

# PEARSON EDEXCEL INTERNATIONAL GCSE (9-1)

## English Language B 4EB1

### GETTING READY TO TEACH

Event code:

19IBAE03

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First teaching in 2016, first assessment in 2018.

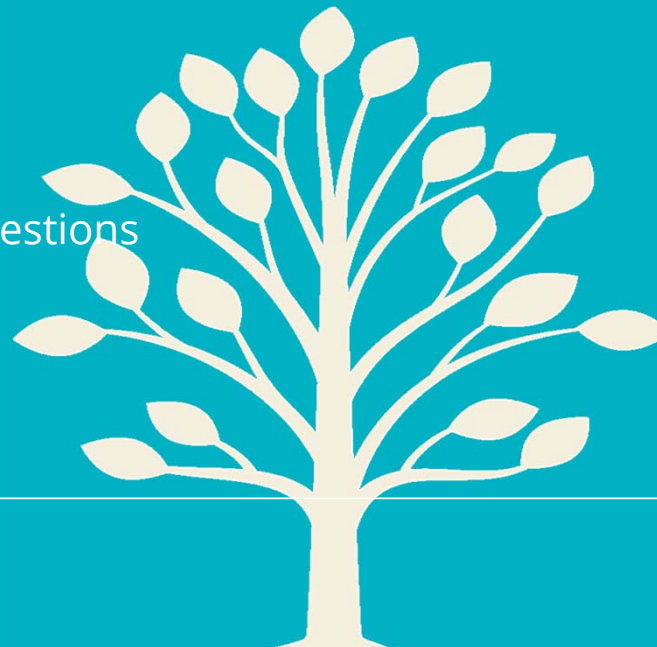
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# Session agenda

- Welcome and brief overview of Pearson Edexcel
- International GCSE Features
- Introduction to the new International GCSE in English Language B (9-1)
- Section A: key assessment features
- Section B: key assessment features
- Section C: key assessment features
- Teaching, planning, support and questions



# Aims and Objectives

Delegates will:

- Consider the structure, content and assessment of this qualification, and the support available to guide you through these changes
- Consider the key changes from 4EB0
- Explore possible teaching and delivery strategies for the new qualification
- Understand the optional spoken endorsement component
- Explore exemplar student work to support your understanding of the new assessment grids
- Learn about the introduction of the new 9–1 grading scale



# Welcome to Pearson Edexcel

Welcome to Pearson Edexcel,  
the world's leading learning company  
and the UK's largest awarding body.

We set the standard for worldwide  
recognised qualifications, built on the  
UK educational system and accepted  
by universities worldwide.

We have a simple mission:  
**to help make a measurable impact on  
improving people's lives through  
learning.**



*“We judge  
ourselves – and  
invite others to  
judge us – not by  
the products that  
we make but by the  
impact on  
learners.”*

