

# Pearson Edexcel

## International GCSE English as a Second Language: Welcome to Pearson (Module 1)

First teaching in 2017  
First assessment 2019



# Session Agenda

**Session 1:** Pearson Edexcel and International GCSE grading

**Session 2:** Content and planning the course

**Session 3:** Assessment and mark schemes

**Session 4:** Support, resources and final questions

# Aims and Objectives

## Delegates will:

- identify how the qualifications are devised and awarded
- review the content of the qualification
- explore how to plan the course and/or lessons
- understand the assessment of the qualification and how to prepare students
- identify the support available from Pearson

# 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

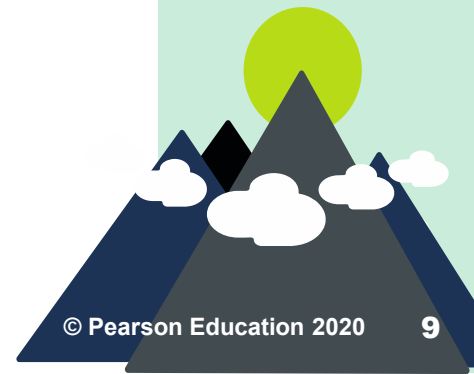
- Greater differentiation across levels of attainment.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards.

# How we award grades





# Session 2: Content and Planning



# 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

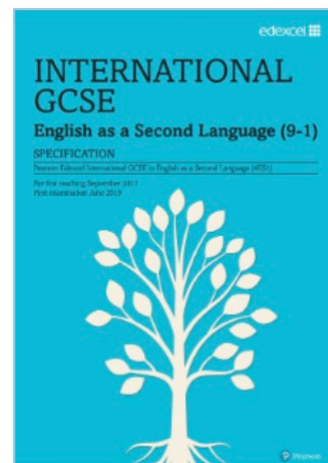
- optional and separately endorsed
- available in both January and June
- marked externally by Edexcel examiners

The total number of marks is 40

The total assessment lasts 9 - 12 minutes

# Using the specification and the SAMs

- The specification is a key document you will need to read before you start teaching the course.
- It outlines the key content, assessment and core objectives of the course
- The SAMs (or Sample Assessment materials) are also very important documents.
- The SAMs are the first set of assessments to be written by the examiners.
- Both the specification and the SAMs are submitted to Ofqual and form the basis for all of the live examinations.
- It is therefore important that you download and read these two documents.



# Paper 1: Reading – Text Types and skills

*Passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.*

Text Types	Skills
<b>Short texts, e.g.</b> <ul style="list-style-type: none"><li>• adverts</li><li>• a timetable</li></ul>	Skimming and scanning skills
<b>Longer extracts from</b> <ul style="list-style-type: none"><li>• leaflets</li><li>• adverts</li><li>• articles etc.</li></ul>	Read for both gist and detail
<b>Long texts possibly from academic sources, e.g.</b> <ul style="list-style-type: none"><li>• reports,</li><li>• articles etc.</li></ul>	Read for both gist and detail  Follow a line of argument or discussion  Identify attitudes and opinions  Summary

# Where do I find these texts?

- SAMs and Specimen Papers
- Summer 2019 papers – 2 sets
- Useful websites and sources include:
  - [English club – worksheets](#)
  - [ESL Flow](#)
  - [TeachIt – ELT](#)
  - [Teaching English](#)
- Use the chat box to add any suggestions for other resources you have used or found useful.

# Possible activities for reading skills

## Skimming and Scanning:

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

Then students:

- i. answer the questions *Who? When? Where? What? Why?*
  - ii. match headings or subtitles (provided by the teacher) to paragraphs
  - iii complete sentences with a gap fill task designed to address the overall theme of the text.
- Scanning allows students to search a text for a particular piece of information, for example the date of an historical event or the time a train is leaving.
  - The teacher provides a text and students are directed to identify and highlight particular words/phrases or synonyms/antonyms for particular words depending on the text.



# Possible activities for reading skills

## Identifying a writer's point of view or attitude:

- Using simple context clues can help students start to understand implied viewpoints and attitudes. For example *I love my job. I go to school everyday, and I help my students to learn English.* The questions might be *What am I?* and *How do I feel about my job?*
- As students progress, the context clues would become more challenging.
- Detective stories, short mystery stories or *whodunit* stories can also be useful for developing this reading skill. Students need to read the extracts/texts closely and use the clues they find to think critically about what is both in and not in the text.
- This will improve their ability to infer from what they have read.

