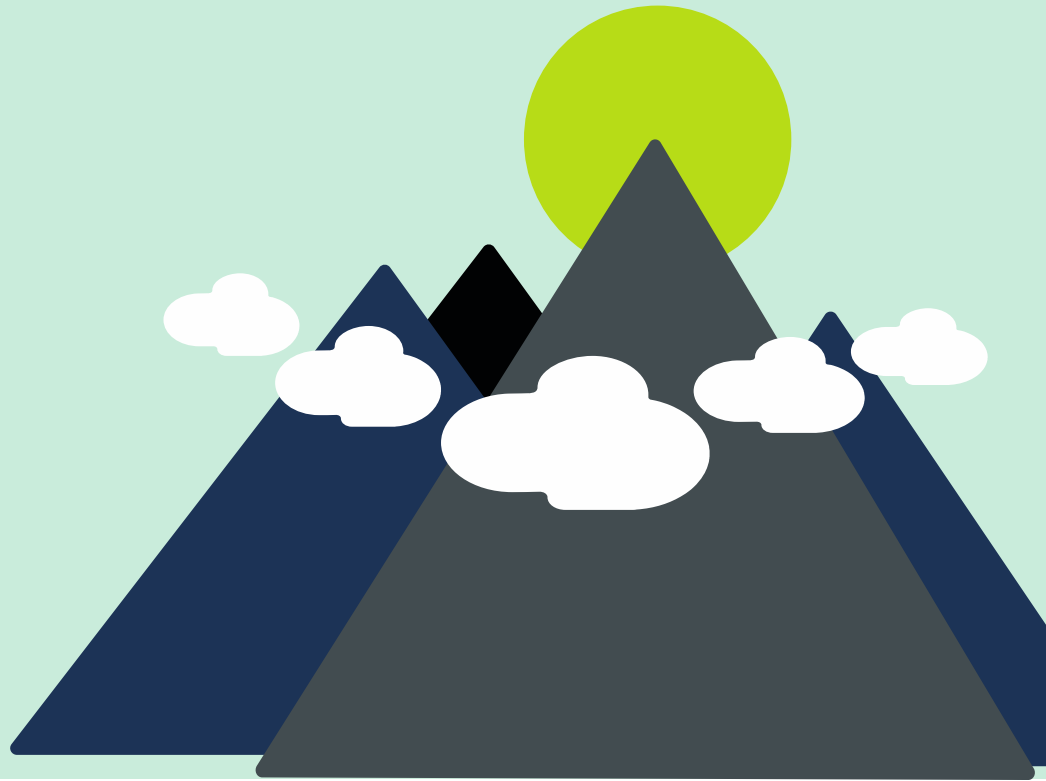


Pearson Edexcel

International GCSE English as a Second Language: Welcome to Pearson (Module 2)

First teaching in 2017
First assessment 2019



Session Agenda

Session 1: About Pearson Edexcel

Session 2: Paper 1: Reading and Writing marking

Session 3: Paper 2: Listening

Session 4: Paper 3: Speaking

Session 5: Support, resources and final questions

Aims and Objectives

Delegates will:

- understand the Assessment Objectives for the qualification.
- understand the question types for the qualification
- understand the mark schemes for the qualification
- practise using the mark schemes using exemplar student work
- learn about the support provided by Pearson around assessment and exemplars

Polls to get to know you



Session 1: Pearson Edexcel and International GCSE Grading

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.

9-1 Grading Scale

Awarding

- 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.
- 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.

Session 2: Paper 1 – Reading and Writing marking

Introduction to the Content

- Read and understand a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes
- Understand standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- 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
- Express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- Develop 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
- Develop an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

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 100 marks: 50 marks for reading 50 marks for writing	50 minutes 40 marks
66.6% of the total International GCSE	33.3% of the total International GCSE

Overview of the specification:

Paper 3 Speaking

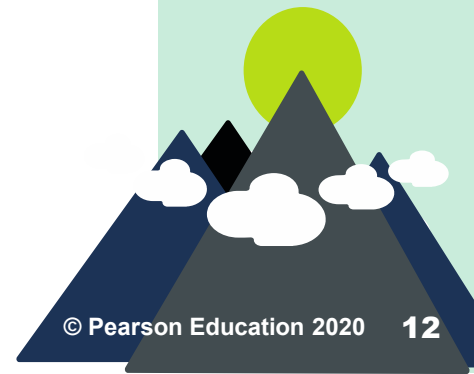
The speaking test is

- 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



Paper 1: 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)