John Fallon,  
Chief Executive Officer, Pearson



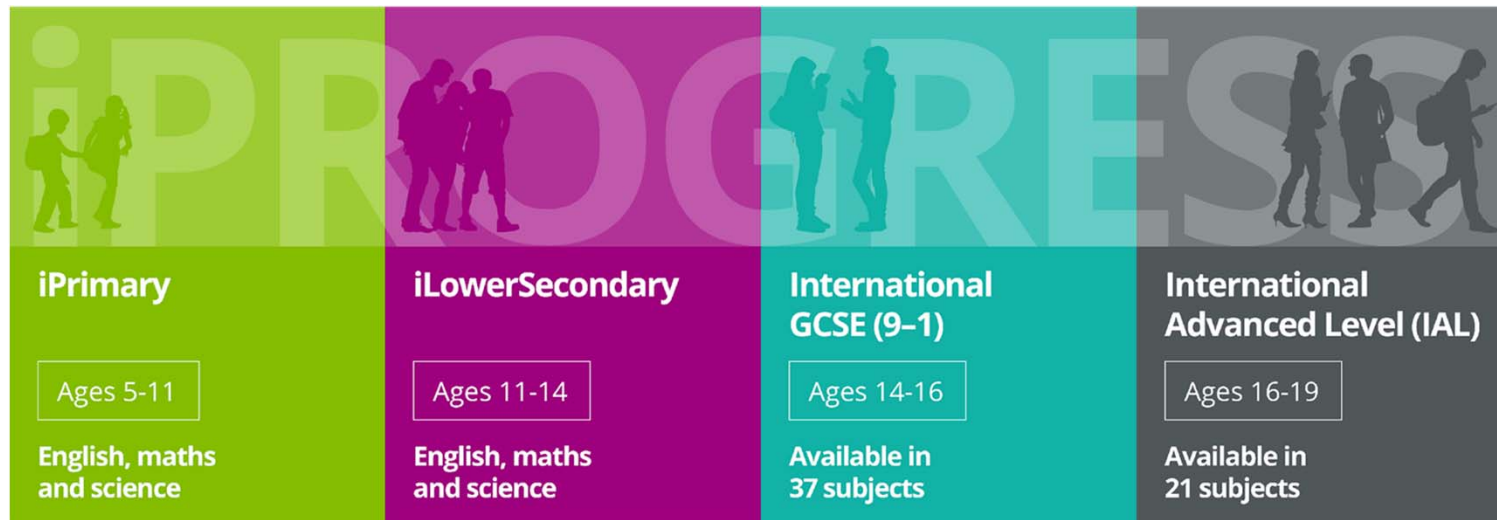
# About Pearson Edexcel?

- As the UK's largest awarding organisation, we are best placed to provide qualifications that are most closely aligned to the British educational system.
- We are the most reliable awarding organisation in the UK, recognised and trusted by educators, learners and employers to provide high quality qualifications.
- By helping you to realise student potential, you can prepare and empower all your students to progress to further education, university and employment.
- Our technology capability allows us to provide you with more advanced support services, tools and resources to make life easier for school leaders, teachers and students.
- Pearson Edexcel are leading the way, challenging thinking and creating new ideas so you can be confident our qualifications will always be world-class.



# Where does International GCSE fit in?

Delivering a consistent learning journey for teachers and students aged 5 to 19, everywhere in the world. The iProgress family includes:



# World-class features

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Developed using an understanding and benchmarking of **all educational systems**



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives



# The global transferable skills framework

## COGNITIVE

Core skills brain uses to think, learn and reason – used to carry out any task.

**Critical Thinking, Problem Solving, Analysis, Decision-making, Creativity**

## INTRAPERSONAL

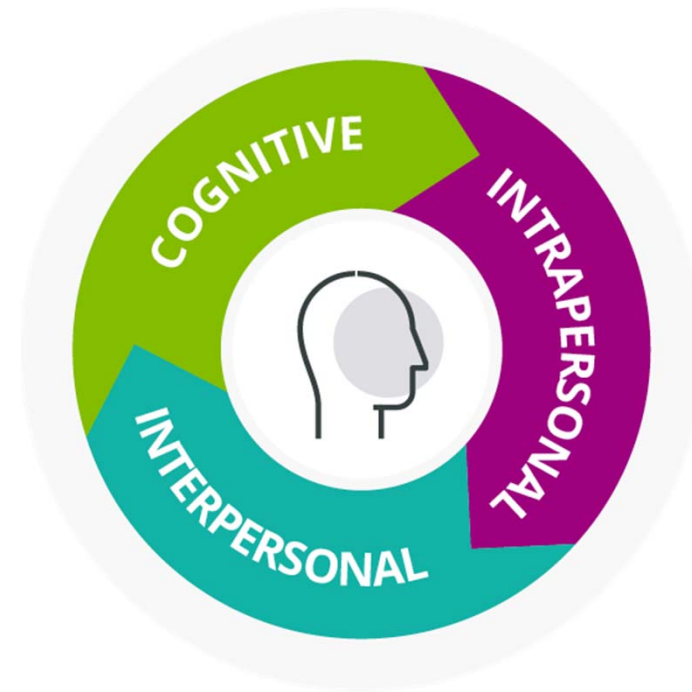
Emotional intelligence, ability to know, understand and manage own emotions and learning.

