



Pearson
Edexcel

Examiners' Report
Principal Monitor Feedback

January 2020

Pearson Edexcel International GCSE
In English Language B (4EB1)
Spoken Language Endorsement

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2020

Publications Code 4EB1_E_2001_PEF

All the material in this publication is copyright

© Pearson Education Ltd 2020

There was a very small number of entries this series. Although most administrative procedures were assiduously observed by the majority of centres, some samples arrived with the monitor some time after the deadline and other centres exhibited confusion over how to transfer grades achieved in previous series. Centres are advised to consult the latest edition of the Pearson Edexcel Administrative Support Guide for the Endorsement when submitting grades and samples.

It was pleasing to see that all centres applied the assessment criteria accurately and it was possible to confirm all submitted grades.

At Pass level, most candidates tackled challenging topics such as 'Prejudice and Stereotypes' and 'The Effects of Pollution on Animals'. However, these were presented in straightforward ways which perhaps did not do full justice to the capabilities of candidates. Other topics, such as an account of supporting a local football club, offered less potential for achieving a Merit grade. It is worth reminding centres that, whilst some topics appear limiting, candidates can be guided towards an approach or a focus which may involve a greater degree of challenge. At Merit level, it was encouraging to see some interesting and challenging topics such as 'What is Consciousness?' and 'Mental Health in Sport'. Candidates tended to present well-structured talks based on research and developed personal opinion but did not always use a range of strategies to engage audiences, thus preventing them from accessing the Distinction grade.

No Distinction grades were submitted.

Centres are reminded that the quality of questioning can help candidates to access the higher grades. Open questions which engage closely with the substance of a presentation can prompt the perceptive responses which are needed to achieve a Distinction grade.

