

# PEARSON EDEXCEL INTERNATIONAL GCSE (9-1) **English Language B**

Welcome to Pearson Module 1

Event code: 4EB1-20I01

---

First teaching in 2017, first assessment in 2019.

---



# Session Agenda

- Welcome
- Session 1: Pearson Edexcel and International GCSE grading
- Session 2: Content and planning the course
- Session 3: Assessment and mark schemes
- Session 4: Support, resources and final questions



# Aims and Objectives

## Delegates will:

- identify how the qualifications are devised and awarded
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment of the qualification and how to prepare students
- identify the support available from Pearson





**Polls to get to  
know the  
delegates**

The logo features a large white circle centered on a teal background. The background is decorated with a repeating pattern of dark teal slanted bars and dots. Inside the white circle, the text "Pearson Edexcel" is written in a dark teal, sans-serif font.

**Pearson Edexcel**

# About Pearson Edexcel

**Pearson is the world's leading learning company.** Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

**Edexcel is part of Pearson Education and is the UK's largest awarding body.**

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.



# **International GCSE grading**



# 9-1 grading scale

## Awarding

- The grading system is changing, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

## Benefits

- Greater differentiation across levels of attainment, e.g. two grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards, unlike old A\* to G grading.





# Understanding 9-1



# 9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new <b>grade 9</b> represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the <b>grade 7</b> broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with <b>three new grades 6, 5 and 4</b> rather than two grades (B and C).</p> <p>The bottom of the <b>grade 4</b> broadly aligns with the bottom of the grade C.</p>	6	B
	5	C
	4	
	3	D
<p>The bottom of the <b>grade 1</b> broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
		G
	U	U





# **Content and planning**

## Introduction to the Specification

### 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.\*

### 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.\*

### 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).



# Introduction to the content

**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.



# Using the specification and SAMs

- The specification is a key document you will need to read before you start teaching the course.
- It outlines the key content, assessment and core objectives of the course
- The SAMs (or Sample Assessment materials) are also very important documents.
- The SAMs are the first set of assessments to be written by the examiners.
- Both the specification and the SAMs are submitted to Ofqual and form the basis for all of the live examinations.
- It is therefore important that you download and read these two documents.



# Approaching unseen texts

- This can be a challenging part of the examination for students as they are reading texts they have not been taught.
- They have to show they understand the text for the short answer questions but must also be able to compare the writers' ideas and perspectives for the comparison question.
- Students need to build their confidence to help them tackle unseen texts.
- They need to have the confidence to trust their own interpretation of a text as well as recognising and supplying the evidence to support their interpretation.



# What unseen texts do my students need to study?

- Text types studied should include a range of forms, such as fiction, journalism (for example articles and reviews), speeches, journals and reference book extracts.
- Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive.
- Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment.





# Where can I find unseen texts?

- Look at the past papers – these will provide you with texts from past examination series as well as a mark scheme and questions
- The GCSE English Language site also has a number of anthologies containing unseen extracts for KS4 students
- Websites such as the TES, BBC Bitesize, Teachit, Teachwire and Englishbiz all have teacher-created resources and ideas for extracts
- Use the group chat to suggest any key sources or materials you use.



# Dynamic reading skills

- Question and challenge
- Make connections
- Envisage and predict
- Speculate
- Play with ideas
- Keep options open as they read



# Different ways to read texts

<b>Predicting</b>	Make informed guesses about the text
<b>Skimming</b>	Read quickly - getting the gist of the text
<b>Scanning</b>	Dart around the text searching for key info
<b>Close Reading</b>	Close attention to the text
<b>Questioning</b>	Ask questions to clarify ideas
<b>Backwards/forwards</b>	Read back and forth to make connections
<b>Empathising</b>	Feel what the writer or a character feels
<b>Visualising</b>	See a picture when reading the text
<b>Inferring</b>	Read between the lines to find a meaning



# Ways of approaching an unseen text – questions for students

- What are my first thoughts?
- Am I puzzled or intrigued by anything about the text?
- What do I like about it?
- Does it remind me of anything?



# Using images to help ‘read’ texts



What are my first thoughts? Am I puzzled/intrigued by anything about the text?



What do I like about it? Does it remind me of anything?



Pearson  
Edexcel

# Using images to help ‘read’ texts



- What do you think is happening in this image?
- What textual clues led you to say this?
- Where would you find it?
- Who is it for?





This image is part of a campaign about modern slavery.

