

PEARSON EDEXCEL INTERNATIONAL GCSE (9-1)

English as a Second Language in focus



Event code: 4EA1/19IF3

First teaching in 2017, first assessment in 2019.

Aims and Objectives

- Consider the structure, content and assessment of these qualifications, and the support available to guide you through these changes
- Explore possible teaching and delivery strategies for the qualification
- Understand the optional spoken endorsement component
- Explore exemplar student work to support your understanding of the assessment grids
- Have the opportunity to network, discuss best practice, take away resources to help with your planning and delivery, and share ideas with other teachers



Session Agenda

Introduction

Paper 1 – Reading and Writing

Paper 2: Listening

Paper 3: Speaking

Support and resources





The Specification

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

The specification is designed for students who are:

- 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.

The specification is

- 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.



Overview of the specification

The International GCSE in English as a Second Language (ESL) qualification
Comprises of 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



Reading Assessment Objective

There is **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



Reading: Part 1

Part 1: 10 marks	Content guidance: skills and assessment objectives
<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>Skimming and scanning skills</p> <p>AO1A</p> <p>Understand the overall message of a text</p>



Example from 2019

Read the leaflet below on fundraising and answer Questions 1–10.

Ways to Raise Money for Charity

Does your school want to raise money for good causes? We've put together ten great ideas on how you can achieve this.

- A** Set a date and put up some posters asking enthusiastic students to enter a baking competition. Advertise for others to attend, to sample what entrants have made and to choose the best entry. Charge people for each slice they try and ask them to mark each one out of ten.

1 Which paragraph refers to teachers paying for a service?

(1)

- | | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A | B | C | D | E | F | G | H | I | J |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reading: Part 2

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>



Example from 2019

Part 2

Read Ella Foote's report on braving the cold to wild swim every day through December until New Year's Day and answer Questions 11–25.

The Joy of Wild Water Swimming

My toes sink into the mud at the edge of the River Mole at the bottom of Box Hill in Surrey; the water immediately cools my feet beyond feeling. I have come here today looking for my usual interesting swim. Normally there are stepping stones that cross the river at this point, and I pictured myself skipping over them. However, the reality is quite different. After significant rain and snow melt, I should have known the river would be higher than usual. The spot – tranquil in all my previous visits – was now a rushing, fast-flowing river. It had the appearance of chocolate milkshake, rather than the image I'd pictured. Oh well, I have swum in worse.

11 What had Ella hoped to see at the river Mole?

(1)

12 According to Ella, what is the usual appearance of the River Mole?

(1)

Reading: Part 3

Part 3: 20 marks	Content guidance: skills and assessment objectives
<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 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>



Example from 2019

Read Sam Black's article on Passive Houses and answer Questions 26–45.

Building Your Own Passive House

The idea for a Passive House originated in Germany. Desperate to put together designs for houses that could be as energy efficient as possible, two scientists came up with a working model and made it public in 1988. Then, as the idea became more popular, in 1996 the Passive House Institute was founded to promote and control the building standards for this type of house. With the worries about climate change, the increasing scarcity of fossil fuels, and the interest in renewable energy, these houses are definitely the perfect solution to a worldwide problem. Since 1996, over 25,000 buildings have been constructed worldwide by forward thinkers. This includes not only houses but also energy-efficient schools, office buildings and commercial premises.

With Passive Houses, all the necessary components to make the house are delivered pre-cut to the correct size and numbered. The companies that supply these houses generally have set designs to choose from, although it is possible to request something more individual. Once a house design has been decided upon, the company will create all of the structural parts within their factory. The customer has to organise the groundworks but, once that is complete, the whole house will be delivered in sections, and can be put together on site in a very short time.

Example from 2019

Passive houses are a response to the need for environmentally-friendly living.

According to Sam Black, the (41) of these houses is that they arrive ready to be put together and this does not take long. If built correctly, the (42) is a very energy-efficient home in which to live. The houses are designed to keep the internal (43) constant and the air fresh, regardless of the season.

Sam Black believes these houses offer (44) potential for the future. The way in which they are designed means (45) save money for years to come.

companies

real

temperature

outcome

occupants

heating

finish

risk

limited

beauty

(Total for Questions 41–45 = 5 marks)

Summary from the examiner report – Parts 1-3

Advice to centres:

- Prepare students for the reading tasks by familiarising them with the style of the paper and with the types of questions they can expect to find.
- Advise students to follow the instructions in the rubric when answering questions and to adhere to the word/number limit.
- Advise students that they should only use words/numbers taken directly from the text.
- Advise students that when completing sentence completion and short answer questions, the words they need run together in the text and students do not need to do any reformulation of the text.
- students should consider the grammatical fit of their answers in sentence completion questions.
- students should make sure they copy words from the text correctly when providing their answers.
- Remind students that the order of the questions for each task type in Parts 2 and 3 follow the order of the source text. For example, if the response to Q11 is at the end of the first paragraph then the answer to Q12 has to come at some point after this, and not before the answer to Q11.

