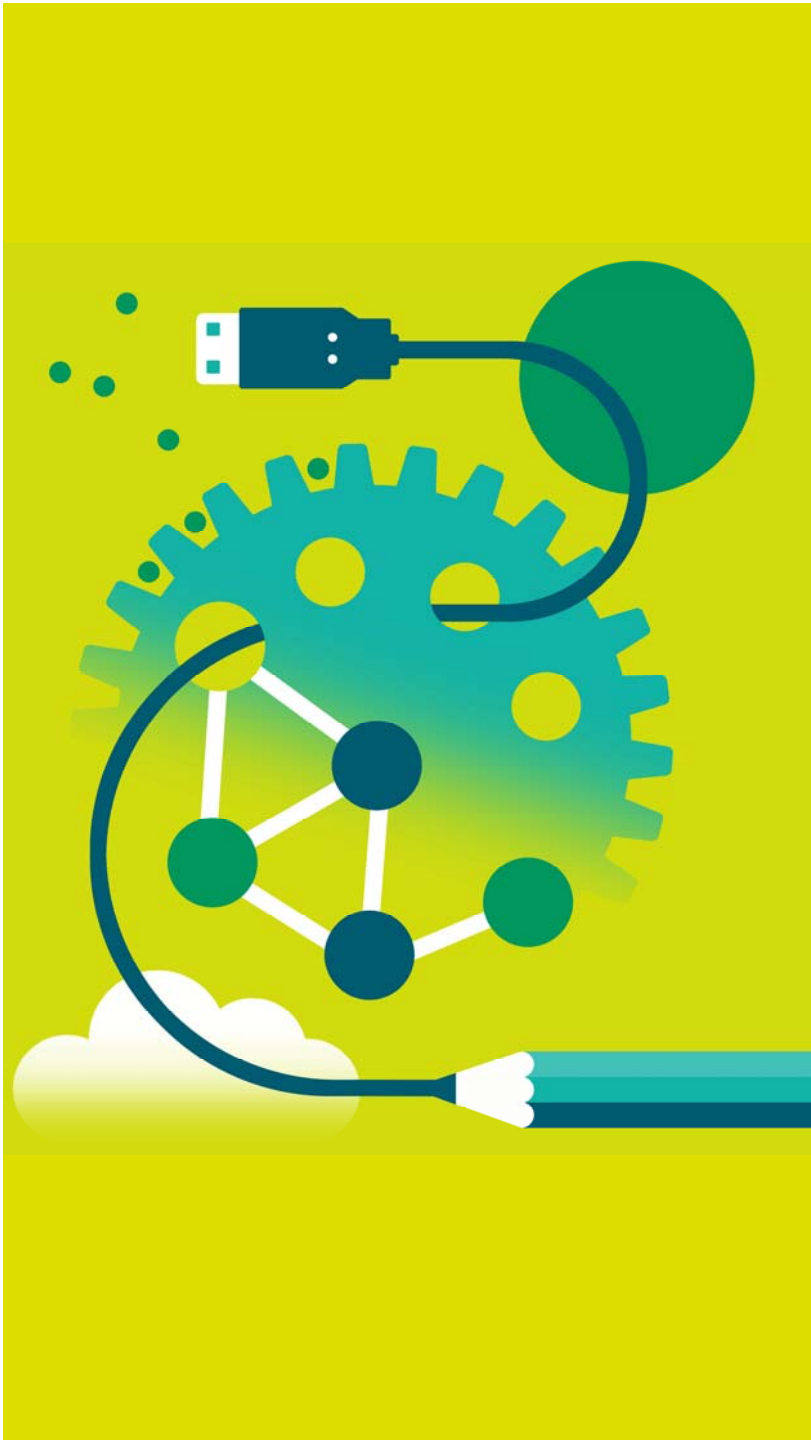




Pearson

# **Feedback on candidate performance in International Advanced Level English (Unit 2- Language in Transition) June 2017**

17IOAE04



## Your Online Environment

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- Technical Difficulties & Support
- Recording
- Communication in an online environment
- Asking Questions
- Using Polls
- Downloading Documents



## Aims and Objectives

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- **Receive feedback on the performance of candidates in the May/June 2017 examination**
- **Consider the variation of candidates' performance on different questions and explore reasons why performance varies**
- **Discuss the Examiner's Report**
- **Address common issues and FAQs.**

# Session Agenda

- 16:00 Welcome and introductions
- 16:15 Review and summary of a good response
- 16:35 Marking Activity
- 16.50 Review and summary of a weak response
- 17.05 Marking Activity
- 17.20 Common issues and Examiners Report
- 17:30 Sharing good practice
- 17.40 Support, training, statistics, & GCE reform
- 17.50 Questions
- 18:00 Finish

**Polls to get to know  
the delegates.**

**[click here for poll](#)**

## Introduction to the Assessment

### Content

**Section A:** comparative analysis of an unseen piece of spoken language from the 21st century.

**Section B:** discussion based question on two written texts from the 19th - 21st century that look at the issue raised in Section A from a wider perspective.

### Assessment Objectives / Skills Tested

A01, A02, A03 & A04 are assessed in Unit 2.

