

INTERNATIONAL GCSE

English Language (Specification B) (9-1)

GETTING STARTED GUIDE

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

For first teaching September 2016

First examination June 2018



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ISBN 9781446932469

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Introduction

This Getting Started guide provides an overview of the new International GCSE English Language B qualification, to help you get to grips with the changes to content and assessment, and understand what these mean for you and your students.

Our package of support to help you plan and implement the new specification includes:

Planning – In addition to the relevant section in this guide, we will provide a course planner and an editable scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard – Sample assessment materials will be provided.

Tracking learner progress – ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiners' reports for a range of GCSE and GCE subjects.

Support – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingEnglish@pearson.com

Resources – Print and online student resource, 100% matched to the new curriculum, featuring comprehensive coverage of all topics. Specifically developed for international learners, it includes signposted skills and teacher guidance on the application of the Pearson Progression Scale, as well as online teacher support.

Key features of the qualification

Students should emerge from International GCSE English Language with a level of literacy that will provide a genuine foundation for both the rest of their learning and working lives. This qualification enables students to develop confident and appropriate responses to unfamiliar texts and demonstrate the ability to sustain written responses.

Our ambition has been to develop new qualifications that will not only encourage the development of essential skills in your students but also support inspirational teaching.

The International GCSE English Language (Specification B) includes:

- Assessment through a single examination based on unseen literary and non-fiction texts
- It encourages critical reading, asking students to develop interpretations of the writers' use of language
- Comparing two texts, either fiction or non-fiction, allows students to develop the skill of comparison
- The unseen texts are engaging and thematically linked
- It offers centres the opportunity to use relevant materials of their own choice across a range of texts without the requirement to study and prepare responses to Anthology texts. This enables both teachers and students to have breadth in their reading and encourages them to independently read and respond to a wide and varied range of texts
- There is a focus on modern literary and non-literary texts, which allows students to develop their skills by reading a wide variety of texts such as novels, short stories, good quality newspapers and magazines, speeches, letters, diaries, travel writing biographies and autobiographies
- Section B requires students to use reading and writing abilities to produce a piece of directed writing based on the texts they have read. This ability to select relevant information and represent it in a different format for a different audience will allow students to develop skills that will prepare them for the rest of their education and their working life
- Section C allows students to develop their own writing either creatively, imaginatively or to produce a coherent argument. This will allow them to understand how texts work and how language and techniques can have specific effects.

Differences between English Language Specification A and Specification B

The key differences between Specifications A and B are that Specification B uses unseen texts and is assessed through one, three-hour examination, with no optional coursework route. In this specification B there is also an emphasis on reworking the texts for a given audience, enabling students to show their ability to respond to directed writing tasks. This type of question does not appear in Specification A but is a skill that is considered important beyond International GCSE. The extended writing task in Specification B is allotted more time for completion than in Specification A, enabling students to fully develop a response to their chosen topic that appeals to those who enjoy writing creatively.

Qualification overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of the examined paper.

4EB1	Brief summary of content
Paper 1: <i>100 Marks</i> <i>3 hours examination</i>	Section A: Reading (40 marks) Short-answer questions related to two previously unseen extracts
	Section B: Reading and writing (30 marks) One writing task based on the ideas presented in the source texts, involving a given audience, form or purpose
	Section C: Writing (30 marks) One writing task from a choice of three (narrative, descriptive and discursive)
Spoken Language Endorsement	<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 on presentations ■ Use spoken Standard English effectively in speeches and presentations ■ The Spoken Language Endorsement is optional. If a student completes the endorsement, it will appear on their certificate as a separately reported grade

Assessment Objectives (AOs)

			% in International GCSE Specification B
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 formal setting ■ Listen and respond appropriately to spoke language, including to questions and feedback to presentations ■ Use spoken Standard English effectively in speeches and presentations 	n/a

* 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.

What's new?

Although the examination remains very similar to 4EB0, in that the extracts will continue to be sourced from literary fiction or non-fiction texts, and the tasks in Sections B and C remain the same, the number of questions has been reduced in Section A. The number of Assessment Objectives has been increased to reflect the skills being assessed more accurately and to make the qualification more comparable to Ofqual regulated GCSE examinations.

SECTION A

This section now assesses 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 effects) and AO3 (Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed). AO2 and AO3 are new to this specification.

Section A consists of seven questions (40 marks). Each question is focused on assessing a specific Assessment Objective. There are questions on areas that have not been targeted by specific questions before – language and techniques and comparison. Targeting these areas will help students to gain a more developed appreciation of the texts they read. This also reflects the skills tested in the regulated GCSE. The first two questions on each text are simple retrieval questions focusing on AO1, similar to the short questions in the existing specification. The third question on each text focuses on AO2 and requires students to give a more detailed response, exploring how the writer uses linguistic and structural devices to achieve their effects. This is a new task that will help students to understand how writers create texts for audience and purpose. Question 7 will require students to compare the two texts (AO3). This will allow students to make relevant and cogent connections and contrasts between the ways the writers present their ideas and perspectives. This question is similar to Question 10 on 4EB0 but requires a more focused and detailed comparison.

In the mark scheme Questions 3, 6 and 7 have a levels-based marking grid to reflect students' expected responses more accurately.

SECTION B

This section assesses 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) and AO5 (Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation).

Although the mark allocation (30 marks) and AO weightings have changed (AO1 = 10; AO4 = 12; AO5 = 8), the task and the skills tested in Section B (Question 8) are the same as in the existing specification. The task requires students to select relevant information and ideas from the two texts used to respond to Section A, and represent them for a given audience, purpose and format.

The marking grids for the three AOs have been reworded to exemplify what is expected of students at each level.

SECTION C

This section assesses AO4 (Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences) and AO5 (Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation).

