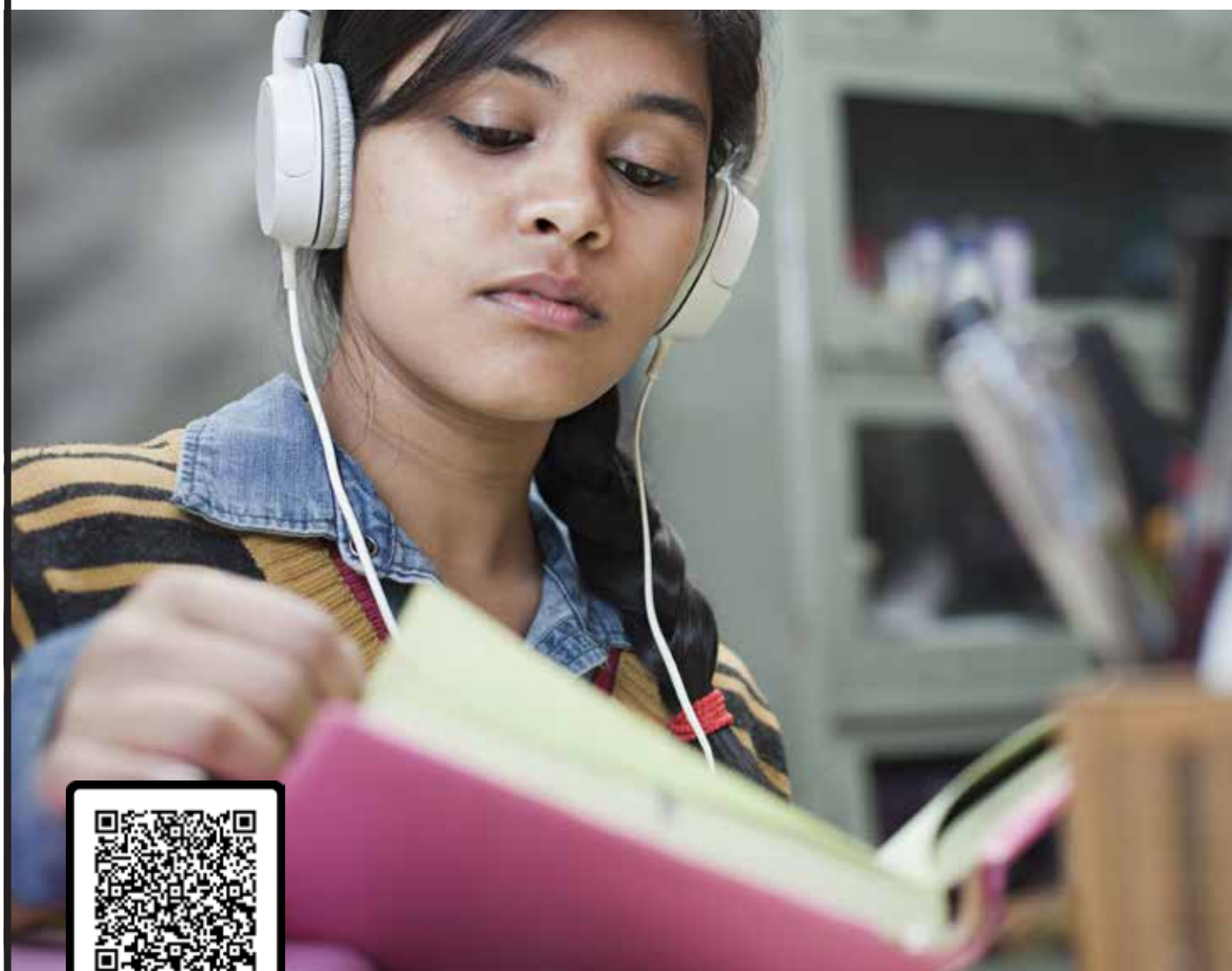


International AS/A Levels

English Language and English Literature



First teaching September 2015

Choosing Pearson Edexcel as your school's International AS/A Level (IAL®) partner

Equipping your students to reach the world's best universities and compete for global employment opportunities will happen throughout their school life, but is even more key when it comes to choosing their International A Levels. We want to reassure you that with Pearson as your qualifications partner, you can be certain both you and your students are setting yourselves up for future success.

In this guide, you'll learn more about who we are, the recognition and progression our Pearson Edexcel international qualifications enjoy, and we'll take a closer look at International A Level English Language and English Literature.

We wish you the best of success for your International Advanced Level journey!

IAS = International Advanced Subsidiary.
IAL® = International Advanced Level.
IAL is a registered trademark of Pearson Education Ltd in the UK and other countries.

Pearson Edexcel IAL® qualifications are available to students attending International Schools (outside the UK) and any students attending Online Schools. They are not available to schools in the UK, the Channel Islands, the Isle of Man or in British Armed Forces schools overseas.



Inside this guide

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Key International Advanced Level English highlights



Onscreen assessment

Technology is advancing, and so is assessment. From 2024 students across the world can take onscreen exams for Pearson Edexcel International A Level English Language and Literature qualifications.

See page 14



Additional resources

From December 2024, curriculum-matched Student Books for English Language will be available for the first time.

See page 20

Welcome to Pearson

We're pleased to meet you!

