



Delegate Booklet

Getting Ready to Teach the Pearson Edexcel International GCSE in English as a Second Language (9-1)

16IAE09

About this event

Course Title: **Getting Ready to Teach the Pearson Edexcel International GCSE
in**
 English as a Second Language (9-1)

Course Code: **16IAE09**

Aims and Objectives of the event

During the training you will:

- consider the structure, content and assessment of this qualification through examining each of the papers in detail, and the support available to guide you through these changes
- consider the key changes from 4ES0
- understand the optional spoken endorsement component
- explore possible teaching and delivery strategies for the new qualification
- have the opportunity to network, discuss best practice, take away resources to help with your planning and delivery, and share ideas with other teachers
- learn about the introduction of the new 9–1 grading scale.
- have dedicated time to ask questions to our trainer.



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Agenda

Time	Item
09.30-10.00	Welcome Tea and Coffee
10.00	Introduction
10.10	Key changes and Timeline
10.20	9-1 Grading Scale
10.30	Overview of the new Specification
10.40	Paper 1: Reading
11.20	BREAK
11.35	Paper 1: Writing
12.20	Paper 2: Listening
13.00	LUNCH
13.40	Paper 3: Speaking
14.20	Possible teaching and delivery strategies
15.10	Support and resources
15.25	Plenary
15.30	Close

Teaching and delivery strategies

Changes in Subject Choice

Before the 1980s in the UK, boys and girls pursued distinct educational courses. Boys were encouraged to study masculine orientated subjects such as woodwork, metal work and science, while girls were encouraged to pursue subjects preparing them for roles as wife and mother or for work in office-based jobs – cookery, needlework and vocational courses involving typing. (56)

The introduction of the 1988 National Curriculum meant that all students had to study the foundation subjects of maths, English and science and fewer optional subjects were offered. Regardless of gender, ethnicity or social class, all students attending a school were basically offered the same subjects up to the age of 16. (52)

Despite this legal requirement, the patterns of subject choice with pre-16 qualifications remained stable, with boys being more likely to study physics, maths and technology-related subjects and girls being more likely to select modern languages, social sciences and biology. However, in recent years there has been a marginal shift in subject choice and the gender divide is beginning to diminish. (60)

Research has suggested that boys find maths and science subjects easier, possibly because of their ability to acquire facts and figures. Boys tend to perform more successfully at multiple-choice questions. On the other hand, girls may find studying itself a more comfortable activity. They may be able to pay attention to the teacher for longer periods of time and be more advantaged by coursework which requires careful planning over time. These conclusions could be related to the view that males and females perform different roles in society. These differences may be inbuilt, i.e. due to biological factors. (97)

However, perceptions about subjects do exist and subject choice will unquestionably be influenced by these. Some subjects are regarded as more masculine than others (e.g. maths and computing), while others are perceived as being more feminine (e.g. biology and social sciences). Science, in particular, has been described as a patriarchal subject, which is dominated by males and aimed specifically at males. (61)

Parents now assume that their daughters will have the same educational opportunities as their sons. Thirty years ago women had fewer opportunities in the workplace and the role of provider was an expectation for men. This has now changed and could be a result of society becoming more focused on ability rather than gender. (54)

This may also explain the slight changes in subject choice in recent years. As gender identities are now more flexible, young men and young women can follow their chosen educational path with

greater ease. Nowadays it is more common for a woman to work in the construction industry or a man to work in the catering industry, and this may be due to subject choice being more fluid and less constrained than in the past. (75)

Taken from Pearson Edexcel Int GCSE ESL 4ES01R June 2015 Part 6

455 words

In your summary you must:

- give two ways in which education changed due to the National Curriculum
- give two academic differences between girls and boys
- state how study and work options have changed for women.

You must write **between 100 and 150 words only**. You must use your own words where possible.





