

Pearson Edexcel

International GCSE English as a Second Language:

Understanding assessment and improving
delivery

(Module 1)

First teaching in 2017
First assessment 2019



Session Agenda

Session 1: About Pearson Edexcel

Session 2: Paper 1: Assessment Objectives and Marking - Reading

Session 3: Paper 1: Assessment Objectives and Marking - Writing

Session 4: Further support and resources

Aims and Objectives

During this module you will:

- be introduced to the idea of assessment objectives: what are they and why they are used when writing examination papers
- analyse recent question papers and learn which types of question match the different assessment objectives
- consider how the questions in Paper 1 (Reading and Writing) are marked, using mark schemes and sample student responses and by looking at feedback from previous exam series
- look at the further support and resources available from Pearson Edexcel.

Polls to get to know you

1. Are you currently teaching the Pearson Edexcel Int GCSE in English as a Second Language?
2. Did you enter candidates for this qualification in Summer 2020 or in January 2020?

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

Assessment Objectives and Marking



Introduction to the Content: Paper 1

- 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
- 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
- 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 Paper 1

Paper 1: Reading and Writing

2 hours

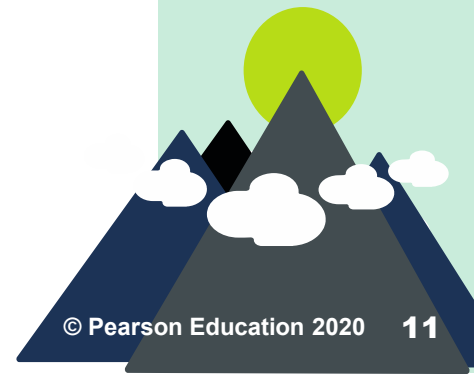
100 marks: 50 marks for reading

50 marks for writing

66.6% of the total International GCSE

- Available in both January and June
- Marked by Pearson Edexcel Examiners

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>AO1 (A)</p> <p>Understand the overall message of a text</p>

Example from January 2020

Part 1

To The Top: The Story Of Everest

- A** It was five o'clock in the afternoon when the howling wind began to quieten down and we made our decision: tonight we would leave for the summit. After weeks of hard work we had reached our top camp on Everest.
- B** Ed Webster and I were squeezed into a tent no bigger than a single bed, with only just enough room to sit up. Robert Anderson had just walked over from the second tent, but our fourth companion had left us that morning – returning down the mountain because of a worrying headache.
- H** At last, at 11pm we were ready. There was no moon, but the sky was brilliant with stars and there wasn't a breath of wind – a perfect night for the job. Even at night we could make out enough landmarks to know roughly where to go.
- J** We started to move very slowly towards the summit, knowing the journey would take at least 12 hours. At first it was flat and we could manage 20 paces before we had to rest. But as the slope became steeper, we were forced to stop every 10 paces. I had never worked so hard in my life.

Example from January 2020

Part 1

Read the extract from the book 'To The Top: The Story Of Everest' in the Insert Booklet, Part 1, Page 3 and answer Questions 1–10.

Questions 1–10

Identify which paragraphs (A–J) contain information listed in Questions 1–10 by marking a cross ☒ for the correct answer. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

You must choose answers only from the information given in the extract. Paragraphs may be used more than once or not at all.

6 Which paragraph refers to a change in the weather?

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

7 Which paragraph refers to the route becoming more difficult?

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

8 Which paragraph refers to a small resting place?

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

Reading: Part 2

Part 2: 15 marks	Content guidance: skills and assessment objectives
<p>Stimulus text types:</p> <p>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>AO1 B</p> <p>Understand in detail a range of texts, identifying finer points of detail</p> <p>AO1 C</p> <p>Distinguish between facts, ideas and opinions</p> <p>AO1 D</p> <p>Identify a writer's viewpoint and attitude, stated and implied</p>

Example from January 2020

Qs 11-20: For each question write no more than **THREE** words that must be taken from one point in the text. **DO NOT** write full sentences.

Part 2

Time to Declutter?

For a very long time, I thought that decluttering and zero waste were opposites. Didn't decluttering mean throwing items away, and zero waste mean throwing nothing away and keeping it all? I couldn't imagine that the two could work together yet decluttering has been an essential part of my five-year zero-waste journey.

When it comes to getting rid of unwanted items, the two most common options are discard or donate. Discarding really should be a last resort, saved only for those things that are damaged beyond repair, non-recyclable, and possibly dangerous. But what about donating?