**Adaptability, Continuous Learning, Intellectual Curiosity, Work Ethics, Self-Evaluation**

## INTERPERSONAL

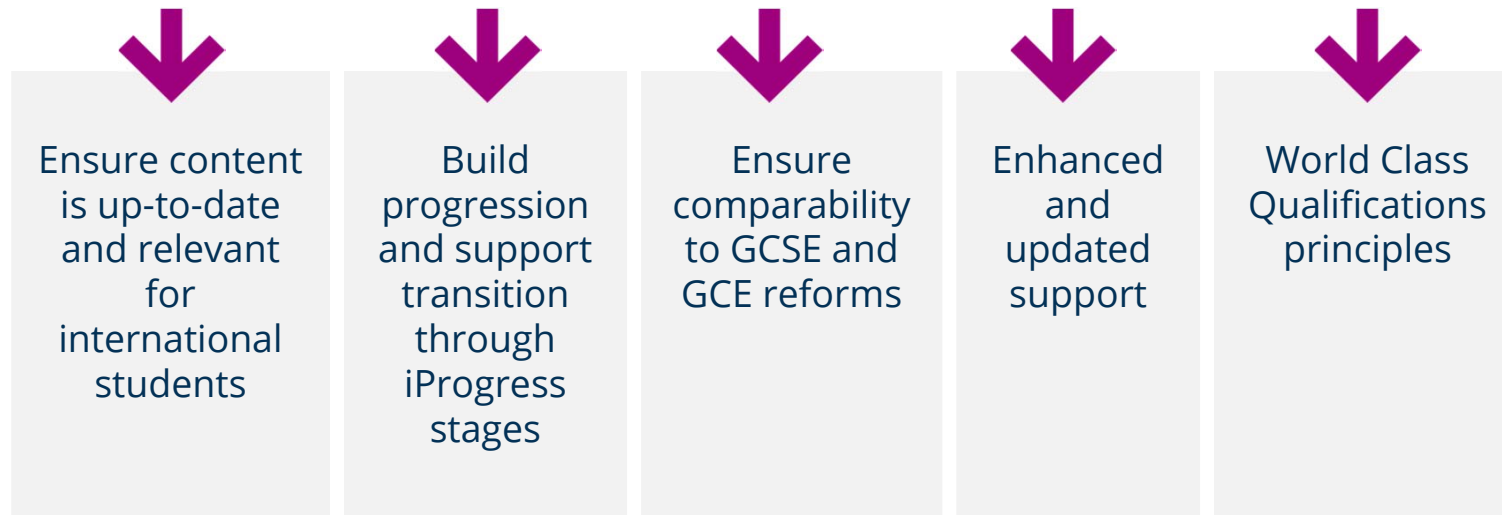
Life skills used every day to communicate and interact with others, individually and in groups.

**Teamwork & Collaboration, Communication, Negotiation, Empathy, Leadership**





# Context for developing qualifications



# Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills naturally occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>
- Mapping document for International GCSE in English A & B can be found [here](#)



# Overview of the specification



# Specification B



# Key Features of International GCSE English Specification B

**Section A** requires students to understand and interpret two unseen texts, show understanding of how writers use language, and compare the two texts.

**Section B** requires students to use both reading and writing abilities to produce a piece of directed writing based on the texts they have read.

**Section C** allows students to develop their own writing either creatively or imaginatively or to produce a coherent argument.



# What's new?

- The examination remains very similar to the current specification - the extracts will continue to be sourced from literary fiction or non-fiction texts and the tasks in Section B and C remain essentially the same.
- The number of questions has been reduced in Section A.
- The number of AOs has been increased to reflect more accurately the skills being assessed and to make it more comparable with the UK GCSE examinations.
- An optional Spoken Language Endorsement. If a student completes the endorsement, it will appear on the certificate as a separately reported grade.



