

International GCSE

Human Biology (9–1)

Getting Started Guide

Pearson Edexcel International GCSE in Human Biology (4HB1)

First teaching September 2017

First examination June 2019

Issue 2





Contents

Introduction	4
Key features of the qualification	5
Qualification overview	7
Assessment guidance	14
Planning.....	19
Delivery of the qualification – transferable skills	23

Human Biology (2017) (4HB1)

Getting Started Guide



Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This guide is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson Edexcel website:

<https://qualifications.pearson.com/>

References to third-party material made in this guide are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All the material in this publication is copyright.

© Pearson Education Limited 2024



Introduction

This Getting Started Guide provides an overview of our International GCSE Biology (2017) qualification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your learners.

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

Planning

We will provide a course planner and an editable scheme of work that you can adapt to suit your department. We also provide training for international and UK-based schools.

Teaching and learning

To support you in delivering this new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard

Sample Assessment Materials and Extra 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 ensures that you receive help and guidance from us. You can sign up to receive updates at <https://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-andtutors.html> or contact us using the support portal <https://support.pearson.com/uk/s/qualificationcontactus>.



Key features of the qualification

Why choose Pearson Edexcel International GCSE in Human Biology (2017)?

We have listened to feedback from all parts of the international school, UK independent school and language teaching community including a large number of teachers. We have made changes that will engage students and give them skills that will support progression to further study in biology and a range of other subjects, in biological sciences and elsewhere. Our content and assessment approach has been designed to meet students' needs and be consistent with our approach across the sciences.

Key qualification features

At Pearson, as well as Human Biology, we offer additional separate science linear (2017) and modular qualifications in Biology, Chemistry and Physics, as well as a Double Award Science qualification – these have been designed to meet different learners' needs. The content and assessment approach for this qualification has been designed to maintain the rigorous standards of all Pearson Edexcel qualifications and meet learner needs in the following ways:

- Content that is interesting and engaging for learners but is also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a science-related field.
- There are opportunities to 'localise' the content to make it more relevant for learners in their own country.

Assessment structure

- The Pearson Edexcel International GCSE in Human Biology (2017) is a linear qualification. Two untiered written examinations must be taken in the same series at the end of the course of study. The assessment model has two papers. Both papers are 1 hour 45 minutes long and account for 90 marks. Both papers will have a range of question styles and calculators can be used in both papers. Practical skills will be assessed through the written papers; there is no coursework or practical exam.

Clear and straightforward question papers

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



Broad and deep development of learners' skills

- The design of the international GCSEs aims to extend learners' knowledge and understanding by broadening and deepening skills, for example learners develop the ability to:
 - focus on practical skills through a number of practicals listed in the specification content. These can be supplemented with other suggested practicals. The skills developed will be assessed through questions in written examinations.
 - improve learners' analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations. This will include some examination questions that are more problem solving in style.
 - address the need for mathematical skills to complement learners' human biology skills by covering a range of mathematical areas.

Progression

International GCSE qualifications enable successful progression to A Level and beyond. Through our development process we have consulted with International Advanced Level and GCE A-Level teachers as well as higher education professors to validate the appropriateness of the qualification, including its content, skills development and assessment structure.

Courses to suit your learners' needs and interests

Teachers of human biology have a choice of International GCSE courses to deliver, each giving different levels of depth to meet students' needs. As well as the Pearson Edexcel International GCSE in Human Biology, students can also be taught our International GCSE in Biology (2017) and International GCSE in Biology (Modular). In addition, some of the Human Biology content may appear in our International GCSE in Science (Double Award) (2017), International GCSE in Science (Double Award) (Modular) or Science (Single Award). These courses offer a reduced amount of content, but are assessed to the same standard. Progression routes for these courses may vary slightly from those for the Pearson Edexcel International GCSEs in Human Biology and Biology.