Charity shops want goods that are clean, in working order and desirable. They need to be able to sell them. But charity shops aren't the solution for everything and, sadly, they don't have limitless storage. Donating our winter wardrobes in the height of summer will likely mean items in excellent condition remain unsold, simply because there isn't the demand. Offloading goods in the week after the New Year when the rest of the country is doing the same thing isn't to be encouraged, either. Not all charity shops can accept electrical items.

Exemplar from January 2020

11 What is one of the best known options for items people no longer want?

(1) 1

to discard
donate it.

12 What do charity shops have a fixed amount of?

(1) 1

limitless storage.

13 Which types of goods are sometimes not accepted by charity shops?

(1) 1

Electrical items

Exemplar from January 2020

21 Which of the following statements is true about Sarah Mace?

(1)1

- ☐ **A** She has just started to think about decluttering her home.
- ☒ **B** She now understands decluttering and zero waste are linked.
- ☐ **C** She has followed a zero-waste lifestyle for the last decade.
- ☐ **D** She feels decluttering the home is not so important to her.

22 According to Sarah Mace, which of the following statements is true about charity shops?

(1)0

- ☒ **A** They are the best places for unwanted items.
- ☐ **B** They struggle to sell non-seasonal clothing items.
- ☐ **C** They welcome donations at all times of the year.
- ☐ **D** They suggest checking on what items are needed.

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</p> <p>Understand in detail a range of texts, identifying finer points of detail</p> <p>AO1C</p> <p>Distinguish between facts, ideas and opinions</p> <p>AO1D</p> <p>Identify a writer's viewpoint and attitude, stated and implied</p>

Example from January 2020

Part 3: Smart Hand Pumps

The research team has also helped set up a local repair business for the hand pumps and introduced a system for villagers whereby a mobile phone can be used to make payments for the use of smart pumps. The operation of each smart pump is overseen by a local water-user committee. This committee is responsible for the payment of the maintenance service charge and for collecting the money from local people. A monthly payment is made that is based on how much water has been used.

The original 12-month pilot has since been expanded. More than 300 smart hand pumps are now operating across three counties in Kenya. These smart pumps continue to greatly improve the reliability of water supplies for many rural people. Another local repair business has also been set up. Although I can see the purpose of the research into smart pumps, a lot of work still has to be done to reach all those in need. The researchers will continue to work in this area for the next four years.

Exemplar from January 2020

29 According to David Fern, people have struggled with the mobile phone payment system.



(1) 1

30 David Fern is completely confident about the future of smart pumps.



(1) 0

Questions 31–40

Complete the following sentences using no more than THREE words that must be taken from one point in the text.

37 The water-user committee is responsible for making
on behalf of the community.

Payment

(1) 1

40 The initial pilot was further developed to cover
across Kenya.

800 hand pumps.

(1) 0

Exemplar from January 2020

A team of researchers at Oxford University has developed a transmitter that can be fitted to a hand pump. This generates data on pump usage and sends this information over the mobile phone network to a central server. This, in turn, provides an immediate alert to a maintenance team if the pump is not working and then generates a guaranteed repair service.

Prior to having smart pumps, non-monitored pumps took on average over a month to be fixed. Most smart pumps are repaired within two days. In those cases where a repair is not carried out within three days, a refund is given.

Having access to a reliable source of water is a common problem around the world

Work done by an Oxford University research team has provided a

(41) Simple solution to this situation. David Fern, the

simple

financed

grateful

supported

short-term

pay

difficulties

wait

unsure

effectiveness

Feedback from the Examiners' 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 January 2020

Part 6

You are doing a project on travel options. Read **Insert Booklet, Part 6, Page 8** and write a summary for your teacher.

In your summary you **must**:

- give **three** ways in which train travel is more convenient than other forms of travel
- state **two** ways in which train travel is more comfortable than other forms of travel
- give **your predictions** on how train travel may 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: Three ways in which train travel is more convenient than other forms of travel:</p> <ul style="list-style-type: none">• no need to watch the road• no risk of getting lost• easy to buy tickets• easier boarding process / less waiting time• more generous baggage allowance• easy to catch another train if you miss one• total travel time may be less than with flying. <p>Reward all other valid points from the text. (Any three, one mark each.)</p>	3
<p>Indicative Content: Two ways in which train travel is more comfortable than other forms of travel:</p> <ul style="list-style-type: none">• more leg space• room to move around• can use phones• free access to Wi-Fi• can take your own food / more dining options• more to see• more relaxing. <p>Reward all other valid points from the text. (Any two, one mark each.)</p>	2

Session 3:

Paper 1 Writing

Assessment Objectives and Marking

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
<p>Word count: 75 - 100</p> <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 January 2020: 4ES1_01

WRITING

Answer ALL questions in this section. Write your answers in the spaces provided.

