### Compulsory content

All of the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

### Examples

We have included examples of what can be covered or what might support teaching and learning throughout. It is important to note that examples are for illustrative purposes only and centres can use other examples. We have included examples that are easily understood and recognised by international centres.

## **Assessments**

Our assessments use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

## **Depth and breadth of content**

Teachers should use the full range of content (*Section 4 English Language (Specification A) (Modular) content*) and all the assessment objectives (*Section 5 Assessment Information*) provided in the sections below.

## **Qualification aims**

The aims of this qualification are to enable Learners to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the learner's certificate.

# Why choose Pearson Edexcel qualifications?

## **Pearson – the world’s largest education company**

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million learners studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Pearson Edexcel learners in acquiring the knowledge and skills they need for progression in study, work and life.

## **A heritage you can trust**

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its learners. With over 150 years of international education experience, Pearson Edexcel qualifications have firm academic foundations, built on the traditions and rigour associated with Britain’s educational system.

## **Results you can trust**

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Pearson Edexcel qualifications maintain the highest standards.

# Why choose Pearson Edexcel International GCSE in English Language (Specification A) (Modular)?

We have listened to feedback from all parts of the international school and language teaching community. We have made changes that will engage international learners and give them skills that will support progression to the further study of English and a wide range of other subjects.

The content and assessment approach for this qualification has been designed to maintain the rigorous standards of all Pearson Edexcel qualifications and meet learner needs.

## **Modular structure**

The modular assessment structure offers learners the flexibility to sit examinations when they are ready and provides opportunities to resit individual unit assessments before receiving an overall qualification grade.

## **Text types and text choices**

We have ensured that the texts studied are engaging, suitable for all learners, and that they include a diverse range of writers. The texts include poetry and prose as well as literary non-fiction.

## **Clear and straightforward question papers**

Our question papers are clear and accessible for learners of all ability ranges. Our mark schemes are straightforward, so that the assessment requirements are clear.

## **Broad and deep development of learners' skills**

The design of this International GCSE (Modular) aims to extend learners' knowledge and understanding by broadening and deepening skills, for example, learners develop the ability to:

- read and respond to material from a variety of sources
- make comparisons between texts and analyse the ways in which writers achieve their effects
- construct and convey meaning in written language, matching style to audience and purpose.

## **Development of spoken language skills**

Learners are able to develop their understanding of the spoken word through an optional speaking and listening endorsement.

## **Progression**

International GCSE (Modular) qualifications enable successful progression onto International A Level and beyond.

We have consulted with International A level and GCE A level teachers, as well as higher education professionals, to validate this qualification, including its content, skills development and assessment structure.

We also offer International GCSE in English Literature (Modular) within our overall English offer.

More information about all of our qualifications can be found on our website ([qualifications.pearson.com](https://www.pearson.com/qualifications)) on the Pearson Edexcel International GCSE pages.

# Supporting you in planning and implementing this qualification

## Planning

- Our *Getting Started Guide* gives you an overview of Pearson Edexcel International GCSE in English Language A (Modular) to help you understand the content and assessment, and what this means for you and your learners.
- We will provide you with an editable scheme of work and course planner for each qualification offering a modular route, enabling you to adapt these resources to suit your needs.

## Teaching and learning

- Our skills maps will highlight opportunities for learners to develop skills that are directly and indirectly assessed.
- Print and digital learning and teaching resources promote any time, any place learning to improve learners' motivation and encourage new ways of working. These will be mapped to our modular schemes of work to ensure this qualification is fully supported.

## Preparing for exams

We will also provide you with a range of resources to help you prepare your learners for the assessments, including:

- past papers for the qualification's linear counterpart to use as lesson resources or for mock examinations
- examiner reports with learner responses and examiner commentaries, following each examination series.

## Onscreen assessment

Onscreen assessment is available for this qualification. Find out more information on our website: [qualifications.pearson.com](https://qualifications.pearson.com).