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



Qualification overview

Human Biology Paper 1	* Paper code 4HB1/01
<ul style="list-style-type: none">Externally assessedAvailability: November and JuneFirst assessment: June 2019	50% of the total International GCSE
Content summary 1 Cells and tissues 2 Biological molecules 3 Movement of substances in and out of cells 4 Bones, muscles and joints 5 Coordination 6 Nutrition and energy 7 Respiration 8 Gas exchange 9 Internal transport 10 Homeostatic mechanisms 11 Reproduction and heredity 12 Disease	
Assessment <ul style="list-style-type: none">The paper is assessed through a 1-hour 45-minute written examination paper set and marked by Pearson.The total number of marks is 90.A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.A calculator may be used in the examinations.	



Human Biology Paper 2	*Paper code 4HB1/02
<ul style="list-style-type: none">Externally assessedAvailability: November and JuneFirst assessment: June 2019	50% of the total International GCSE
Content summary <ol style="list-style-type: none">Cells and tissuesBiological moleculesMovement of substances in and out of cellsBones, muscles and jointsCoordinationNutrition and energyRespirationGas exchangeInternal transportHomeostatic mechanismsReproduction and heredityDisease	
Assessment <ul style="list-style-type: none">The paper is assessed through a 1-hour 45-minute written examination paper set and marked by Pearson.The total number of marks is 90.A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, comprehension and extended open-response questions.A calculator may be used in the examinations.	

Content overview

The specification content is divided into the topics, to provide centres with a clear view of what is required. Each topic is then divided into a number of key ideas (sub-topics) that give a focus to the content. Each key idea is broken down into detailed content that specifies what must be studied. The word 'including' in the content specifies the detail of what must be covered. Examination questions will be based on this content.



Qualification aims

The aims of this qualification are to enable learners to:

- learn about human body systems and how they interact to support the healthy functioning of an individual and apply this knowledge in new and changing situations
- acquire knowledge and understanding of human biological facts, terminology, systems and practical techniques
- apply the principles and concepts of biology in relation to the health of individuals and populations in different contexts
- evaluate biological information, making judgements for the implications for human biology on the basis of this information
- appreciate the practical nature of human biology, developing experimental and investigative skills based on correct and safe laboratory techniques
- know that practical work carried out directly on humans is limited due to ethical and moral considerations
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- recognise the importance of accurate experimental work and reporting as scientific methods in human biology
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of mathematics relevant to human biology as set out under each topic
- prepare for more advanced courses in biology and for other courses that require knowledge of human biology, such as health and social care.

Experimental skills

The best way to develop experimental skills is to embed practical investigations in teaching or theory. The development of knowledge and experimental skills can then happen together, leading to secure acquisition of both knowledge and skills.

The skills developed through these and other practicals will be assessed through written examinations. In the assessment of experimental skills, learners may be tested on their ability to:

- solve problems set in a practical context
- apply scientific knowledge and understanding in questions with a practical context
- devise and plan investigations, using scientific knowledge and understanding when selecting appropriate techniques



- demonstrate or describe appropriate experimental and investigative methods, including safe and skillful practical techniques
- make observations and measurements with appropriate precision, record these methodically and present them in appropriate ways
- identify independent, dependent and control variables
- use scientific knowledge and understanding to analyse and interpret data to draw conclusions from experimental activities that are consistent with the evidence
- communicate the findings from experimental activities, using appropriate technical language, relevant calculations and graphs
- assess the reliability of an experimental activity
- evaluate data and methods taking into account factors that affect accuracy and validity.

Our practical investigations are embedded within the Human Biology content as specification points in italics, and are summarized below:

2.4 practical: investigate the qualitative and quantitative content of vitamin C in food

2.5 practical: investigate the energy content of food

2.8 practical: investigate the effect of temperature and pH on enzyme activity

2.10 practical: investigate the action of immobilised enzymes including the preparation of alginate beads

5.7 practical: investigate the number and position of sensory receptors, such as touch and temperature receptors in the skin

5.15 practical: investigate the range of frequency audible to the human ear

7.2 practical: investigate the difference between inspired and expired air for carbon dioxide concentration

8.5 practical: investigate the effect of exercise on the rate of breathing and measure lung capacity

8.11 practical: investigate the effect of exercise on the pulse rate

10.10 practical: investigate diffusion using a partially-permeable membrane such as Visking tubing



Suggested practical investigations

The following suggestions are additional practical investigations that exemplify the scientific process. They can be used to supplement learners' understanding of biology in addition to the practical investigations found within the main body of the content.