## Introduction to the Assessment

### Content

- Develop skills to analyse a range of literary fiction and non-fiction texts.
- Develop skills of imaginative and transactional writing for a variety of purposes and audiences.
- Develop speaking and listening skills.\*

### Structure of Assessment

- One three-hour written examination paper: no set or pre-release texts; unseen source material issued in examination.
- Divided into three sections: A (40%), B (30%) and C (30%).
- Spoken Language endorsement (optional).

### Assessment Objectives / Skills Tested

- Three Reading Assessment Objectives covering understanding of texts, critical analysis and comparison.
- Two Writing Assessment Objectives covering content and structure and accuracy.
- One Spoken Language Assessment Objective.\*



# Assessment summary

- **Section A** – Questions are related to two previously unseen extracts. Assesses students' understanding of, and response to, stimulus material (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. Assesses students' ability to write according to guidelines, in response to stimulus material.
- **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.





# Assessment Objectives and weightings

## Reading

			% in International GCSE Specification B
Reading	<b>AO1</b>	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15
	<b>AO2</b>	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20
	<b>AO3</b>	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed	15



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**Edexcel**

# Assessment Objectives and weightings

## Writing

			% in International GCSE Specification B
<b>Writing</b>	<b>AO4</b>	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	32
	<b>AO5</b>	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	18



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# Assessment Objectives and weightings

## Spoken Language

			% in International GCSE Specification B
Spoken Language	AO6*	Speaking and listening skills: <ul style="list-style-type: none"><li>- demonstrate presentation skills in a formal setting</li><li>- listen and respond appropriately to spoken language, including to questions and feedback to presentations</li><li>- use spoken Standard English effectively in speeches and presentations</li></ul>	n/a



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**Edexcel**

## Questions will test the following assessment objectives (AOs)

Section	Question	AO
A	1,2,4,5	AO1
A	3,6,	AO2
A	7	AO3
B	8	AO1,AO4, AO5
C	9, 10, 11	AO4, AO5



# **Section A questions and exemplars**



## Exam question guide: Section A

- 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 effects.
- Question 7 will require students to compare the two texts (AO3). This will allow students to make relevant and cogent connections and contrasts of the ways that the writers present their ideas and perspectives.



# Questions 1 & 2 Questions 4&5

AO1



## Question 1, 2, 4 & 5: Comments from the examiner

- These are straightforward questions on Text One (Q1& Q2) and Text Two (Q4& Q5), which do not require candidates to use their own words.
- The majority of candidates correctly chose the correct word or phrase for each question
- Common errors for these questions were that some candidates used references from outside the lines.
- Others did not read the question carefully enough.





## Question 1 exemplar

- 1 Using lines 8–18, identify **one** point that Timothy Ader makes about living in a steel box.

That he was very comfortable and  
realise how good it is.

(Total for Question 1 = 1 mark)



## Question 4 exemplar

Read Text Two in the Extracts Booklet, an extract from the novel *Six Suspects*.

4 In lines 1–9, the writer describes the slum housing.

State **one** of the things Ashok sees.

Their roofs an ugly patchwork  
of tarpaulin, plastic sheets, pieces of  
metal.

(Total for Question 4 = 1 mark)



# Question 3

AO2



## Question 3:

### Comments from the examiner

- Examiners commented that most candidates were able to explain the language and structure and identify features and support them with a relevant quotation from the text, but they failed to add an evaluative comment, explaining how these features helped the writer to achieve his effects.
- Many responses that did add a comment failed to make specific reference to the writer's ideas, saying little more than 'this emphasises' or 'this makes the reader want to read on'.
- There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them.



## Question 3 exemplar

3 Explain how the writer presents his ideas about this unusual type of housing.

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

(10)

Throughout the passage the writer has made it clear that <sup>shipping</sup>~~storage~~ containers are an unusual form of housing. ~~He~~ The writer states that "we're still trying to overcome the idea that a steel box is not a good place to live". With this being said ~~it~~ tells the reader that even the writer is unsure on if this way of living is the best ~~for thing~~ option.



