

INTERNATIONAL GCSE

English Language (Specification B) (9-1)

SPECIFICATION

Pearson Edexcel International GCSE in English Language (Specification B) (4EB1)

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Issue 3



Edexcel, BTEC and LCCI qualifications

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Acknowledgements

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All information in this specification is correct at time of going to publication.

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Summary of Pearson Edexcel International GCSE in English Language B specification

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
<i>NB: references to 'paper/papers' have been amended to read 'component/components' as this more accurately reflects the structure of the qualification.</i>	
<i>Qualification at a glance – spoken language endorsement</i> The assessment information has been amended from 'Externally assessed' to now read 'Internally assessed under controlled conditions'.	6
<i>Spoken Language endorsement (optional) – external monitoring</i> This information has been amended so that it includes the January series, 'For each May/June and January series, all centres are required to provide audio-visual recordings of the presentations of a sample of students.	11
References to the JCQ document title have been updated to show the full document title.	12 and 13

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.

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1 About this specification

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

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

This specification includes the following key features.

Structure: the Pearson Edexcel International GCSE in English Language (Specification B) is a linear qualification. All papers must be taken at the end of the course of study.

Content: features a relevant, updated and engaging selection of texts ranging from British heritage to modern international.

Assessment: 100% external assessment. Students may also complete the optional Spoken Language Endorsement. Please see page 10, for more details.

Approach: building a foundation for students wishing to progress to Pearson Edexcel AS and Advanced Level in English Language, or equivalent qualifications.

Specification updates

This specification is Issue 3 and is valid for the Edexcel International GCSE examination from 2018. If there are any significant changes to the specification Pearson will inform centres. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in *Section 3: English Language (Specification B) Content*.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students 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 student's certificate.

Why choose 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 students 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 Edexcel students to acquire 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 students. With over 150 years of international education experience, 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, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the World Class Qualifications process and principles please go to *Appendix 3* or visit our website: uk.pearson.com/world-class-qualifications

Why choose Pearson Edexcel International GCSE in English Language (Specification B)?

We have listened to feedback from all parts of the International school and UK Independent school subject community, including a large number of teachers. We have made changes that will engage International students and give them skills that will support progression to the further study of English and a wide range of other subjects.

At Pearson Edexcel we offer both Specification A and Specification B International GCSE qualifications for English Language – these have been designed to meet different student needs. The content and assessment approach for this Specification B qualification has been designed to meet student needs in the following ways:

Text types and text choices – we have ensured that the texts are engaging, suitable for all students, and that they include a diverse range of authors. The texts include prose as well as literary non-fiction.

Clear and straightforward question papers – our question papers are clear and accessible for students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

Broad and deep development of students' skills – the design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills, for example:

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

Progression to A Level – International GCSEs enable successful progression onto A level and beyond. Through our world class qualification development process we have consulted with International A Level and GCE A Level teachers as well as university professors to validate the appropriateness of this qualification, including its content, skills development and assessment structure.

Centres wishing to teach English Language using a different approach to meet their students' needs can use our Pearson Edexcel International GCSE in English Language (Specification A). We also offer International GCSE qualifications in English Literature and English as a Second Language within our overall English offer. More information about all of our qualifications can be found on our Pearson Edexcel International GCSE pages at: qualifications.pearson.com

Supporting you in planning and implementing this qualification

Planning

- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in English Language (Specification B) to help you understand the changes to content and assessment, and what these changes mean for you and your students.
- We will give you a course planner and schemes of work.
- Our mapping documents highlight key differences between the new and legacy specifications.

Teaching and learning

- Our skills maps highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.
- Print and digital learning and teaching resources – promote 'any time, any place' learning to improve student motivation and encourage new ways of working.

Preparing for exams

We will also give you a range of resources to help you prepare your students for the assessments, including:

- specimen papers to use as formative assessments and for mock exams
- examiner commentaries following each examination series.

ResultsPlus

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

examWizard

This is a free online resource designed to support students and teachers with exam preparation and assessment.

Training events

In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

Get help and support

Our subject advisor service ensures that you receive help and guidance from us. You can sign up to receive updates at <http://qualifications.pearson.com/en/forms/subject-advisor-english.html> or email 'sign me up' to teachingenglish@pearson.com

2 Qualification at a glance

The Pearson Edexcel International GCSE in English Language (Specification B) comprises one mandatory component. It is a linear qualification and the component must be taken at the end of the course of study. In addition, students may be entered for an optional spoken language endorsement (see page 10 for more details).