### Structure of Assessment

**Length: 1 hour 45 minutes**  
Candidates answer two questions:

**Section A:** Spoken Language  
Today **25 marks**

**Section B:** Written Language of  
19th – 21<sup>st</sup> century **25 marks**  
**Total marks : 50**

# Assessment Objectives

AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression			
AO2	Demonstrate critical understanding of concepts and issues relevant to language use			
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning			
AO4	Explore connections across texts, informed by linguistic concepts and methods			

**Candidates that did  
well**



# Student Response – Candidates who did well

Question: 1 Section A

Document ID: 0429001415375

Document name: Script A (Level 4: 16 marks)

Question: 2 Section B

Document ID: 0429001415393

Document name: Script B (Level 4: 17 marks)

Question: 2 Section B

Document ID: 0429001415397

Document name: Script C (Level 3: 15 marks)

# Why Candidates did well - Summary

- **Responses are developed and engage with the data making links to Standard English in question 1 and analysing connections across all three texts in question 2.**
- **Candidates discuss relevant concepts and issues with reference to theories and demonstrate knowledge of non standard features and their development across the varieties of English.**
- **Candidates comment on a range of key constituents including grammar and phonology utilising terminology effectively.**
- **Effective time management leading to well rounded, developed answers meeting criteria in each of the assessment objectives.**

# Marking Activity

Student response

Question: 1 and 2

Document ID: TBC

Document name: Script D

**Candidates that did  
not do well**

# Student Response – Candidates who didn't do well

Question: 1

Document ID: 0429001415413

Document name: Script E (Level 2: 8 marks)

Question: 1

Document ID: 0429001414963

Document name: Script F (Level 1: 3 marks)

Question: 2

Document ID: 0429001415390

Document name: Script G (Level 1: 6 marks)

# Why Candidates didn't do well – Summary

- **Responses are under developed lacking the detail and complexity required to achieve in the higher bands.**
- **Limited discussion referring to the concepts and issues in relation to the construction of meaning in the texts.**
- **Candidates do not comment on a wide range of key constituents limiting their analysis to lexis or do not reference the data throughout the response.**
- **Candidates describe the data presented with little or no analysis and paraphrase the texts.**
- **Poor time management leading to unfinished answers.**

# Marking Activity

Question: 1

Document ID: 0429001415376

Document name: Script H

Question: 2

Document ID: 0429001415372

Document name: Script I

# Common Issues

1. Not referencing the data and writing general essays about global English making no links to the texts.
2. Not covering a range of key constituents nor using relevant terminology.
3. Describing the data and not engaging in analysis of the language.
4. Unfinished/undeveloped responses.

Read Examiners Report for more information on Candidates performance.





# Considering Delivery Strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

# Support

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***TeachingEnglish@pearson.com***

For more information, please contact subject advisors, subjects pages/communities and ask the expert.

[Click here to go to "Contact Us" Webpage](#)

# Pearson Published Resources

*Course materials are available at:*

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-language-2015.html>

# GCSE Reform – what's changing?

## New GCSEs for 2015

- English Literature, English Language and Mathematics
  - First teaching - Sept 2015 : First assessment summer 2017

## New GCSEs for 2016

- Geography, History, Biology, Chemistry, Physics, Combined Science, Computer Science, French, German, Spanish, Art & Design, Citizenship Studies, Drama, Music, PE, Religious Studies, *Dance, Latin, Classical Greek, and Food and Nutrition*
- Subjects not offered by Pearson Edexcel are shown above in italics
  - First teaching - Sept 2016 : First assessment summer 2018

# GCSE Reform – what's changing?

## New GCSEs for 2017

- Business, Economics, Design & Technology, Statistics, Astronomy, Psychology, Urdu, Arabic, Japanese, Modern Greek, Italian, Chinese, Russian, PE short course, *Sociology, Geology, Classical Civilisation, Ancient History, Engineering, Electronics, Film Studies, Media Studies*
- Subjects not offered by Pearson Edexcel are shown above in italics
  - First teaching - Sept 2017 : First assessment summer 2019
  - New specifications on our website

## Main changes

- New grade structure of 9 - 1 replacing current A\* - G grades
- A fully linear structure, all assessments taken at the end of the course
- Exams will be the preferred method of assessment, except where they can not provide valid assessment of the skills.
- Most subjects will see a reduction in NEA (coursework)

# A level Reform – what's changing

## New A levels and AS qualifications for 2015

- English Literature, English Language, English Language & Literature, Biology, Chemistry, Physics, History, Psychology, Art & Design, Business, Economics, Computer Science and *Sociology*
- Subjects not offered by Pearson Edexcel are shown above in italics
  - First teaching - Sept 2015 : First A level assessment summer 2017

## New A levels and AS qualifications for 2016

- Geography, French, German, Spanish, Drama, Music, PE, Religious Studies, *Dance, and Classical Greek*
- Subjects not offered by Pearson Edexcel are shown above in italics
  - First teaching - Sept 2016 : First A level assessment summer 2018

# A level Reform – what's changing

## New A levels and AS qualifications for 2017

- Mathematics, Further Mathematics, Design & Technology, Politics, Music Technology, Chinese, Italian Russian, *Statistics, Law, Accounting, History of Art, Ancient History, Philosophy, Environmental Science, Archeology, Geology, Electronics, Film Studies, Media Studies*
- Subjects not offered by Pearson Edexcel are shown above in italics
  - First teaching - Sept 2017 : First A level assessment summer 2019
  - New specifications now on our website

## Main changes

- AS is a standalone qualification.
- AS work and grades no longer contributes to A level grade, but can be designed to be co-taught
- A fully linear structure, all assessments taken at the end of the course
- Exams will be the preferred method of assessment, except where they can not provide valid assessment of the skills.
- Most subjects will see a reduction in NEA (coursework)

# Other useful links

## 1. [Grade Boundaries](#)

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

## 2. [Examination Results Statistics](#)

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

## 3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.



**Any questions?**

**Thank you for  
attending this event.**

*How did we do?*

*Please fill in the evaluation form that you'll  
receive via e-mail in a few minutes.*

# **There's so much more to learn**

Find out more about our range of events at  
<http://qualifications.pearson.com/training>

ALWAYS LEARNING