# Question 6

AO2



## Question 6:

### Comments from the examiner

- Some candidates began their response in a very detailed and precise way, developing their responses with real insight before lapsing into narrative.
- Some candidates stated that the writer had used many techniques to describe what the characters saw and felt but then did not exemplify. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them. Weaker candidates tended to re-tell the events.
- As with question 3, centres need to remind candidates that this question asks **how** the writer achieves effects not **what** he says.



## Question 6 exemplar

6 How does the writer describe what Ashok and Eketi see and feel?

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

(10)

This particular extract from the novel *Six Suspects* is rich in adjectives that describe in vivid detail the sights that meet Ashok and Eketi's eyes. The author begins by diving straight into the description of the Sanjay ~~Gandhi~~ Gandhi slum and one can almost see the "assortment of small, squalid huts" and the "ugly patchwork" of various materials that pass for a roof and protection of the elements. The scene is incredibly detailed with ~~naked children~~ and one can almost hear "the naked children" playing with "rangy dogs" and smell the "piles of rubbish and animal waste" and





# Question 7

AO3



## Question 7:

### Comments from the examiner

- Most candidates did make comparisons between the texts and write about both. Some examiners commented that the responses to this question mostly resulted in the selection of obvious points and a comparison of these with some supporting textual references.
- Some candidates wrote about the texts separately and the comparison was done implicitly by the examiner. The main pitfall was a lack of comparative vocabulary. If candidates had used comparative connectives it would have helped to improve their responses. Some candidates failed to note the clear difference in purpose and tone of the texts.



## Question 7:

### Comments from the examiner cont.

- Weaker candidates often compared the content. They sometimes focused on exploring one text in some detail and then simply added some undeveloped points about the other text afterwards.
- The least successful candidates wrote very little or wrote about one text and then wrote about the other text, with no comparison at all. However there were only a tiny number who only considered one text.
- A small number of candidates responded as if this question was the Question 10 from the legacy specification, which meant that they were not addressing the task.



## Question 7 exemplar

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

- 7 Compare how the writers of Text One and Text Two convey their ideas and perspectives about the different houses people live in.

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

(15)

These two pieces of writing are so very different in many ways - but yet the same. The author in text one is filling their reader with positive thoughts after initially deciding they would never partake of living in a metal box - 'I'm not living there,' but then going on to state - 'I wouldn't want to live anywhere else in the world right now.' Where as the author from text 2 introduced you to two very different worlds. The deprived slum that



# **Section B question and exemplars**



## Exam question guide: Section B

- This section is designed to test the candidates' ability to use relevant information from the unseen extracts used in response to Section A and to present it for a given audience and purpose.
- They 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.



## Section B

Encourage students to think about:

- Audience
- Purpose
- Language
- Tone
- Format
- Evidence from both texts
- Using own words



# Question 8

AO1

AO4

AO5





## Question 8

- 8 Write an article for a school or college magazine about different types of homes people live in around the world.

You should include:

- the different types of homes
- the good points about the different homes
- the bad points about the different homes.

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

(30)



## Question 8:

### Comments from the examiner

- Although the mark allocations for the different Assessment Objectives have changed and there is a greater weighing for AO5, the task is familiar to those centres who have been used to the legacy specification.
- There was some evidence of good teaching and learning in the responses to this section. There was some evidence of planning, which was pleasing. The most useful plans were relatively short but allowed candidates to focus and organise their ideas effectively. Plans should be in the answer booklet rather than on an additional sheet. Some examiners commented that candidates who planned their responses seemed to respond in a more focused manner.



## Question 8 exemplar

Where do you live?

Ah, home. There's nothing quite like the feeling of arriving back to the familiar surroundings of your own home is there? Homes can take so many different forms; with each being just as important as the next, it really just depends on you! What would you consider to be your dream home one day? A mansion in the countryside? A boat? A tree house? A slum? Because these are just a few of the options available to you, not always made by choice but rather your circumstances as well.



