

# PEARSON EDEXCEL INTERNATIONAL GCSE (9-1)

## English as a Second Language

GETTING READY TO TEACH

Event code: 4ES1/19IF01

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First teaching in 2017, first assessment in 2019.

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# Aims and Objectives

- Learn about the new 9–1 grading scale
- Consider the structure, content and assessment of this qualification through examining each of the papers in detail
- Look at the support available for the qualification.
- 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.
- Have dedicated time to ask our trainer questions



# Session Agenda

- Overview of the specification
- Paper 1: Reading
- Paper 1: Writing
- Paper 2 Listening
- Lunch
- Speaking
- Possible teaching and delivery strategies
- Support and resources
- Plenary
- Close



The logo features a large white circle centered on a teal background. The background is decorated with a repeating pattern of dark teal slanted bars and dots. Inside the white circle, the text "Pearson Edexcel" is written in a dark teal, sans-serif font.

**Pearson Edexcel**

# About Pearson Edexcel

**Pearson is the world's leading learning company.** Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

**Edexcel is part of Pearson Education and is the UK's largest awarding body.**

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.



# **International GCSE Features**



# 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 for clear comparison with English standards, unlike old A\* to G grading.



# 9-1 grading scale

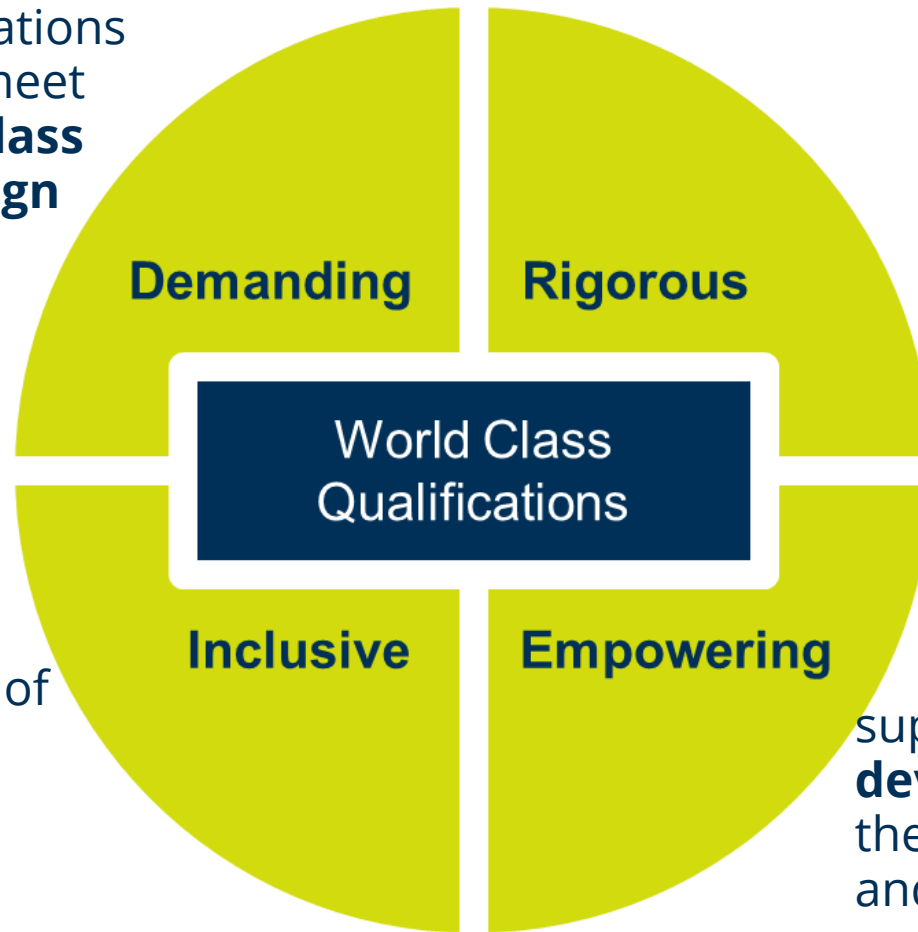
	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new <b>grade 9</b> represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the <b>grade 7</b> broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with <b>three new grades 6, 5 and 4</b> rather than two grades (B and C).</p> <p>The bottom of the <b>grade 4</b> broadly aligns with the bottom of the grade C .</p>	6	B
	5	C
	4	
	3	D
<p>The bottom of the <b>grade 1</b> broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	U	G
	U	U