Feedback 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 – part 6 - reading

	<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

Paper 1: 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)

Feedback 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 - marking

- Look at the 3 paper 1 – part 4 exemplars in your pack.
- Using the mark scheme and the question in the booklet, mark the three pieces of work and put them in rank order.
- Use the group chat to let everyone know the mark or level you think the exemplars should get and why.
- We'll discuss the marks and examiner commentaries on the next few slides.

Response A

Examiner's comments:

This response was given 10 marks (CC0 5 and RAA 5)

The candidate's response is slightly over the word count but the candidate has covered the bullet points within 100 words.

The response covers all three bullet points with effective development of each point. As an informal email to a friend, the candidate opens and closes the email appropriately and uses the correct tone and register throughout the response. There is effective use of cohesive devices, paragraphing and punctuation.

The range of vocabulary used is appropriate for most of the response and there is a range of grammatical structures. The writing is accurate for most of the response and there are very few errors. There are some lapses in expression but communication is not hindered. For a candidate to score a band 5 on Range and Accuracy, the response does not have to be completely error-free.

Response B

Examiner's comments:

This response was given 9 marks (CCO 4 and RAA 5)

The candidate's response is over the word count. However, the last paragraph does not include any content connected to the bullet points.

The response does not cover the first bullet point so can only achieve band 3 – 4 for CCO. However, there is effective development of bullet points one and two. As an informal email to a friend, the candidate opens and closes the email appropriately and uses a very informal tone and register throughout the response. There is effective use of cohesive devices, paragraphing and punctuation. Although there are some lapses, for a band 3 – 4 the response has to demonstrate adequate organisation with some effective use of cohesive devices, paragraphing and punctuation which this response clearly does.

The range of vocabulary used is appropriate for most of the response and there is a range of grammatical structures. The writing is accurate for most of the response and there are very few errors. There are some lapses in expression but communication is not hindered. For a candidate to score a band 5 on Range and Accuracy, the response does not have to be completely error-free.

This response could have been improved by addressing the first bullet point and in doing so, being careful not to include any relevant material to bullet points two and three beyond the 100 word limit.

Response C

Examiner's comments:

This response was given 6 marks (CCO 3 and RAA 3)

The candidate's response is within the word count.

The response refers to all three bullet points. Coverage of the first two bullet points is quite vague, with the response referring only to 'Harrow' as opposed to a specific meeting place and limited explanation of who 'Yasmin' is. The third bullet point has been developed effectively. As an informal email to a friend, the candidate opens and closes the email appropriately but there is limited awareness of audience throughout the main body of the response (excluding opening and closing paragraphs). The candidate has made effective use of paragraphing and punctuation. However, the response is quite disjointed and would benefit from the use of cohesive devices.

The range of vocabulary used is appropriate for some of the response and there is some range of grammatical structures. There are some simple grammatical errors but these generally do not impact on meaning.

This response could have been improved by addressing the first two bullet points more directly. Also, the tone and register could generally be more informal in line with an email to a friend. The use of more cohesive devices would make the response flow more smoothly. For RAA, the main improvement would be to increase the range of grammatical structures used and to be careful of making simple grammatical errors.

Writing: Part 5

Part 5: 20 marks	Skills and AOs	Assessment criteria
<p>word count: 100 – 150</p> <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)

Feedback 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 - marking

- Look at the 3 paper 1 – part 5 exemplars in your pack.
- Using the mark scheme and the question in the booklet, mark the three pieces of work and put them in rank order.
- Use the group chat to let everyone know the mark or level you think the exemplars should get and why.
- We'll discuss the marks and examiner commentaries on the next few slides.

Response A

Examiner's comments:

This response was given 20 marks (CAC 5 LRA 5 GRA 5 EO 5)

The candidate's response is slightly over the word count but the candidate has covered the bullet points within 150 words.