Component overview

Component 1	*Paper code 4EB1/01
<ul style="list-style-type: none">Externally assessedAvailability: January and JuneFirst assessment: June 2018	100% of the total International GCSE
Content summary <ul style="list-style-type: none">Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.Explore links and connections between writers' ideas and perspectives.Develop transactional and imaginative writing skills for a variety of purposes and audiences and to engage the reader.Use spelling, punctuation and grammar accurately.	
Assessment <ul style="list-style-type: none">Section A – short- and long- answer questions related to two previously unseen text extracts; up to a total of 40 marks.Section B – one 30-mark directed writing task, based on the ideas presented in the source texts involving a given audience, form or purpose.Section C – one 30-mark writing task, from a choice of three (discursive, narrative, and descriptive).The total number of marks available is 100.The assessment duration is 3 hours.	

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

Spoken language endorsement (optional)	*Paper code 4EB1/E
<ul style="list-style-type: none">Internally assessed under controlled conditionsAvailability: January and JuneFirst assessment: June 2018	Endorsed separately
Summary <p>The spoken language presentation may take a variety of forms, including:</p> <ol style="list-style-type: none">a speech or talk by a student, followed by questions from the audiencea formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience. <p>In all cases, the presentation should be prepared and last no longer than 10 minutes.</p> <p>Please see page 10 for more details about the spoken language endorsement.</p>	

Assessment objectives and weightings

			% in International GCSE
READING	A01	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives	15
	A02	Understand and analyse how writers use linguistic and structural devices to achieve their effects	20
	A03	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed	15
WRITING	A04	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences	32
	A05	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation	18
SPOKEN LANGUAGE	A06*	Speaking and listening skills: <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	Not applicable

*Assessment objective 6 is for the optional Spoken Language Endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade. Please see page 10, for more details.

3 English Language (Specification B) Content

Component 1: Reading and Writing (examined)

The focus of this component is:

Section A: Reading – study and analyse selections from a range of texts

Section B: Reading and Writing – explore and develop transactional writing skills

Section C: Writing – explore and develop discursive, narrative, and descriptive writing skills.

Content

Students should read a variety of high-quality, challenging texts, in preparation for responding to unseen extracts 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 the language. Throughout the qualification, students should develop the skills of interpretation and analysis.

Text types studied should include a range of forms, such as fiction, 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 autobiography, 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.

Students should use what they have learned about different text types to feed into their transactional writing and to inspire and influence their own imaginative writing. They should be introduced to, and be given the opportunity to practise, a range of fiction and non-fiction writing techniques, planning and proofreading skills.

Assessment overview

Component 1 assesses 100% of the total English Language (Specification B) qualification and assesses Reading (50%) and Writing (50%).

There will be **three** sections in the component.

Section A: Reading

- Students are advised to allocate 1 hour to Section A.
- There will be short- and long-answer questions related to two previously unseen text extracts.
- Students will answer all questions in this section.
- Total of 40 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: Reading and Writing

- Students are advised to allocate 1 hour to Section B.
- There will be one 30-mark writing task, based on the ideas presented in the source texts involving a given audience, form or purpose.
- Students will answer one 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
 - 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.

Section C: Writing

- Students are advised to allocate 1 hour to Section C.
- There will be one 30-mark writing task from a choice of three (discursive, narrative and descriptive).
- Students 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 B)

These are the requirements of the optional spoken language endorsement, including the recording, storing and submission of spoken language assessments.

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

Overview

Students 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 student, followed by questions from the audience.
- b) a formal debate or dialogue, such as an interview where the student 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

Students 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 student. 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

Students should be assessed either live or from recordings.

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

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

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

External monitoring

For each May/June and/or January series, all centres are required to provide audio-visual recordings of the presentations of a sample of students. There is no requirement to record the presentations of all students.

Assessment record sheet

A record sheet to assist with assessment is provided in *Appendix 2: Spoken Language Endorsement record sheet*. One should be completed for each student, but these should not be submitted to monitors unless requested.