For more details and teaching packs, go to:

<https://www.a21.org/content/education/gn9vq0>



**SLAVERY STILL EXISTS. IF YOU SUSPECT IT, REPORT IT.**



A21

manchester  
airport



Border Force

A21.ORG/CANYOUSEEME

**08000 121 700**  
NATIONAL MODERN SLAVERY HELPLINE



Pearson  
Edexcel

# How do images help students read texts?

Most students feel more comfortable and confident 'reading' images and short films.

By introducing these texts, you are still encouraging them to:

1. Notice details
2. Explore ideas linked to the details
3. Analyse meaning
4. Evaluate effectiveness





# Using short extracts

## THE SHARK TRUST UK

### OUR VISION

A future where sharks thrive within a globally healthy marine ecosystem.

### OUR MISSION

Safeguarding the future of sharks through positive change. We achieve this through science, education, influence and action.



IT'S HERE! THE SECOND FIN FIGHTER SHARKFEST! GET READY FOR A FUN PACKED DAY FULL OF ALL THINGS SHARKY! Fin Fighters are an ambitious new UK shark conservation organisation; on a mission to protect sharks worldwide and end the sale and distribution of shark fin in the UK by the year 2023.

**What kind of text is this?**

**What is its purpose?**

**Who is it aimed at?**

**What do you notice about its language?**

Urquhart Castle is probably one of the most picturesquely situated castles in the Scottish Highlands. Located 16 miles south-west of Inverness, the castle, one of the largest in Scotland, overlooks much of Loch Ness. Visitors come to stroll through the ruins of the 13th-century castle because Urquhart has earned the reputation of being one of the best spots for sighting Loch Ness's most famous inhabitant.



**What kind of text is this?**

**What is its purpose?**

**Who is it aimed at?**

**What do you notice about its language?**

Jake began to dial the number slowly as he had done every evening at six o'clock ever since his father had passed away. For the next fifteen minutes he settled back to listen to what his mother had done that day.



# Building AO2 skills

Language	Structure
Word choices: comment on vocab you find powerful /unusual/ interesting	Sentence types (simple, compound, complex) and lengths (short, long)
Figurative language (simile, metaphor, personification). Imagery/symbolism	Use of punctuation for effect e.g. question marks, ellipses, exclamations, pauses
Word classes: nouns, verbs, adjectives, adverbs	Connectives – to show contrast or to build on one idea
Facts and statistics versus opinions	Shifts in attitudes/viewpoints/topics
Rhetorical devices: sets of 3, Imperatives/commands, rhetorical questions	Shifts at the beginning/middle/end of the text
Tone that the words chosen create: formality/informality/ humour/anger/sarcasm	‘Zooming in’: moving from the general to the particular. ‘Zooming out’ – moving from one example to the bigger picture
Use of anecdotes to illustrate/emphasise a point	Repetition of words, phrases, ideas across the extract



# Responding to texts

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...



# Approaches to comparison

**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



# Sections B and C: Writing

- 50 marks are allocated to writing.
- Students are required to write one piece of transactional writing based on the unseen texts as part of Section B.
- Students are required to write one piece of imaginative/personal writing as part of Section C.
- It is important that your students are aware of the different forms of writing and how they can interest and engage their reader.



# Writing

## In the group chat

- Discuss how you prepare your students for the two types of writing tasks across this course: Transactional writing in section B; imaginative/personal writing in section C.
- How do you engage your students and improve their writing skills?
- How do you combine the reading and writing skills in your lesson plans and in your scheme of work for the whole year?
- Do you spend enough time on the specific teaching of writing?





# Section B – reading and writing

Encourage students to think about:

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



# Audience

- Who is it aimed at?
- Who would read it?

Think about:

- » appropriate vocabulary
- » sentence types/length
- » appropriate content
- » register – levels of formality
  - should be lively and interesting.



# Tone

Writer's attitude to subject and audience conveyed through:

- diction
- syntax
- levels of formality
- use of literary/rhetorical techniques.



# Levels of formality – activity for students

Put these sentences into a scale, ranging from **formal** to **informal**.

1. You look so good. Blue matches your eyes.
2. You look awesome.
3. You look beautiful in that lovely dress. That shade of blue really suits you.
4. Cool dress. It makes your eyes sparkle.
5. I must compliment you on your choice of frock. That colour is most becoming.



# The importance of planning

~~agree~~ → ~~Point / video games / TV / phones~~  
agree →

~~Pre~~ Being prepared → can refer  
to anything / writing an essay / preparing  
for a speech / mental preparation /  
attitude

preparation / confidence / mindset / ~~Pre~~  
negative = no success.