Although the mark allocation (30 marks) and AO weightings have changed (AO4 = 20; AO5 = 10), the task and the skills tested in Section C (Questions 9, 10 and 11) are the same as in 4EB0. The section will consist of three titles and students will choose one to produce a developed piece of personal and imaginative writing. Topics will include argumentative/discursive, narrative and descriptive titles.

The marking grids for the two AOs have been reworded to exemplify what is expected of students at each level.

Section guidance

Section A: Reading (Guidance time: 1 hour)

In this section, questions are designed to assess students' ability to read a range of literary and non-literary texts. There will be two unseen extracts of 650-900 words each. The extracts will be linked by theme or subject matter. Students will be required to answer a mixture of short and extended response questions on the extracts. These questions will test students' ability to understand a variety of texts, to understand and analyse how writers use a variety of techniques to achieve their effects and to explore links and connections between a writer's ideas and perspectives and how they are conveyed.

Students should read selections of challenging and high quality texts, both fiction and non-fiction, in modern English. These should come from a variety of sources: novels and short stories, newspapers, magazines, websites and other texts such as leaflets. Students should be able to read extended texts that make significant demands on them in terms of content, structure and quality of language. Throughout the qualification, students should develop the skills of inference, analysis and evaluation. Transient texts such as instant news feeds and advertisements will not form part of the assessment.

Section B: Reading and writing (Guidance time: 1 hour)

This section is designed to test students' ability to use relevant information from the unseen extracts used in response to Section A and present it for a given audience and purpose. This is now just one task. Students will be asked to use a recognised form of writing such as a speech or talk, a letter, magazine article or website contribution. Responses will be assessed on the relevance of the information, the sense of audience and purpose and the quality and accuracy of expression.

There will be no choice of questions in Section B.

Students should read a range of texts and practise presenting the ideas in these texts for different audiences and purposes. They should learn how to write texts for specified audiences and purposes and the conventions associated with the different forms of writing, as well as how to address a ranges of audiences.

Section C: Writing (Guidance time: 1 hour)

In this section students are assessed on their ability to write imaginatively and effectively on a choice of one of three titles. These titles will be narrative, descriptive and argumentative/discursive. Although there may be opportunities to respond personally and imaginatively to the themes presented in the reading texts, it is not appropriate to copy from them or use the key ideas from them. Students will also be assessed on the accuracy of their spelling, punctuation and grammar. Writing should be original and personal and a reworked film or story is not appropriate.

Students should practise different types of essay writing and should choose their title carefully. They should think carefully about how they can make the best impression, demonstrating their skills in selecting content, writing fluently and accurately with varied vocabulary to give an individual perspective. Reading and discussing a range of short stories and essays will help students to learn how to express ideas clearly and appropriately, as well as to practise planning and writing to time.

Understanding assessment

For each Assessment Objective we have provided:

- an example of a question or questions that assesses the AO from within the sample assessment materials (SAMs)
- the marking grid for that AO
- examples of activities to teach that AO.

AO1 Assessment Objective 1

AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15%
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Example question from Section A from the SAMs

Paper 1, Section A Question 2

In lines 23-34 the writer leaves the airport and travels into the city.

State one thing the writer sees.

Indicative content

One mark for any **one** of the following:

- Starbucks/McDonald's
- warning signs about dodgy taxis
- yellow taxis
- same type of cars as in Europe
- some vehicles are different/jeeps/stretch limousines/vans
- the skyline/Queensboro Bridge

Example question from Section B from the SAMs

Paper 1, Section B Question 8

Use ideas from both Text One and Text Two in the Extracts Booklet.

A friend of yours is going abroad for the first time.

Write a letter to your friend explaining what it might be like.

You should include:

- *what might be seen or experienced*
- *what might be enjoyable*
- *what might be disappointing.*

Think carefully about the purpose of your letter and the audience for whom it is intended.

Indicative content (from the SAMS Mark Scheme)

Candidates should address all areas. The following points indicate some points that candidates may make but there are other possibilities.

What might be seen or experienced:

- skyscrapers (in clouds)
- long queues
- the vehicles
- the beautiful views
- the strange environment (29 floors up)
- seeing things familiar from films/TV
- the noise
- crowds
- noisy children
- ugly modernisation

What might be enjoyable:

- the sights
- the views from where you stay
- seeing lots of things you recognise from films/TV
- overhearing strangers' conversations
- the amazing buildings
- seeing familiar places

What might be disappointing:

- waiting at passport control
- most cars are the same as at home
- how noisy it is
- problems getting to the terminal
- how crowded the ferry is
- how unpleasant many buildings are
- many towns are very similar

Mark grid

Level	Mark	AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.
Level 0	0	■ No rewardable material
Level 1	1-2	■ Selection and interpretation of the given bullet points is limited ■ Includes a small number of points with some relevance ■ Demonstrates a limited ability to locate and retrieve information and ideas
Level 2	3-4	■ Selection and interpretation of the given bullet points is valid, but not developed ■ Gives some relevant points ■ Brings in some relevant information and ideas
Level 3	5-6	■ Selection and interpretation of the given bullet points is appropriate and relevant to the points being made ■ Offers a reasonable number of relevant points ■ Shows secure appreciation of information and ideas
Level 4	7-8	■ Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made ■ Offers a wide range of relevant points ■ Makes well-focused comments about information and ideas
Level 5	9-10	■ Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made ■ Offers a wide range of relevant points ■ Presents well-focused comments with perceptive references to information and ideas

Suggested Activities for AO1

It is important that students are able to skim and scan texts. Encourage them to read texts and give them tasks that focus on information retrieval, encouraging them to highlight or underline relevant points.

Activity 1

Look at the passage *'The Dying Art of Handwriting'* and answer the following question.

Twenty years ago, a \$300 Montblanc pen was one of the most envied and costly graduation gifts. But today, few people are interested in pens anymore, even expensive ones. It turns out they want MacBooks and iPads – the new writing tools of the digital age.

