

INTERNATIONAL GCSE

English as a Second Language (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in English as a Second Language (4ES1)

For first teaching in September 2017

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Introduction

This Getting Started Guide provides an overview of the new Pearson Edexcel International GCSE in English as a Second Language, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

Our package of support to help you plan and implement the new specification includes:

Planning – We will provide a scheme of work that you can adapt to suit your department. We also provide face-to-face and online training for international and UK-based schools.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists.

Understanding the standard – Sample assessment materials will be provided.

Tracking student progress – ResultsPlus provides the most detailed analysis available of your students' examination performance. It can help you identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiner reports for a range of GCSE and GCE subjects.

Support – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingLanguages@pearson.com

Resources – Print and online student resource, 100% matched to the new curriculum.

Key features of the qualification

Structure

The Pearson Edexcel International GCSE in English as a Second Language is a linear qualification with 100% external assessment, which means that all papers must be taken at the end of the course of study and all papers are marked by Pearson Edexcel examiners. The qualification comprises two assessments: Paper 1 (Reading and Writing) and Paper 2 (Listening) with the choice of an additional, separately endorsed speaking assessment (Paper 3). The papers are single tier covering the whole range of grades 9 to 1.

Content

The aim of the Pearson Edexcel International GCSE in English as a Second Language (ESL) is to test English language competence through realistic and contextualised tasks based on authentic texts. The papers feature a relevant, engaging and current variety of stimulus material that relates to the interests of students using English as a second language for purposes of communication, for example in study and leisure situations. The contexts and settings will be those that students are likely to encounter, for example school and the media. Culturally sensitive and authentic reading and listening texts are used throughout. This qualification builds a foundation for students wishing to progress to further study or employment in English speaking environments.

Skills

Reading and writing are tested in separate exercises in Paper 1. In the writing section, students will be expected to communicate formally and informally in a range of contexts. Listening is tested separately in Paper 2. In the reading and listening sections, students will be expected to understand a wider range of texts, styles and registers than they can produce themselves. Speaking communication skills are assessed and endorsed separately in Paper 3.

Assessment

There are assessment opportunities in both the January and June examination series. Reading, writing and listening skills are tested through two examination papers. Speaking is tested through a face-to-face interview at the centre. The speaking test is optional and endorsed separately.

Our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

The papers target a range of abilities from level B1 (intermediate) to C1 (advanced) of the CEFR.

Assessment overview

Paper 1: Reading and Writing	*Paper code 4ES1/01
Paper 2	66$\frac{2}{3}$ % of the total International GCSE
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: January and June ■ First assessment: June 2019 	
<p>Content summary</p> <p>This paper assesses reading and writing skills in separate exercises.</p> <p>Reading</p> <p>Passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.</p> <ul style="list-style-type: none"> ■ Part 1 – Skimming and scanning skills. ■ Part 2 – Read for both gist and detail. ■ Part 3 – Read for both gist and detail, follow a line of argument or discussion, and identify attitudes and opinions in the text. ■ Part 6 – Read for details to be included in the summary writing (see Writing section below). <p>Writing</p> <ul style="list-style-type: none"> ■ Part 4 – Short piece of writing in response to a given situation. The writing can take the form of a letter or email and students may have to provide information and ask for required information. ■ Part 5 – Factual piece of writing based on knowledge and interests. The writing can take the form of a report or article. ■ Part 6 – Respond to one or two short texts, approximately 500 words in total, and produce a summary for a given purpose and reader. 	
<p>Assessment</p> <ul style="list-style-type: none"> ■ This unit is assessed through a 2-hour examination paper, set and marked by Pearson. ■ Single tier of entry. <p>The total number of marks available is 100. (50 marks for reading – 45 in section A and 5 in section B; 50 marks for writing.)</p>	

Paper 2: Listening	*Paper code 4ES1/02
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: January and June ■ First assessment: June 2019 	33$\frac{1}{3}$ % of the total International GCSE
Content summary <ul style="list-style-type: none"> ■ Part 1 – Listening to short extracts; identifying the item, place or event being described. ■ Part 2 – Listening for detailed information. ■ Part 3 – Following a discussion or argument; identifying attitude and opinions of speakers; following instructions. ■ Part 4 – Listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinion. 	