# **Section C questions and exemplars**



# Exam question guide: Section C

- Students have the opportunity to be personal and creative and write in an interesting manner
- They should aim to write with varied vocabulary and fluency and from an individual perspective
- Choice of three titles
- Essays may be narrative, descriptive, personal, argumentative, or discursive
- There may be opportunities to respond personally and imaginatively to the themes presented in the reading texts, but it is not appropriate to copy from them or to use the key ideas from them.



# Questions 9, 10 & 11

AO4

AO5



## Section C questions

**EITHER**

**9** 'A home is more than just a house.' Discuss.

(Total for Question 9 = 30 marks)

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**OR**

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

(Total for Question 10 = 30 marks)

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**OR**

**11** Describe your journey to school, college, or work.

(Total for Question 11 = 30 marks)

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## Section C comments from the mark scheme

- No audience is specified: candidates should write for the examiner, and any justifiable methods of communication will be rewarded.
- **Question 9:** Candidates are free to agree or disagree with the statement and may present a variety of arguments.
- **Question 10:** Candidates may interpret the title as they wish. They will be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.
- **Question 11:** Candidates should be rewarded for their powers to evoke a place, using effective vocabulary (e.g. from the senses or descriptions of natural scenes).





## Questions 10:

### Comments from the examiner

- Many responses employed safe and methodical narrative structures but were still able to convey a sense of drama. Most candidates were animated in their storytelling, showing an understanding of the genre, but with some forgetting that there was a reader at the other end.
- A number of examiners commented on the problems with the endings of narratives as being a significant issue for some candidates. Candidates should be reminded of the importance of an effective ending, as narratives often started well but then lost momentum.
- Weaker candidates would do better to focus on a short 'episode' and describe in detail rather than trying to cram enough plot for a three volume novel into the available time.



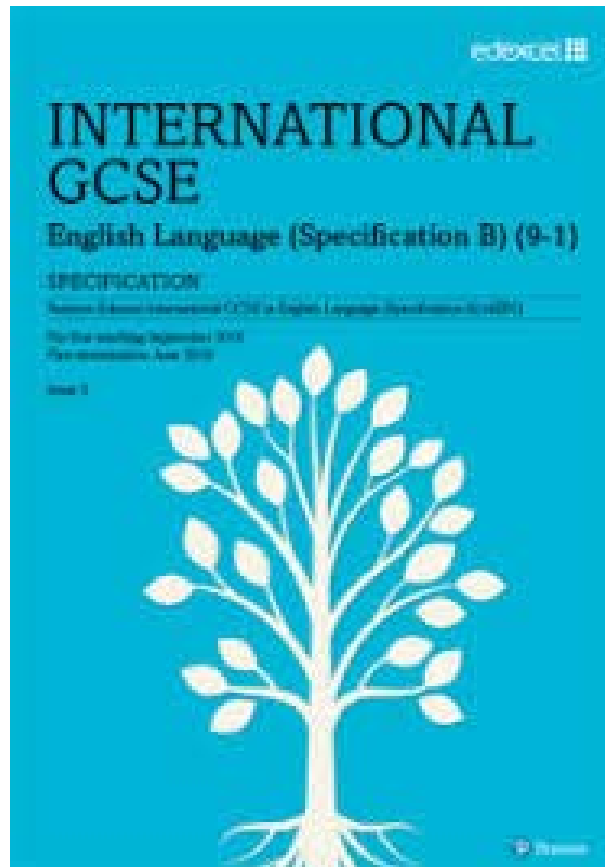
## Question 10 exemplar

### The Locked Door

~~I was finally here, my waiting day.~~ After the months of excited planning, it's ~~for~~ almost surreal to be standing here in a small ~~room~~ <sup>antechamber</sup> at the Nottingham Council House. As I looked into the mirror, taking in the length of my beaded white gown, I adjusted the glittering clip in my <sup>long, dark</sup> hair hoping it would stay in place. The face that looked back at me was calm, belying the mass of nerves that wriggled in my chest and



# Getting Started Guide for Specification B



# **Spoken Language optional endorsement**



# Overview

- Students are required to complete one task – a formal presentation followed by listening to, and answering, questions.
- The presentation and questions need to be approximately 10 minutes in length.
- The students are marked using the pass, merit, distinction grids.
- The marks are submitted at the end of the course, along with a sample of audio-visual recordings of 30 students unless the cohort is fewer than 30, in which case all students will need to be recorded.
- See the Specification for the marking assessment sheet and more details on the recording and submitting of a spoken language sample.