But handwriting isn't just a matter of style – it's a complex skill that affects your mental development and exercises your visual, motor and memory circuits. When you write, you build hand-eye coordination and practise fine motor skills. According to the Wall Street Journal, studies show that handwriting engages different circuits of the brain that typing simply doesn't. Also those strokes and pressures of the pen actually send messages to the brain, training it in vision and sensation.

According to brain imaging studies, cursive (joined up) writing, in particular, activates parts of the nervous system that stay quiet during typing. “It helps you connect things,” said Virginia Berninger, a professor of educational psychology at the University of Washington. “There really can be some advantages to cursive.”

Good handwriting can lead to better grades, too. Studies show that pre-school kids with fine motor skills achieved higher marks years later in reading and maths than those with poor handwriting. In short, there’s a direct link between writing skill and academic success.

When it comes to ideas and memory, the hand has a special relationship with the brain. Remember that saying, ‘Write it down so you won’t forget it?’ It turns out it’s true. If you jot down a note – and then lose it – you’ll be more likely to remember what you wrote than if you’d just tried to memorise it. That’s because handwriting requires you to perform a series of strokes to form a letter. With typing, however, you just touch a button.

Handwriting also has real effects on communication. According to the Wall Street Journal, children expressed more ideas when writing instead of typing. Writing affects not just the development of how you think, but how deeply and how expressively.

Critics say the decline of handwriting is the death of a more romantic era. My friend’s husband sent her hundreds of emails while serving in the army in Iraq. He also wrote a few letters, which she kept and re-reads from time to time. “It feels more personal to think of him collecting, composing and writing his thoughts from a dusty bunker,” she said. For their children, too, those letters are an enduring treasure that emails simply can’t replace.

Handwriting has existed for about 6000 years, according to Anne Trubek, who is writing a book on handwriting. It’s one of our most important inventions. Without it, we wouldn’t be able to record knowledge or pass ideas from one generation to the next.

“Most of us know, but often forget, that handwriting is not natural,” she wrote. “It’s not like seeing or talking, which are instinctive.”

Technology has threatened writing in its various forms – calligraphy (decorative handwriting), penmanship and cursive – long before every man, woman and child carried a phone. It came with the invention of the typewriter, which standardised written communication, and that same argument will reappear as technology advances.

I don’t know if handwriting will ever die. But today, the growing emphasis on typing is having far-reaching effects. To get a glimpse of the future, just look at the youth. Instead of curly Qs or loopy Ls, kids are sprinkling emoticons, such as a smiley face, to give a personal touch.

Typing is more democratic, too – it isn’t a complicated skill to master. Keyboards are changing the physical connection between writers and text, and people who can’t write by hand can now use technology to communicate.

I suppose it’s easy to mourn the passing of one era into another. Certainly, I’ll miss the intimacy of letters, the nostalgia of cursive lessons in schools and the beautiful scrawl of a well-practised signature written with a pen. And while some pathways in our brains will deteriorate with the decline of handwriting, we’ll develop new ones as we swipe, double-click and abbreviate our way into the future.

Handwriting affects mental development, according to the writer.

Using lines 5–14 (below), give **three** ways it does this.

But handwriting isn't just a matter of style – it's a complex skill that affects your mental development and exercises your visual, motor and memory circuits. When you write, you build hand-eye coordination and practise fine motor skills. According to the Wall Street Journal, studies show that handwriting engages different circuits of the brain that typing simply doesn't. Also those strokes and pressures of the pen actually send messages to the brain, training it in vision and sensation.

According to brain imaging studies, cursive (joined up) writing, in particular, activates parts of the nervous system that stay quiet during typing. "It helps you connect things," said Virginia Berninger, a professor of educational psychology at the University of Washington. "There really can be some advantages to cursive."

Highlight or underline all the relevant points.

Activity 2

Look at the passage 'The Writing is in the Wall' and answer the following question.

I suppose it's inevitable that whilst computers undoubtedly do some good they have also promoted some unwelcome decay. Take, for example, the decline in handwriting.

I noticed this first in myself when I was trying to decipher some notes I had written in a meeting only a few days earlier; parts of them I just couldn't read at all. It's not just the creeping arthritis in my thumbs (which doesn't help), it's more that my fingers seem to have forgotten how to do it properly.

Then, as it happens, I had to write a note to a bereaved friend, and reached for my fountain pen and notepaper. My first effort was lovely prose, but looked as if it were written by a spider that had fallen into an inkwell. I had another go, feeling like a schoolboy called in at break time to write lines; I copied it out slowly and carefully until I finally produced something that I could send.

The truth is I am out of practice, and it's all the fault of the computer. During a recent day spent entirely at my desk I wrote several thousand words but I picked up a pen only three times; once to sign a letter and twice to make quick notes whilst on the phone.

That evening I took a short poll of the ten grey-haired members of our local council and discovered that almost all of them had noticed the same decline in their handwriting skills, most citing email as the villain. The exception was a farmer who doesn't use a computer, leaving that chore to his wife and son, so his handwriting skills remain undimmed and ready for action.

Then I thought: when did I last fill in a form by hand? I couldn't remember; these days it's done on a form I can type into. I only seem to send handwritten letters after someone has died, and not always then.

So why do we need handwriting? Because it's good for us, that's why. For example, it's certain that learning to write helps children learn to read. I checked the national curriculum

with some apprehension, but was relieved to see that it still includes cursive (joined-up) handwriting. I hope they find time to actually teach it; if you don't learn to write using handwriting, you must surely struggle to read handwriting. Indeed, there was an extraordinary moment in a recent high profile trial in America when an adult witness was asked to read out a handwritten letter in court. She declined, saying "I don't read cursive".