- Investigate cells from different tissues using a light microscope and observe electron micrographs of cells as listed in 1.1.
- Investigate the stages of mitosis using microscopy.
- Investigate the nutrient content of food limited to starch, protein, glucose and lipids.
- Investigate diffusion and osmosis using living and non-living systems.
- Investigate the speed of a nerve impulse.
- Investigate the effect of light intensity on the eye.
- Investigate the effect of antibiotics on bacteria.

Safety is an overriding requirement for all practical work. Centres are responsible for ensuring that whenever their learners complete practical work appropriate safety procedures are followed.



Mathematical skills

The table below identifies the mathematical skills that will be developed and assessed throughout this qualification. These are not explicitly referenced in the content. Details of the mathematical skills in other science subjects are given for reference:

		HB	C	P
1	Arithmetic and numerical computation			
A	Recognise and use numbers in decimal form	✓	✓	✓
B	Recognise and use numbers in standard form	✓	✓	✓
C	Use ratios, fractions, percentages, powers and roots	✓	✓	✓
D	Make estimates of the results of simple calculations, without using a calculator	✓		✓
E	Use calculators to handle $\sin x$ and $\sin^{-1} x$, where x is expressed in degrees			✓
2	Handling data			
A	Use an appropriate number of significant figures	✓	✓	✓
B	Understand and find the arithmetic mean (average)	✓	✓	✓
C	Construct and interpret bar charts	✓	✓	✓
D	Construct and interpret frequency tables, diagrams and histograms	✓		✓
E	Understand the principles of sampling as applied to scientific data	✓		
F	Understand simple probability	✓	✓	✓
G	Understand the terms mode and median	✓		
H	Use a scatter diagram to identify a pattern or trend between two variables	✓	✓	✓
I	Make order of magnitude calculations	✓	✓	✓
3	Algebra			
A	Understand and use the symbols $<$, $>$, α , \sim		✓	✓
B	Change the subject of an equation	✓	✓	✓
C	Substitute numerical values into algebraic equations using appropriate units for physical quantities	✓	✓	✓
D	Solve simple algebraic equations	✓	✓	✓
4	Graphs			
A	Translate information between graphical and numerical form	✓	✓	✓
B	Understand that $y = mx + c$ represents a linear relationship		✓	✓
C	Plot two variables (discrete and continuous) from experimental or other data	✓	✓	✓
D	Determine the slope and intercept of a linear graph	✓	✓	✓
E	Understand, draw and use the slope of a tangent to a curve as a measure of rate of change		✓	✓
F	Understand the physical significance of area between a curve and the x -axis, and measure it by counting squares as appropriate			✓

Human Biology (2017) (4HB1)

Getting Started Guide



		HB	C	P
5	Geometry and trigonometry			
A	Use angular measures in degrees			✓
B	Visualise and represent 2D and 3D objects, including two dimensional representations of 3D objects			✓
C	Calculate areas of triangles and rectangles, surface areas and volumes of cubes	✓		✓



Assessment guidance

Assessment requirements

Paper number	Level	Assessment information	Number of marks allocated in the paper
Paper 1	1/2	Assessed through a 1-hour and 45-minute written examination set and marked by Pearson. The paper is weighted at 50% of the qualification. A mixture of different question styles, including calculations multiple-choice, short-answer, and extended open-response questions.	90
Paper 2	1/2	Assessed through a 1-hour and 45-minute written examination set and marked by Pearson. The paper is weighted at 50% of the qualification. A mixture of different question styles, including calculations, multiple-choice, short-answer, comprehension and extended open-response questions.	90

The final mark for the Pearson Edexcel International GCSE in Human Biology is obtained by adding together the marks scored in Paper 1 and Paper 2. The raw marks are added together, with no scaling, to achieve a total mark for the qualification of 180 marks.

