

EDEXCEL INTERNATIONAL GCSE (9-1)

English as a Second Language

GETTING READY TO TEACH

Event code: 17IOAE07

First teaching in 2017, first assessment in 2019.



Aims and Objectives

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
- Learn about the new 9-1 grading scale
- Explore possible teaching and delivery strategies for the new qualification



Session Agenda

16. 10	Key changes and Timeline, 9-1 Grading scale, Overview of the new specification
16.20	Paper 1: Reading
16.40	Paper 1: Writing
17.10	Paper 2: Listening
17.20	Speaking
17.45	Suggestions for possible teaching and delivery strategies. Support and resources



The Edexcel International GCSE in English as a Second Language (ESL)

is designed for students who are: **is:**

- either obtaining their secondary education through English as a medium of instruction.
- or studying English in order to enhance their future educational or employment prospects.
- assessed through two examination papers and an optional speaking test.
- designed as a two-year course for teaching in international schools and colleges and UK independent schools.



Key changes

Minimal change from current specification

- January and June series
- 9-1 grading scale
- Streamlined Assessment Objectives
- Some revision of the assessment criteria in the interests of clarity
- Paper 1: Part 2 - now out of 15 marks

Part 6 - 5 marks awarded for reading in the summary task

- Paper 2: In four parts lasting 50 minutes out of 40 marks
- Papers 1 and 2: some task types retired and some new ones introduced



Timeline

	Summer 2017	Summer 2018	Summer 2019
Current specification	Summer series as normal	Final assessment	
New 2017 specification	First teaching of two-year International GCSE ESL		First assessment of the International GCSE ESL



9-1 grading scale (1)

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)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	A
The bottom of the grade 7 aligns with the bottom of the grade A.	7	
	6	B
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.	5	
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	4	C
	3	D
The bottom of the grade 4 aligns with the bottom of the grade C.	2	E
	1	F
		G
The bottom of the grade 1 aligns with the bottom of the grade G.	U	U



Overview of the revised specification edexcel

The International GCSE in English as a Second Language (ESL) qualification comprises two written assessments.

Both papers are

- available in both January and June
- marked by Pearson Edexcel examiners

Paper 1: Reading and Writing	Paper 2: Listening
2 hours	50 minutes
100 marks: 50 marks for Reading 50 marks for Writing	40 marks
$66\frac{2}{3}$ % of the total International GCSE	$33\frac{1}{3}$ % of the total International GCSE



Overview of the Specification

Paper 3 Speaking test

The speaking test is

- optional and separately endorsed
- available in both January and June
- marked externally by Edexcel examiners

The total number of marks is 40

The total assessment lasts 9 - 12 minutes



Paper 1 Reading: Assessment Objective

There is now **one** AO for reading.

AO1 Understand and respond in writing to a range of English texts

This AO has four strands:

A Understand the overall message of a text

B Understand in detail a range of texts, identifying finer points of detail

C Distinguish between facts, ideas and opinions

D Identify a writer's viewpoint and attitude, stated and implied



Paper 1 Reading

Part 1: 10 marks	Content guidance: skills and assessment objectives
<p>No change in number of marks</p> <p>Stimulus text types: a collection of short texts e.g.</p> <ul style="list-style-type: none">• adverts• a timetable• a leaflet giving advice <p>Task types:</p> <ul style="list-style-type: none">• multiple matching• multiple choice <p>No short answer questions</p>	<p>Skimming and scanning skills</p> <p>AO1A Understand the overall message of a text</p>

Paper 1 Reading

Part 2: 15 marks	Content guidance: skills and assessment objectives
<p>Stimulus text types: longer extract from</p> <ul style="list-style-type: none">• leaflets• adverts• articles etc. <p>Task types – any 2 or 3 from:</p> <ul style="list-style-type: none">• multiple choice• short-answer questions• true/false/not given• note completion• sentence completion• diagram completion• summary completion	<p>Read for both gist and detail</p> <p>AO1B Understand in detail a range of texts, identifying finer points of detail</p> <p>AO1C Distinguish between facts, ideas and opinions</p> <p>AO1D Identify a writer's viewpoint and attitude, stated and implied</p>