It's not really surprising. I understand that 45 American states have opted to leave it up to individual schools to decide if they want to teach joined-up handwriting, and most don't bother. It's the thin end of the wedge; if you stop teaching joined-up handwriting, can giving up teaching all handwriting be far behind? Especially depressing when you recall that culturally where America leads, we, in the UK, always follow... eventually. Indeed, I was unhappy to read that an otherwise excellent charity which promotes digital skills, www.go-on.co.uk, is already suggesting dropping handwritten exams and replacing them with an online assessment.

Learning handwriting is, I would argue, at least as important as learning to ride a bike or to swim; you may not need it all the time, but when you do need it, you really need it.

What's more, you'll never find a child who can write but can't read. However, as we become more dependent on computers, and as speech recognition software improves, accurately transcribing dictation, I begin to have a black vision of a whole generation who can read but can't write by hand.

The writing is on the wall. But it may not be for much longer.

Using lines 3–11 (below), state **three things** the writer mentions about his handwriting.

I noticed this first in myself when I was trying to decipher some notes I had written in a meeting only a few days earlier; parts of them I just couldn't read at all. It's not just the creeping arthritis in my thumbs (which doesn't help), it's more that my fingers seem to have forgotten how to do it properly.

Then, as it happens, I had to write a note to a bereaved friend, and reached for my fountain pen and notepaper. My first effort was lovely prose, but looked as if it were written by a spider that had fallen into an inkwell. I had another go, feeling like a schoolboy called in at break time to write lines; I copied it out slowly and carefully until I finally produced something that I could send.

Highlight or underline all the relevant points.

Activity 3

Using both passages, highlight or underline all relevant content points for the three bullet points in the following question. This could be done in small groups or pairs or each bullet point could be allocated to a group and then there could be a feedback session where the points found are collated and discussed.

A school or college website has asked for contributions called 'The Importance of Handwriting'.

Write your contribution.

You should include:

- why there is concern about handwriting
- why handwriting is important
- how technology has affected written communication.

Think carefully about the purpose of your contribution and the audience for whom it is intended.

AO2 Assessment Objective 2

AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20%
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Example question from Section A from the SAMs

Paper 1, Section A, Question 3

Explain how the writer presents his impressions of New York.

*You should support your answer with close reference to the passage, including **brief** quotations.*

Indicative Content (from the SAMS Mark Scheme)

Responses may include:

- the use of descriptive language to create a sense of unfamiliarity - 'not quite what I was used to, being 29 floors up'
- repetition to create a sense of wonder - 'The Midtown location was amazing', 'It's also (to my ears) amazing'
- the use of typical New York features- 'those yellow fire hydrants', 'newspaper vending machines', 'Walk/Don't Walk' signs'
- excitement caused by familiar locations - 'The feeling of being on a film set'
- the use of a simile to describe the level of the noise - 'it's like somebody turned the volume up'
- he is surprised by the uninhibited private conversations of the pedestrians - 'fascinating insight into the private lives of New Yorkers'
- the way he makes the buildings sound impressive - 'how mind-blowing New York architecture really is.'
- he encourages the reader to share his experiences - 'New York lived up to and in fact exceeded my expectations - it should be on everyone's list of places to visit.'
- the use of colloquial and informal language engages the reader - 'wow', 'The Big Apple'
- he creates a strong sense of location through the use of proper nouns - 'Manhattan', 'Empire State Building', 'Queensboro Bridge', 'Rockefeller Center'
- the use of the first person creates a sense of realism/immediacy - many examples.

Level	Mark	AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects.
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ■ Basic identification and little understanding of the language and/or structure used by writers to achieve effects ■ The use of references is limited
Level 2	3-4	<ul style="list-style-type: none"> ■ Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary ■ The selection of references is valid, but not developed
Level 3	5-6	<ul style="list-style-type: none"> ■ Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure ■ The selection of references is appropriate and relevant to the points being made
Level 4	7-8	<ul style="list-style-type: none"> ■ Thorough understanding and exploration of language and structure and how these are used to achieve effects, including use of vocabulary, sentence structures and other language features ■ The selection of references is detailed, appropriate and fully supports the points being made
Level 5	9-10	<ul style="list-style-type: none"> ■ Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features ■ The selection of references is discriminating and clarifies the points being made.

Suggested Activities for AO2

Activity 1

Writers use linguistic devices and structure to create effects. It is useful to be able to identify these features using the correct terms. However, feature spotting alone is not a successful approach to language analysis. It is essential to explain the effect the features create and how the audience is expected to respond.

It is useful to compile a list of linguistic devices and their definitions. This can be done as a matching exercise.

Make a list of linguistic devices and their definitions. For each one give an example and write a comment on the effect it creates.

Both Tasks 2 and 3 could be carried out as pair or small-group exercises in the planning stages. Successful responses could be shared with the group for further discussion.

Activity 2

Look at lines 27-53 in the passage 'The Dying Art of Handwriting'. Underline or highlight all the different ways that the writer uses to present her ideas. For each one give the correct term and write an explanation of its effect.

Tip: try to comment on structural features, for example paragraph and sentence length.

Tip: writers sometimes use punctuation to create effects.

Activity 3

Look at the passage 'The Writing is in the Wall' and answer the following question.

Explain how the writer presents his concerns about handwriting.

You should support your answer with close reference to the passage, including **brief** quotations.

Tip: highlight or underline all relevant features.

Tip: the focus for this question is not on **what** the writer says, but on **how** they say it.

Tip: teaching 'Point, Evidence, Explanation' will help students to make appropriate comments.

AO3 Assessment Objective 3

AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	15%
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Example question from Section A of the SAMs

Paper 1, Section A, Question 7

Refer to BOTH Text One AND Text Two to answer the following question.

Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from **both** texts.