Grades are then awarded for the qualification, based on the overall mark. The grades available range from 1 (at the lower end of the ability range) up to 9.



Assessment objectives and weightings

		International GCSE
AO1	Knowledge and understanding of human biology	38–42%
AO2	Application of knowledge and understanding, analysis and evaluation of human biology	38–42%
AO3	Experimental skills, analysis and evaluation of data and methods in human biology	19–21%
		100%

Relationship of assessment objectives to units

Unit number	Assessment objective		
	AO1	AO2	AO3
Human Biology Paper 1	19–21%	19–21%	9.5–10.5%
Human Biology Paper 2	19–21%	19–21%	9.5–10.5%
Total for International GCSE	38–42%	38–42%	19–21%

Sample assessment materials

Sample unit assessments and mark schemes can be found in the Pearson Edexcel International GCSE Human Biology Sample Assessment Materials (SAMs) document.

Calculators

Learners will be expected to have access to a suitable electronic calculator for all examination papers. Calculators that allow for the retrieval of text or formulae or QWERTY keyboards will not be allowed for use in examinations.

Command word taxonomy

This table lists the command words that could be used in the examinations for this qualification and their definitions.



Command word	Definition
Add/Label	Requires the addition or labelling of a stimulus material given in the question, for example labelling a diagram or adding units to a table.
Calculate	Obtain a numerical answer, showing relevant working.
Comment on	Requires the synthesis of a number of variables from data/information to form a judgement.
Complete	Requires the completion of a table/diagram.
Deduce	Draw/reach conclusion(s) from the information provided.
Describe	To give an account of something. Statements in the response need to be developed, as they are often linked but do not need to include a justification or reason.
Determine	The answer must have an element that is quantitative from the stimulus provided, or must show how the answer can be reached quantitatively. To gain maximum marks, there must be a quantitative element to the answer.
Design	Plan or invent a procedure from existing principles/ideas.
Discuss	<ul style="list-style-type: none">• Identify the issue/situation/problem/argument that is being assessed within the question.• Explore all aspects of an issue/situation/problem/argument.• Investigate the issue/situation etc. by reasoning or argument.
Draw	Produce a diagram either using a ruler or freehand.
Estimate	Find an approximate value, number or quantity from a diagram/given data or through a calculation.
Evaluate	Review information (e.g. data, methods) then bring it together to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information. Come to a supported judgement of a subject's quality and relate it to its context.
Explain	An explanation requires a justification/exemplification of a point. The answer must contain some element of reasoning/justification – this can include mathematical explanations.
Give/State/Name	All of these command words are really synonyms. They generally all require recall of one or more pieces of information.
Give a reason/reasons	When a statement has been made and the requirement is only to give the reason(s) why.
Identify	Usually requires some key information to be selected from a given stimulus/resource.
Justify	Give evidence to support (either the statement given in the question or an earlier answer).



Command word	Definition
Plot	Produce a graph by marking points accurately on a grid from data that is provided and then draw a line of best fit through these points. A suitable scale and appropriately labelled axes must be included if these are not provided in the question.
Predict	Give an expected result.
Show that	Verify the statement given in the question.
Sketch	Produce a freehand drawing. For a graph, this would need a line and labelled axes with important features indicated. The axes are not scaled.
State what is meant by	When the meaning of a term is expected but there are different ways for how these can be described.
Suggest	Use your knowledge to propose a solution to a problem in a novel context.
Verb preceding a command word	
Analyse the data/graph to explain	Examine the data/graph in detail to provide an explanation.
Multiple choice questions	
What, Why, Which	Direct command words used for multiple-choice questions.