## ResultsPlus

ResultsPlus provides the most detailed analysis available of your learners' exam performance. It can help you identify the topics and skills where further learning would benefit your learners.

## examWizard

This is an included online resource designed to support learners and teachers with examination preparation and assessment.

## Training events

In addition to online training, we host a series of training events for teachers to deepen their understanding of our qualifications.

## Get help and support

Our subject advisor ensures that you receive help and guidance from us. You can email our subject advisor at [Teachingenglish@pearson.com](mailto:Teachingenglish@pearson.com). You can also sign up to receive [subject advisor updates](#) or contact us using our [support portal](#).

## 2 Qualification at a glance

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### Qualification overview

The Pearson Edexcel International GCSE in English Language (Specification A) (Modular) consists of two mandatory units. Both units are available as paper-based and onscreen assessments.

It is a modular qualification in which unit assessments can be sat and resat in any order. Assessments must be cashed in to obtain a final grade for the qualification.

In addition, learners may be entered for an optional spoken language endorsement - see section *Spoken Language Endorsement (optional)*.

### Content and assessment overview

Unit 1: Non-fiction Texts and Transactional Writing	Unit code: 4WEA1/01*
Externally assessed Written examination: 2 hours 15 minutes Availability: June and November First assessment: June 2024 90 marks	60% of the total International GCSE (Modular)
<b>Content overview</b> <ul style="list-style-type: none"><li>• The <b>contemporary non-fiction texts</b> from Part 1 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li><li>• Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li><li>• Explore links and connections between writers' ideas and perspectives.</li><li>• Develop transactional writing skills for a variety of purposes and audiences.</li><li>• Use spelling, punctuation and grammar accurately.</li></ul>	
<b>Assessment overview</b> <p><b>Section A: Reading</b> – a combination of short and extended open-response questions related to a non-fiction text from Part 1 of the <i>Pearson Edexcel International GCSE English Anthology</i> and one previously unseen extract. Total of 45 marks.</p> <p>This section assesses AO1, AO2 and AO3.</p> <p><b>Section B: Transactional Writing</b> – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.</p> <p>Candidates will be provided with the anthology text in the examination.</p> <p>This section assesses AO4 and AO5.</p> <p>This unit is available as a paper-based or onscreen assessment.</p>	

\*See *Appendix 1: Codes* for a description of this code and all the other codes relevant to this qualification.

Unit 2: Poetry and Prose Texts and Imaginative Writing	Unit code: 4WEA2/01*
<p>Externally assessed</p> <p>Written examination: 1 hour 30 minutes</p> <p>Availability: June and November</p> <p>First assessment: June 2024</p> <p>60 marks</p>	<p>40% of the total International GCSE (Modular)</p>
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• The <b>poetry and prose texts</b> from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>• Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li> <li>• Develop imaginative writing skills to engage the reader.</li> <li>• Use spelling, punctuation and grammar accurately.</li> </ul>	
<p><b>Assessment overview</b></p> <p><b>Section A: Reading:</b> one 30-mark essay question on a poetry or prose text from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</p> <p>This section assesses AO1 and AO2.</p> <p><b>Section B: Imaginative Writing</b> – one 30-mark imaginative writing task from a choice of three.</p> <p>Learners will be provided with the anthology text in the examination.</p> <p>This section assesses AO4 and AO5.</p> <p>This unit is available as a paper-based or onscreen assessment.</p>	

\*See *Appendix 1: Codes* for a description of this code and all the other codes relevant to this qualification.

Learners may also be entered for the spoken language endorsement.

<b>Spoken language endorsement (optional)</b>	<b>Unit code: 4WEAE*</b>
Internally assessed under controlled conditions Oral examination: maximum 10 minutes Availability: June and November First assessment: June 2025 Not Classified, Pass, Merit, Distinction	Endorsed separately
<b>Overview</b> The spoken language presentation may take a variety of forms, including: a) a speech or talk by a learner, followed by questions from the audience b) a formal debate or dialogue, such as an interview where the learner is able to prepare extended responses to questions or prompts which have been shared in advance, followed by questions from the audience. In all cases, the presentation should be pre-prepared and last no longer than <b>10 minutes</b> . Please see section <i>Spoken Language endorsement (optional)</i> for more details.	