Paper 3: Speaking (optional)	*Paper code 4ES1/03
<ul style="list-style-type: none"> ■ Externally assessed ■ Availability: January and June ■ First assessment: June 2019 	Endorsed separately
Content summary <ul style="list-style-type: none"> ■ Part 1 – Introductory interview with student (2–3 minutes). ■ Part 2 – Student talk (1 minute preparation, plus a talk of 1–2 minutes) ■ Part 3 – Extended discussion (maximum 5 minutes) 	
Assessment <ul style="list-style-type: none"> ■ Total assessment approximately 12 minutes. ■ Recorded interview between student and interlocutor based on task cards supplied by Pearson Edexcel. Performance is marked by Pearson. ■ Single tier of entry. ■ The total number of marks available is 40. 	

Assessment objectives

		% in International GCSE
AO1	Understand and respond in writing to a range of English texts 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	$33\frac{1}{3}\%$
AO2	Write clear, relevant texts in English on a range of subjects 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	$33\frac{1}{3}\%$
AO3	Understand a wide range of recorded material spoken at normal speed 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	$33\frac{1}{3}\%$
AO4	Communicate in speech comprehensively and fluently 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	Endorsed separately

What's new ?

Paper 1 Reading

Changes to the Assessment Objectives (AOs)

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.

In addition, candidates will be assessed on their ability to read for details to be included in the summary writing.

The following two AOs are no longer applied:

- Scan a range of texts in order to locate relevant details
- Follow a line of discussion to its logical conclusion.

Changes to the structure of the assessment

There are 50 marks for reading in Paper 1: 45 marks in Parts 1, 2 and 3 and 5 marks in Part 6.

Part 1 (10 marks)

There is no change in the number of marks for Part 1.

Task types:

- multiple matching
- multiple choice.

There are no short answer questions.

Part 2 (15 marks)

Part 2 is now worth 15 marks.

Task types – any two or three from:

- multiple choice
- short-answer questions
- true/false/not given
- note completion
- sentence completion
- diagram completion
- summary completion.

There are no Yes/No questions. Diagram completion is a new task type for Part 2.

Part 3 (20 marks)

There is no change in the number of marks for Part 3.

Task types – any two or three from:

- multiple choice
- short-answer questions
- true/false/not given
- note completion
- sentence completion
- diagram completion
- summary completion.

There are no Yes/No questions.

Part 6 (5 marks) – Read for details to be included in the summary writing

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.

Paper 1 Writing

Changes to the Assessment Objectives

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.

The following two AOs are not listed but have been subsumed in the strands above:

- Write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions
- Write clear, accurate, well-structured longer texts on a range of subjects and for a range of audiences and purposes.

Changes to the structure of the assessment

50 marks for writing in Paper 1 Parts 4, 5 and 6.

Part 4 (10 marks) – Informal writing

The writing can take the form of:

- a letter
- an email
- a postcard.

Candidates are no longer required to write a fax but they may be required to write a postcard.

There is no change in the number of words candidates may write (75–100) nor in the number of marks available for this task.

There is one extra assessment criterion in Communication, content and organisation.

Part 5 (20 marks)– Semi-formal writing

The writing can take the form of:

- a report
- an article
- a semi-formal letter.

The semi-formal letter is a new task type for Part 5.

There is no change in the number of words candidates may write (100-150) nor in the number of marks available for this task.

The assessment criteria for this task have been amended to make them clearer to apply.

Part 6 (25 marks)

Part 6 is now worth 25 marks. These marks are allocated as follows.

Up to 5 marks are awarded for reading and extracting relevant material from the text(s), as defined by the guidance given in the question. The 5 marks are awarded according to a point-based mark scheme.

Up to 20 marks are awarded for the ability to summarise one or two short texts (of no more than 500 words in total) for a given purpose and reader. The assessment criteria have been amended to make them clearer to apply.

There is no change in the number of words candidates may write (100-150).

Paper 1: Reading and Writing will be available in both the January and the June examination series.

Paper 2 Listening

Changes to the Assessment Objectives

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.

The same listening skills are being assessed as in the old specification but the specific contexts have been removed.

Changes to the structure of the assessment

The listening paper is now in four parts and will last 50 minutes to reflect this. The number of marks available has increased to 40.

Paper 2 will be available in both the January and the June examination series.

Part 1 (10 marks)

This is a new part in the listening paper.

Part 1 is divided into Section A and Section B whereby both sections are thematically linked. Each section is worth 5 marks.

Section A is a series of short monologues whereas Section B is one longer monologue. In both sections the speakers will be giving factual information, for example public announcements, telephone messages or pre-recorded information.