The candidate has referred to all three bullet points with effective development of each point. The response communicates most successfully and uses appropriate tone and register throughout. The candidate opens and closes the letter appropriately for a letter of complaint. The candidate has used a wide range of vocabulary and this is used appropriately and effectively to address the requirements of the task. There is very good control of vocabulary with no errors. The candidate has used a wide range of both straightforward and complex grammatical structures to address the requirements of the task. There is very good control of these structures with very few errors. The candidate has produced a very coherent piece of writing with appropriate use of cohesive devices, paragraphing and punctuation. There is a high degree of fluency that would require no effort on the part of a native speaker.

The response could have been improved by being error-free in terms of grammar. However, to obtain a 5 for grammar, a response does not have to be error-free.

Response C

Examiner's comments:

This response was given 18 marks (CAC 5 LRA 4 GRA 4 EO 5)

The candidate's response is within the word count. In fact, the candidate could have used an additional 30 words to further develop the response.

The candidate has referred to all three bullet points with effective development of each point. The response communicates most successfully and uses appropriate tone and register throughout. The candidate opens and closes the letter appropriately for a letter of complaint. The candidate has used a good range of vocabulary and this is generally used appropriately and effectively to address the requirements of the task. However, there are occasional lapses in lexical control. The candidate has used a good range of both straightforward and complex grammatical structures. These are used generally appropriately and effectively to address the requirements of the task. However, there are occasional lapses in the control of these structures. The candidate has produced a very coherent piece of writing with appropriate use of cohesive devices, paragraphing and punctuation. There is a high degree of fluency that would require no effort on the part of a

native speaker.

The response could have been improved by placing more focus on accurate spelling and the accurate use of grammatical structures.

Response F

Examiner's comments:

This response was given 14 marks (CAC 4 LRA 3 GRA 3 EO 4)

The candidate's response is within the word count. In fact, the candidate could have used an additional 40 words to further develop the response.

The candidate has referred to all three bullet points and could have developed each of them further to provide a fuller response. The response generally communicates successfully and generally uses appropriate tone and register throughout. The response conveys more than half of the information set out in the task. The candidate attempts to open and close the letter appropriately for a letter of complaint (mismatch of 'sir/madam with 'sincerely'). The candidate has used a good range of vocabulary and this is generally used appropriately and effectively to address the requirements of the task. However, there are occasional lapses in lexical control. The candidate has attempted to use a good range of both straightforward and complex grammatical structures to address the requirements of the task. However, there are lapses in control of these structures. There is also a repetition of structures using 'would like' in the final paragraph. The candidate has produced a generally coherent piece of writing with generally appropriate use of cohesive devices, paragraphing and punctuation.

The response could have been improved by addressing all the bullet points in more detail and maintaining an appropriate tone and register throughout the response. In terms of lexis, the main improvement would be accuracy in spelling. For grammar, more focus needs to be placed on the accuracy of more complex structures.

Writing: Part 6

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

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)

Feedback 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.

Feedback from 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.

ACTIVITY 3 – marking and a break!

- Look at the 3 paper 1 – part 6 exemplars in your pack.
- Using the text, mark scheme and the question in the booklet, mark the three pieces of work and put them in rank order.
- Use the group chat to let everyone know the mark or level you think the exemplars should get and why.
- We'll discuss the marks and examiner commentaries on the next few slides.
- After this, we will have a quick break for 5-10 minutes

Response A

Examiner's comments:

This response was given 25 marks (CAC 5 LRA 5 GRA 5 EO 5 P6 IndC 5)

The candidate's response is slightly over the word count but the candidate has covered the bullet points within 150 words. The candidate has attempted to use his/her own words when formulating the response.

The candidate has identified all five pieces of information requested in the first two bullet points and therefore gains 5 marks for the reading element of this task.

The candidate has referred to all three bullet points with effective development of each point. The response communicates most successfully and uses appropriate tone and register throughout. The candidate has used a wide range of vocabulary and this is used appropriately and effectively to address the requirements of the task. There is very good

control of vocabulary with very few errors. The candidate has used a wide range of both straightforward and complex grammatical and used them appropriately and effectively to address the requirements of the task. There is very good control of these structures with very few errors. The candidate has produced a very coherent piece of writing with appropriate use of cohesive devices, paragraphing and punctuation. There is a high degree of fluency that would require no effort on the part of a native speaker.

