

Delegate Booklet

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

4ES1/19IF01

About this event

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

Course Code: 4ES1/19IF01

Aims and Objectives of the event

During the training you will:

- 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

Agenda

| Time | Item |
|-------------|---------------------------|
| 09.30-10.00 | Welcome Tea and Coffee |
| 10.00 | Introduction |

| | |
|-----------------------------|--|
| 10:00-13:00 (with break) | Overview and Paper : Reading and Paper 2:Listening |
| 13.00 | LUNCH |
| 13.40 | Paper 3: Speaking |
| 14.20 | Possible teaching and delivery strategies |
| 15.10 | Support and resources |
| 15.25 | Plenary |
| 15.30 | Close |

Paper 1 Writing Samples

Part 4

Sample 1

Dear Salem,

I wanted to invited to a trip to Dubai. I am going with my family so I want you to come with me so we can have fun there and we are staying there for three or four days it will be good.

You need to bring with you dress and a bag of your things you need to get money if you want to buy a game or anything or if you wanna buy somthing for your family.

I am going to get you buy a car but first you should be in the other station so it will be easier for us to collect you and go to dubai.

Sample 2

Hi Sarah

How are you? I have some fantastic news! My parents have decided to take us away for the weekend and I am allowed to bring a friend. Do you want to come? We are going to the mountains for a weekend of ski-ing. We are going to hire all the equipment and suits that we need, so you only need to bring your usual winter clothing with you. If you would like to come, we will be leaving straight after school on Friday so my parents will pick us up. I hope you can make it!!

Tom

Part 5

Sample 1

Batteen fest

Bateen fest will raise more than enough money for the bus and it will be fun for the students. If my report is chose I'll tell you how the party will be organised.

People can wear whatever they want to wear and every one has to bring 40 Dirhams with them and we will have free food and activities for every one even the teachers will have fun.

Some activities will involve football, basketball, singing and a cooking contest. The primary student will go down first after the middle school then the seniors.

Everyone will have fun and we will get our bus. It's a win win every one goes home happy.

Sample 2

This report focuses on holding a film night to raise money for a new school bus.

This event would be easy to organise and it is something that all students can participate in. The school only needs to use the hall and some larger classrooms to enable a choice of 2-3 films to be shown. In addition, the only equipment needed is DVD players and projectors which are already in place. Each student could pay £3 to watch a film and a range of snacks could be sold.

A letter should be sent home to parents, showing the date, cost, choice of films and snacks on offer with prices. Return slips should indicate which film the students want to watch and parents can decide how much money to send their child with. Teachers will have to volunteer to work the equipment and sit with students whilst they watch the films.

Part 6

Sample 1

Why Japanese people live so long?

The low-fat diet of fish, rice and soy products make their longer life. The traditional Japanese diet made by economic development. But now younger people eat more fast food than traditional Japanese food. It makes the cholesterol intake is rise.

Face to face social net working makes people networking makes people healthier and happier, therefor it make people live longer.

Sample 2

As the Japanese government provides all its citizens with health insurance and a generous state pension, people do not struggle to receive the healthcare they need and poverty is not common place in old age. Both these outcomes lead to a happier and healthier old age. Social interaction and face-to-face contact is important for the Japanese. They maintain close links with family and people in their community. Also, the concept of 'life employment' still exists in Japan; people can continue to work and socialise in this way too. In terms of the future, processed food and fast food are becoming more popular which will lead to health issues similar to those seen in the west. As the use of technology increases, I think people will become more insular and social interactions will diminish.

Sample 3

Most people believe the answer is the low-fat diet of fish, rice and soy products such as tofu. However, diet is just one of the factors that combine to make for a longer, healthier life in Japan. Not to be overlooked is the provision of universal health insurance and a generous state pension scheme. This means that healthcare is easily accessible to all and poverty in old age is rare in Japan. What the Japanese lose in terms of not having long holidays and not having spacious homes, they gain in family ties and a sense of community. It is known that face-to-face social networking makes people healthier and happier and lifetime employment removes stress and produces a healthier retirement age population. In terms of the future, it is questionable whether the younger generation will continue to follow the same traditional social patterns as their elders and whether lifetime employment will persist into the future.

Teaching and delivery strategies

Changes in Subject Choice

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

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

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

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

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

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

This may also explain the slight changes in subject choice in recent years. As gender identities are now more flexible, young men and young women can follow their chosen educational path with greater ease. Nowadays it is more common for a woman to work in the construction industry or a man to work in the catering industry, and this may be due to subject choice being more fluid and less constrained than in the past. (75)

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

455 words

In your summary you must:

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

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