### 3 Anthology texts at a glance

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#### Unit 1 Section A

##### **Pearson Edexcel International GCSE English Anthology**

##### **Part 1: Non-fiction Texts**

From <i>The Danger of a Single Story</i>	Chimamanda Ngozi Adichie
From <i>A Passage to Africa</i>	George Alagiah
From <i>The Explorer's Daughter</i>	Kari Herbert
<i>Explorers, or boys messing about? Either way, taxpayer gets rescue bill</i>	Steven Morris
From <i>127 Hours: Between a Rock and a Hard Place</i>	Aron Ralston
<i>Young and dyslexic? You've got it going on</i>	Benjamin Zephaniah
From <i>A Game of Polo with a Headless Goat</i>	Emma Levine
From <i>Beyond the Sky and Earth: A Journey into Bhutan</i>	Jamie Zeppa
From <i>H is for Hawk</i>	Helen Macdonald
From <i>Chinese Cinderella</i>	Adeline Yen Mah

#### Unit 2 Section A

##### **Pearson Edexcel International GCSE English Anthology**

##### **Part 2: Poetry and Prose Texts**

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

## 4 English Language (Specification A) (Modular) content

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### Unit 1: Non-fiction Texts and Transactional Writing

The focus of this unit is:

Section A: Non-fiction texts – study and analyse selections from a range of non-fiction texts.

Section B: Transactional Writing – explore and develop transactional writing skills.

#### Content

Learners should read a variety of high-quality, challenging non-fiction texts in preparation for responding to one unseen non-fiction text in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of language. Throughout the qualification, learners should develop the skills of interpretation and analysis.

Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts.

Text types should also include literary non-fiction texts, such as selections from autobiographies, letters, obituaries and travel writing. These lists are not exhaustive.

Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment.

The *Pearson Edexcel International GCSE English Anthology* is a resource that supports teachers by providing examples of different types of non-fiction text. Learners should be encouraged to read beyond the anthology to support their learning.

Learners should use what they have learned about different text types to develop their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques, planning and proofreading skills.

The transactional text types that students will be asked to write are:

- article for a magazine or newspaper
- speech
- letter
- guide
- review
- text of a leaflet.

The questions set may refer to a digital location for the texts, such as a website.

## **Pearson Edexcel International GCSE English Anthology**

### **Part 1: Non-fiction Texts**

From <i>The Danger of a Single Story</i>	Chimamanda Ngozi Adichie
From <i>A Passage to Africa</i>	George Alagiah
From <i>The Explorer's Daughter</i>	Kari Herbert
<i>Explorers, or boys messing about? Either way, taxpayer gets rescue bill</i>	Steven Morris
From <i>127 Hours: Between a Rock and a Hard Place</i>	Aron Ralston
<i>Young and Dyslexic? You've got it going on</i>	Benjamin Zephaniah
From <i>A Game of Polo with a Headless Goat</i>	Emma Levine
From <i>Beyond the Sky and Earth: A Journey into Bhutan</i>	Jamie Zeppa
From <i>H is for Hawk</i>	Helen Macdonald
From <i>Chinese Cinderella</i>	Adeline Yen Mah

### **Assessment overview**

Unit 1 assesses 60% of the total English Language (Specification A) (Modular) qualification and assesses Reading (30%) and Writing (30%).

There will be **two** sections in this unit assessment.

This unit is available as a paper-based or onscreen assessment.

#### **Section A: Non-fiction**

- Learners are advised to allocate 1 hour and 30 minutes including reading time to Section A.
- There will be a combination of short and extended open-response questions related to a non-fiction text from Part 1 of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract.
- Learners will answer all questions in this section.
- Total of 45 marks for this section.