Task types for Part 1 Sections A and B:

- multiple matching
- multiple choice
- short-answer questions.

Part 2 (10 marks)

This part equates to Part 1 in the old specification.

Candidates listen to a longer recording, which may be in the form of a monologue or guided dialogue, such as a radio broadcast.

Task types:

- multiple choice
- note/sentence/chart/table/diagram completion
- short-answer questions.

There may be more than one task type in Part 2. There is no longer a form completion task, but chart and diagram completion are new task types.

Part 3 (10 marks)

This part equates to Part 2 in the old specification.

Candidates listen to a longer recording, which may be in the form of a transactional dialogue where speakers are negotiating meaning, such as an interview.

Task types:

- multiple choice
- note/sentence/chart/table/diagram completion
- short-answer questions.

There may be more than one task type in Part 3. Diagram completion is a new task type.

Part 4 (10 marks)

This part equates to Part 3 in the old specification.

Candidates listen to a longer recording, which may be in the form of a monologue or guided dialogue, usually covering a more academic topic.

Task types:

- multiple choice
- note/sentence/chart/table/diagram completion
- s-answer questions.

There may be more than one task type in Part 4. Diagram completion is a new task type.

Paper 3 Speaking

Changes to the Assessment Objectives

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.

Strand A is new and reflects the requirements of the revised assessment criteria.

Strand B is a more focused wording of this AO in the old specification:

Show the ability to cope with a range of topics at different levels of complexity.

Changes to the structure of the assessment

There is no change to the structure of the speaking assessment. It will continue to last between approximately 9- 12 minutes and will continue to be three parts.

Part 1 – Introductory interview with student (2–3 minutes)

Part 2 – Student talk (1 minute preparation, plus a talk of 1–2 minutes)

Part 3 – Extended discussion (maximum 6 minutes, minimum 5 minutes)

The total number of marks for the speaking assessment has increased to 40. The assessment criteria are applied holistically across the three tasks.

Content guidance

Paper 1: Reading and Writing

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

AO1 is assessed in Parts 1, 2 and 3 and in the writing Part 6.

Part 1 – Skimming and scanning skills

AO1A - understand the overall message of a text

Part 2 – Read for both gist and detail

AO1B - understand in detail a range of texts, identifying finer points of detail

AO1C - distinguish between facts, ideas and opinions

AO1D - identify a writer's viewpoint and attitude, stated and implied

Part 3 – Read for both gist and detail, follow a line of argument or discussion and identify attitudes and opinions in the text

AO1B - understand in detail a range of texts, identifying finer points of detail

AO1C - distinguish between facts, ideas and opinions

AO1D - identify a writer's viewpoint and attitude, stated and implied

Example from SAMs

In this extract from Part 2, The Smaller the Better, we can see how AO1D is assessed.

Then there's the view: it looks out over a vast, fir tree-covered valley extending out forever to the mountain beyond, so high it vanishes into clouds. One could not fail to be uplifted by such a view. The only problem with my plan to go and live in this cabin – which I found, among hundreds of others, on a photoblog – is that it already belongs to someone else.

Question 12: *How does the landscape around Laura's dream home make her feel?*

Candidates are required here to identify the writer's viewpoint and attitude, stated and implied. Laura does not state directly how she feels. Candidates must infer this from reading between the lines and drawing conclusions from the clues Laura gives. If *one could not fail to be uplifted by such a view*. Then it follows that Laura herself is **uplifted** by this view.

Activities for reading

a) Skimming and scanning

Skimming a text involves students running their eyes over it quickly to get the main idea(s). By skimming the text, they can follow the gist and stop when they find something of relevance to the question they must answer.

The teacher brings, for example, an extract from a literary text and

Either

the teacher reads the text aloud and students follow along or students read the text aloud, aiming for accurate pronunciation.

Or

students skim read the text once without stopping for unfamiliar words, sounding out the words in their heads without vocalising.

Then students:

- i. answer the questions *Who? When? Where? What? Why?*
- ii. match headings or subtitles (provided by the teacher) to paragraphs
- iii. complete sentences with a gap fill task (word box could be provided by the teacher) or tackle multiple-choice questions (provided by the teacher) designed to address the overall theme of the text.

