

EDEXCEL INTERNATIONAL GCSE (9-1) **Bangla**

GETTING READY TO TEACH

Event code: 17IOAL13

First teaching in 2017, first assessment in 2019.



Session Agenda

- 8.00-8.05 Welcome, introduction and aims and objectives
- 8.05-8.10 Polls to get to know delegates
- 8.10-8.15 Warm up quiz on assessment
- 8.15- 8.25 Qualification's Aims and Objectives
- 8.25 – 8.40 Main difference with the current specification
- 8.40- 8.50 New 9-1 grades
- 8.50- 9.00 Themes and topics for assessment
- 9.00- 9.10 Teaching and learning strategies
- 9.10 – 9.30 Exemplar questions
- 9.30 -9.40 Supports available
- 9.40 – 9.45 Strength of the Qualification
- 9.45 – 9.50 Resources and Support overview
- 9.50 – 10.00 Questions and answers



Aims and Objectives

- Review the main features of new specification content
- Look at the topics in detail
- Explain the new 9-1 Grading system
- Explore possible teaching and delivery strategies for the new qualification
- Inform the delegates of available support system



Polls to get to know the delegates.



A warm up question

**What are the instruments of
Assessment?**



Qualification aims and objectives

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

- their ability to read, understand and respond to material from a variety of sources
- their ability to communicate accurately in writing, matching style to audience and purpose
- their understanding of the structure and variety of language
- an understanding of themselves and the world around them
- an appreciation of the richness, beauty and diversity of the Bangla language.



Timeline

Current specification (Bengali) final assessment date:
January 2019

New specification (Bangla) first assessment date:
May/June 2019



Main differences between the current and new reformed Specification

Feature	Current	New
Duration	3 hours	2 hours 30 minutes
Total Mark	100	100
No of questions	4	7
Content and Mark allocation	<p>Question 1: Translate 5 sentences in English into Bengali . Total mark: 15</p> <p>Question 2: Translate a passage in English into Bengali. Total mark 25</p> <p>Question 3: Translate a passage in Bengali into English. Total mark 25</p> <p>Question 4: Writing an essay in Bengali (students have to write one essay on one of four options given). Total Mark 35</p>	<p>Section A: Reading. Four questions related to four text extracts. Students will answer all four questions. Students are advised to allocate 1 hour to this section. Total mark 40</p> <p>Section B: Writing. There will two writing tasks. Task 1: Write a short essay based on four short prompts. Task 2: Write a longer essay based on a choice of three stimuli. Students are advised to allocate 1 hour 15 minutes to this section. Total mark 40</p> <p>Section C: Translation. Translate one passage in English into Bangla. Students are advised to spend 15 minutes on this section. Total mark 20</p>



Introduction to the Assessment

Content

Content

The content is relevant and engaging. It covers five topics:

- Home and abroad;
- Education and employment;
- Personal life and relationships;
- The world around us;
- and Social activities, fitness and health.

Assessment Objectives / Skills Tested

The assessment focuses on reading, writing and grammar skills and is a suitable foundation for language speakers of Bangla who wish to progress to further study of Bangla or of other comparable qualifications at schools and colleges.

Structure of Assessment

The paper has three sections.

Section A: Reading 40%

Section B: Writing 40%

Section C: Translation 20%

Assessment is 100% external.



Assessment objectives and weightings

			% in International GCSE
Reading	AO1	Understand and respond, in writing, to written language.	40
Writing	AO2	Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.	40
Translations	AO3	Understand contemporary written texts in English and translate them into the target language.	20



Purpose of new 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. 2 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 clear comparison with English standards, unlike old A* to G grading



9-1 grading scale (2)

The new grade 9 represents a new level of attainment and we've introduced this to really differentiate top performing students

There's greater differentiation in the middle of the range of grades, with old grades 4, 5 and 6 being equivalent to the old grade B and C

The new grading scales gives teachers more information about student's attainment to help progress to A Level, and universities more information when looking at accepting students into HE.

Where universities are looking at additional indicators of high performance, only those using the 9-1 grading scale will be able to demonstrate grades such as 5 and 9.