# World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**



Endorsement of educational **thought-leaders and assessment experts** from across the globe

Developed using an understanding and benchmarking of **all educational systems**

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

# Supporting transferable skills

- Our transferable skills framework underpins the design all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students' need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>
- Transferable skills mapping document for International GCSE ESL can be found [here](#)





# **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
<b>2 hours</b>	<b>50 minutes</b>
<b>100 marks: 50 marks for Reading</b> <b>50 marks for Writing</b>	<b>40 marks</b>
<b><math>66\frac{2}{3}</math> % of the total International GCSE</b>	<b><math>33\frac{1}{3}</math> % of the total International GCSE</b>



# 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"><li>• adverts</li><li>• a timetable</li><li>• a leaflet giving advice</li></ul> <p>Task types:</p> <ul style="list-style-type: none"><li>• multiple matching</li><li>• multiple choice</li></ul>	<p>Skimming and scanning skills</p> <p>AO1A</p> <p>Understand the overall message of a text</p>



# 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"><li>• leaflets</li><li>• adverts</li><li>• articles etc.</li></ul> <p><b>Task types</b> – any 2 or 3 from:</p> <ul style="list-style-type: none"><li>• multiple choice</li><li>• short-answer questions</li><li>• true/false/not given</li><li>• note completion</li><li>• sentence completion</li><li>• diagram completion</li><li>• summary completion</li></ul>	<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>



# 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"><li>• reports,</li><li>• articles etc.</li></ul> <p>but will be of general interest.</p> <p>Task types – any 2 or 3 from:</p> <ul style="list-style-type: none"><li>• multiple choice</li><li>• short-answer questions</li><li>• true/false/not given</li><li>• note completion</li><li>• sentence completion</li><li>• diagram completion</li><li>• summary completion</li></ul>	<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>



# 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.



# 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"><li>• word count 75 - 100</li></ul> <p>Informal writing</p> <p>Task types:</p> <ul style="list-style-type: none"><li>• a letter</li><li>• an email</li><li>• a postcard</li></ul>	<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>



# Activity 1

Evaluate two Part 4 samples





# Writing: Part 5

## Part 5: 20 marks

- word count: 100 – 150

Semi-formal writing

Task types:

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

## Skills and AOs

Semi-formal, factual piece of writing based on own knowledge and interests

AO2A –appropriate use of paragraphing, punctuation and spelling

AO2B – range of registers to fit context and audience

AO2C – demonstrate control of range of vocab and variety of grammatical structures

## Assessment criteria

Communication and content (AO2B / AO2D)

Lexical range and accuracy (AO2C)

Grammatical range and accuracy (AO2C)

Effective organisation (AO2A)



# 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)



# Activity 3

Evaluate two Part 6 samples



# Paper 2: Listening



# Listening Assessment Objective

There is **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.



# 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



# 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

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



# Activity 4

Evaluate two Paper 3 samples



# Teaching and delivery strategies

Investigating the

- Getting started guide
- Scheme of work







**Support**

# Subject Features

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

**Dedicated  
textbooks  
available**

**Rewards  
outstanding  
academic  
achievement**

**Clear and  
straightforward  
question papers**

**Transferable Skills  
embedded**

**TeachingLanguages  
@  
Pearson.com**





# 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.

- Written by highly experienced International GCSE teachers, authors and past examiners
- Content is mapped to the specification to provide comprehensive coverage; the chapters are built around targeted exam practice papers
- Language skills, learning and practice are supported by extensive grammar and vocabulary activities and games
- Exam skills are explained, practised and assessed
- Signposted transferable skills
- Glossary of key subject terminology, Writing Reference, Grammar Reference and selected Audioscripts all included
- eBook included, with access for 3 years
- Downloadable audio recordings and scripts are available on the Online Audio Pack.





- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:  
<https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



# Your dedicated Subject Advisor

Subject Advisor details

Your subject advisor is **Alistair Drewery**

Phone: **+44 (0)20 7010 2187**

Twitter: **@PearsonMFLquals**

Sign up for monthly newsletters from Alistair to stay on top of qualification updates, training, course materials and industry news.



# 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.

## [4. Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.







*Any questions?*

**Please fill in your  
evaluation forms**

**We value your  
feedback!**



ALWAYS LEARNING