Part 4

Your teacher is moving to another school. You and your friend would like to buy a gift for him/her. Write an email to your friend.

In your email you **must**:

- write what you would like to buy for your teacher
- explain why you have chosen this gift
- ask for your friend's opinion.

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

(10)

Part 4 Assessment Criteria

WRITING

Question Number		Mark
Part 4	Part 4 is marked out of 10, using the two grids below.	10

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

Part 4 Assessment Criteria

Mark	Range and accuracy (A02a/A02c)
0	No rewardable material.
1-2	<ul style="list-style-type: none">• Range of vocabulary is limited.• Range of appropriate structures is limited.• The writing is generally inaccurate and errors cause confusion.
3-4	<ul style="list-style-type: none">• Range of vocabulary is appropriate for some of the response.• Some range of appropriate structures.• The writing is accurate for some of the response and any errors generally do not impact on meaning.
5	<ul style="list-style-type: none">• Range of vocabulary is appropriate for most of the response.• Range of appropriate structures, although there may be some lapses.• The writing is accurate for most of the response and there are very few errors.

ACTIVITY 1: Part 4 Marking

- Look at the Part 4 exemplars in your Delegate Booklet. The assessment criteria are at the end of the second sample
- Refer to the question and to the Assessment Criteria and mark the first sample.
- Use the group chat to let everyone know what marks you think the response deserves and why

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 vocabulary 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 January 2020: 4ES1_01R

Part 5

You have been asked to write a report for the school magazine about helping old people in your local area.

In your report you **must**:

- give **one** problem that old people in your local area may have
- give **two** ways that your school could help old people
- state any changes that could be made in your local area to help old people.

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

(20)

Part 5 Assessment Criteria

Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 5 and 6.

Mark	Communication and content (AO2b/AO2d)	Lexical range and accuracy (AO2c)	Grammatical range and Accuracy (AO2c)	Effective organisation (AO2a)
5	Candidates have referred to all three bullet points. The response... <ul style="list-style-type: none"> communicates most successfully. conveys the information set out in the task. uses appropriate tone and register for the audience. 	<ul style="list-style-type: none"> Wide range of vocabulary. Appropriate and effective use of vocabulary to address the requirements of the task. Very good control of vocabulary with very few errors. 	<ul style="list-style-type: none"> Wide range of both straightforward and complex grammatical structures. Appropriate and effective use of these structures to address the requirements of the task. Very good control of these structures with very few errors. 	<ul style="list-style-type: none"> Very coherent piece of writing. Appropriate use of cohesive devices, paragraphing and punctuation. High degree of fluency that would require no effort on the part of a native speaker.
3-4	Candidates have referred to at least two bullet points. The response... <ul style="list-style-type: none"> generally communicates successfully. conveys more than half of the information set out in the task. generally uses appropriate tone and register for the task. 	<ul style="list-style-type: none"> Good range of vocabulary. Generally appropriate and effective use of vocabulary to address the requirements of the task. Occasional lapses in lexical control. 	<ul style="list-style-type: none"> Good range of both straightforward and complex grammatical structures. Generally appropriate and effective use of these structures to address the requirements of the task. Occasional lapses in control of more complex structures. 	<ul style="list-style-type: none"> Generally coherent piece of writing. Generally appropriate use of cohesive devices, paragraphing and punctuation. Moderate degree of fluency that would cause a native speaker to hesitate.
1-2	Candidates have referred to at least one bullet point. The response... <ul style="list-style-type: none"> occasionally communicates successfully. conveys less than half of the information set out in the task. only sometimes uses appropriate tone and register for the task. 	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary. Occasionally uses appropriate and effective vocabulary to address the requirements of the task. Frequent lapses in lexical control. 	<ul style="list-style-type: none"> Adequate but predictable range of straightforward grammatical structures. Occasionally appropriate and effective use of these structures to address the requirements of the task. Frequent lapses in grammatical control. 	<ul style="list-style-type: none"> Occasionally coherent piece of writing. Limited or repetitive use of cohesive devices, paragraphing and punctuation. Low degree of fluency that requires some effort on the part of the native speaker.
0	No rewardable material.	No rewardable material.	No rewardable material.	No rewardable material.

ACTIVITY 2: Part 5 Marking

- Look at the Part 5 exemplars in your pack.
- Refer to the question and to the Assessment Criteria and mark the first sample.
- Use the group chat to let everyone know the marks you think the response deserves and why.

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 January 2020: 4ES1_01

Part 6

You are doing a project on travel options. Read **Insert Booklet, Part 6, Page 8** and write a summary for your teacher.