Planning

We have provided a course planner and an editable scheme of work to support you in delivering this qualification.

This section contains a 2-year course planner for the **International GCSE Human Biology (2017)** qualification. It follows the specification and scheme of work to cover each of the units.

The course planner summarises what can be covered in each term to enable completion of the content and preparation for assessment at the end of each year. It assumes that each year is split into 3 terms and that each week accounts for roughly 2 Guided Learning Hours over 60 weeks of teaching to give a total of roughly 120 hours for Human Biology (2017).

This is only a suggested course planner with suggested timings, and it does not need to be followed. You may decide to start teaching content earlier if you would like more time.

Year	Term	Week	Topic	Spec points/practicals
1	1	1	Topic 1: Cells and Tissues Cell structures and functions Investigating cells	1.2 1.1
1	1	2	Structure of DNA and RNA DNA replication	1.3, 1.6 1.4
1	1	3	Protein synthesis and mutations Genetic engineering	1.5, 1.7, 1.8 1.9
1	1	4	Mitosis Stem cells and ethics	1.10, 1.11 1.12, 1.13
1	1	5	Cells, tissues, and organs Specialised cells	1.14 1.15, 1.16
1	1	6	Consolidation and assessment Feedback	
1	1	7	Topic 2: Biological Molecules Structure of biological molecules Testing for biological molecules	2.1, 2.2 2.3

Human Biology (2017) (4HB1)

Getting Started Guide



1	1	8	Core prac – Vitamin C content in food Core prac – investigate the energy content of food	2.4 <i>Practical: investigate the qualitative and quantitative content of vitamin C in food</i> 2.5 <i>Practical: investigate the energy content of food</i>
1	1	9	Enzymes and factors affecting enzyme activity	2.6, 2.7
1	1	10	Core prac – effect of temperature and pH on enzyme activity	2.8 <i>Practical: investigate the effect of temperature and pH on enzyme activity</i>
1	1	11	Immobilised enzymes Core prac – immobilised enzymes	2.9 2.10 <i>Practical: Investigate the action of immobilised enzymes including the preparation of alginate beads</i>
1	2	1	Consolidation and assessment Feedback	
1	2	2	<u>Topic 3: Movement of substances</u> Diffusion Osmosis	3.1, 3.2, 3.3
1	2	3	Active transport <u>Topic 4: Bones, Muscles and Joints</u> The skeleton	3.1, 3.2, 3.3 4.1
1	2	4	Joints and Muscles Diet and health	4.2, 4.3, 4.4 4.5, 4.6
1	2	5	Consolidation and assessment Feedback	
1	2	6	<u>Topic 5: Coordination</u> Neurone structure and the CNS The brain	5.1, 5.2 5.3
1	2	7	Reflex arcs Core prac – sensory receptors	5.4, 5.5, 5.6 5.7 <i>Practical: investigate the number and position of sensory receptors, such as touch and temperature receptors in the skin</i>
1	2	8	Synapses Nervous and hormonal systems	5.8 5.9, 5.10
1	2	9	The eye Eye defects and treatments	5.11 5.12

Human Biology (2017) (4HB1)

Getting Started Guide



1	2	10	The ear Core prac – range of frequency audible to the human ear	5.13, 5.14 5.15 <i>Practical: investigate the range of frequency audible to the human ear.</i>
1	3	1	Legal and illegal drugs Mental illness	5.16, 5.17 5.18
1	3	2	Neurological disorders Consolidation and assessment	5.19
1	3	3	Feedback Topic 6: Nutrition and energy Balanced diets and deficiencies	6.1, 6.2, 6.3, 6.4
1	3	4	Teeth Digestion	6.10 6.5, 6.6
1	3	5	Digestive enzymes Absorption in digestion	6.7 6.8, 6.9
1	3	6	BMI and food hygiene Topic 7: Respiration Aerobic respiration	6.11, 6.12 7.1, 7.3, 7.6
1	3	7	Core prac – respiration Anaerobic respiration	7.2 <i>Practical: investigate the difference between inspired and expired air for carbon dioxide concentration</i> 7.4, 7.5
1	3	8	Consolidation and assessment Feedback	
1	3	9	Topic 8: Gas exchange Breathing and ventilation Gas exchange	8.1, 8.2 8.3
1	3	10	Lung capacity Core prac – lung capacity	8.4 8.5 <i>Practical: investigate the effect of exercise on the rate of breathing and measure lung capacity</i>
2	1	1	Chemoreceptors Exercise	8.6 8.7, 8.8
2	1	2	Heart rate Core prac – exercise and heart rate	8.9, 8.10, 8.12 8.11 <i>Practical: investigate the effect of exercise on the pulse rate</i>
2	1	3	Smoking Consolidation and assessment	8.13