Questions will test the following assessment objectives:

- AO1** read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
- AO2** understand and analyse how writers use linguistic and structural devices to achieve their effects
- AO3** explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

## **Section B: Transactional Writing**

- Learners are advised to allocate 45 minutes to Section B.
- There will be one writing task, based on a choice of two prompts involving a given audience, form or purpose.
- Learners will answer one question in this section.
- Total of 45 marks for this section.

Questions will test the following assessment objectives:

**A04** communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences

**A05** write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## Unit 2: Poetry and Prose Texts and Imaginative Writing

The focus of this unit is:

Section A: Poetry and Prose Texts – study and analyse selections from a range of fictional poetry and prose texts.

Section B: Imaginative Writing – explore and develop imaginative writing skills.

### Content

Learners should study the poetry and prose provided in Part 2 of The *Pearson Edexcel International GCSE English Anthology* in preparation for responding to the given poetry or prose text from the anthology in the examination. They should be able to read substantial pieces of writing (extended texts) that make significant demands on them in terms of content, structure and the quality of language. Throughout the qualification, learners should develop the skills of inference and analysis.

The *Pearson Edexcel International GCSE English Anthology* is a resource that supports teachers by providing examples of prose fiction. Learners should read a variety of additional prose fiction from a range of genres and cultures.

Learners should use what they have learned about the writer's craft in their reading of fiction to inspire and influence their own imaginative writing. They should develop a range of creative writing techniques, planning and proofreading skills.

### ***Pearson Edexcel International GCSE English Anthology***

#### **Part 2: Poetry and Prose Texts**

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

## Assessment overview

Unit 2 assesses 40% of the total English Language (Specification A) (Modular) qualification and assesses Reading (20%) and Writing (20%).

There will be **two** sections in this unit assessment.

This unit is available as a paper-based or onscreen assessment.

### Section A: Poetry and Prose Texts

- Learners are advised to allocate 45 minutes to Section A.
- There will be one essay question on a poetry or prose text from Part 2 of the *Pearson Edexcel International GCSE English Anthology*, which will be made available in the examination.
- Learners will answer the question in this section.
- Total of 30 marks for this section.

Questions will test the following assessment objectives:

- AO1** read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
- AO2** understand and analyse how writers use linguistic and structural devices to achieve their effects.

### Section B: Imaginative Writing

- Learners are advised to allocate 45 minutes to Section B.
- There will be one 30-mark imaginative writing task, based on one of three given prompts.
- Learners will answer one question in this section.
- Total of 30 marks for this section.

Questions will test the following assessment objectives:

- AO4** communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
- AO5** write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## Spoken Language endorsement (optional)

### The optional spoken language endorsement for Pearson Edexcel International GCSE in English Language (Specification A) (Modular)

These are the requirements of the optional spoken language endorsement for Pearson Edexcel International GCSE in English Language (Specification A) (Modular) including the recording, storing and submission of spoken language assessments.

The preparation and assessment of spoken language is an optional unit of the course of study. If a learner completes the endorsement, it will appear on their certificate as a separately reported grade, alongside the overall grade issued.

#### Overview

Learners must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

#### Presentation

The spoken language presentation may take a variety of forms, including:

- a) a speech or talk by a learner, followed by questions from the audience
- b) a formal debate or dialogue, such as an interview where the learner is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience.

In all cases, the presentation should be prepared and last no longer than **10 minutes**.

#### Audience

Learners must give their presentations to an audience, which must always include the teacher.

The size and composition of the audience should be determined by the teacher, in discussion with the learner. However, where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (for example, it replicates a television interview).

#### Assessment criteria

Learners should be assessed either live or from recordings.

There are no marks for the spoken language endorsement. Should learners choose to attempt the assessment, they should be awarded a grade (Not Classified, Pass, Merit or Distinction) using the assessment criteria below. Learners' grades will appear on their certificates.