Pearson is the world's leading learning company. We provide world class qualifications, assessments, digital content and learning experiences to international schools all over the world to enable more effective teaching and learning and to help students increase their skills and global employability prospects.

We partner with more than 6,500 schools, universities, and employers worldwide:

- **at school level**, to offer Pearson Edexcel International and UK qualifications to over 3.5 million students annually;
- **at university level**, to ensure Pearson Edexcel qualifications are recognised and accepted by universities all over the world;
- **and with employers**, by building 21st century skills into our qualifications at the outset, to ensure students have transferable skills alongside the knowledge they need to progress into the careers of their choice.

Our qualifications heritage stretches back over 150 years

Pearson's qualifications heritage stretches back over 150 years, our qualifications are offered in 80 countries worldwide and we mark over 10 million exam scripts per year on behalf of the UK Department for Education.

Pearson Edexcel is regulated by Ofqual, ensuring our curricula meet the highest standards and our exams follow carefully controlled procedures at every stage of their development, delivery, marking and reporting.

As the largest exam board in the UK, Pearson Edexcel regularly achieves the highest marking accuracy of all UK boards.

What this means for you

You can trust Pearson Edexcel International Advanced Level qualifications. Thousands of students around the world take these same qualifications every year, progressing from our popular International GCSEs and on to the world's most respected universities.

"Cambridge Colleges welcome applications from those taking International A Levels... and these are recognised as equivalent to UK Board AS and A Levels."

The University of Cambridge



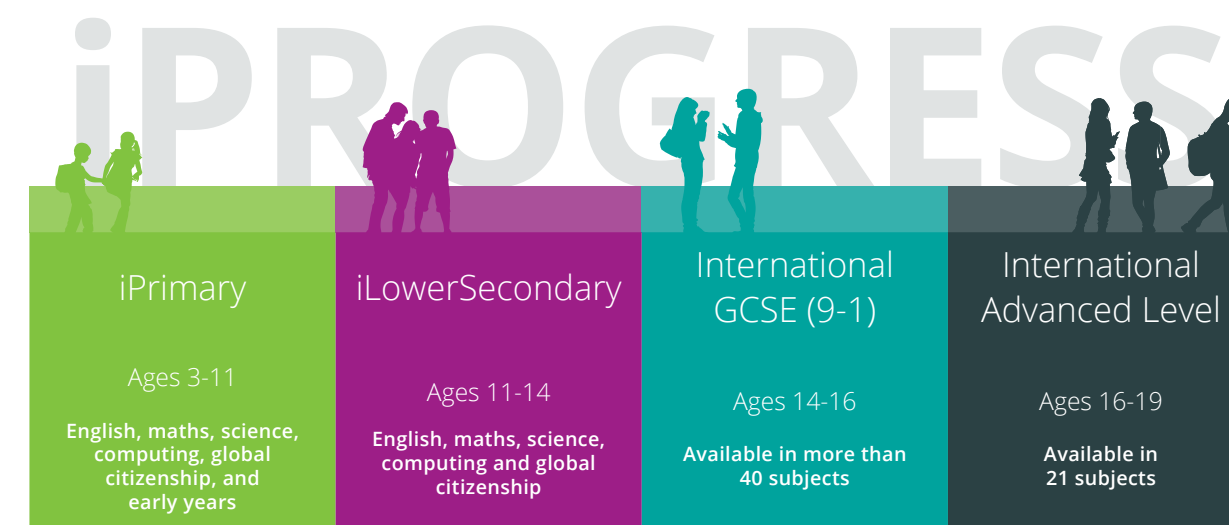
Modern, progressive International A Level qualifications

For globally-minded learners aged 16 - 19

Renowned across the world for academic excellence, Pearson Edexcel International Advanced Levels provide students with the skills and knowledge they need to progress onto the most prestigious universities across the world.

Pearson Edexcel International Advanced Levels are part of iProgress, our complete series of academic qualifications for 3 to 19 year-old students at international schools following a UK curriculum.

At every stage, our iProgress continuum delivers a consistent learning journey with world class support, assessments and teaching and learning resources for students and teachers, everywhere in the world.



Qualifications for globally-minded learners

Introducing Pearson Edexcel International AS/A Levels

Pearson Edexcel International AS/A Levels, also known as Advanced Subsidiary Level/Advanced Levels, have been developed in consultation with the international school community specifically for international learners.

They take the popular and flexible modular approach* where exams are taken at the end of each unit of study, throughout the programme of study when a student feels prepared and ready, or all together at the end of the course. This flexibility, together with exam series in January, June and October, for most subjects, means that students have more opportunities to get feedback to improve their performance and get the grade they need to progress.

Available in 21 popular subjects, they offer progression from International GCSEs, and are comparable to the linear UK A Level, equipping students for progression to university and employment.

*for all subjects except Law

World class assessment design for international students

Pearson Edexcel qualifications go through a rigorous world class assessment design process, which ensures that the content is relevant for international learners, and that there is a clear and consistent relationship between command words, marks and skills. With logical progression of difficulty throughout and consistency in template and design, our question papers are clear and provide suitable challenge and support for students of all abilities.

“I wanted to study subjects that were relevant to a future career. Pearson Edexcel iAL provides learners with a firm knowledge base.”