Reading: Part 6

There are 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.



Example from 2019

You are doing a project on transport in the future. Read the text below and write a summary for your teacher.

Driverless Cars

Cars are increasingly becoming more automated. Transport experts predict a future where people will travel in driverless pods and only take over driving when something goes wrong. They claim for every 10,000 errors made by drivers, just one error will be made by a computer. Therefore, the new technology could save hundreds of lives a year.

Improving individual circumstances

Experts predict that within 15 years, the performance of cars could be altered to fit the driver. Learners or teenagers who have recently passed their tests may have their speed limited automatically. However, more experienced drivers getting in the same car would be able to travel much faster. Elderly individuals who are not able to drive a car often rely on public transportation, which can be difficult depending on their circumstances. With driverless vehicles, many more people could enjoy the benefits of enhanced mobility. In addition, experts believe that it will allow more people to retire to the countryside because they will have better transport links into towns.

Example from 2019

In your summary you **must**:

- give **three** advantages for drivers of driverless cars
- state **two** concerns about driverless cars
- give **your predictions** about how cars and the way they are driven will change in the future.

You will be awarded up to **5 marks** for using relevant information from the text.

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

(25)

Mark scheme

	<p>Indicative Content:</p> <p>Three advantages for drivers of driverless cars:</p> <ul style="list-style-type: none">• speed of the vehicle linked to the experience of the driver• increased mobility for the elderly• more flexibility in where people live• the cars monitor the driver's condition• the cars warn the driver of any dangers and respond to dangers• more people sharing cars. <p>Reward all other valid points. (Any three, one mark each.)</p>	3
	<p>Indicative Content:</p> <p>Two concerns about driverless cars:</p> <ul style="list-style-type: none">• the loss of driving skills and the inability to respond in an emergency• drivers becoming tired as they have nothing to do• how to get drivers to focus/refocus• the cost of driverless cars• people wanting to stay with the current system• damage to a car's sensory equipment. <p>Reward all other valid points. (Any two, one mark each.)</p>	2

Paper 1: Writing



Writing Assessment Objective

There is **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



Writing: Part 4

Part 4: 10 marks	Skills and AOs	Assessment criteria
<ul style="list-style-type: none">• 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>



Example from 2019

Part 4

You are doing a class project with your friend on famous people. Write an email to your friend about starting your project.

In your email you **must**:

- write where you want to meet your friend
- suggest **one** famous person for your project
- explain why you have chosen this famous person.

You **must** write between **75 and 100 words only**.

(10)

Summary from the examiner report – Part 4

- Students who were least successful misinterpreted the task – some wrote about meeting a famous person and others wrote to a 2nd friend about the project they were doing with the 1st friend.
- Other students did not adhere to the word limit and/or wrote lengthy introduction. In some cases, the language used in the introduction did not suit the rest of the response. The use of irrelevant language impacts on how the response communicates and the cohesion of the piece
- When marking this task, the focus is placed on the main body of the response. It is NOT necessary for students to recreate an email/letter format
- The task simply starts and closes informally.

Activity 1

Evaluate two Part 4 samples



Writing: Part 5

Part 5: 20 marks	Skills and AOs	Assessment criteria
<ul style="list-style-type: none">• 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>



Example from 2019

You ordered a new coat from an online company. When you received the coat you were not happy with it. Write a letter to the Customer Care department.

In your letter you **must**:

- state why you are writing
- give **two** reasons why you are unhappy with the coat
- explain what you would like the company to do.

You **must** write between **100 and 150 words only**.

(20)

Summary from the examiner report – Part 5

- Students found this an accessible writing task due to the topic
- This was a new task type (semi-formal letter) and was well responded to by students
- In general, students were able to positively demonstrate their understanding of the style and register needed to write a semi-formal letter of complaint.
- However, some students exceeded the word limit for this task
- In few cases, students did not write about buying a coat and wrote about other items.
- Some students wrote a report or article format

Activity 2

Evaluate two Part 5 samples



Paper 1 Writing

Part 6 Summary

Part 6: 25 marks

100-150 words

Part 6 is worth 25 marks:

- 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.

Skills and AOs

Semi-formal/formal summary of a general interest article

AO2A - appropriate use of paragraphing, punctuation and spelling

AO2B - range of registers to fit context and audience

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

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

Assessment criteria

Communication and content (AO2B / AO2D)

Lexical range and accuracy (AO2C)

Grammatical range and accuracy (AO2C)

Effective organisation (AO2A)



Example from 2019

Part 4

You are doing a class project with your friend on famous people. Write an email to your friend about starting your project.