# Marking criteria

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



# General advice



# Reading questions AO1 and AO2

## Phrases that might be helpful:

To introduce quotations

The evidence that supports this is...

This is evident when...

This is apparent when...

This is illustrated by...

This is demonstrated by...

To introduce explanations

This suggests that...

This infers that...

This implies that...

This insinuates that...

This shows that...





# Comparison question AO3

**Encourage students to think about drawing links between the following elements:**

- Narrative voice
- Content
- Themes
- Ideas and perspectives
- Language and structure
- Tone
- Setting
- Purpose
- Format

**They must use:**

- Evidence from both texts
- Words/phrases of comparison/contrast



# Writing questions AO4 & AO5

## **Consider:**

- Purpose
- Audience
- Form
- Tone

## **Think about:**

- appropriate vocabulary
- sentence types/length; range of punctuation
- appropriate content
- register - levels of formality
  - should be lively and interesting
- rhetorical devices
- paragraphing and cohesive structure



# Resources and Support





# Resources

We offer a range of free and paid for resources for International GCSEs in English Language A and B. These have been designed to support teachers to improve learner outcomes and can be found [here](#) and [here](#)



# Published resources

We are committed to helping teachers deliver our Pearson Edexcel qualifications and helping students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.



# Published resources for International GCSE (9–1) English Language A&B

Student books, which include access to the eBook, provide comprehensive coverage of each specification and are designed to supply students with the best preparation possible for the examination:

- Written by a team of highly experienced International GCSE English teachers and authors
- Chapters are mapped closely to the specification to provide comprehensive coverage and are enhanced by targeted reading and writing skill sections
- Learning is embedded with differentiated exercises and exam practice throughout, including summary sections to review learning
- Signposted transferable skills
- Maps to the Pearson Progression Scale
- Reviewed by a language specialist to ensure the book is written in a clear and accessible style for students whose first language may not be English
- Glossary of key English Language terminology
- Free teacher support materials provided online as part of Pearson's ActiveLearn Digital Service.



# Support overview

Getting Started Guide  
& Scheme of Work

Getting Ready to  
Teach Events

Subject interpretation  
of transferable skills

Subject Advisor

Results Plus

Regional Support  
Manager

Curriculum Matched  
Publishing

Qualification Guides

Additional SAMs

Exemplar marked  
responses with  
commentaries

Examwizard

Access to Scripts



**Pearson**  
**Edexcel**

# Pearson published resources

## **Student Book**

Edexcel International GCSE: English Language A Student Book

ISBN: 9780435182564

£28.99

## **Teacher Pack**

English Language A Online Teacher Resource Pack

Publisher: Pearson Education

ISBN: 9780435188962

£75.00

For more information and access  
to samples visit: [www.pearsonglobalschools.com](http://www.pearsonglobalschools.com)





# English Language B Student book

The Edexcel International GCSE (9-1) English Language B Student Book provides comprehensive coverage of the specification and is designed to supply students with the best preparation possible for the examination:

- Written by highly experienced International GCSE English teachers and authors
- Content is mapped to the specification to provide comprehensive coverage and is enhanced by targeted reading and writing skill sections
- Learning is embedded with differentiated exercises and exam practice throughout, including summary sections to review learning
- Signposted transferable skills
- Track progress with the Pearson Progression Scale
- Reviewed by a language specialist to ensure the book is written in a clear and accessible style
- Glossary of key English terminology
- eBook included, with access for 3 years
- Online Teacher Resource Pack (ISBN: 978 0 435188 97 9) also available, providing further planning, teaching and assessment support
- For Pearson Edexcel International GCSE English Language specification B (4EB1) for first teaching 2016.