Nasim Mirzajani, now studying Chemical Engineering at Yale University, USA



Recognised worldwide for academic excellence

Opening doors to the world’s best universities

Pearson Edexcel sets the standard for worldwide recognised qualifications aligned to the British educational system. Accepted by over 650 higher education institutions across the world – including top universities such as Oxford, Cambridge, Columbia University and Yale University – and with 21st century skills embedded in the curriculum, you can be confident students will have the qualifications, skills and knowledge that admissions teams and employers are looking for.

Read about some of our IAL learner journeys with Pearson Edexcel [here](#).

Comparability with GCE AS/A Level

International A Levels (IAL®) are comparable to the UK A Level, as confirmed by NARIC, the national agency responsible for providing information and expert opinion on qualifications and skills worldwide. See the table below for a comparison. The same rigorous standards are applied to all Pearson Edexcel qualifications.

Learn more at qualifications.pearson.com/progress-to-uni

| | Pearson Edexcel GCE AS Level (UK AS Level) | Pearson Edexcel International AS Level (IAS) | Pearson Edexcel GCE A Level (UK A Level) | Pearson Edexcel International A Level (IAL®) |
|------------|---|---|---|--|
| Structure | Linear (all exams taken at the end of a one year programme) Standalone qualification and no longer contributes to GCE A Level grades | Modular and flexible structure with all units examined Contributes 50% to the IAL grade or can be a standalone qualification | Linear (all exams taken at the end of a 2 year programme) | Modular and flexible structure with all units examined Typically studied over a 2 year period |
| Assessment | Mainly examination based* May/June examinations only | 100% examination based Examinations in January, May/June and October | Mainly examination based* May/June examinations only | 100% examination based Examinations in January, May/June and October |
| Grading | A – E | | A* – E | |
| Regulator | Regulated by Ofqual | Regulated by Pearson and confirmed by UK NARIC to be comparable to UK AS standard | Regulated by Ofqual | Regulated by Pearson and confirmed by UK NARIC to be comparable to UK A Level standard |

*Other types of assessment used only where needed to test essential skills.

Pearson Edexcel International A Level English qualifications

Language and Literature in a global context

Clear and straightforward question papers

Our question papers are clear and accessible for students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear.

Flexible structure

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and can also be claimed as a discrete qualification on its own. The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or, if wished,
- a linear course assessed in its entirety at the end.

Seamless progression from International GCSE

Pearson Edexcel International A Level is the next step in the iProgress learning journey after International GCSE, continuing a consistent path for students and teachers, everywhere in the world.

Progression to further study or employment

International Advanced Level qualifications enable successful progression to undergraduate studies, further education or employment. Through our world-class qualification development process we consulted with higher education, teachers and professional bodies to validate the appropriateness of these qualifications, including content, skills and assessment structure.

English Language

Students will study English Language in a global context, including the influence of other languages on the development of English.

Aims of the qualifications

The aims and objectives of this qualification are to enable students to:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language.
- explore data and examples of language in use.
- engage creatively and critically with a varied programme for the study of English.
- develop their skills as producers and interpreters of language.
- independently investigate language in use.

Students will

- focus on how language is used to construct identity.
- study of how other languages have affected the development of English, and how English has developed outside of the British Isles.
- students create their own text based on an unseen source text linked to a single topic. Students choose their own audience, purpose and context.
- carry out independent research.

English Literature

Students will study works from a selection including Dickens, Bronte and Shakespeare, pre-1900 poetry as well as post-2000 poetry and prose, together with a range of texts with a wide international appeal, including *The Kite Runner* and *White Tiger*.

Aims of the qualifications

The aims and objectives of this qualification are to enable students to:

- read widely, and read independently set texts and those that they have selected for themselves.
- engage critically and creatively with a substantial body of texts and explore ways of responding to them.
- develop and apply their knowledge of literary analysis and evaluation effectively.
- explore the contexts of the texts they are reading and others' interpretations of them.
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

Students will

- study a selection of post-2000 poems as well as one post-2000 novel.
- study two drama texts, one pre-1900 and one post-1900.
- answer questions on unseen post-1900 poetry and one on two novels from a theme: *Growing up*, *Colonisation and After*, *Science and Society* and *Women and Society*.
- study one pre-1900 literary poetry movement.
- study a Shakespearian play from a choice of *Hamlet*, *King Lear*, *Measure for Measure* and *The Taming of the Shrew*.



IAS English Language exam structure and content summary

| Unit 1 - Language: Context and identity | | |
|---|----------------------|--------------------------------|
| Unit code: WEN01/01 | 50% of the total IAS | 25% of the total IAL |
| Written examination: 1 hour 45 minutes | | Availability: January and June |

| | |
|---|--|
| Content - Students will study: <ul style="list-style-type: none"> the range of contexts in which language is produced and received how the contexts of production and reception affect language choices how writers/speakers present themselves to their audience in a variety of modes how writers/speakers choose language to reflect and construct their identity or identities how writers create texts for different forms, purposes, audiences, and contexts. | Assessment - Students answer two compulsory questions: one question from Section A and one question from Section B. <p>Section A: Context and Identity</p> <ul style="list-style-type: none"> Students answer a comparative question based on two unseen texts selected from 20th and 21st century sources. The question focusses on the presentation of identity and how this is shaped by various factors. The two texts are presented in a Source Booklet for students. 35 marks. AO1, AO2, AO3 and AO4 are assessed. <p>Section B: The Creation of Voice</p> <ul style="list-style-type: none"> Students create a new text for a specified audience, drawing on their own ideas and on at least one of the unseen texts from Section A. 15 marks. AO5 is assessed. |
|---|--|