# Planning

Planning an answer:

- Should take no more than 5-10 minutes
- Students should not write draft responses
- Answer the question
- Focus on key words
- Plan the use of time
- Use a rich and varied vocabulary.



# Helping students to plan their work

- Encourage students to mind map/ brainstorm/ list ideas onto a page.
- Encourage them to select the best ideas and list them in an order where it is easy to see how you would move between paragraphs.
- Let them see you plan a piece of writing using the 2019 question, coming up with the ideas as well.
- Create a paragraph plan for the writing using a frame, leaving space for ideas.
- Include information on how to produce a planning frame and how to create the best structure for different purposes



# Using different scenarios

Who eats from  
this fridge?

You could:  
ask for adjectives  
ask for a name  
ask for dialogue  
ask for reactions







# Self assessment for students – A05

Punctuation	Example	Points	Number Used	Total Points
Full Stop	.	2		
Comma	,	1		
Speech Marks	“ ”	3		
Question Mark	?	5		
Exclamation Mark	!	5		
Colon	:	3		
Semi-Colon	;	3		
Ellipsis	...	5		
Apostrophe	'	3		
Dash	-	5		
Brackets	( )	3		
TOTAL POINTS -->				



# Lesson plans

- Pearson provide some lesson plans for texts within the anthology.
- These can be found on the website.
- One has been provided in your pack.



**Pearson Edexcel International GCSE English Language B Lesson Plan**

**Resources:** Extract from 'Touching the Void' and accompanying handouts (x2); weblinks to a clip from the documentary film 'Touching the Void' and the film itself.

**Learning Objectives:**  
To examine in detail how the techniques used by a writer create effects and contribute to the reader's response

**Success Criteria:** We can –

- Understand key analytical terms and employ these in our writing
- Combine both macro and micro analytical skills to demonstrate a coherent understanding of a text
- Explore how a writer uses a range of techniques to show extreme situations and emotions
- Develop a detailed written response in answer to a longer reading response

**Assessment Objectives:**  
AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives  
AO2 Understand and analyse how writers use linguistic and structural devices to achieve their effects  
AO3 Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation  
AO6 Demonstrate presentation skills in a formal setting; use spoken Standard English effectively in speeches and presentations

**Framework/ Transferable skills**

- Critical thinking (in interpretation of the text and analysis)
- Intellectual interest and (curiosity) (starter activities)
- Interpretation (exploration of language, structures, tone to evaluate writer's craft)
- Communication (group work and feedback)
- Teamwork (developing ideas within a group to ensure a coherent, content-rich presentation)

**Possible Misconceptions and Barriers:**  
The analytical language used in this lesson can be intimidating for some learners however using quizzes, modelled examples and reinforcement serves to demystify this for many. The visual resources including film clips serve to heighten curiosity about the individual in the text and create a more engaging lesson.

**Starter activities:**  
[http://www.dailymotion.com/video/xarvvi...touching-the-void-clip-fallies\\_shortfilms](http://www.dailymotion.com/video/xarvvi...touching-the-void-clip-fallies_shortfilms)  
If time allows, watch the entire film of 'Touching the Void' which can be accessed on Youtube here: <https://www.youtube.com/watch?v=ONyBbtUc5dM> As well as being a worthwhile documentary this would provide lots of further stimulus for the directed writing activities (see second lesson plan in this series) and end work if you are undertaking the Speaking Enhancement component.

Use the clip for students to watch and then ask them to write down a series of words that would describe Joe Simpson's thoughts and feelings as he dangles at the end of the rope. Intellectual interest and curiosity

Additional activity to reinforce vocabulary: Create a keyword kahoot task or quiz, using terminology from tasks/ lesson worksheets. For each term, use multiple choice style answers from which the students select the correct response (hopefully).

e.g.  
angular  
modal verb  
metaphor  
noun phrase  
alliteration  
 juxtaposition



# Supporting transferable skills

- Our transferable skills framework underpins the design of 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.
- The materials for International GCSE Specification A can be found on our website here: [Transferable skills](#)



# Putting it all together

- After all these great ideas about content and how to teach the course – you need to ensure that you are leaving enough time to cover the course (or courses if you are teaching English Literature too).
- You need to think about:
  1. How much teaching time do you have?
  2. Which papers you are teaching?
  3. How much time do you need to allow for revision?
  4. When to build in mocks and tests.



# Top level plan

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



# Activity

- In your download, there are a selection of planners and schemes of work
- Read through them all briefly and add your thoughts and questions into the group chat
- Some of you may have already started teaching the course – do you have any suggestions about where to start?





# **Assessment and the exams**

# Introduction to the assessment

- **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.