Response B

Examiner's comments:

This response was given 13 marks (CAC 2 LRA 2 GRA 2 EO 2 P6 IndC 5)

The candidate's response is just over the word count. However, all three bullet points are referred to within the word count. The candidate has attempted to use his/her own words when formulating the response.

The candidate has identified 5 of the 5 pieces of information requested in the first two bullet points and therefore gains 5 marks for the reading element of this task.

Although the candidate has referred to all three bullet points, the first two bullet points have not been developed as effectively as they could have been and the candidate has focused on the third bullet point; this impacts on how balanced the response is. There is no introduction to the response and the response is disjointed which impacts on how the response communicates. The response occasionally communicates successfully. In terms of lexis and grammar, there are frequent lapses in control. Effort is required by the reader (other than for the second paragraph). The candidate has produced an occasionally coherent piece of writing. There is good use of paragraphing and punctuation. However, the response lacks fluency and is disjointed due to a lack of cohesive devices to link ideas and sentences. In general, there is a low degree of fluency that requires some effort on the part of a native speaker.

The response could have been improved with the use of a short introduction. The candidate could have created a more balanced response by placing equal emphasis on each bullet point. Also, the candidate could work on improving how to link ideas within and between sentences.

Response D

Examiner's comments:

This response was given 23 marks (CAC 4 LRA 4 GRA 5 EO 5 P6 IndC 5)

The candidate's response is very much over the word count and the third 'predictions' bullet point has been covered outside the 150 word limit. The candidate has attempted to use his/her own words when formulating the response.

The candidate has identified all five pieces of information requested in the first two bullet points and therefore gains 5 marks for the reading element of this task.

The candidate has referred to the first bullet point with effective development of each 'advantage'. For the second bullet, the first 'concern' has been more fully addressed than the second one due to word limit. For this reason, the response communicates generally successfully using appropriate tone and register throughout. The candidate has used a good range of vocabulary and this is generally used appropriately and effectively to address the requirements of the task. There are occasional lapses in lexical control. The candidate has used a wide range of both straightforward and complex grammatical and used them appropriately and effectively to address the requirements of the task. There is very good control of these structures with very few errors. The candidate has produced a very coherent piece of writing with appropriate use of cohesive devices, paragraphing and punctuation. There is a high degree of fluency that would require no effort on the part of a native speaker.

The response could have been improved by addressing all three bullet points within the word count and by focusing on correct spelling and word choice to further clarify meaning.

Session 3: Paper 2

Paper 2: 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

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 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

Feedback from the examiner report – paper 2

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.

Activity 4 – part 1 listening

- Look at the listening question paper and mark scheme in your pack
- Listen to the audio for part 1 and see how the mark scheme is applied.
- Put any questions or queries into the group chat for discussion
- The whole 40-minute audio is supplied in your pack for you to listen to later on.

**Poll: Are you planning
on teaching/assessing
the optional speaking
paper?**

Session 4: Speaking (optional)

Paper 3: Speaking skills

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

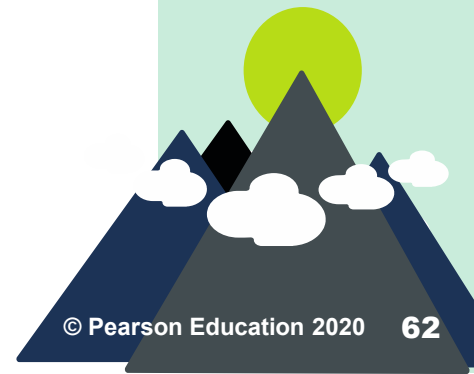
5 - 6 minutes

Feedback from the examiner report – paper 3

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.

Session 5: Support



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- Downloadable audio recordings and scripts are available on the Online Audio Pack.

Contact your dedicated Subject Advisor

Subject Advisor details

Your subject advisor is **Alistair Drewery**

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- Twitter: **@PearsonMFLquals**
- Email: Teachinglanguages@pearson.com

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Any Questions?