**In order to achieve a particular grade, a learner must meet all of the criteria for that grade.**

<b>General criteria</b>		
<p>To be awarded a Pass, Merit or Distinction, a learner must:</p> <ul style="list-style-type: none"> <li>• be audible</li> <li>• use spoken Standard English.</li> </ul> <p>For the purposes of the spoken language assessment a learner must:</p> <ul style="list-style-type: none"> <li>• be intelligible, and</li> <li>• generally use language appropriate to the formal setting of the presentation.</li> </ul>		
<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<p>In addition to the general criteria, to be awarded a Pass, a learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• expresses straightforward ideas/information/ feelings</li> <li>• makes an attempt to organise and structure his or her presentation</li> <li>• makes an attempt to meet the needs of the audience</li> <li>• listens to questions/feedback and provides an appropriate response in a straightforward manner.</li> </ul>	<p>In addition to the general criteria, to be awarded a Merit, a learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• expresses challenging ideas/information/ feelings using a range of vocabulary</li> <li>• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience</li> <li>• achieves the purpose of his or her presentation</li> <li>• listens to questions/ feedback, responding formally and in some detail.</li> </ul>	<p>In addition to the general criteria, to be awarded a Distinction, a learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• expresses sophisticated ideas/information/ feelings using a sophisticated repertoire of vocabulary</li> <li>• organises and structures his or her presentation using an effective range of strategies to engage the audience</li> <li>• achieves the purpose of his or her presentation, and listens to questions/feedback</li> <li>• responds perceptively and, if appropriate, elaborates with further ideas and information.</li> </ul>

### External monitoring

For each June and/or November series, all centres are required to provide audio-visual recordings of the presentations of a sample of learners from across teaching groups. There is no requirement to record the presentations of all learners.

### Assessment record sheet

A record sheet to assist with assessment is provided in *Appendix 2: Spoken Language Endorsement Assessment record sheet*. One should be completed for each learner. Upload the record sheets for the 30 students in your sample and retain the remaining record sheets.

## Marking up the sample

No. of students at centre	No. of students whose presentation must be recorded	Minimum no. of students at each grade (D, M, P)+
30 or fewer	All students	10++
Over 30	30	10+++

The sample should be representative of the teaching groups within the centre.

+ All students at a grade if the centre has fewer than the stated minimum. Students assessed as Not Classified should not be included.

++ For example, if a centre has 15 D students, 11 M students and 3 P students, all of these students will be in the sample.

+++ For example:

(a) if a centre has 21 D students, 14 M students and 3 P students, the sample will consist of 10 of the D students, 10 of the M students and all of the P students, with 7 additional students (from D and/or M) to make the overall sample up to 30.

(b) if a centre has no D students, 7 M students and 60 P students, the sample will consist of all of the M students and 23 of the P students.

## Guidance on submitting recordings<sup>1</sup>

All learner work must be submitted digitally.

For more information, please go to the Pearson's qualifications website at:

<https://qualifications.pearson.com/en/home.html>.

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<sup>1</sup> This section should be read in conjunction with the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)*

## 5 Assessment information

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### Assessment requirements

Unit number and title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1: Non-fiction Texts and Transactional Writing	1/2	Two hours and 15-minute examination comprising two sections. A combination of short and extended open-response questions. Texts will be provided in the examination. This unit is available as a paper-based or onscreen assessment.	90 marks
Unit 2: Poetry and Prose Texts and Imaginative Writing (examination)	1/2	One hour 30-minute examination comprising two sections. Essay-based questions. Texts will be provided in the examination. This unit is available as a paper-based or onscreen assessment.	60 marks
Spoken Language endorsement (optional)	1/2	One presentation to an audience with questions, internally set and assessed, and externally monitored by Pearson.	Not applicable