Human Biology (2017) (4HB1)

Getting Started Guide



2	1	4	Feedback <u>Topic 9: Internal transport</u> Blood	9.1, 9.2
2	1	5	Tissue fluid Red blood cells and blood clotting	9.3 9.4, 9.7
2	1	6	White blood cells and blood groups Blood vessels	9.5, 9.6 9.8, 9.9
2	1	7	The heart Heart disease	9.10 9.11, 9.12
2	1	8	Circulatory disorders Blood pressure	9.13, 9.14 9.15, 9.16, 9.17
2	1	9	Monoclonal antibodies Monoclonal antibodies applications	9.18 9.19
2	1	10	Consolidation and assessment Feedback	
2	1	11	<u>Topic 10: Homeostatic mechanisms</u> Homeostasis and negative feedback Skin and thermoregulation	10.8 10.1
2	2	1	Excretion and the renal system Osmoregulation	10.2, 10.3, 10.4 10.5, 10.6
2	2	2	Kidney disease treatments Core prac – diffusion and partially permeable membrane	10.9 10.10 <i>Practical: investigate diffusion using a partially-permeable membrane such as Visking tubing</i>
2	2	3	Blood glucose control The liver	10.7 10.11
2	2	4	Consolidation and assessment Feedback	
2	2	5	<u>Topic 11: Reproduction and Heredity</u> Variation Reproductive systems	11.23, 11.24 11.4, 11.7
2	2	6	Menstrual cycle Meiosis	11.5 11.3
2	2	7	Fertilisation and pregnancy Birth, growth and development	11.1, 11.2, 11.6 11.8, 11.9

Human Biology (2017) (4HB1)

Getting Started Guide



2	2	8	Contraception and IVF Sex determination and genetics	11.10, 11.11, 11.12 11.13, 11.14, 11.15, 11.16, 11.17
2	2	9	Genetic diagrams Sex-linked disorders	11.18, 11.19, 11.20 11.21
2	2	10	Genetic disorders and gene therapy Consolidation and assessment	11.22
2	3	1	Feedback Topic 12: Disease Disease and pathogens	12.1, 12.2, 12.3
2	3	2	Bacteria Bacterial and viral diseases	12.5, 12.6 12.4, 12.7, 12.8
2	3	3	Fungal diseases, malaria and typhoid Immunity and vaccines	12.9, 12.10, 12.11 12.12, 12.13, 12.14
2	3	4	Antibiotics Decomposers and sewage	12.15, 12.16 12.17, 12.18
2	3	5	Consolidation and assessment Feedback	
2	3		Revision	

We also have a dedicated scheme of work for this qualification [here](#).



Delivery of the qualification – transferable skills

The need for transferable skills

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

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

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



The framework includes cognitive, intrapersonal skills and interpersonal skills.

The NRC framework is included alongside literacy and numeracy skills.

The skills have been interpreted for this specification to ensure they are appropriate for the subject. All of the skills listed 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 learners.

A full subject interpretation of each skill, with mapping to show opportunities for learner development is given on the subject pages of our website: qualifications.pearson.com

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

Edexcel and BTEC are registered trademarks of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121

Getty Images: Alex Belmonlinsky