Question Number	Indicative content
7	<p>Responses may include the following points:</p> <p>Text One</p> <ul style="list-style-type: none"> ■ the writer conveys the experience as a positive one, for example: ‘really looking forward’, ‘spirits high’, ‘spectacular’, ‘wow’, ‘iconic’, ‘amazing’ ■ he is apprehensive about the immigration process which starts negatively – ‘sweaty tunnels’, ‘a long time’ – but ends positively – ‘quick and painless’ ■ his attention to the detailed description of many familiar features to help the reader feel included – ‘yellow taxis’, ‘fire hydrants’, ‘skyscrapers’, ‘Walk/Don’t walk signs’, ‘Empire State Building’, ‘Rockefeller Centre’ ■ he conveys how he is overwhelmed by ‘the sheer level of noise on the streets’ ■ he conveys how enjoyable it was by using hyperbole – ‘mind-blowing’, ‘exceeded my expectations’. <p>General points candidates may make on the whole of Text One</p> <ul style="list-style-type: none"> ■ the text is broken up by sub-headings, making it easier to read ■ the use of positive language throughout conveys the writer’s enjoyable experience ■ the use of a slightly colloquial/chatty style – ‘kicking in’, ‘check out’, ‘the real ‘wow’ factor’, ‘mind-blowing’ – makes the reader feel engaged.
7	<p>Text Two</p> <ul style="list-style-type: none"> ■ the writer of Text Two is equally positive at the start, with the use of ‘promising’ ■ he conveys an experience that quickly deteriorates – ‘inadequate little map’ with a catalogue of negative language to describe the way to the terminal – ‘bewildering wasteland’ (metaphor), ‘derelict factories’, ‘acres of waste ground’ (hyperbole), ‘jagged concrete’, ‘rusting railway carriages’ (alliteration), ‘broken windows’ ■ the way he lists his ideas, feelings and behaviour – ‘whimpering panic’, ‘dodging’, ‘clambering’, ‘breathless’, ‘like someone who’d just survived a mining disaster’ (simile) ■ his experience of the ferry crossing is unnerving and exaggerated – ‘certain disquiet’, ‘crammed’, ‘hordes of dementedly lively children’, ‘people with blue lips and dancing hair’ (metaphor) ■ his reactions on arriving contrast with his experience on the ferry – ‘eager’, ‘strode’, ‘small cry of pleasure’ ■ how he describes his disappointment at the changes to Dover – ‘vast and unbecoming’, ‘more menacing’, ‘unrecognisable’, ‘uncomfortably squeezed’ ■ how he describes his mixed feelings at the end – ‘distractedly’, ‘unhappy’, ‘grumbling’, ‘strode purposefully’, ‘Cheered by this thought’. <p>General points candidates may make on the whole of Text Two</p> <ul style="list-style-type: none"> ■ the use of negative language throughout conveys the unpleasant experience the writer had ■ there is the use of humour which shows that the writer may see the funny side of the experience. <p>Points of comparison</p> <ul style="list-style-type: none"> ■ Text One is positive/Text Two is negative ■ Text One is more informative/Text Two is about his personal experience ■ Text Two uses humour ■ Both texts are informal ■ Both texts are about arriving in a city/town ■ Both texts describe what the writers saw ■ Both texts convey clearly the writers’ ideas and experiences. <p>Reward all valid points.</p>

A Getting started for teachers

Level	Mark	AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed
	0	No rewardable material
Level 1	1-3	<ul style="list-style-type: none"> ■ The response does not compare the texts ■ Description of writers' ideas and perspectives, including theme, language and/or structure ■ The use of references is limited
Level 2	4-6	<ul style="list-style-type: none"> ■ The response considers obvious comparisons between the texts ■ Comment on writers' ideas and perspectives, including theme, language and/or structure ■ The selection of references is valid, but not developed <p>NB: candidates who have considered only ONE text may still achieve a mark up to the top of Level 2</p>
Level 3	7-9	<ul style="list-style-type: none"> ■ The response considers a range of comparisons between the texts ■ Explanation of writers' ideas and perspectives, including theme, language and/or structure ■ The selection of references is appropriate and relevant to the points being made
Level 4	10-12	<ul style="list-style-type: none"> ■ The response considers a wide range of comparisons between the texts ■ Exploration of writers' ideas and perspectives, including theme, language and/or structure are used across the texts ■ References are balanced across both texts and fully support the points being made
Level 5	13-15	<ul style="list-style-type: none"> ■ The response considers a varied and comprehensive range of comparisons between the texts ■ Analysis of writers' ideas and perspectives, including theme, language and/or structure are used across the texts ■ References are balanced across both texts; they are discriminating and fully support the points being made.

Suggested Activities for AO3

Activity 1

Develop a list of comparative connectives and conjunctions useful for comparing with students.

Activity 2

Develop a framework for responding to a comparison question so that students do not simply compare content. It might be helpful for students to write notes in the form of a grid with a column for each text.

Example

Point	Example from Text A	Example from Text B
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Points of comparison include:

- the audience for each text
- the purpose of each text and how the writers achieve this
- the subject or theme of each text and how this is presented – but the response should not focus only on the content
- the techniques the writers have used, for example vocabulary, imagery, rhetorical devices, sentence length and complexity, paragraph length, structuring of ideas
- the writer's ideas and perspectives
- which text is more effective.

When comparing texts, students should consider both what they have in common and what is different about them.

A comparison response still follows the basic essay structure:

- an introduction
- main points supported by details
- a conclusion - this must link back to the question, and mention both texts.

Activity 3

Using 'The Dying Art of Handwriting' and 'The Writing is on the Wall', compare how the writers of Text One and Text Two convey their concerns about handwriting.

Support your answer with examples from **both** texts.

This could be done in small groups, with each group dealing with a different aspect of the comparison and feeding back to the whole group for further discussion of the comparison.

AO4 Assessment Objective 4

AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	32%
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Example from Section B from the SAMs

Use ideas from both Text One and Text Two in the Extracts Booklet.