## Assessment objectives and weightings

			% in International GCSE (Modular)
READING	<b>AO1</b>	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15
	<b>AO2</b>	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20
	<b>AO3</b>	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	15
WRITING	<b>AO4</b>	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	30
	<b>AO5</b>	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	20
SPOKEN LANGUAGE	<b>AO6*</b>	Speaking and listening skills: <ul style="list-style-type: none"> <li>demonstrate presentation skills in a formal setting</li> <li>listen and respond appropriately to spoken language, including to questions and feedback to presentations</li> <li>use spoken Standard English effectively in speeches and presentations</li> </ul>	Not applicable

\* Assessment objective 6 is for the optional Spoken Language endorsement. If a learner completes the endorsement, it will appear on their certificate as a separately reported grade. Please see section *Spoken Language Endorsement (optional)* for more details.

## Relationship of assessment objectives to units

Unit number	Assessment objective					
	AO1	AO2	AO3	AO4	AO5	AO6
Unit 1	7%	8%	15%	18%	12%	–
Unit 2	8%	12%	0%	12%	8%	–
Spoken Language Endorsement (optional)	–	–	–	–	–	100%
<b>Total for International GCSE (Modular)</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>	<b>Not applicable</b>

NB: some figures have been rounded up or down.

Unit 1 and Unit 2 are available from June 2024, with first cash-in in June 2025. The Spoken Language Endorsement (optional) is available from June 2025.

## Breakdown of assessment objectives and raw marks

Unit and question number	Assessment objective					Total
	AO1	AO2	AO3	AO4	AO5	
<b>Unit 1: Non-fiction Texts and Transactional Writing</b>						
Question 1, 2 and 3	11					11
Question 4		12				12
Question 5			22			22
Questions 6 and 7				27	18	45
<b>Unit 2: Poetry and Prose Texts and Imaginative Writing</b>						
Question 1	12	18				30
Question 2				18	12	30
<b>Total raw marks for this qualification</b>	<b>23</b>	<b>30</b>	<b>22</b>	<b>45</b>	<b>30</b>	<b>150</b>
<b>Total % assessment objectives for this qualification</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>100</b>

\* Assessment objective 6 (not shown above) is for the optional Spoken Language endorsement. If a learner completes the endorsement, it will appear on their certificate as a separately reported grade. Please see section *Spoken Language Endorsement (optional)* for more details.

## 6 Administration and general information

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### Entries

Details of how to enter learners for the examinations for this qualification can be found in our *International Information Manual*. A copy is made available to all examinations officers and is also available on our website.

Learners should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSEs/International GCSEs (Modular). Learners or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

**This International GCSE in English Language A (Specification A) (Modular) is available only to centres outside of the UK.**

### Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

### Language of assessment

Assessment of this qualification will be available in English only. All learner work must be in English.

We recommend that learners have the ability to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

## Access arrangements

Access arrangements are agreed before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual learner with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Learners will then know what is available and have the access arrangement(s) in place for assessment.

## Reasonable adjustments

The UK Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a learner with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular learner may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment, and
- the likely impact of the adjustment on the learner with the disability and other learners.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

## Special considerations

Special consideration is a post-examination adjustment to a learner's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

## Further information

Please see our website for information about how to apply for access arrangements and special considerations.

For information about access arrangements, reasonable adjustments and special considerations please refer to the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk).

# Malpractice

## Learner malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in controlled assessments discovered before the candidate has signed the declaration of authentication form does not need to be reported to Pearson.

Candidate malpractice found in controlled assessments after the declaration of authenticity has been signed, and in examinations **must** be reported to Pearson on a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)). The form should be emailed to [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report learner malpractice constitutes staff or centre malpractice.

## Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with learner malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or undermines the integrity of the qualifications or the validity of results/certificates.

Learner malpractice in controlled assessments discovered before the learner has signed the declaration of authentication form does not need to be reported to Pearson.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2a* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)).

The form, supporting documentation and as much information as possible should be emailed to: [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ Suspected Malpractice: Policies and Procedures*, available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice).