Guidance on making and submitting recordings¹

Recording of the presentations

The presentations should be saved on DVDs or USBs. Each recording must be saved individually and not as one long recording of multiple students. The recording must be made under controlled conditions. It must be a complete, unedited recording of each performance. The presentations can be undertaken by students and recorded by the centre at any time during the course. Recordings should then be securely stored until it is time to submit the work to Pearson's monitor, whose responsibility it will be to ensure that the centre's assessment is in line with the national standard.

The camera must be positioned to ensure the best possible sound and visual quality. The centre must ensure that the camera is not obscured, for example by the backs of people's heads.

In joint performances students should wear name badges in order to indicate which student is which. At the start of each performance the candidate must state their full name. There is a requirement for an audience of at least one person, which can be the teacher, to be present during the recording. The audience must include the teacher.

The recording must be readable through one of the following programmes: Windows® Movie Maker, RealPlayer®, VLC or QuickTime®. We advise that you save the recordings in one of the following file types: MPEG, FLV, MOV, WMV or RM.

1 Transfer onto DVDs or USBs

You must submit the recording of the presentation/s on DVDs or USBs. More than one piece of work can be submitted on each DVD/USB.

We advise that you create data file DVDs/USBs organised in the following way.

- Create a file for each student. Each file should be named according to the following naming convention: [4EB1]_[centre #]_[candidate number #]_[surname]_[first letter of first name]_[grade] Example: Joshua Smith with candidate number 7890 at centre 12345 would have work in a folder titled, '4EB1_12345_7890_Smith_J_Merit'
- Each folder must contain the recording of the presentation.
- The DVDs/USBs should be clearly labelled with: – centre number and name, – '4EB1 English Language B – Spoken Language endorsement – June 2018' – DVD/USB number (if more than one is being provided. e.g. 1 of 2).

Centres are reminded that DVDs/USBs are not returned, therefore you must make a copy for your own records and in case discs are damaged or lost in the postal system. The DVDs/USBs must be new and unused.

¹ 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)*.

2 Submission of work to monitors

Centres should only submit presentations for students who are certificating in the year of submission. Centres are advised that Pearson will not accept any responsibility for storing work ready for future series or for returning this to centres.

It is the centre's responsibility to check all performances on a computer before sending to the monitor. You must ensure the quality of the sound and picture of the recordings is sufficient to enable performances to be marked. Before the DVDs/USBs are sent for marking, the teacher should check that:

- the files submitted play on all computers/operating systems. For instance, if the DVD/USB was created on a Mac® computer, you must check that the DVD/USB files can be opened on a Microsoft Windows® computer
- an audio signal has been successfully recorded on the DVD/USB. You should ensure that the camera being used has appropriate facilities for adjusting recorded sound levels
- a copy has been made of each presentation in case of postal problems
- centres are provided with a record sheet for use in assessing students' performances. One record sheet should be completed for each student. These forms should not be submitted to monitors unless requested.

Submission checklist:

- files saved to the folder structure described above
- files checked on Apple/PC (as appropriate) for audio-visual quality
- disc/USB submitted with centre name
- backup copy made and stored securely
- assessment record sheet completed for each student (to be retained by the centre).

Submission requirements will be confirmed following the publication of the Joint Council for Qualifications (JCQ) document *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)*.

Provisionally, these are expected to be as follows:

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

* 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.

4 Assessment information

Assessment requirements

Component number and unit title	Assessment information	Number of raw marks allocated in the paper
Component 1 Reading and Writing (examination)	Three-hour examination comprising three sections. Mixture of short- and long-answer questions. Texts will be provided in the examination.	100 marks
Spoken Language endorsement (optional)	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
READING	AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15
	AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20
	AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	15
WRITING	AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	32
	AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	18
SPOKEN LANGUAGE	AO6*	Speaking and listening skills: <ul style="list-style-type: none"> demonstrate presentation skills in a formal setting listen and respond appropriately to spoken language, including to questions and feedback to presentations use spoken Standard English effectively in speeches and presentations 	Not applicable

* Assessment objective 6 is for the optional Spoken Language endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade. Please see page 10, for more details.

Relationship of assessment objectives to units

Component number	Assessment objective %					
	AO1	AO2	AO3	AO4	AO5	AO6
Component 1: Reading and Writing (examination)	15	20	15	32	18	–
Spoken Language endorsement (optional)	–	–	–	–	–	100
Total for International GCSE	15%	20%	15%	32%	18%	Not applicable

All components will be available for assessment from June 2018.