Paper 1 Reading

Part 3: 20 marks	Content guidance: skills and assessment objectives
<p>No change in the number of marks</p> <p>Stimulus text types: long text possibly from academic sources, e.g.</p> <ul style="list-style-type: none">• reports,• articles etc. <p>but will be of general interest.</p> <p>Task types – any 2 or 3 from:</p> <ul style="list-style-type: none">• multiple choice• short-answer questions• true/false/not given• note completion• sentence completion• diagram completion• summary completion	<p>Read for both gist and detail</p> <p>Follow a line of argument or discussion</p> <p>Identify attitudes and opinions</p> <p>AO1B</p> <p>Understand in detail a range of texts, identifying finer points of detail</p> <p>AO1C</p> <p>Distinguish between facts, ideas and opinions</p> <p>AO1D</p> <p>Identify a writer's viewpoint and attitude, stated and implied</p>

Paper 1 Reading

Part 6

There are now up to **5** marks available for

- reading and extracting relevant material from the text(s) as defined by the guidance given in the question.

These 5 marks are awarded according to a point-based mark scheme.

Paper 1 Writing: Assessment Objective

There is now **one** AO for writing.

AO2 Write clear, relevant texts in English on a range of subjects

This AO has four strands:

A Demonstrate appropriate use of paragraphing, punctuation and spelling

B Write in a range of registers to fit the context and the audience

C Demonstrate a control of a range of vocabulary and a variety of grammatical structures

D Summarise information provided in text form for a given purpose and audience

Paper 1 Writing

Part 4

Part 4: 10 marks	Skills and AOs	Assessment criteria
<p>No change in</p> <ul style="list-style-type: none">• number of marks• word count 75 - 100 <p>Informal writing</p> <p>Task types:</p> <ul style="list-style-type: none">• a letter• an email• a postcard	<p>Informal piece of writing</p> <p>AO2A - demonstrate appropriate use of paragraphing, punctuation and spelling</p> <p>AO2B - write in a range of registers to fit context and audience</p> <p>AO2C - demonstrate a control of a range of vocabulary and a variety of grammatical structures</p>	<p>Communication and content (AO2B)</p> <p>Range and accuracy (AO2A / AO2C)</p>

Paper 1 Writing

Part 5

Part 5: 20 marks	Skills and AOs	Assessment criteria
<p>No change in</p> <ul style="list-style-type: none">• number of marks• word count: 100 – 150 <p>Semi-formal writing</p> <p>Task types:</p> <ul style="list-style-type: none">• a report• an article• a semi-formal letter	<p>Semi-formal, factual piece of writing based on own knowledge and interests</p> <p>AO2A –appropriate use of paragraphing, punctuation and spelling</p> <p>AO2B – range of registers to fit context and audience</p> <p>AO2C – demonstrate control of range of vocab and variety of grammatical structures</p>	<p>Communication and content (AO2B / AO2D)</p> <p>Lexical range and accuracy (AO2C)</p> <p>Grammatical range and accuracy (AO2C)</p> <p>Effective organisation (AO2A)</p>

Paper 1 Writing

Part 6 Summary

Part 6: 25 marks	Skills and AOs	Assessment criteria
<p>No change in word count: 100-150</p> <p>Part 6 is now worth 25 marks:</p> <ul style="list-style-type: none">• up to 5 marks for reading and extracting relevant material from text(s), as defined by bullet points.• up to 20 marks for ability to summarise one or two short texts (of no more than 500 words) for a given purpose and reader.	<p>Semi-formal/formal summary of a general interest article</p> <p>AO2A - appropriate use of paragraphing, punctuation and spelling</p> <p>AO2B - range of registers to fit context and audience</p> <p>AO2C - control of range of vocabulary and variety of grammatical structures</p> <p>AO2D - summarize information provided in text form for a given purpose and audience</p>	<p>Communication and content (AO2B / AO2D)</p> <p>Lexical range and accuracy (AO2C)</p> <p>Grammatical range and accuracy (AO2C)</p> <p>Effective organisation (AO2A)</p>

Paper 2 Listening: Assessment Objective

There is now one AO for listening.