8 *A friend of yours is going abroad for the first time.*

Write a letter to your friend explaining what it might be like.

You should include:

- *what might be seen or experienced*
- *what might be enjoyable*
- *what might be disappointing.*

Think carefully about the purpose of your letter and the audience for whom it is intended.

Question Number	Indicative content
8	<p>A suitable register for a letter to a friend should be adopted.</p> <p>Candidates should address all areas. The following are some points that candidates may make but there are other possibilities.</p> <p>What might be seen or experienced:</p> <ul style="list-style-type: none"> ■ skyscrapers (in clouds) ■ long queues ■ the vehicles ■ the beautiful views ■ the strange environment (29 floors up) ■ seeing things familiar from films/TV ■ the noise ■ crowds ■ noisy children ■ ugly modernisation <p>What might be enjoyable:</p> <ul style="list-style-type: none"> ■ the sights ■ the views from where you stay ■ seeing lots of things you recognise from films/TV ■ overhearing strangers' conversations ■ the amazing buildings ■ seeing familiar places <p>What might be disappointing:</p> <ul style="list-style-type: none"> ■ waiting at passport control ■ most cars are the same as at home ■ how noisy it is ■ problems getting to the terminal ■ how crowded the ferry is ■ how unpleasant many buildings are ■ many towns are very similar <p>Reward all valid points.</p>

A Getting started for teachers

Level	Mark	AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ■ Communication is at a basic level, and limited in clarity ■ Little awareness is shown of the purpose of the writing and the intended reader ■ Little awareness of form, tone and register
Level 2	3-4	<ul style="list-style-type: none"> ■ Communicates in a broadly appropriate way ■ Shows some grasp of the purpose and of the expectations/requirements of the intended reader ■ Straightforward use of form, tone and register
Level 3	5-7	<ul style="list-style-type: none"> ■ Communicates clearly ■ Generally clear sense purpose and understanding of the expectations/requirements of the intended reader is shown ■ Appropriate use of form, tone and register
Level 4	8-10	<ul style="list-style-type: none"> ■ Communicates successfully ■ A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown ■ Effective use of form, tone and register
Level 5	11-12	<ul style="list-style-type: none"> ■ Communication is perceptive and subtle with discriminating use of a full vocabulary ■ Task is sharply focused on purpose and the expectations/requirements of the intended reader ■ Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices

Example from Section C from the SAMs

Write approximately 400 words on one of the following:

EITHER

9 *'To travel is better than to arrive.' Discuss.*

OR

10 *Write a story (true or imaginary) entitled 'The Beginning'.*

OR

11 *Describe a place that has made an impression on you.*

Question Number	Indicative content
9	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: it depends where you are going; how you are getting there; who you are travelling with; why you are travelling; what mode of transport is being used.</p> <p>Examiners should be open to a wide range of interpretation.</p>
Question Number	Indicative content
10	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p>
Question Number	Indicative content
11	<p>Candidates may have quite a wide choice of places – these may be real or imaginary. They may refer to whole neighbourhoods, towns, villages or a street. It may be a small or large area, indoors or outdoors. They may describe a building or a room. The place may have personal or spiritual significance.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>

A Getting started for teachers

Level	Mark	AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
	0	No rewardable material
Level 1	1-4	<ul style="list-style-type: none"> ■ Communication is at a basic level, and limited in clarity ■ Little awareness is shown of the purpose of the writing and the intended reader ■ Little awareness of form, tone and register
Level 2	5-8	<ul style="list-style-type: none"> ■ Communicates in a broadly appropriate way ■ Shows some grasp of the purpose and of the expectations/requirements of the intended reader ■ Straightforward use of form, tone and register
Level 3	9-12	<ul style="list-style-type: none"> ■ Communicates clearly ■ Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader is shown ■ Appropriate use of form, tone and register
Level 4	13-16	<ul style="list-style-type: none"> ■ Communicates successfully ■ A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown ■ Effective use of form, tone and register
Level 5	17-20	<ul style="list-style-type: none"> ■ Communication is perceptive and subtle with discriminating use of a full vocabulary ■ Task is sharply focused on purpose and the expectations/requirements of the intended reader ■ Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices

Suggested Activities for AO4

(AO4 for Section B)

- It is important that students are taught about purpose, audience, form and tone (PAFT) and how to demonstrate these in their writing. Use short, effective texts in a PowerPoint or handout and ask students to identify PAFT and explain how they know what the purpose, audience, form and tone is for each text.
- Ask students to identify possible audiences for texts and to give examples from their own reading.
- Write short extracts for different audiences on the same topic, for example a letter or email to a friend and to grandparents about a holiday.
- Identify the ways that audience can be demonstrated, for example through use of appropriate language and tone and style.
- Identify the key aspects of different forms of writing, for example letter, article, report, review and speech.

(AO4 for Section C)

Argumentative/discursive writing

- Develop ideas by encouraging class discussions of topics that will stimulate different opinions.
- Discuss the importance of planning and look at different ways of planning responses effectively, for example spider diagrams, lists, charts.
- Read a range of texts that use rhetorical techniques to present a point of view, for example Barack Obama's speeches, and identify and discuss how effective these techniques are.
- Discuss other techniques, for example use of facts/statistics, emotional language, use of quotations.

Narrative writing

- Use examples of short stories and also students' own work to discuss effective techniques.
- Using the examples, discuss the importance of voice, viewpoint, plot, characters and setting.
- Look at examples of effective openings and closings and at how dialogue can be used effectively.
- Discuss how structure and sentence length can be used to effect.

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Descriptive writing

- Look at examples of narrative and descriptive writing and ask students to identify the differences.
- Look at examples of descriptive writing and ask students to identify the writers' use of the senses.
- Use the examples to discuss the use of imagery to create effective descriptions.
- Develop interesting and effective vocabulary, for example verbs, adverbs and adjectives.