| Unit 2 - Language in Transition | | |
|--|----------------------|--------------------------------|
| Unit code: WEN02/01 | 50% of the total IAS | 25% of the total IAL |
| Written examination: 1 hour 45 minutes | | Availability: January and June |

| | |
|---|--|
| Content - Students will study: <ul style="list-style-type: none"> the influence of other languages on the development of English pidgins and creoles the development of English outside the British Isles. <p>Students will explore the ways in which languages change, with a focus on English in a global context.</p> <p>Students will need to know about the mechanisms of language change but they will not need to study the historical development of English.</p> | Assessment - Students answer two compulsory questions: one question from Section A and one question from Section B. <p>Section A: Spoken Language Today</p> <ul style="list-style-type: none"> Students answer one question on an unseen transcript of spoken English of the 21st century. 25 marks. AO1 and AO4 are assessed. <p>Section B: Written Language of the 19th–20th Century</p> <ul style="list-style-type: none"> Students answer one discussion question using unseen transcripts and their own knowledge to look at the issue highlighted in Section A from a wider perspective. 25 marks. AO2 and AO3 are assessed. |
|---|--|

100%
externally
assessed

IAS English Language exam structure and content summary

| Unit 3 - Crafting Language (writing) | |
|--------------------------------------|--------------------------------|
| Unit code: WEN03/01 | 25% of the total IAL |
| Written examination: 2 hours | Availability: January and June |

| | |
|---|--|
| Content - Students will: <ul style="list-style-type: none"> study a range of specified writing genres and appropriate style models demonstrate their skills as writers in re-creating texts for a different context, purpose and audience. | Assessment - Students answer two compulsory questions: one question from Section A and one question from Section B. <p>Section A: Creating text</p> <ul style="list-style-type: none"> Students create their own texts based on unseen source texts linked to a single topic. Students are given a genre and then choose their own audience, purpose and context. The source texts will be taken from a wide range of genres (not only from those listed for study) and each source text will be taken from a different genre. 20 marks. AO5 is assessed. <p>Section B: Commentary</p> <ul style="list-style-type: none"> Students produce a commentary reflecting on the writing process done in Section A. The commentary focuses on: <ul style="list-style-type: none"> analysis and evaluation of the language choices made the re-shaping of the source texts to meet the genre, audience, purpose and context how contextual factors have influenced language choices. 30 marks. AO1, AO2, AO3 and AO4 are assessed. |
|---|--|

| Unit 4: Investigating Language | |
|--------------------------------|--------------------------------|
| Unit code: WEN04/04 | 25% of the total IAL |
| Written examination: 2 hours | Availability: January and June |

| | |
|--|--|
| Content - Students will: <p>Select one research focus from four topic areas:</p> <ol style="list-style-type: none"> Contemporary Global English Children's Language Development Language and Power Language and Technology <ul style="list-style-type: none"> develop their research and investigation skills undertake a focused investigation of their selected topic apply their knowledge of language levels and key language concepts developed through the whole course develop a personal language specialism. | Assessment - Students answer two compulsory questions on one overall subtopic: one question from Section A and one question from Section B. <p>Pre-released materials will be provided in order for students to focus their research. For each topic a subtopic will be pre-released on the website (in May for the January examination series and in January for the June examination series).</p> <p>Section A: Unseen Data Analysis</p> <ul style="list-style-type: none"> Students answer one question on the subtopic that they have researched using unseen data given in a Source Booklet. 20 marks. AO1, AO2 and AO3 are assessed. <p>Section B: Extended Response</p> <ul style="list-style-type: none"> Students produce one extended response to an evaluative question. Students must answer the question on the subtopic that they have researched and must make connections with data from their investigation. 30 marks. AO1, AO2, AO3 and AO4 are assessed. |
|--|--|

IAS English Literature exam structure and content summary

| Unit 1 - Post-2000 Poetry and Prose | | |
|--|--|--------------------------------|
| Unit code: WET01/01 | 50% of the total IAS | 25% of the total IAL |
| Written examination: 2 hours | | Availability: January and June |
| Content - Students will study: | Assessment - Open book examination. | |
| <ul style="list-style-type: none"> a selection of post-2000 poetry from <i>Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011</i> one post-2000 prose fiction text from a choice of five texts. <ul style="list-style-type: none"> Brooklyn, Colm Tóibín The Kite Runner, Khaled Hosseini The Life of Pi, Yann Martel Purple Hibiscus, Chimamanda Ngozi Adichie The White Tiger, Aravind Adiga | Section A: Post-2000 Poetry <ul style="list-style-type: none"> Students answer one essay question from a choice of two on the prescribed poems. The essay questions will be comparative covering one named poem, plus a free choice of second poem from the prescribed list of poems. 25 marks. AO1, AO2 and AO4 are assessed. Section B: Post-2000 Prose <ul style="list-style-type: none"> Students answer one essay question from a choice of two on their chosen prose fiction text. 25 marks. AO1, AO2 and AO3 are assessed. | |