Scanning allows students to search a text for a particular piece of information, for example the date of an historical event or the time a train is leaving. The teacher provides a text and students are directed to identify and highlight particular words/phrases (for example time references, buildings, positive opinions, negative viewpoints) or synonyms/antonyms for particular words (for example synonyms for *lovely* and antonyms for *late*) depending on the text.

b) Identify a writer's viewpoint and attitude, stated and implied

Implied viewpoints cannot be found directly in the lines of the text; students must read between the lines and infer. They have to find the clues to arrive at the answer.

Using simple context clues can help students start to understand implied viewpoints and attitudes. For example *I love my job. I go to school everyday, and I help my students to learn English.* The questions might be *What am I?* and *How do I feel about my job?*

As students progress, the context clues would become more challenging.

Detective stories, short mystery stories or *whodunit* stories can also be useful for developing this reading skill. Students need to read the extracts/texts closely and use the clues they find to think critically about what is both in and not in the text. This will improve their ability to infer from what they have read.

c) Summarising

After reading a text, students should summarise what they have read. This could be in the form of a short oral summary (for speaking practice) or a written paragraph (for writing practice).

Summarising requires students to understand the gist of the text - what was the main point in the text? It does not require students to retell (in their own words) everything that happened in the text. Thus students must learn to provide the key information in a clear, concise manner.

Start by choosing a text of approximately 25 words and ask students to skim read the text once without stopping for unfamiliar words. Now ask them to summarise in no more than 5 words what happened in the text. When they are able to do this, choose a text of approx 50 words which they must summarise in no more than 10 words. Gradually extend the length of the reading texts but always keeping the word count in the reading text to summary in the 5:1 ratio.

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

AO2 is assessed in Parts 4, 5 and 6.

Part 4 – An informal piece of writing

AO2A - demonstrate appropriate use of paragraphing, punctuation and spelling

AO2B - write in a range of registers to fit the context and the audience

AO2C - demonstrate a control of a range of vocabulary and a variety of grammatical structures

Part 5 - A semi-formal, factual piece of writing based on own knowledge and interests

AO2A - demonstrate appropriate use of paragraphing, punctuation and spelling

AO2B - write in a range of registers to fit the context and the audience

AO2C - demonstrate a control of a range of vocabulary and a variety of grammatical structures

Part 6 - A semi-formal or formal written summary of a general interest article

AO2A - demonstrate appropriate use of paragraphing, punctuation and spelling

AO2B - write in a range of registers to fit the context and the audience

AO2C - demonstrate a control of a range of vocabulary and a variety of grammatical structures

AO2D - summarise information provided in text form for a given purpose and audience

Activities for writing

Using reading texts to focus on grammar

A reading text can also be exploited to focus on an aspect of grammar, for example verbs and tenses. Students could:

- allocate time frames to different parts of the text
- identify specific verb forms within the text and then come up with, for example, the infinitive form and/or other tense forms
- change the tenses of the verbs, change the person
- work from the verb forms to create related nouns, adjectives or adverbs based on known language patterns
- identify and note more complex structures.

Using reading texts to lead to creative production

A reading text can also be exploited to focus on creative production. Students could:

- rewrite the text in a different genre (for example prose --> dialogue)
- write some questions (for example multiple choice, true/false/not given, gap-fill, sentence completion, or grid completion) on the text
- generate clues/definitions for the new words they have encountered in the text. They use them in a game (for example Taboo)
- continue the story or write what happened before.

c) Summarising

After reading a text, students should summarise in their own words (as far as possible) what they have read. This could be in the form of a short oral summary (for speaking practice) or a written paragraph (for writing practice).

Summarising requires students to understand the gist of the text - what was the main point in the text? It does not require students to retell (in their own words) everything that happened in the text. Thus students must learn to provide the key information in a clear, concise manner.

Start by choosing a text of approximately 25 words and ask students to skim read the text once without stopping for unfamiliar words. Now ask them to summarise in no more than 5 words what happened in the text. When they are able to do this, choose a text of approx 50 words that they must summarise in no more than 10 words. Gradually extend the length of the reading texts but always keeping the word count in the reading text to summary in the 5:1 ratio. Students should be encouraged to use their own words as far as possible.

Paper 2 Listening

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

Part 1 - 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 - 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 - 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 - 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

Example from SAMs

In this extract from Part 3, Interview with an Author, we can see how AO3D is assessed.

If I'm very honest I've really been coasting this year, spending a lot of time with my grandchildren. Grandparenting has come as a massive surprise – lovely and such a gift. Of course there are a couple of things I've done for reluctant readers, but essentially nothing that has taken my concentration. Yet, come September I'll be ready to start – I've already got an idea for a children's book about a family and mistaken identity, so watch this space.