AO5 Assessment Objective 5

AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	18%
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This is assessed in Questions 8, 9, 10 and 11.

The grid below refers to the AO5 assessment in Question 8.

Level	Mark	AO5: Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ■ Some basic punctuation is used ■ Grammatical structuring shows some control ■ Spelling of common words is usually correct, though inconsistencies are present
Level 2	3-4	<ul style="list-style-type: none"> ■ Control of punctuation is mostly secure ■ Grammatical structures are mostly accurate and used to convey meanings ■ Spelling of a range of words is mostly accurate
Level 3	5-6	<ul style="list-style-type: none"> ■ Punctuation is accurate, with a range of marks used to enhance communication ■ A range of grammatical structuring is used accurately and effectively ■ Spelling is almost always accurate, with occasional slips
Level 4	7-8	<ul style="list-style-type: none"> ■ Control of the full range of punctuation marks is precise, for example by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation ■ Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning ■ Spelling of a wide and ambitious vocabulary is consistently accurate.

This grid is used for Questions 9, 10 and 11.

Level	Mark	AO5: Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation.
	0	No rewardable material
Level 1	1-2	<ul style="list-style-type: none"> ■ Some basic punctuation is used ■ Grammatical structuring shows some control ■ Spelling of common words is usually correct, though inconsistencies are present
Level 2	3-4	<ul style="list-style-type: none"> ■ Punctuation is sometimes correct ■ Grammatical structuring of simple and some more complex sentences is generally correct ■ Spelling of simple words and more complex words is generally correct
Level 3	5-6	<ul style="list-style-type: none"> ■ Control of punctuation is mostly secure ■ Grammatical structures are mostly accurate and used to convey meanings ■ Spelling of a range of words is mostly accurate
Level 4	7-8	<ul style="list-style-type: none"> ■ Punctuation is accurate, with a range of marks used to enhance communication ■ A range of grammatical structuring is used accurately and effectively ■ Spelling is almost always accurate, with occasional slips
Level 5	9-10	<ul style="list-style-type: none"> ■ Control of the full range of punctuation marks is precise, for example by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation ■ Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning ■ Spelling of a wide and ambitious vocabulary is consistently accurate.

Suggested Activities for AO5

For all areas it is important to teach a range of proofreading techniques, for example, how to focus on the text for meaning, clear expression and accuracy.

Punctuation:

- use either online quizzes or worksheets to work on individual punctuation marks either as a class or individually
- provide short passages with no punctuation and ask students to insert correct punctuation and discuss how accurate punctuation informs meaning – this can be based on teaching a specific punctuation mark or a wider range of punctuation
- discuss the use of effective punctuation and how punctuation is used in a wide range of texts.

Spelling:

- teach basic spelling rules
- use techniques such as 'Look, say, cover, write, check' to develop accuracy
- develop accurate spelling and vocabulary by looking at root words and prefixes and suffixes.

Grammar:

- teach accurate sentence structuring
- teach accurate use of prepositions, for example the incorrect use of 'going for shopping'
- teach subject/verb agreement and accurate use of tenses.

Delivery of the qualification- transferable skills

Why transferable skills?

Ensuring students have opportunities to acquire transferable skills, as well as subject specific knowledge, understanding and skills to improve learners' progression outcomes is a central part of Pearson Edexcel's International GCSE qualifications.

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.

We have developed our teaching materials and support to:

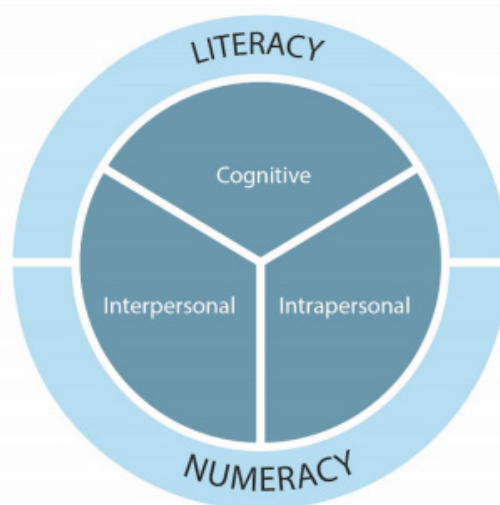
- 1) Increase awareness of transferable skills that are **already** being assessed (for both learners and teachers) and
- 2) Indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to learners.

What are transferable skills?

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.



[1] (OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>)

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council)

What can I do if I want to see improved learner outcomes through the development of transferable skills?

For each of our International GCSE subjects we will provide a subject specific interpretation of each of the identified skills and provide a comprehensive mapping as to how these elements can be developed and where they link to assessment.

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

Our editable scheme of work indicates for each lesson or group of lessons, which skills could be acquired either through explicit assessment or through teaching and delivery.

Please refer to the 'Teaching and Learning Materials' section of the qualification webpage for more Pearson materials to support you in identifying and developing these skills in students.

Course planner

Planner at a glance: English Language B

Term	Year of study	Topic/Paper	Guided Learning Hours
1	1	Reading – AO1, AO2	27
2	1	Reading – AO3 Writing – AO5	27
3	1	Writing – AO4	27
1	2	Reading and Writing – AO1, AO4 and AO5	27
2	2	Writing – AO4 – Section C	27
3	2	Revision	27