| Unit 2 - Drama | | |
|--|--|--------------------------------|
| Unit code: WET02/01 | 50% of the total IAS | 25% of the total IAL |
| Written examination: 2 hours | | Availability: January and June |
| Content - Students will study: | Assessment - Open book examination. | |
| <ul style="list-style-type: none"> one pre-1900 drama text from a choice of five: <ul style="list-style-type: none"> Doctor Faustus, Christopher Marlowe Othello, William Shakespeare The Rover, Aphra Behn She Stoops to Conquer, Oliver Goldsmith Twelfth Night, William Shakespeare one post-1900 drama text from a choice of five: <ul style="list-style-type: none"> A Raisin in the Sun, Lorraine Hansberry A Streetcar Named Desire, Tennessee Williams Death of a Salesman, Arthur Miller Top Girls, Caryl Churchill Waiting for Godot, Samuel Beckett | Section A: Pre-1900 Drama <ul style="list-style-type: none"> Students answer one essay question from a choice of two on their chosen drama text. 25 marks. AO1, AO2, AO3 and AO5 are assessed. Section B: Post-1900 Drama <ul style="list-style-type: none"> Students answer one essay question from a choice of two on their chosen text. 25 marks. AO1, AO2, AO3 and AO5 are assessed. | |

100%
externally
assessed

IAS English Literature exam structure and content summary

| Unit 3 - Poetry and prose | |
|--|--|
| Unit code: WET03/01 | 25% of the total IAL |
| Written examination: 2 hours | Availability: January and June |
| Content - Students will study: | Assessment - Open book examination. |
| <ul style="list-style-type: none"> post-1900 unseen poetry two prose fiction texts from a choice of three texts, covering one theme (choice of four themes): <ul style="list-style-type: none"> Theme 1: Growing Up <ul style="list-style-type: none"> The Color Purple, Alice Walker Great Expectations, Charles Dickens What Maisie Knew, Henry James Theme 2: Colonisation and After <ul style="list-style-type: none"> Heart of Darkness, Joseph Conrad The Lonely Londoners, Samuel Selvon A Passage to India, E. M. Forster Theme 3: Science and Society <ul style="list-style-type: none"> Frankenstein, Mary Shelley The Handmaid's Tale, Margaret Atwood Never Let Me Go, Kazuo Ishiguro Theme 4: Women and Society <ul style="list-style-type: none"> Beloved, Toni Morrison Mrs Dalloway, Virginia Woolf Wuthering Heights, Emily Brontë | Section A: Poetry <ul style="list-style-type: none"> Students answer one essay question on a post-1900 unseen poem. 20 marks. AO1 and AO2 are assessed. Section B: Prose <ul style="list-style-type: none"> Students answer one comparative essay question, from a choice of two, on their two chosen texts from their chosen theme. 30 marks. AO1, AO2, AO3 and AO4 are assessed. |

| Unit 4: Shakespeare and Pre-1900 Poetry | |
|--|---|
| Unit code: WET04/04 | 25% of the total IAL |
| Written examination: 2 hours | Availability: January and June |
| Content - Students will study: | Assessment - Open book examination. |
| <ul style="list-style-type: none"> one Shakespeare text from a choice of four: <ul style="list-style-type: none"> Hamlet King Lear Measure for Measure The Taming of the Shrew one specified collection of pre-1900 poems from one literary movement, from a choice of three: <ul style="list-style-type: none"> Metaphysical Poets: prescribed poems from Metaphysical Poetry, Editor Colin Burrow, (Penguin, 2006) The Victorians: prescribed poems from The Oxford Book of Victorian Verse, Editor Christopher Ricks, (OUP, 2008) The Romantics: prescribed poems from English Romantic Verse, Editor David Wright, (Penguin Classics, 1973) | Section A: Shakespeare <ul style="list-style-type: none"> Students answer one essay question from a choice of two on their chosen text. 25 marks. AO1, AO2, AO3 and AO5 are assessed. Section B: Pre-1900 Poetry <ul style="list-style-type: none"> Students answer one essay question from a choice of two on their chosen movement. 25 marks. AO1, AO2, AO3 and AO5 are assessed. |

Schools or students must purchase prescribed editions of set texts at the start of the course.

Modular assessment

Why is the modular approach so popular?

The modular assessment structure offers students the flexibility to sit examinations when they feel fully prepared and ready. Once they have sat a unit exam and received a unit grade, that result is banked until they have completed all units. Students then ‘cash-in’ the completed unit exam results to receive an overall qualification grade.

The structure of Pearson Edexcel IAL qualifications allows teachers to construct a course of study that can be taught and assessed as either distinct modular units or a linear course assessed in its entirety at the end.

How the modular approach works

Bank robust and ongoing evidence of performance

This ‘building blocks’ approach means that students can ‘bank’ their unit exam results throughout their period of study. This provides robust evidence of their studies and performance, providing more options to obtain the grade they need to progress.

Multiple exam opportunities throughout the year

Students can take and re-sit individual unit assessments in any series, with examination opportunities in January, June and October in most subjects. This means students have more opportunities to get feedback to improve their performance and get the grades they need to progress.

Students ‘cash in’ unit results when ready

Once a student has all their unit results for the qualification they are taking, they exchange those for a grade – this is called ‘cashing in’. To cash in, all units must have been entered. International AS qualifications can be taken as a separate, standalone qualification, as well as contributing to an Advanced Level qualification.

The benefits of a modular route

A modular approach allows students to take their exams when they feel ready and prepared. They benefit from more exam practice and familiarity. Unit exam results provide formal feedback earlier on in their studies, so students understand the standard required to reach the final level of achievement they are aiming for. This understanding motivates them to improve and builds a sense of ownership through bite-size, short-term goals.