In your email you **must**:

- write where you want to meet your friend
- suggest **one** famous person for your project
- explain why you have chosen this famous person.

You **must** write between **75 and 100 words only**.

(10)

Summary from the examiner report – Part 6

- As with previous years, the summarising task was the most challenging for students.
- In some cases, where students were able to extract the necessary information from the text (gaining 5 marks for reading), they were unable to put this into their own words.
- Where students did make an attempt to use their own words, having to pick out relevant points from the text combined with a summary, meant that responses sometimes lacks cohesion and there were issues with grammatical and lexical accuracy
- Some students added their own ideas and interpretations. The only requirement is that the bullet points are covered adequately within the student's response and within the word limit.

Activity 3

Evaluate three Part 6 samples



Summary from the examiner report – Parts 4-6

Advice to centres:

- Work with students on a range of writing tasks: letters and emails (informal) and reports, articles and letters (semi-formal) to develop their understanding of appropriate style and register.
- Develop student summarising skills using appropriate texts.
- Remind students that they need to try and use their own words for the summarising task in order to access the full range of marks.
- Advise students to respond to all the bullet points as they lose marks for not doing so.
- Remind students that if they go beyond the given word limit and address any of the bullet points outside the word limit, they will not be rewarded for this material.
- Remind students to focus on including information from the source text when addressing the first two bullet points in the summarising task and to include their own ideas and interpretations for the third bullet point.

Paper 2: Listening



Listening Assessment Objective

There is **one** AO for listening.

A03 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.



Listening Part 1: 10 marks

- 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



Listening Part 2: 10 marks

- 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



Listening Part 3: 10 marks

- 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



Listening Part 4: 10 marks

- 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



Summary from the examiner report

Advice to centres

It is recommended that students listen to a wide range of different types of texts such as current affairs, TV and radio programmes and podcasts in order to familiarise themselves with a wide range of topics.

Centres should prepare students for the listening examination by familiarising them with the style of the paper and with the types of questions they can expect to find on this unit.

Students should make good use of the time before the tape is being played to predict possible answers and consider the context when providing their answers.

Students should be advised to follow the instructions in the rubric when answering the questions and to strictly adhere to the word limit where necessary.

Students should consider the spelling of words when providing their answers as well as using the correct space for the relevant answer.

Paper 3: Speaking



Speaking Assessment Objective

There is **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



Speaking: key information

Length of assessment - approximately 9 - 12 minutes

Total number of marks = 40

The assessment criteria applied holistically across three tasks

All three AO strands applied across all three tasks.

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

5 - 6 minutes



Paper 3 Assessment Criteria

Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
/10	/10	/10	/10



Summary from the examiner report

Candidates

Candidates should be reminded to speak as clearly as possible during the examination. Whilst it was evident that some learners had a naturally quiet speaking voice, this did sometimes make it difficult to ascertain precisely what was being said. Candidates should also be reminded to speak at a suitable pace, as some students, perhaps nervously, spoke so fast it was difficult to determine meaning at times. It is worth reminding students that pace and fluency form part of the assessment criteria.



Support

Subject Features

**Reviewed and
updated in light
of UK GCSE
changes**

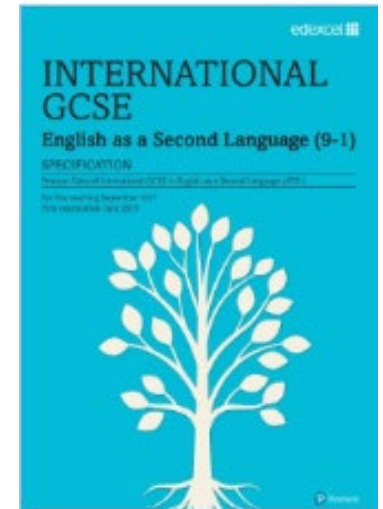
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Resources

We offer a range of free resources **for International GCSE in English as a Second Language**. They have been designed to support teachers to improve learner outcomes. Please see the free resources [here](#)



Support overview for International GCSE in English as a Second Language

Getting Started Guide & Scheme of Work	Getting Ready to Teach Events	Subject interpretation of transferable skills
Subject Advisor	ResultsPlus and Free Access to Scripts	Regional Support Manager
Curriculum Matched Publishing	Exemplar Marked Responses	Additional SAMs





Pearson Publishing



For the new Edexcel International GCSE (9-1), with progression, international relevance and support at their core.

Edexcel International GCSE (9-1) English as a Second Language (ESL) Student Book and Teacher's Book provide comprehensive coverage of the new specification and are designed to supply students with the best preparation possible for the examination.

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Your dedicated Subject Advisor



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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 Pearson Edexcel examinations.

[3. Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

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evaluation forms**

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feedback!**



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