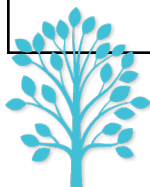
# Assessment objectives: reading

			% in International GCSE Specification B
<b>Reading</b>	<b>A01</b>	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15
	<b>A02</b>	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20
	<b>A03</b>	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed	15



# Assessment objectives: 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



# Where are they assessed?

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



# Timing of the paper

- We get a lot of questions from teachers about how students can manage their time during this paper
- There is no right or wrong approach – you know your students!
- Some teachers look at the raw marks and the times and advise their students from there
- Others look at each text and the questions and split the time that way



# Timing of the paper

- How do you advise your students?
- In the group chat, talk about your approaches to helping students make the best use of their time.
- As a guide to your discussion, think about:
  - The time available – 3 hours in total
  - The number of texts to read – 2 unseen texts
  - The number of questions – 9 in total (7 reading – 1 reading & writing, 1 writing)
  - Number of sections – 3
  - Number of raw marks – 100 (40 for section A; 30 for section B and 30 for section C)



# Walking-talking mocks

- Students sit in the same exam room where they will do their exam, preferably in the same seats
- Students are given an exam paper which is as close to being like the real thing as possible (i.e. exam writing booklet if relevant)
- Students are literally walked through every question on the paper – the person leading the session talks them through the smallest steps, such as underlining key words, how to plan, things to remember etc.
- Students then write their responses in timed conditions and told when to move onto each question.



# 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 3 and 6 – AO2

- 3 Explain how the writer presents the achievements of the students taking part in the Greig City Academy sailing programme.

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

(10)

- 6 Explain how the writer persuades the reader to consider trying after-study activities.

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

(10)





# Mark scheme for AO2

<b>Level 3</b>	5–6	<ul style="list-style-type: none"><li>• 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.</li><li>• The selection of references is appropriate and relevant to the points being made.</li></ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"><li>• Thorough understanding and exploration of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li><li>• The selection of references is detailed, appropriate and fully supports the points being made.</li></ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"><li>• 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.</li><li>• The selection of references is discriminating and clarifies the points being made.</li></ul>



# Level 5 achievement:

Using facts & statistics, we find out from the article that the school ~~most~~ of that the team of 8 came from was not 'prestigious, and in fact a state school (which are largely excluded from events such as the Fretter Race) as 'over 70% of its pupils receive free school meals' & '73% are 'disadvantaged'.

This relates to the general motif of the ~~text~~<sup>article</sup>: the student beating all odds. This is further reinforced by the fact that they are 'first state school to compete in the race'.

The Fretter shows us that initially the academy teacher ~~had~~ did not expect the students to engage in the activity of being on the water, & 'made it up as we went along'.



# Question 7 – AO3

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

- 7 Compare how the writers of Text One and Text Two present ideas and perspectives about after-study activities.

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

(15)



# A03- mark scheme

<b>Level 2</b>	4–6	<ul style="list-style-type: none"><li>• The response considers obvious comparisons between the texts.</li><li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li><li>• The selection of references is valid, but not developed.</li></ul> <b>NB: candidates who have considered only ONE text may only achieve a mark up to the top of Level 2</b>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"><li>• The response considers a range of comparisons between the texts.</li><li>• Explanation of writers' ideas and perspectives, including theme, language and/or structure.</li><li>• The selection of references is appropriate and relevant to the points being made.</li></ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"><li>• The response considers a wide range of comparisons between the texts.</li><li>• Exploration of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li><li>• References are balanced across both texts and fully support the points being made.</li></ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"><li>• The response considers a varied and comprehensive range of comparisons between the texts.</li><li>• Analysis of writers' ideas and perspectives, including how theme, language and/or structure are used across the texts.</li><li>• References are balanced across both texts; they are discriminating and fully support the points being made.</li></ul>



# Level 5 achievement

Although ~~both~~ ~~neither~~ both texts present positive perspectives upon about after-study activities, they do so in different ways. ~~the~~ whilst Text <sup>two</sup> ~~one~~ <sup>intends to</sup> ~~be~~ ~~over~~ ~~persuasive~~ persuade a younger audience, Text one seems to have a more formal register in order to inform an adult audience.

Both texts use questions in an attempt to enthrall the reader, ~~and achieve that~~ however, <sup>in</sup> ~~text one~~ <sup>the</sup> ~~question~~ <sup>more</sup> ~~is~~ <sup>informative</sup> ~~instead of~~ <sup>conversational</sup> ~~conversational~~, this is evident in the quotation, 'And they never ask, what happens if it goes spectacularly well?' The question



# Section B questions



# 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 question - 2019

- 8 Write a letter to your local newspaper explaining why you think there should be more opportunities for after-study activities in your local community.