The modular approach can help reduce the mental load and stress at exam time by allowing learners to focus on one year of curriculum content at a time and spread out their high stakes exams over two years and multiple exam series. Learners can also take advantage of multiple re-sit opportunities if needed.

A modular route provides teachers with rich mid-cycle data on learner performance. It offers international schools greater flexibility for exam administration across the school year. And where parents pay exam fees, it helps with budgeting by enabling families to spread their child’s exam fees over two years.

The benefits of a linear route

Whilst the modular approach works well for students who want to spread the exam load and bank their performance throughout their studies, doing the exam all in one go at the end of the period of study suits others better.

This approach means assessments for all units are taken together in one exam series so students study all the content and then prepare for all the assessments at the end of their period of study, rather than a more continuous pattern of study and assessment.

“I like the modular nature of IAL, the fact that I can choose whichever core units I want to do, whichever applied units I want to do. It’s very comprehensive. It opens up many doors to many international universities.”

Wang, Pearson Edexcel International Advanced Level student from Sri Lanka, studying Chemistry, Biology, Physics, and Mathematics.

What this means for you

Pearson Edexcel were the first awarding organisation to introduce the modular International AS/A Levels, so can offer a wealth of experience and support for international schools – we also offer the most subject options. The modular approach is so popular with schools, teachers, parents, and students, that we now offer a modular approach for International GCSE which is great preparation for Pearson Edexcel International AS/A Level.

The choice is yours though! The structure of the Pearson Edexcel International A Level qualifications means you can choose the right assessment approach to benefit students and help create a compelling competitive advantage for your school.

Onscreen or paper-based assessments **New**

The first awarding organisation to offer onscreen exams

Pearson is proud to be leading the way in onscreen assessment for International GCSE and International A Level exams alongside traditional paper-based exams.

The natural choice for students

Onscreen assessment is the natural evolution in a world where so much teaching and learning is onscreen. Students love sitting their exams in a format that is familiar to them. Offering students the choice to sit either onscreen or paper exams ensures the best possible outcomes, preparing them for the workplace and further education.

Students love it

90% of students who sat their exams onscreen in 2022 said they wanted their school to offer more onscreen exams in the future.

- "I had more time to plan"
- "I could write more"
- "I felt more confident in the exam"

Teachers love it

100% of teachers who registered students for onscreen exams in 2022 registered students for the 2023 onscreen exam series too.

- Easy to organise and manage
- Boosts student confidence
- Excellent support from Pearson

"The overwhelming response from students is that they really enjoyed taking their exams onscreen."

Samantha Roden, Head of English, Qatar International School



Deliver with confidence

The technology, processes, and tools used stem from the successful worldwide delivery of millions of onscreen assessments in the last 10 years, in more than 115 countries. We have been delivering Onscreen Assessment for UK curriculum qualifications since 2022.

So far in 2024 we have seen the number of schools offering exams onscreen triple. This has led to a five-fold increase in students choosing to take onscreen assessment for their International GCSE and International A Level exams across 7 different subjects.

What this means for you

We have a wealth of experience of developing and delivering onscreen high stakes assessments at scale in a range of educational settings, from our International GCSE and International A Level qualifications, the Pearson Test of English – a certification of language proficiency – and our partnership with the Egyptian Ministry of Education which sees us delivering more than 14 million assessments to over 1.6 million students each year. This means our onscreen platform is tried and tested. It's a platform you can trust.

Onscreen exams availability

Available for onscreen assessment from 2024:

- International A Level English Literature
- International A Level English Language

Students or schools must purchase and use hard copies of prescribed editions of set texts at the start of the course for use in IAL English Literature onscreen assessments. eBooks are not permitted.

Building transferable skills

The most in demand skills are human skills

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

In fact, universities and employers consider transferable skills – otherwise known as Core Competencies, or 21st century skills – to be the largest skills gap overall.



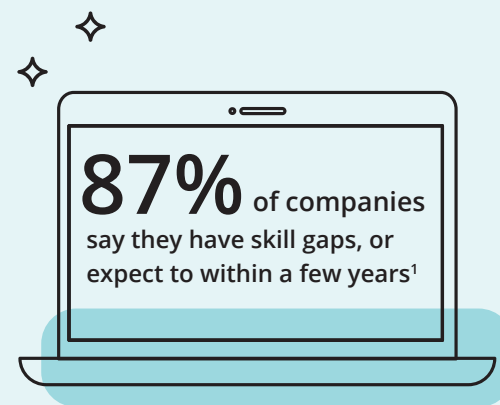
Supporting the development of transferable skills in your school

If you follow Pearson Edexcel IAL specifications, or your students are using our IAL textbooks, you've already started integrating transferable skills into your teaching.

That's because our qualifications and resources are mapped to the National Research Council's framework for 21st century skills, which includes cognitive, intrapersonal and interpersonal skills. They are embedded and signposted in the specifications and schemes of work, with accompanying skills mapping and transferable skills definitions for every subject.

Transferable skills are also developed as part of activities in the Student Books. These are clearly labelled, so you and your learners can easily identify the skills they are building.

We help you instil and embed these skills, supporting children to grow into resilient, curious and globally connected young adults.



Supporting you at every stage

We provide an unparalleled level of support services, tools, resources and training alongside our qualifications, making teachers and students lives easier at every stage.