Using the same scale for Pearson Edexcel GCSE and International GCSE for allows clear comparison with English standards, unlike the A*-G scale.



NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Themes and Topic Area 1:

Home and abroad

- Life in the town and rural life
- Holidays, tourist information and directions
- Services (e.g. bank, post office)
- Customs
- Everyday life, traditions and communities



Themes and Topic Area 2: ***Education and employment***

- School life and routine
- School rules and pressures
- School trips, events and exchanges
- Work, careers and volunteering
- Future plans



Themes and Topic Area 3:

Personal life and relationships

- House and home
- Daily routines and helping at home
- Role models
- Relationships with family and friends
- Childhood



Themes and Topic Area 4:

The world around us

- Environmental issues
- Weather and climate
- Travel and transport
- The media
- Information and communication technology



Themes and Topic Area 5:

Social activities, fitness and health

- Special occasions
- Hobbies, interests, sports and exercise
- Shopping and money matters
- Accidents, injuries, common ailments and health issues
- Food and drink



Teaching and Learning Strategies

Reading

Tasks

- read and respond to material from a variety of sources
- demonstrate their ability to summarise a short text by writing the main points clearly
- interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas
- throughout the qualification, students should develop the skills of interpretation and comprehension

Text Types

Text types used should include a range of forms, such as high-quality fiction, articles, reviews, speeches, journals and reference book extracts, as well as literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing.

This list is not exhaustive.



Teaching and Learning Strategies

Writing Tasks

- students are required to write a short essay, based on four short prompts
- students are required to write a longer essay, based on a choice of three stimuli.

Course Material

- focus writing on a particular purpose and audience
- use a wide range of suitable vocabulary
- use accurate spelling
- structure their work effectively



Teaching and Learning Strategies

Translations Tasks

Students are required to convey their understanding of one engaging text written in English and translate it onto Bangla.

Learning Materials

- Build up a cache of vocabularies in Bengali for English words
- Apply the conventions of grammar in order to produce and manipulate pertinent and accurate content.



Example of inferential Text

মানুষের কাপড়চোপড় পরার কারণ যদিও নিজেকে আবহাওয়ার প্রতিকূল প্রভাব থেকে রক্ষা ও লজ্জা নিবারণ করা। কিন্তু নিজেকে সুন্দর ও কেতাদুরস্ত দেখাবার ইচ্ছা মানুষের মধ্যে আরও বেশি কাজ করে।

প্রশ্নঃ মানুষের পোশাক পরার মূল উদ্দেশ্য কী?



Answer to Exemplar question 2



Types of Test

- **Selection Type Questions**

In a selection type student select the correct answer to a question from a given list

- **Supply Type Questions**

Supply type questions require the students to 'supply' the correct answer to questions.



Examples of selection type Questions

- Fill in the blanks
- Multiple choice questions
- Matching block
- True/False



Examples of Supply Type Questions

- Short-answer questions
- Essay or free response questions
- Structured questions



Text for MCQ

পরিবেশ সংরক্ষণ

উন্নয়নের জোয়ারে ভেসে যাচ্ছে বিশ্বের পরিবেশ। উন্নয়নের নামে বাড়িঘর, শিল্প-রাস্তাঘাট এ

ব বানাতে গিয়ে চলছে পরিবেশ নিধন। পরিবেশ দূষণের ফলে জলবায়ুর পরিবর্তন ঝড়বৃষ্টির ধরন বদলে যাচ্ছে। ঘূর্ণিঝড়, ভূমিকম্প, জলোচ্ছ্বাস এসবের মাত্রা অনেক গেছে। অনিয়ন্ত্রিতভাবে শিল্প-কারখানা থেকে নির্গত কার্বন ডাই অক্সাইড গ্যাস মহাশূন্যে একটা আবরণ সৃষ্টি করেছে যার ফলে পৃথিবীর তাপমাত্রা বেড়ে যাচ্ছে। সবচেয়ে বড় আশঙ্কার কারণ হল এর ফলে মেরু অঞ্চলের বরফ গলে সমুদ্রের পানির উচ্চতা বেড়ে পৃথিবীর অনেক অঞ্চল পানির নিচে ডুবে যাবো।



Exemplar Question 3 for MCP

পরিবেশ দূষণের সবচেয়ে মারাত্মক ফল কী ?