AO3 Understand a wide range of recorded material spoken at normal speed

This AO has four strands:

A Understand the overall message of a spoken passage

B Identify essential and finer points of detail in spoken material

C Understand a conversation where information is being negotiated and exchanged

D Identify a speaker's viewpoint and attitude, stated and implied.

Paper 2 Listening Part 1: 10 marks

- New part in the listening paper
- 2 Sections thematically linked
 - Section A (5 marks)
Series of monologues
 - Section B (5 marks)
One longer monologue
- Factual information
e.g. public announcements,
telephone messages or
pre-recorded information.
- Task types for both Sections
 - multiple matching
 - multiple choice
 - short-answer questions

Skills and assessment objectives

- Listening to short extracts
- Identifying the item, place or event
being described

AO3A - understand the overall message
of a spoken passage

AO3B - identify essential and finer points
of detail in spoken material

Part 2: 10 marks

- Equates to Part 1 in the old specification.
- Candidates listen to a longer recording
- A monologue or guided dialogue e.g. radio broadcast.
- Task types
 - multiple choice
 - note/sentence/chart/table/diagram completion
 - short-answer questions.

Skills and assessment objectives

Listening for detailed information

AO3B - identify essential and finer points of detail in spoken material

AO3D - identify a speaker's viewpoint and attitude, stated and implied

Part 3: 10 marks

- Equates to Part 2 in the old specification.
- Candidates listen to a longer recording.
- A transactional dialogue where speakers negotiating meaning e.g. an interview.
- Task types
 - multiple choice
 - note/sentence/chart/table/diagram completion
 - short-answer questions.
- May be more than one task type.

Skills and assessment objectives

- Following a discussion or argument
- Identifying attitude and opinions of speakers
- Following instructions

AO3C - understand a conversation where information is being negotiated and exchanged

AO3D - identify a speaker's viewpoint and attitude, stated and implied

Part 4: 10 marks

- Equates to Part 3 in the old specification.
- Candidates listen to a longer recording
- A monologue or guided dialogue.
- Academic topic
- Task types
 - multiple choice
 - note/sentence/chart/table/diagram completion
 - short-answer questions.
- May be more than one task type.

Skills and assessment objectives

Listening to a complex argument or discussion

- Understanding the overall message
- Identifying attitudes and opinion

AO3B - identify essential and finer points of detail in spoken material

AO3D - identify a speaker's viewpoint and attitude, stated and implied

Paper 3 Speaking: Assessment Objective

There is now **one** AO for speaking.

AO4 Communicate in speech comprehensibly and fluently

This AO has three strands:

A Give information and express opinions on a range of topics at different levels of complexity

B Respond to a range of questions on a variety of topics

C Use a range of vocabulary, grammar and structures appropriately.