At a glance: support for you at every stage

| FREE resources and support | Planning, teaching & learning | Exam preparation and assessment | Results support |
|---|-------------------------------|---------------------------------|-----------------|
| Getting started guide | ✓ | | |
| Training events (face-to-face, online & downloadable content) | ✓ | | |
| Subject advisor support | ✓ | ✓ | ✓ |
| Ask the expert | ✓ | ✓ | ✓ |
| Community forums | ✓ | ✓ | ✓ |
| Sample assessment materials | ✓ | ✓ | |
| Examiner reports | ✓ | ✓ | ✓ |
| Exemplar marked responses | | ✓ | |
| Past papers | | ✓ | |
| Mark schemes | | ✓ | |
| ResultsPlus mock exam analysis | | ✓ | |
| ResultsPlus | | ✓ | ✓ |
| FREE Access to Scripts service (ATS) | | | ✓ |

| Additional paid for resources | | | |
|--|---|---|--|
| Printed Student Books and digital ActiveBooks† | ✓ | ✓ | |
| Online Teacher Resource Pack | ✓ | ✓ | |

* Available for English Literature only
† Available for English Language only from December 2024

¹ McKinsey & Company (2020) Available from: www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/beyond-hiring-how-companies-are-reskilling-to-address-talent-gaps
² World Economic Forum (2023) Future of Jobs Report [online]. Available from: www3.weforum.org/docs/WEF_Future_of_Jobs_2023.pdf
³ Pearson (2022) Pearson Skills Outlook: Power Skills [online]. Available from: plc.pearson.com/en-GB/news-and-insights/pearson-skills-outlook-powerskills



Pre and post exam support for your educators

Supporting you every step of the way - for free

As a Pearson Edexcel centre, you will have free access to a full range of integrated support services, tools and resources to support the delivery of your International A Levels. Unlike some awarding bodies, with Pearson Edexcel there are no additional costs for the following support:

- Easy, all year-round access to our specifications, sample assessment materials and teaching resources.
- **Teacher training** in-person and online including “Welcome to Pearson” sessions to help your educators make the most of our qualifications.
- **Expert subject advisors** on hand to help with any subject-specific queries you may have and available to support your educators throughout the year.
- **examWizard**: a huge bank of past papers and mark schemes to create topic tests and revision activities in minutes.
- **ResultsPlus**: our popular online results analysis tool, which also includes an insightful group analysis service.
- **Access to Scripts**: our service that allows you to view your candidates’ marked exam papers for free online or as downloaded PDFs, providing a rich source of information to inform future teaching plans and approaches.
- Plus, local, experienced Pearson Regional Development Managers who are there to support you every step of the way.

Additional paid for support options

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Mocks Service

We provide exam papers for your students to sit in mock examinations. Marked by Pearson examiners, results are uploaded to ResultsPlus for item level analysis.

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A valued support partner

“One of the good features of ResultsPlus is that it provides the top ten questions that students scored poorly in, so we as the lecturers can actually identify the topics that students found difficult and can incorporate a different approach when teaching our current students.”

Dr Khong Yoke Kum, A Levels Department, HELP Academy, Malaysia

“Because of ResultsPlus, students can learn about their mistakes and rectify.”

Kanagambigai, Chief Counsellor, A levels Department, HELP Academy, Malaysia commenting on the ResultsPlus mocks service.

“I used the website with its course outlines, past papers, summaries of key points, revision notes and mark schemes... they provide great tips about possible exam questions and how you could answer them.”

Alexia Kattavenos, student, The Nicosia Grammar School, Cyprus



What this means for you

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With examWizard, they will be able to prepare topic tests and revision activities based on past exam questions to help prepare students for their final assessments, and using ResultsPlus, they will be able to analyse their mock results to pinpoint where they may need further support and can then tailor their teaching to support them.

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Written specifically to support our qualifications

These resources are written for the specifications, so you can be confident that you are providing your students with the best chance of succeeding. With appropriate international content, all resources include a strong focus on progression, recognition and transferable skills, enabling learning in a local context to a global standard.

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Available
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- Full coverage of the specification content.
- Learning objectives set expectations at the beginning of each chapter with Getting started features to activate prior knowledge.
- Clear layout, with a range of text extracts to engage students and diagrams to explain new concepts.
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- Thinking Like a Linguist boxes explore an aspect of the English language in more detail.
- Checkpoint questions facilitate revision at the end of each chapter.
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Online Teacher Resource Pack for English Literature

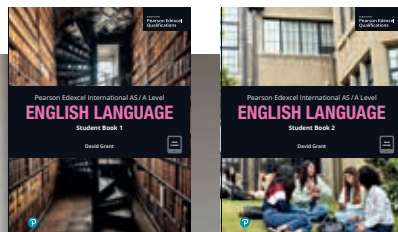
This curriculum-matched, up-to-date teacher resource is designed to save you time, enabling you to deliver a high quality experience to your students, ensuring the best possible learner outcomes.

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- Mark schemes for the mock papers.
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NEW! Student Books for English Language

Learning objectives set expectations at the beginning of each chapter with **Getting started** features to activate prior knowledge.

42 SECTION A CONTEXT AND IDENTITY

CHAPTER 1 MODE AND AUDIENCE

LEARNING OBJECTIVES

After you have studied this chapter, you should be able to:

- understand the concept of mode
- identify the qualities of a text taking an oppositional and continuum view
- identify a text's implied and actual audience.