- ১। বিশ্বের জলবায়ুর পরিবর্তন
- ২। ঘূর্ণিঝড়, ভূমিকম্প, জলোচ্ছ্বাস এসবের মাত্রা অনেক বেড়ে গেছে
- ৩। পৃথিবীর তাপমাত্রা বেড়ে যাচ্ছে।
- ৪। সমুদ্রের পানির উচ্চতা বেড়ে পৃথিবীর অনেক অঞ্চল পানির নিচে ডুবে যাবে।



Answer for exemplar question 3



Text for short answer question

হুমায়ুন আহমদ

বাংলাদেশের বিখ্যাত কথাসিদ্ধি হুমায়ুন আহমদের জন্ম ১৯৪৮ সালের নভেম্বর মাসে নেত্রকোনা জেলায়। তাঁর বাবা ফজলুর রহমান আহমদ একজন উচ্চ পদস্থ পুলিশ কর্মকর্তা ছিলেন। ১৯৭১ সনে মুক্তিযুদ্ধ চলাকালে তাঁকে পাকিস্তানী সেনাবাহিনী হত্যা করে। তাঁর বাবার বদলির চাকুরীর কারণে তিনি বাংলাদেশের সিলেট, কুমিল্লা, চট্টগ্রাম, দিনাজপুর ও বগুড়ার বিভিন্ন স্কুলে পড়াশোনা করেছেন।



Question 4 on text for short answer

১। হুমায়ুন আহমদের বাল্যজীবন সম্বন্ধে
কী জান? তিনটি বিষয় লেখ।



Answer for Q 4 of short answer text



Supporting you in planning and implementing this qualification

Teaching and learning

- Skills maps will highlight opportunities for students to develop skills that are assessed, as well as skills that are not directly assessed.
- A range of teaching and learning resources which promote any time, any place learning to improve student motivation and encourage new ways of learning.



Supporting you in planning and implementing this qualification

Preparing for exams

Pearson will also provide a range of resources to help you prepare your students for the assessments, including:

- specimen papers to support formative assessments and mock exams
- examiner commentaries following each examination series.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students. Minor commentaries following each examination series.



Supporting you in planning and implementing this qualification

Training events

In addition to online training, for teachers to deepen their understanding of qualifications, Pearson hosts a series of training events each year.

Get help and support

Subject advisor service will ensure that you receive help and guidance from Pearson. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email the subject advisor at: teachinglanguages@pearson.com.



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



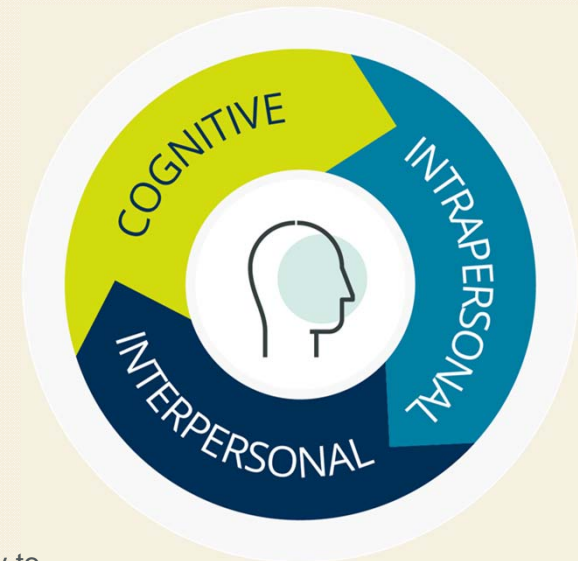
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager

Additional support
for selected
subjects

Exam Wizard

Exemplar
Marked
Responses

Additional SAMs



For your subject specific enquiries

**Subject advisor:
teachinglanguages@pearson.com**

ALWAYS LEARNING