Question 30: *Mary feels that being a grandmother has*

A *inspired her to write more.*

B *given her a new outlook of life.*

C *been an unexpected pleasure.*

D *improved her attitude to work.*

Candidates must identify the exact chunk in this extract where Mary expresses her viewpoint on grandparenting: *Grandparenting has come as a massive surprise – lovely and such a gift*. Her opinion is both stated so candidates need to deduce that option C is the correct answer - *surprise* in the text corresponds to *unexpected* in the answer and *lovely and gift* in the text correspond to *pleasure* in the answer.

Activities for listening

a) Spot the difference

Divide the class into two teams A and B. Ask a student to come to the front of the class and read aloud a passage that you have chosen, for example an extract from a story or newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a change is made, the students must stand up. The first team to stand up gets a point. This game requires students to listen carefully and encourages them to remember important information and details.

Start with short and more straightforward passages and perhaps focus on specific things for students to change, for example dates, times, places. Gradually increase the length and demand of the passages and introduce a greater variety of changes.

Award a point to the first team to answer correctly. This game encourages students to listen in order to identify essential and finer points of detail in spoken material.

b) Are you listening carefully?

Ask three students to go to the front of the class. Choose a topic, for example holidays. The rest of the class must ask the students at the front questions on this topic, for example:

Where did you go on holiday last year?

What was the best thing about your holiday?

Which type of holiday would you most like to go on?

Try to make a note of some of the answers. Once the group has asked, for example five questions of each of the three students, divide the group into small teams and ask them to put their hand up if they know the answer to a question, for example:

Which student went walking in the Swiss Alps?

What was the best thing about Fred's holiday?

Which student would love to go skiing?

Award a point to the first team to answer correctly. This game helps students to understand the overall message of spoken language – and to listen to each other. It also helps to improve their speaking skills.

c) Identifying a speaker's preferences

Students work in pairs. One student talks about, for example, a type of location s/he would like to visit, or something s/he would love to eat, giving only subtle hints as to the specific place/food. The listening student will have to pick up on these subtleties and, at the end, recommend somewhere/something suitable for the speaker based on his/her explanation. The original speaker will confirm or deny the usefulness of the suggestion. It could be useful for the students to discuss ways to identify and use the appropriate cues to help them infer and recognise preference, opinions, viewpoints etc.

Paper 3 Speaking

AO4 Communicate in speech comprehensibly and fluently

All 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 are applied holistically across all three tasks.

Example from SAMs

In Part 1 Frame 1, candidates are asked: *Would you prefer to go out in the evening or stay at home? (Why is that?)* This question requires them to give information and express and justify an opinion at a more factual level.

In Part 2 Student Card 1, candidates are required to address the question *How has TV helped in your education?* when talking about *the role of television in your life*. They are given some ideas of contexts they could use. This question requires them to give information and express and justify opinions at a more abstract level.

In Part 3 Frame 1, candidates are asked *Do you think that, in general, people spend too much time watching TV? (Why is that?)* This question requires them to give information and express and justify opinions at a conceptual level.

Thus we can see that the questioning has the same function, namely to require candidates to give information and to express opinions but the level of complexity of the function – factual through abstract to conceptual – increases. Similarly, the different parts deploy different styles of questions across different topics, which oblige the candidate to use a range of vocabulary and structures.

Activities for speaking

a) Spend the words

This task can be configured in lots of different ways, but the essential idea is that students have a conversation on a theme (they can be given specific questions, as appropriate, or more freedom to frame the questions themselves). In the course of the conversation, students need to use up all the words they have been given. They can be given all the words on one sheet and tasked to work collaboratively as a group, or can be given a set of word cards each. In this way, the task can be made collaborative or competitive, as appropriate to the group lesson.

Here is a simple example. The question is: *How important is free time?* The words in the green boxes are the contexts in which the candidates could discuss free time and spend their words and the words in blue boxes are those that they must spend when discussing the importance of free time.

Activity: 'Spend the words'

Nevertheless

We are
lucky

If only.....

It's a shame
that....

50 years ago

In the future

At some point

b) Target talk

Students are given a question and a target number of words to use in their answer.

They could answer using an exact number of words or a minimum number of words according to the target set. The point of having a target is to make students think their sentences through carefully as they build them. It makes them more aware of what they are saying. A higher target will push students to produce an extended answer, with a reason and/or justification, or additional details. Here is a simple example.