## Awarding and reporting

Pearson Edexcel International GCSE in English Language A (Modular) will be graded on a nine-grade scale from 9 to 1. Individual unit results will be reported. All two units will contribute to the International GCSE (Modular) grade. The first certification opportunity for Pearson Edexcel International GCSE in English Language A (Modular) will be in August 2025. Learners whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

For modular qualifications, the 'final mark' or the Uniform Mark Scale (UMS) mark is different from the score on the exam paper - the so-called 'raw mark'.

The purpose of UMS is to ensure that where learners complete a unit in different series, the value of their score is maintained when certificating.

Learners will receive a uniform mark between 0 and the maximum uniform mark for each unit.

### Unit results

This shows the total UMS for each unit and the associated grade boundaries. Students will receive a uniform mark between 0 and the maximum uniform mark for each unit.

Unit 1 (code: 4WEA1)

Unit grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	120	108	96	84	72	60	48	36	24	12	0

Unit 2 (code: 4WEA2)

Unit grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	80	72	64	56	48	40	32	24	16	8	0

### Qualification results

This shows the total UMS for the qualification as a whole and the associated grade boundaries. The minimum uniform marks required for each grade:

International GCSE English Language A (modular) (cash-in code: 4XEA1)

Qualification grade	Maximum uniform mark	9	8	7	6	5	4	3	2	1	U
	200	180	160	140	120	100	80	60	40	20	0

Students with a uniform mark in the range 0-19 will be Unclassified.

## **Resitting of units**

Learners can resit any unit irrespective of whether the qualification is to be cashed in. If a learner resits a unit more than once, only the better of the two most recent attempts of that unit will be available for aggregation to a qualification grade.

Results of units will be held in Pearson Edexcel's unit bank for as many years as this specification remains available. Once International GCSE in English Language (Specification A) (Modular) has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level.

## **Learner recruitment and progression**

Pearson's policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all learners.

### **Prior learning and other requirements**

There are no prior learning or other requirements for this qualification.

### **Progression**

Learners can progress from this qualification to:

- International AS and A Levels in English Language, AS and A Levels in English Language and other subjects.

# Appendices

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## Appendix 1: Codes

Type of code	Use of code	Code
Cash-in codes	Cash-in codes are used in combination with entry codes to aggregate the learner's unit scores to obtain the overall grade for the qualification.	4XEA1
Entry codes	To enter the learner for their examination, unit codes are used as entry codes.  To obtain the overall grade for the qualification, entry codes are used in combination with cash-in codes.	Please refer to the Pearson Edexcel <i>Information Manual</i> , available on the Pearson qualifications <a href="#">website</a> .
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for a particular unit.	Unit 1: 4WEA1/01 Unit 2: 4WEA2/01

## Appendix 2: Spoken Language Endorsement Assessment record sheet

Pearson Edexcel International GCSE English Spoken Language Endorsement	
Candidate number and name:	Recorded?
Details of task:	

Pass criteria	✓
Is audible	P
Uses spoken Standard English*	P
Expresses straightforward ideas/information/ feelings	P
Makes an attempt to organise and structure their presentation	P
Makes an attempt to meet the needs of the audience	P
Listens to questions/feedback and provides an appropriate response in a straight forward manner	P

Merit criteria	✓
Is audible	M
Uses spoken Standard English*	M
Expresses challenging ideas/information/ feelings using a range of vocabulary	M
Organises and structures their presentation clearly and appropriately to meet the needs of the audience	M
Achieves the purpose of their presentation	M
Listens to questions/feedback responding formally and in some detail	M

Distinction criteria	✓
Is audible	D
Uses spoken Standard English*	D
Expresses sophisticated ideas/ information/feelings using a sophisticated repertoire of vocabulary	D
Organises and structures their presentation using an effective range of strategies to engage the audience	D
Achieves the purpose of their presentation	D
Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information	D

\* For the purposes of the spoken language assessment, use of spoken Standard English means that a candidate must:

- be intelligible
- generally use language appropriate to the formal setting of the presentation

**Candidates must fulfil ALL the criteria for a level in order to achieve that level overall. Candidates must also fulfil ALL the criteria for preceding levels, where applicable.**

**Teacher Declaration**

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I certify that to the best of my knowledge the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I have not solely used AI to mark the learner's work. I understand that false declaration is a form of malpractice.