Paper 3 Speaking

No change to

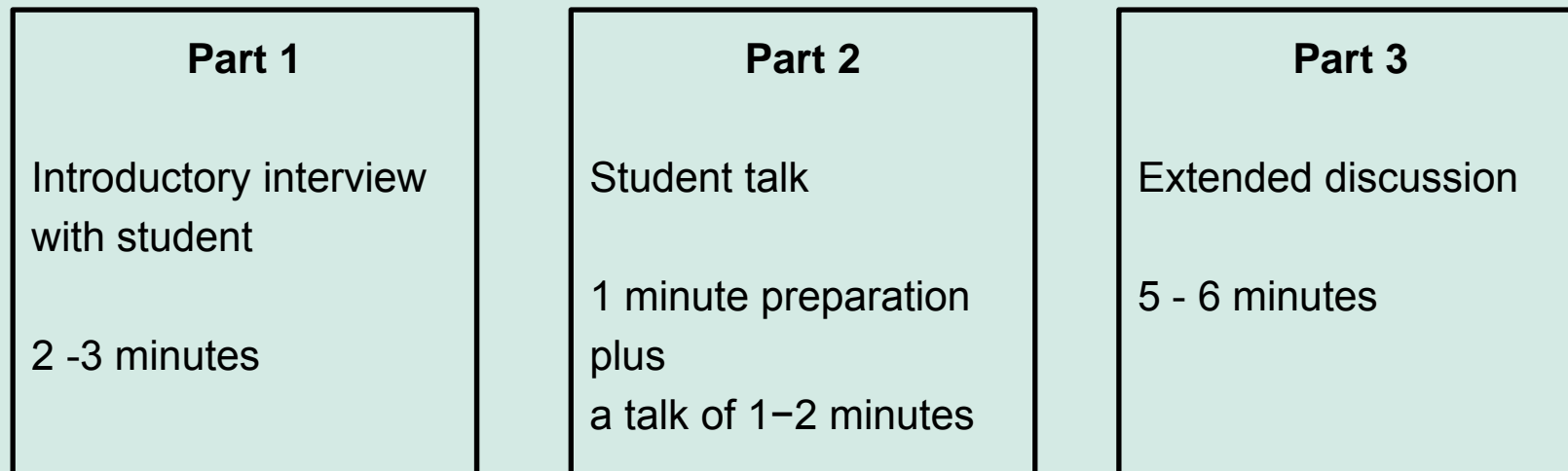
structure of the speaking assessment

length of assessment - approximately 9- 12 minutes

Total number of marks increased to 40

The assessment criteria applied holistically across three tasks

All three AO strands applied across all three tasks



Paper 3 Assessment criteria

Communicative ability and content /10	Pronunciation and fluency /10	Lexical range and accuracy /10	Grammatical range and accuracy /10
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Suggestions for teaching and delivery strategies

Investigating the

- Getting started guide

and the

- Scheme of work

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

Curriculum
Matched
Publishing

Exemplar
Marked
Responses

Additional SAMs

Exam Wizard

Lesson Plans

Topic booklets



Support

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Twitter: [@PearsonMFLquals](https://twitter.com/PearsonMFLquals)



Sign up for Subject Advisor emails:

<https://qualifications.pearson.com/en/forms/subject-advisor-languages.html>

Pearson Publishing

- Edexcel International GCSE (9-1) English as a Second Language (ESL)
- Pearson Global Schools:
<http://www.pearsonglobalschools.com/index.cfm?locator=PS3zDs>

Publication dates:

- Student Book July 2017 (access to full book pdfs online in April)
- Teacher Book August / September 2017
- Teacher Resource Pack August 2017 (online extra resources and audio)

Other resources – Twitter

Some suggestions:

[@TeachingEnglish](#)

Join our global community of English language teachers for ELT lesson ideas and professional development resources. Part of [@BritishCouncil](#).

[@eslpod](#)

English as a Second Language (ESL) Podcast's Twitter feed. Learn English, improve your vocabulary at <http://ESLPod.com>.

[@esolcourses](#)

Free [#TEFL](#) resources & mobile friendly online lessons and quizzes for [#teaching](#) and learning [#English](#) in and out of the classroom. Tweets by [@esolcourses_sue](#)

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.

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.



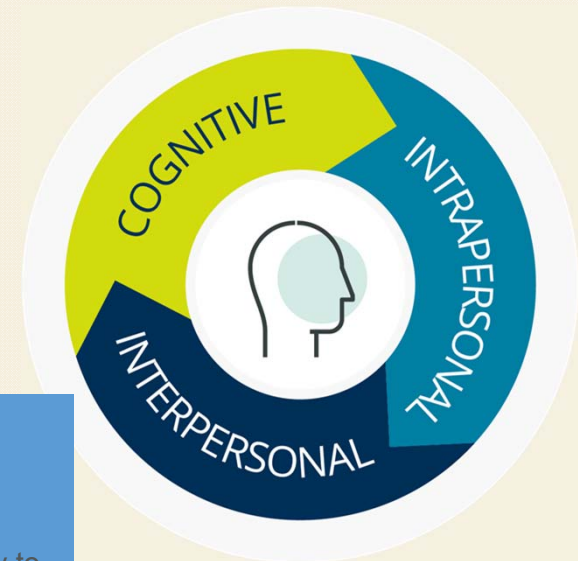
Intrapersonal Skills

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.



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.*