# Paper 1: Writing – Text Types and skills

Text Types	Skills
<b>Informal writing - 75-100 words</b> <ul style="list-style-type: none"><li>• A letter</li><li>• An email</li><li>• A postcard</li></ul>	<ul style="list-style-type: none"><li>• Paragraphing</li><li>• Register for a named audience</li><li>• Range of vocabulary and grammatical structures</li></ul>
<b>Semi-formal writing – 100-150 words</b> <ul style="list-style-type: none"><li>• A report</li><li>• An article</li><li>• A semi-formal letter</li></ul>	
<b>Semi-formal/formal summary – 100-150 words</b> <ul style="list-style-type: none"><li>• Summary of an article(s).</li></ul>	<ul style="list-style-type: none"><li>• Paragraphing</li><li>• Register for a named audience</li><li>• Range of vocabulary and grammatical structures</li><li>• Summary skills</li></ul>

# Possible activities for writing skills

## Using the reading texts to improve writing:

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

## Students could:

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

# Using different scenarios and audiences

## 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)

- Use an existing question and mix up the text type and audience. Ask students to make changes and and explain the changes they have made.

# Possible activities for reading and writing skills

## Summarising:

- After reading a text, students should summarise what they have read. This could be in the form of a short oral summary (for speaking practice) or a written paragraph (for writing practice).
- Summarising requires students to understand the gist of the text - what was the main point in the text? It does not require students to retell (in their own words) everything that happened in the text. Thus students must learn to provide the key information in a clear, concise manner.
- Start by choosing a text of approximately 25 words and ask students to skim read the text once without stopping for unfamiliar words. Now ask them to summarise in no more than 5 words what happened in the text. When they are able to do this, choose a text of approx 50 words which they must summarise in no more than 10 words. Gradually extend the length of the reading texts but always keeping the word count in the reading text to summary in the 5:1 ratio.

# Paper 2: Listening skills

Types of listening extracts	Skills
<b>Series of short monologues</b> <ul style="list-style-type: none"><li>• Factual information, e.g.<ul style="list-style-type: none"><li>– public announcements,</li><li>– telephone messages or</li><li>– pre-recorded information.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Identifying the item, place or event being described</li><li>• Understanding the overall message</li><li>• Finding key information and details</li></ul>
<b>A monologue or guided dialogue</b> <ul style="list-style-type: none"><li>• e.g. radio broadcast</li></ul>	<ul style="list-style-type: none"><li>• Understanding the essential points</li><li>• Understanding the speaker's viewpoint/attitude</li></ul>
<b>A transactional dialogue where speakers negotiating meaning</b> <ul style="list-style-type: none"><li>• e.g. an interview.</li></ul>	<ul style="list-style-type: none"><li>• Understanding a conversation</li><li>• Understanding the speakers' viewpoints or attitudes</li></ul>
<b>A monologue or guided discussion on an academic topic.</b>	<ul style="list-style-type: none"><li>• Listening to a complex discussion or argument</li><li>• Understanding a conversation where views are exchanged</li><li>• Following instructions</li><li>• Understanding the speakers' viewpoints or attitudes</li></ul>

# Where do I find different listening extracts?

- SAMs and Specimen Papers
- Summer 2019 papers
- Useful websites and sources include:
  - [English as a second language podcasts](#)
  - [ESL cyber listening lab](#)
  - [TeachIt – ELT](#)
  - [Teaching English](#)
- Use the chat box to add any suggestions for other resources you have used or found useful.

# Possible activities for listening skills

## Are you listening carefully?

- Ask three students to go to the front of the class. Choose a topic, for example holidays. The rest of the class must ask the students at the front questions on this topic, for example:
  - Where did you go on holiday last year?
  - What was the best thing about your holiday?
  - Which type of holiday would you most like to go on?
- Try to make a note of some of the answers. Once the group has asked, for example five questions of each of the three students, divide the group into small teams and ask them to put their hand up if they know the answer to a question, for example:
  - Which student went walking in the Swiss Alps?
  - What was the best thing about Fred's holiday?
  - Which student would love to go skiing?
- Award a point to the first team to answer correctly. This game helps students to understand the overall message of spoken language – and to listen to each other. It also helps to improve their speaking skills.



# Possible activities for listening skills

## Identifying a speaker's preferences

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

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

# 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

# Possible activities for speaking skills

## Activity: Target Talk

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

sport

school

rural

convenient

communication

25 years ago

Television

books

# Possible activities for speaking skills

## Activity: Discussion cards

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

Recycling at home

Renewable energy

Saving energy

Pollution in the town

Fossil fuels

# 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.
- The materials for International GCSE English as a Second Language can be found on our website here: [Transferable skills](#)



# Putting it all together

Now we have shared all these great ideas about content and how to teach the course – you need to ensure that you are leaving enough time to cover the course!

You need to think about:

1. How much teaching time you have?
2. Which papers you are teaching?
3. How much time you need to allow for revision?
4. When to build in mocks and tests.

In the chat box, discuss how you have planned your course and any issues or questions you might have.