Detailed planner: English Language B

Two Year Course Planner

Term	Year of study	Topic/Paper	Guided Learning Hours
1	1	Reading – AO1, AO2 <ul style="list-style-type: none"> ■ Use a wide range of fiction and non-fiction extracts to develop confidence in approaching unfamiliar material. ■ Develop inference and quotation skills. ■ Introduce key terminology via extracts and develop repertoire of terms to use when analysing language and techniques. 	27
2	1	Reading – AO3 <ul style="list-style-type: none"> ■ Introduce 'writer's perspective' as key term. ■ Introduce comparison as a specific skill and begin with audience and form, then perspective, then build up to aspects of language and techniques. ■ Use short paragraphs, then longer extracts to build confidence. Writing – AO5 <ul style="list-style-type: none"> ■ Revision of spelling, punctuation and grammar. ■ Introduce the idea that control and selection of sentence structures, punctuation and grammar can be used to create effects. ■ Start student vocabulary banks, introduce new advanced vocabulary at every opportunity. 	14 13

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Term	Year of study	Topic/Paper	Guided Learning Hours
3	1	<p>Writing – AO4 – Section C: Descriptive writing.</p> <ul style="list-style-type: none"> ■ Focus on techniques used in descriptive writing. ■ Develop descriptive vocabulary. <p>Mock exam focusing on Section A and Section C: Descriptive writing</p>	27
1	2	<p>Reading and writing – AO1, AO4 and AO5 focusing on Section B</p> <p>Develop confidence/skills in:</p> <ul style="list-style-type: none"> ■ forms, audience and purpose ■ organisation – connectives and paragraphing ■ adapting and presenting ideas from texts in own words ■ Introduce variety of rhetorical devices. 	27
2	2	<p>Writing – AO4 – Section C – Narrative/imaginative writing</p> <ul style="list-style-type: none"> ■ Focus on generation and organisation of ideas. ■ Focus on successful story telling techniques. <p>Writing – AO4 – Section C – Argumentative/discursive writing</p> <ul style="list-style-type: none"> ■ Develop confidence in expressing opinions and suitable responses to controversial topics. ■ Focus on rhetorical techniques. 	13 14
3	2	<p>Revision</p> <ul style="list-style-type: none"> ■ Encourage students to find own extracts and prepare questions for class. ■ Revise and develop a key terminology bank for AO2 – use for both reading and writing. ■ Revise and refine AO5 skills/vocabulary bank. ■ Encourage use of reading material for writing styles/vocabulary/rhetorical devices/ideas. ■ Focus on timings and examination paper, ensure students are aware of weightings of questions/AOs. 	

Planner at a glance: English Language B & English Literature combined delivery

Term	Year of study	Language	Literature	Spoken Language
1	1	Reading – AO1, AO2 Wide range of fiction and non-fiction extracts	Intro AOs Modern Drama	Work on literature texts could be used as a means of building confidence in presentations and introducing Spoken Language AOs. Students could research/present on one era or literary genre, or prepare presentations on poetry or on characters from their texts.
1	1	Reading – AO1, AO2 (continued)	Modern Drama	
2	1	Reading – AO3 Writing – AO5	Literary Heritage Text	
2	1	Reading – AO3 Writing – AO5	Literary Heritage Text	
3	1	Writing – AO4: descriptive writing	Poetry Anthology	
3	1	Writing – AO4 (cont.) Reading Section A practice and timed work Internal examination focusing on Section A and Section C: descriptive writing	Poetry Anthology Unseen Poetry Internal examination (if required)	

Term	Year of study	Language	Literature	Spoken Language
1	2	Reading and writing – AO1, AO4 and AO5 focusing on Section B	Poetry Anthology	Continue to use spoken language as a means of developing independent study skills and presentation skills. Final assessments for Spoken Language certification, if not already covered.
1	2	Reading and writing – AO1, AO4 and AO5 focusing on Section B	Modern Prose	
2	2	Writing – AO4 – Section C – narrative/imaginative writing	Modern Prose	
2	2	Writing – AO4 – Section C – argumentative/discursive writing	Poetry Anthology Unseen Poetry Mock examination	
3	2	Revision – focus on timings and examination paper	Revision – focus on timings and examination paper	

Suggested Resources

We recognise that new resources will become available throughout the lifetime of a qualification. We will therefore supply a version of this resource list on our website, which will be updated on an ongoing basis.

Name of resource	Link
English: Free BBC resources	http://www.bbc.co.uk/learning/subjects/english.shtml
English teaching resources	https://www.teachit.co.uk/home
English teaching resources	https://www.tes.com/teaching-resources/hub/english/
English teaching resources	https://teachers.theguardian.com/subject/1001/English
Edexcel International GCSE (9-1) English Language B: Student Book	<i>Print and online student resource, 100% matched to the new Edexcel International GCSE (9-1) English Language B curriculum, featuring comprehensive coverage of all topics. Specifically developed for international learners, it includes signposted skills and teacher guidance on the application of the Pearson Progression Scale, as well as online teacher support.</i>
Sample assessment material and specimen papers	http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-english-language-b-2016.html
Dedicated English Subject Advisor	TeachingEnglish@pearson.com
examWizard	examWizard is a free online resource for teachers containing a huge bank of past paper questions and support materials to help you create your own mock exams and tests. http://qualifications.pearson.com/en/support/Services/examwizard.html
ResultsPlus	ResultsPlus is a free online results analysis tool for teachers that gives you a detailed breakdown of your students' performance in Edexcel exams. http://qualifications.pearson.com/en/support/Services/ResultsPlus.html

Student guide

Why study the Pearson Edexcel International in English Language B?

This course will enable you to:

- 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.

What do I need to know, or be able to do, before taking this course?

We recommend that students are able to read and write in English at Level B2 of the Common European Framework of Reference for Languages, otherwise there are no prior learning requirements for this qualification.

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services students@pearson.com, to discuss any outstanding questions you might have?

You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearson-qualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

This qualification is examined through a single, three-hour written examination. You choose whether to also take the Speaking and Listening Endorsement.

What can I do after I've completed the course?

You can progress onto the further study of English Language and other subjects at AS and A Levels, and then onto higher education. You will develop the ability to communicate clearly, accurately and effectively in both spoken and written English, which can support you in the study of other subjects taken in the English language.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html>

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

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