GETTING STARTED

Think about these four situations:

- You have been given free cinema tickets. You ask a friend if they want to go and see a film.
- You apply for a part-time job with a local business.
- You are late for school. You ask your older sister if she could drive you to school.
- You want to tell a famous musician how much you enjoyed their recent release.

How would you choose to communicate in these situations: by writing or by speaking? Why?

KEY TERMS

asynchronous: the opposite of synchronous; for example, a written text can be asynchronous if the receiver is not receiving the text as the producer writes it

ephemeral: lasting for a short time, short-lived

interactional: a text whose main aim is to build and maintain relationships

mode: a means of communication

spontaneous: unplanned, occurring without preparation

synchronous: taking place at the same time; for example, a conversation is a synchronous text as it depends upon all producers and receivers being present simultaneously

transactional: a text that aims to transmit ideas or information to its audience

SKILLS

ANALYSIS, CRITICAL THINKING, REASONING

There are a number of broad categories or **modes** of communication, into which all texts can be divided, for example writing, speech and visual images. In this course, the vast majority of texts you will explore will use the modes of speech or writing.

There are clear and significant differences between the language of speech and the language of writing. An oppositional view would describe these two modes in terms of opposites.

SPEECH AND WRITING: AN OPPOSITIONAL VIEW

| Speech is: | Writing is: |
|--------------------|-------------------|
| interactional | transactional |
| synchronous | asynchronous |
| ephemeral | permanent |
| spontaneous | planned |
| loosely structured | highly structured |
| informal | formal |

ACTIVITY 1

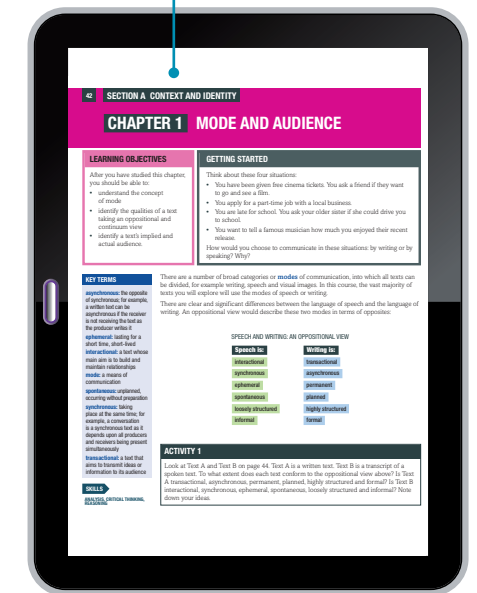
Look at Text A and Text B on page 44. Text A is a written text. Text B is a spoken text. To what extent does each text conform to the oppositional view? A transactional, asynchronous, permanent, planned, highly structured and formal? An interactional, synchronous, ephemeral, spontaneous, loosely structured and informal? Note down your ideas.

The embedded **transferable skills**, needed for progression to higher education and employment, are signposted so students understand, and can engage with, the skills they're gaining.

Definitions of **key terms** throughout and a glossary at the back of each book.

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Varied **activities** to embed understanding.

SECTION A CONTEXT AND IDENTITY CHAPTER 1 MODE AND AUDIENCE 43

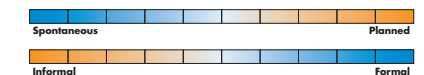
KEY TERM

continuum: a scale with opposite values at either end with gradations in between

SKILLS

ANALYSIS, CRITICAL THINKING, REASONING

Texts sometimes conform to this oppositional view. However, when focusing on a specific text, it can be more useful to consider the different qualities of speech and writing on a **continuum**. For example:



ACTIVITY 2

- Texts can combine two or more modes and can be defined as **multimodal**.
1. Look at texts A–D. Using all the information given in each text, note down which mode or modes each text uses: speech, writing and/or images.
 2. Look more closely at Texts C and D. To what extent do these texts conform to the oppositional view of the qualities of writing and speech?

KEY TERMS

multimodal: a text that uses two or more modes of communication, for example, writing and images, or writing and speech

utterance: a unit of speech that follows and is followed by silence, or by a change of speaker

SKILLS

ANALYSIS, CRITICAL THINKING, REASONING

AUDIENCE

When analysing a text and how it communicates with its audience, it is helpful to consider who that audience might be.

When analysing a dialogue between two or more speakers, each **utterance** can be considered independently. The speaker of each utterance is its producer. The person they are speaking to is its receiver. However, the audience of that text can include other participants in the conversation and anyone who hears that conversation.

Any text – written or spoken – may have:

- an implied audience: the audience that the producer intended to receive their communication
- an actual audience: the audience that actually engages with and takes meaning from the text.

ACTIVITY 3

1. Identify any implied and actual audiences of Texts A and B.

THINKING LIKE A LINGUIST

The relationship between mode and audience can be complex. A text's producer selects its mode with an intended audience in mind. To an extent, the mode governs who forms the audience that accesses the text. The choice of mode can, in turn, influence the audience's response to or interpretation of the text.

Consider, for example, Text D. Why might the teacher have chosen to video her lecture on King Lear and upload it to YouTube rather than, for example, share it as a written text via a different social media platform? How might this influence the audience's response to the text and their perception of the teacher?



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