# Activity and 5-minute break

- Before we move onto the final 2 sessions of the course, let's have a 5-minute break.
- During this break, take the time to read through the scheme of work in your delegate download and add your thoughts and questions into the group chat
- Some of you may have already started teaching the course – do you have any suggestions about where to start?



# **Session 3: Assessment and exams**



# Assessment Overview

- Paper 1: Reading and Writing – 66.6%
- Paper 2: Listening – 33.3%
- Paper 3: (optional)
- One Reading Assessment Objectives covering 4 separate strands.
- One Writing Assessment Objectives covering 4 separate strands.
- One Listening Assessment Objectives covering 4 separate strands.
- One Spoken Language Assessment Objective covering 3 strands.

# Introduction to the Assessment Objectives - Reading

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

# Introduction to the Assessment Objectives - Writing

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

# Introduction to the Assessment Objectives - Listening

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.

# Introduction to the Assessment Objectives - Speaking

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

# What are Assessment Objectives for?

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"><li>• up to 5 marks for reading and extracting relevant material from text(s), as defined by bullet points.</li><li>• 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.</li></ul>	<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>

# How are the exam answers marked?

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)

Mark	Communication, content and organisation (AO2a/AO2b)
0	No rewardable material.
1-2	<ul style="list-style-type: none"><li>• Candidates have referred to at least one bullet point.</li><li>• Task completed to a limited extent, with little development of the bullets provided.</li><li>• Little awareness of audience evident in uses of tone and register.</li><li>• Organisation is limited with little effective use of cohesive devices, paragraphing and punctuation.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Candidates have referred to at least two bullet points.</li><li>• Task completed to some extent, with some development of the bullets provided.</li><li>• Some awareness of audience evident in uses of tone and register.</li><li>• Organisation is adequate with some effective use of cohesive devices, paragraphing and punctuation.</li></ul>
5	<ul style="list-style-type: none"><li>• Candidates have referred to all three bullet points.</li><li>• Task completed mostly successfully, with effective development of the bullets provided.</li><li>• Secure awareness of audience evident in uses of tone and register.</li><li>• Organisation is consistent with effective use of cohesive devices, paragraphing and punctuation.</li></ul>



# Activity - marking

- In your pack, you have one exemplar written by a student in the exam in 2019
- Using the mark grids provided in the document, read the piece of work and think about the mark you would give it.
- If you are feeling brave, put the mark in the chat box – you can just give some comments if you would rather!
- I'll talk you through the mark on the next slide.

# Examiner commentary

## 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.

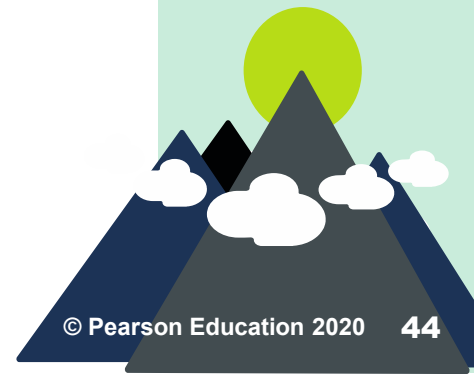
The range of vocabulary used is appropriate for most of the response and there is a range of grammatical structures. The writing is accurate for most of the response and there are very few errors. There are some lapses in expression but communication is not hindered. For a candidate to score a band 5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

# How do I prepare my students for the exams?

## Walking talking mocks

- Students sit in the same exam room where they will do their exam, preferably in the same seats
- Students are given an exam paper which is as close to being like the real thing as possible (i.e. exam writing booklet if relevant)
- Students are literally walked through every question on the paper – the person leading the session talks them through the smallest steps, such as underlining key words, how to plan, things to remember etc.
- Students then write their responses in timed conditions and told when to move onto each question.

# Session 4: Support



# Where do I find the free resources?

Edexcel International GCSE

## English as a Second Language (ESL) (2017)



Find course materials

### Filters

#### Categories

- ☐ Specification and sample assessments (4)
- ☐ Exam materials (38)
- ☐ Forms and administration (2)
- ☒ Teaching and learning materials (16)

#### Content type

- ☒ All
- ☐ Exemplar material (3)

Teaching and learning materials (16)

Sort by

Latest



[expand all](#)

**Exemplar material**



**Guide**



**Past training content**



**Past Training Content**



# Published resources

We are committed to helping teachers deliver our Pearson Edexcel qualifications and helping students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.

# Pearson Publishing



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.

# Contact your dedicated Subject Advisor



## Subject Advisor details

Your subject advisor is **Alistair Drewery**

- Phone: **+44 (0)20 7010 2187**
- Twitter: **@PearsonMFLquals**
- Email: [Teachinglanguages@pearson.com](mailto:Teachinglanguages@pearson.com)

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



# Any Questions?