In your summary you **must**:

- give **three** ways in which train travel is more convenient than other forms of travel
- state **two** ways in which train travel is more comfortable than other forms of travel
- give **your predictions** on how train travel may 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)

Part 6 Indicative Content

Indicative Content:

Three ways in which train travel is more convenient than other forms of travel:

- no need to watch the road
- no risk of getting lost
- easy to buy tickets
- easier boarding process / less waiting time
- more generous baggage allowance
- easy to catch another train if you miss one
- total travel time may be less than with flying.

Reward all other valid points from the text.

(Any three, one mark each.)

3

Indicative Content:

Two ways in which train travel is more comfortable than other forms of travel:

- more leg space
- room to move around
- can use phones
- free access to Wi-Fi
- can take your own food / more dining options
- more to see
- more relaxing.

Reward all other valid points from the text.

(Any two, one mark each.)

2

Part 6 Assessment Criteria

Assessment criteria: writing skills assessment grid

This grid should be used for marking Parts 5 and 6.

Mark	Communication and content (AO2b/AO2d)	Lexical range and accuracy (AO2c)	Grammatical range and Accuracy (AO2c)	Effective organisation (AO2a)
5	Candidates have referred to all three bullet points. The response... <ul style="list-style-type: none"> communicates most successfully. conveys the information set out in the task. uses appropriate tone and register for the audience. 	<ul style="list-style-type: none"> Wide range of vocabulary. Appropriate and effective use of vocabulary to address the requirements of the task. Very good control of vocabulary with very few errors. 	<ul style="list-style-type: none"> Wide range of both straightforward and complex grammatical structures. Appropriate and effective use of these structures to address the requirements of the task. Very good control of these structures with very few errors. 	<ul style="list-style-type: none"> Very coherent piece of writing. Appropriate use of cohesive devices, paragraphing and punctuation. High degree of fluency that would require no effort on the part of a native speaker.
3-4	Candidates have referred to at least two bullet points. The response... <ul style="list-style-type: none"> generally communicates successfully. conveys more than half of the information set out in the task. generally uses appropriate tone and register for the task. 	<ul style="list-style-type: none"> Good range of vocabulary. Generally appropriate and effective use of vocabulary to address the requirements of the task. Occasional lapses in lexical control. 	<ul style="list-style-type: none"> Good range of both straightforward and complex grammatical structures. Generally appropriate and effective use of these structures to address the requirements of the task. Occasional lapses in control of more complex structures. 	<ul style="list-style-type: none"> Generally coherent piece of writing. Generally appropriate use of cohesive devices, paragraphing and punctuation. Moderate degree of fluency that would cause a native speaker to hesitate.
1-2	Candidates have referred to at least one bullet point. The response... <ul style="list-style-type: none"> occasionally communicates successfully. conveys less than half of the information set out in the task. only sometimes uses appropriate tone and register for the task. 	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary. Occasionally uses appropriate and effective vocabulary to address the requirements of the task. Frequent lapses in lexical control. 	<ul style="list-style-type: none"> Adequate but predictable range of straightforward grammatical structures. Occasionally appropriate and effective use of these structures to address the requirements of the task. Frequent lapses in grammatical control. 	<ul style="list-style-type: none"> Occasionally coherent piece of writing. Limited or repetitive use of cohesive devices, paragraphing and punctuation. Low degree of fluency that requires some effort on the part of the native speaker.
0	No rewardable material.	No rewardable material.	No rewardable material.	No rewardable material.

ACTIVITY 3: Part 6 Marking

- Look at the Part 6 exemplars in your pack.
- Refer to the text, the task, the Indicative Content and to the Assessment Criteria and mark the first sample.
- Use the group chat to let everyone know the marks you think the response deserves and why.

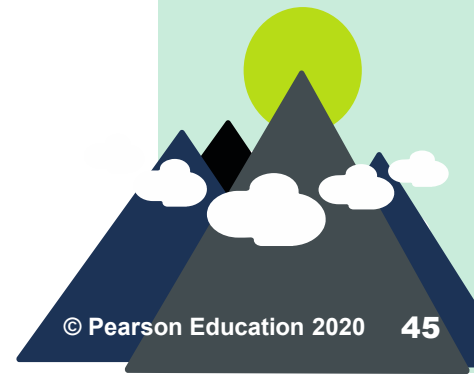
Feedback from Examiners' Report

Parts 4 - 6

- Work with students on a range of writing tasks: letters and emails (informal) and reports, articles and letters (semi-formal) to develop understanding of appropriate style and register.
- 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.
- 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.
- 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.

Session 4:

Further support and resources



Where do I find the free resources?

Edexcel International GCSE

English as a Second Language (ESL) (2017)



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Guide



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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.

Your Subject Advisor

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Any Questions?