**Pearson**  
**Edexcel**



**ResultsPlus is the free online results analysis tool for teachers - it provides analysis features that other similar solutions don't**

- Provides a detailed breakdown of student performance in Edexcel exams.
- Helps identify topics where the student can benefit from further learning and allows this knowledge to inform teaching strategies and approaches.
- Provides a comparison of student performance at regional level.
- Allows you to view your school's performance against other Pearson Edexcel schools in your country. You can also find student results analysis from their previous Pearson Edexcel school.
- Mock exams results can also be fed into the system to produce an analysis. So not just post results!
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



# ResultsPlus

## How Result Plus works



**1.**  
Student  
takes exam  
on paper



**2.**  
Exam papers  
scanned



**3.**  
Examiners  
mark papers  
online



**4.**  
Performance  
reports  
shared



# ResultsPlus

## Grade Performance

- Whole centre
- Department
- Class
- Student

## Detailed Analysis

- Performance on each question
- Comparison to Edexcel data

## Skills Maps

- Curriculum mapped
- Contextualised performance

## Comparison

- by subject
- by class
- by specification
- by centre
- by year

## Mock Analysis

- Provides insight
- Develops student learning

## Exam Documents

- Exam per
- Mark schemes
- Examiners reports





**examWizard is a free tool for teachers containing a bank of past paper questions to help create their own bespoke mock exams and tests to focus on particular topic areas as needed:**

- Use existing mark schemes for accurate marking
- Use existing examiner report for insight
- Use the results to understand where students need more support, informing teaching strategies.

**Unlike other similar question banks, ExamWizard is:**

- Available free to all Edexcel centres
- Updated with latest questions faster, following the exam series
- One stop shop for assessment material with access to whole past papers and examiner reports as well as the ability to construct bespoke ones easily with content tagged to specific attributes.



# New Access to Script (ATS) Online Portal

**Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers**

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.

Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.

**For more information on ATS, and the post results windows, visit our post-results pages.**



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around the world**

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- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

**Sign up today at:**  
**[community.pearsoninternationalschools.com](https://community.pearsoninternationalschools.com)**



# Progression to university

- Our qualifications are accepted by universities all over the world including top institutions in the UK, United States, Australia, Canada and Singapore.
- Universities recognise and trust the quality of the Pearson Edexcel qualifications and accept them as being comparable to nationally recognised qualifications, offering excellence in learning and achievement.
- Students can equally pursue undergraduate study at a university closer to home as our qualifications are recognised for entry in their region of study.
- We provide a range of free support to help students progress, such as country study guides, case study blogs and interactive webinars.
- We have a proactive programme of student engagement activities such as advice from higher education experts, a specialised website page and social media communities.
- We are closely connected with higher education stakeholders.

Learn more about progression and recognition at:

**[qualifications.pearson.com/en/support/Services/progress-to-university.html](https://qualifications.pearson.com/en/support/Services/progress-to-university.html)**





# Other useful links

## **1. Grade Boundaries**

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## **2. Examination Results Statistics**

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.



# Your dedicated Subject Advisor

Your Subject Advisor is Clare Haviland

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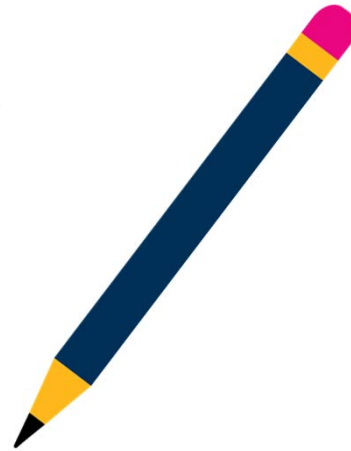


[English Forum](#) The English forum is a discussion platform for English teachers. It highlights useful documents and allows teachers to share information directly.



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