You should include:

- the reasons why there are not enough activities
- the types of activities that could be offered
- the benefits of after-study activities.

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

(30)





# Question 8 - mark scheme

<b>Level 5</b>	9–10	<ul style="list-style-type: none"><li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li><li>• Offers a wide range of relevant points.</li><li>• Presents well-focused comments with perceptive references to information and ideas.</li></ul>
----------------	------	---

<b>Level 5</b>	11–12	<ul style="list-style-type: none"><li>• Communication is perceptive and subtle.</li><li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li><li>• Sophisticated use of form, tone and register.</li></ul>
----------------	-------	--

<b>Level 4</b>	7–8	<ul style="list-style-type: none"><li>• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li><li>• Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.</li><li>• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li></ul>
----------------	-----	--



# Level 5 achievement

Dear Sir / Madam

I have been recently taking a look around our local community and there are not enough activities to do after the ~~school~~ school day. I have also asked local members and they share my opinion. There are few facilities and clubs in which kids could spend their afternoons. Most of the clubs are full and most of the facilities are occupied. Other local members are worried that their son and daughter will not be ~~be~~ able to join the sports club.



# Section C questions



# 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.



# Section C questions

**Write approximately 400 words on one of the following:**

**EITHER**

**9** 'You have to work hard to get what you want.' To what extent do you agree with this?

**(Total for Question 9 = 30 marks)**

---

**OR**

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

**(Total for Question 10 = 30 marks)**

---

**OR**

**11** Describe a time when you learnt something new.

**(Total for Question 11 = 30 marks)**

---



# 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).



# Level 5 - Question 11

' "Don't look down! Otherwise you'll fall!" Clara had just shouted up to me. The sharpness of her voice was resonating in my brain. You'll fall, you'll fall, you'll fall... I could feel my skin humidifying. A small droplet rolled down my forehead, the salt stung the pimple I had popped in <sup>the</sup> changing room a few moments earlier. I wished more than anything to <sup>be</sup> back there instead of





# **Support and resources**



# Where do I find the resources?

International GCSEs and Edexcel Certificates  
English Language B (2016)



Specification

Course materials

News

## Find course materials

Specification and sample  
assessments (1)

Exam materials (21)

Forms and administration  
(6)

Teaching and learning  
materials (25)

1 - 20 of 25

Find your Document



Sort By

Content type



### Course planner



Course planner

English Language B

| PDF 1.3 MB | 14 Jun 2016

Filters

Collapse All



Click on the website here: [IGCSE B](#)



# 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.



# English Language B student book

## Student Book

Pearson Edexcel International GCSE (9-1):  
English Language B Student Book

ISBN: 9780435182571

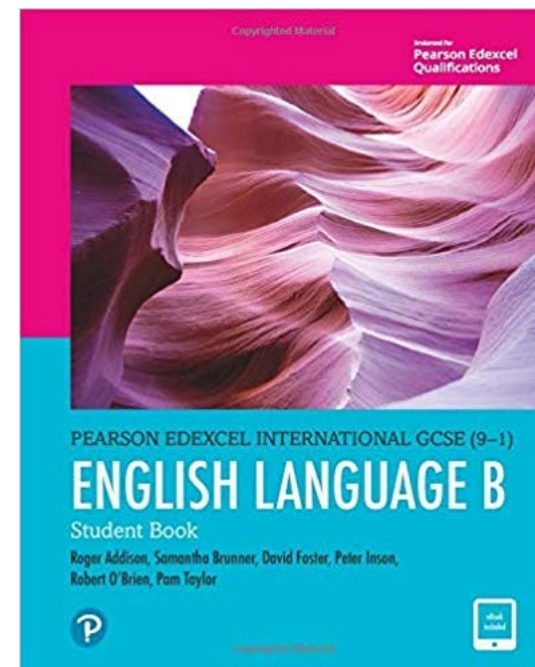
## Teacher Pack

English Language B Online Teacher Resource Pack

Publisher: Pearson Education

ISBN: 9780435188979

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



# Contact your dedicated Subject Advisor

Your subject advisor is **Clare Haviland**

Phone: **+44 (0)20 70102183**

Twitter: **@PearsonTeachEng**

Email: [TeachingEnglish@pearson.com](mailto:TeachingEnglish@pearson.com)



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





*Any questions?*

**Please fill in your  
evaluation forms**

**We value your  
feedback!**



ALWAYS LEARNING