Activity: Target Talk

Question: To what extent are young people dependent on the internet nowadays?

sport

school

rural

convenient

communication

25 years ago

Television

books

c) Discussion cards

Students are given a card related to a topic and talk about what is on card for two minutes. Students then select two or three cards to make longer speeches.

Activity: Discussion cards

Students A are given cards relating to a topic and have to talk to a student B about what is on the card for e.g. 4 minutes. Students B then move on to the next student A.

Recycling at home

Renewable energy

Saving energy

Pollution in the town

Fossil fuels

Delivery of the qualification – transferable skills

Why transferable skills?

Ensuring that International GCSE qualifications will help improve student outcomes through the acquisition of transferable skills, as well as subject content and skills, is a key aim for Pearson.

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Through our teaching materials and support offered we want to:

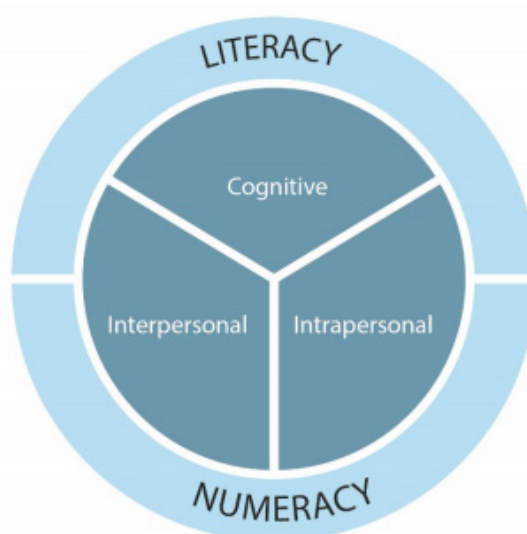
1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students.

What are transferable skills?

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework ^[2] as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



[1] (OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDSkillsStrategyFINALENG.pdf>)

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council)

Suggested resources

Name of resource	Link if applicable	Skill	Notes
Edexcel International GCSE as a Second Language: Teachers book and active book & Student Book and active book available from Edexcel in 2017.		All	
Classic Detective Stories by A. Conan Doyle et al. Abridged, Graded Reader/Easy Reader, Full Colour, Illustrated Paperback Black Cat CIDEB 978-8853007957 English as a Second Language Intermediate	https://www.languages-direct.com/black-cat-easy-reader-classic-detective-stories-a-conan-doyle-et-al.html#.V_oooZMrLVA	Reading, listening, writing and speaking	Suitable for adolescent and adult learners. Accompanying audio CD includes narrated abridged text, pronunciation and listening exercises. Grammar and comprehension activities throughout the text reinforce learning. Annotations in English underneath text help explain difficult phrases. English introduction contains interesting facts that put the story into context.
Online resources			
Lesson plans and ideas for teachers	http://www.eslflow.com/	All	
English as a Second Language Podcasts	https://www.eslpod.com/website/	Listening	
ESL Cyber Listening Lab	http://www.esl-lab.com/	Listening	
Learn English with ESL Worksheets. Free and printable	http://www.elcivics.com/worksheets/esl-worksheets.html	All	
Practical, printer-friendly ESL worksheets (most with teacher sheets and KEYS)	https://www.englishclub.com/esl-worksheets/	All	
Twitter feed			
ESL Podcast	ESL Podcast @eslpod	All	Learn English, improve your vocabulary.
Teachit ELT	Teachit ELT @TeachitELT	All	A large and constantly growing bank of ELT resources made and edited by teachers.
Teaching English	TeachingEnglish @TeachingEnglish	All	Global community of English language teachers. ELT lesson ideas and professional development resources.
ESOL courses	English247 @english247	All	Free online English lessons Links to free English activities

B Getting started for students

Student guide

Why study the Pearson Edexcel International GCSE in English as a Second Language

This course will enable you to develop:

- an understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes
- an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- the skills necessary for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com to discuss any outstanding questions you might have?

You could also have a look <http://qualifications.pearson.com/en/campaigns/pearson-qualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

The compulsory papers (Listening and Reading and Writing) are assessed through 100% written examination.

There is an optional Speaking endorsement available for students who want to prove their competency of the spoken language. For those students who wish to use this qualification as proof of competency of the English language, we recommend that you take the optional Speaking endorsement.

What can I do after I've completed the course?

You can progress from this qualification to:

- Any further study or employment which requires competency of the English Language.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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