Breakdown of Assessment Objectives and raw marks

Component and Question Number	Assessment objective					Total
	AO1	AO2	AO3	AO4	AO5	
Component 1						
Question 1	1					1
Question 2	1					1
Question 3		10				10
Question 4	1					1
Question 5	2					2
Question 6		10				10
Question 7			15			15
Question 8	10			12	8	30
Questions 9 to 11				20	10	30
Total raw marks for this qualification	15	20	15	32	18	100
Total % Assessment Objectives for this qualification	15%	20%	15%	32%	18%	100%

* Assessment objective 6 (not shown above) is for the optional Spoken Language endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade. Please see page 10 for more details.

5 Administration and general information

Entries

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

Students 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. Students 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.

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

- students 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 students who do not share that characteristic
- all students 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 only be available in English. All student work must be in English.

We recommend that students are able 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 students 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 student 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. Students 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 student 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 student 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 student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment, and
- the likely impact of the adjustment on the student with the disability and other students.

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 consideration

Special consideration is a post-examination adjustment to a student'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 candidate'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 consideration.

For information about access arrangements, reasonable adjustments and special consideration please refer to the website: www.jcq.org.uk.

Candidate 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 MI* (available at www.jcq.org.uk/exams-office/malpractice). The completed form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report candidate malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate 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.

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).

The form, supporting documentation and as much information as possible can be emailed to: pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. 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 General and vocational qualifications: Suspected Malpractice in Examinations and Assessments*, available at www.jcq.org.uk/exams-office/malpractice

Awarding and reporting

The Edexcel International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. The optional spoken language endorsement is graded and certificated Not Classified/Pass/Merit or Distinction and appears, when taken, as a separate grade on the certificate. The first certification opportunity for the Pearson Edexcel International GCSE in English Language (Specification B) will be in 2018. Students 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.

Student 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 students.

Prior learning and other requirements

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

Progression

Students can progress from this qualification to:

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

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Appendix 1: Codes

Type of code	Use of code	Code
Subject codes	The subject code is used by centres to enter students for a qualification.	International GCSE – 4EB1
Paper codes	These codes are provided for information. Students may need to be entered for individual papers.	Component 1: 4EB1/01 Spoken Language endorsement: 4EB1/E

Appendix 2: Spoken Language Endorsement Assessment record sheet

Pearson Edexcel International GCSE 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 signature:

Date:

Appendix 3: Pearson World-Class Qualification design principles

Pearson's World Class Qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.



We work collaboratively to gain approval from an external panel of educational thought-leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today's fast-changing world.

Pearson's Expert Panel for World-Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I'm excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education." Sir Michael Barber.

Endorsement from Pearson's Expert Panel for World-Class Qualifications for International GCSE development processes

December 2015

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous world-class qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications.

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson's Efficacy Framework. This is a structured, evidence-based process which means that learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education but as a result of our work as a panel we are confident that we have supported the development of Pearson Edexcel International GCSE qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice.

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Professor, National Institute of Education in Singapore

Dr Peter Hill

Former Chief Executive ACARA

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Director of Academies (South),
United Learning Trust

Professor Dr Ursula Renold

Federal Institute of Technology,
Switzerland

Professor Bob Schwartz

Harvard Graduate School of Education

Professor Janice Kay

Provost, University of Exeter

Jane Beine

Head of Partner Development,
John Lewis Partnership

Jason Holt

CEO, Holts Group

All titles are correct as of December 2015.

Appendix 4: Transferable skills

The need for transferable skills

In recent years, higher-education institutions and employers have consistently flagged the need for students 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.'^[1]

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 ^[2] 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 students.

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 student development is given on the subject pages of our website: qualifications.pearson.com

¹ OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

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

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

Appendix 5: Glossary

Term	Definition
Assessment objectives	The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.
External assessment	An examination that is held at the same time and place in a global region.
JCQ	Joint Council for Qualifications. This is a group of UK exam boards that develops policy related to the administration of examinations.
Linear	Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.
Modular	Qualifications that are modular 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.
NEA	Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.
Raw marks	Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.
UMS	Uniform Mark Scale. Student'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 student. Two units may each be worth 25% of a total qualification. 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.

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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