Teacher signature: \_\_\_\_\_-Date: \_\_\_\_\_

**Candidate Declaration**

I certify that the work submitted for this assessment is my own. I have clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice. I acknowledge that Pearson may use candidate work for the purposes of standardisation, training, and exemplar material.

Candidate signature: \_\_\_\_\_-Date: \_\_\_\_\_

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## Appendix 3: Transferable skills

### The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for learners to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as ‘the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.’<sup>[1]</sup>

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework <sup>[2]</sup> as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualifications. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in learners.

The table overleaf sets out the framework and gives an indication of the skills that can be found in English Language and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for learner development is given on the subject pages of our website: [qualifications.pearson.com](https://qualifications.pearson.com).

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<sup>1</sup> OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

<sup>2</sup> Koenig, J A, National Research Council - *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

<b>Cognitive skills</b>	Cognitive processes and strategies	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Analysis</li> <li>• Reasoning/argumentation</li> <li>• Interpretation</li> <li>• Decision making</li> <li>• Adaptive learning</li> <li>• Executive function</li> </ul>	<p><b>Problem solving</b> for English Language</p> <p>Writing a text to solve a problem, for example in response to a specific context</p>
	Creativity	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Innovation</li> </ul>	
<b>Intrapersonal skills</b>	Intellectual openness	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Personal and social responsibility</li> <li>• Continuous learning</li> <li>• Intellectual interest and curiosity</li> </ul>	<p><b>Initiative</b> for English Language</p> <p>Responding in a discussion or writing task. Drawing on unusual or tangential material, helping to reach a solution</p>
	Work ethic/ conscientiousness	<ul style="list-style-type: none"> <li>• Initiative</li> <li>• Self-direction</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Productivity</li> <li>• Self-regulation (metacognition, forethought, reflection)</li> <li>• Ethics</li> <li>• Integrity</li> </ul>	
	Positive core self-evaluation	<ul style="list-style-type: none"> <li>• Self-monitoring/self-evaluation/self-reinforcement</li> </ul>	
<b>Interpersonal skills</b>	Teamwork and collaboration	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration</li> <li>• Teamwork</li> <li>• Cooperation</li> <li>• Empathy/perspective taking</li> <li>• Negotiation</li> </ul>	<p><b>Communication</b> for English Language</p> <p>Undertaking a speaking task involving dialogue/ or undertaking a writing task in response to something that has been written expressly for you</p>
	Leadership	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Assertive communication</li> <li>• Self-presentation</li> </ul>	

## Appendix 4: Glossary

Term	Definition
Assessment objectives	The requirements that learners need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations. Assessment objectives may be assessed individually or in combination.
Cash-in codes	Cash-in codes are used in combination with entry codes to aggregate the learner's unit scores to obtain the overall grade for the qualification.
Entry codes	To enter the learner for their examination, unit codes are used as entry codes.  To obtain the overall grade for the qualification, entry codes are used in combination with cash-in codes.
External assessment	Assessment set and marked by an awarding organisation, taken by centres at the same time in the global region.
Internal assessment	Assessment conducted and marked by the teacher/examiner in the centre at any time within a prescribed assessment window. Internal assessment is moderated by the awarding body.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards which develops policy related to the administration of examinations.
Modular	Modular qualifications contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.
Uniform mark scale (UMS)	A learner's actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a learner. The raw marks for each unit may differ, but the uniform mark will be the same.
Unit	A modular qualification will be divided into a number of units. Each unit will have its own assessment.
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a learner wishes to take the assessment for a particular unit.

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit [qualifications.pearson.com](https://www.pearson.com/qualifications)

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