

Delegate Booklet

Course Title:

**International GCSE English as a Second Language:
Understanding assessment and improving delivery**

Course Code:

4ES1-20IO4





About this event

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**International GCSE English as a Second Language:
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Aims and Objectives

Delegates 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.



Agenda

Item
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



Paper 1 Reading Part 1

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.

6 Which paragraph refers to a change in the weather?

(1)1

A B C D E F G H I J

☒ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

7 Which paragraph refers to the route becoming more difficult?

(1)1

A B C D E F G H I J

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒

8 Which paragraph refers to a small resting place?

(1)1

A B C D E F G H I J

☐ ☒ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



Paper 1 Reading Part 2

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.

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

(1) 1

to discard
or 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



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.



Paper 1 Reading Part 3

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.

True / False/ Not Given

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.

300 hand pumps.

(1) 0



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

<u>simple</u>	financed	<u>grateful</u>	<u>supported</u>	short-term
<u>pay</u>	difficulties	wait	unsure	<u>effectiveness</u>



Paper 1 Writing Part 4

Sample 1

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)

Dear Emma,

As Miss Croydon is moving to another school I thought we could buy her a gift.

I think buying a frame with our photo with her would be an amazing idea and also a candle with some chocolates.

I have chosen this gift because it a nice way to remember us when ever she sees our ~~photo~~ photo. She can also put the frame in her class room desk in her new school.

So, what do you think about my idea? hope you like and give me more ideas. Can't wait for your reply.

Best wishes.

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)

Dear Kris:

Hi kris, have you choose your gift for Mr Davis? ~~I have~~ I think I would buy a cup for Mr Davis because ~~on~~ on the cup there is two person that hold in hand ~~which suggests that they are best friend~~ ~~fore~~ Right ~~at~~ at up of the two person have a sentence that said: "friend forever" That ~~is~~ is the reason why I choose this cup. The cup shows the friendship I hope ~~with~~ kris what do you think about my gift?

Mr Davis can remeber me when he used the cup.

Kris what do you think about my gift? I really want to know what is your opinion for Mr Davis.



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.

Mark	Range and accuracy (AO2a/AO2c)
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.

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)

Helping old people in your local area.

The Old people suffer a lot. They always go through insult and medical problems.

Firstly, They have medical issues. In my local area there are many old people who suffers from pain. They don't have enough money to consultant a doctor. They don't food, cloths and shelter. It is basic necessities.

Firstly, They School can collect money for people poor people. They can tell our students and parents about ~~health~~ poor people. Secondly, The parents and student should have responsibility to help old people. The ~~School~~ School need ask for charity. ~~The~~.

The changes we can do is in local area. We ~~now to~~ can help by financially and personally.



we need to help for old women or men. It is our responsibility.

Although there are kids they don't eagerly go for the help. The old people are capable of doing work effectively. Don't judge a book by its cover.



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)

~~Many~~

Old people, our first priority

Introduction:

This report is about the current situation of old people ~~in my local area~~ and ways to help them.

Problem faced:

Old people are forgotten and are left in old aged homes. A recent research states that 79% of old people in old aged homes are not visited by their family. Another study also states that ~~no~~ number of old people in old aged homes ~~are~~ has increased drastically in the past decade.

Ways our school could help:

* A trip to ~~to~~ an old aged home nearby could help. If the kids talk and



Interact with the elderly, they may feel loved and ~~satisfied~~ and relieved from their loneliness.

* A charity event could be held and the money collected ^{should} be given to the old age home. ~~and improve the facilities and make it comfortable for the elderly.~~

A change by in community:

We can bring a law ~~that~~ which states, it is compulsory to the ~~visit~~ family to visit the elderly ~~they're~~ ~~leaving~~ behind, twice every year.

Conclusion:

~~Old people was once who raised us so let's give them respect and honour them.~~

Old people should be honoured.

- 155 words.



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	<p>Candidates have referred to all three bullet points.</p> <p>The response...</p> <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	<p>Candidates have referred to at least two bullet points.</p> <p>The response...</p> <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	<p>Candidates have referred to at least one bullet point.</p> <p>The response...</p> <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.



Paper 1 Writing Part 6

Part 6

Why Travel by Train?

With ever-increasing fuel prices, car and air travel become more expensive each year. Train travel is becoming an increasingly popular way to see a country and reach your destination. There is no need to watch the road and worry about getting lost the way you can in a car. In Europe, trains are generally more convenient and sometimes faster door-to-door than airplanes. Comfort and a little old-fashioned appeal make train travel an attractive alternative.

Cost

Train tickets are almost always cheaper than airplane tickets, especially if you are travelling for shorter distances, and you do not have to pay for your baggage. A train trip longer than 24 hours can be less expensive than car travel since there is no need to pay for hotel rooms.

Convenience

When you travel by train, you just buy your ticket and board. You do not have to arrive two hours early at an airport and endure long security lines. Baggage weight limits for trains are considerably higher than those for airlines; restrictions on what you can carry onto the train are fewer, and there is no standing around in baggage claim when you arrive. Unless you are taking a long-distance trip, a missed train usually means only a short wait until the next one comes along.

While train trips might last longer than air trips, the total time door-to-door is often less because of station locations and less waiting. Train stations tend to be centrally located in cities, so there will not be another long trip from where you get off to your final destination. High-speed trains in Europe and Asia have made some trips even shorter than air travel, with better access to local public transportation.

Comfort

Most passenger trains offer more leg room than airplanes do. You are free to get up and walk around and use your phone, and many trains in the United States and Europe have free Wi-Fi. You can bring your own food and drinks, or sit at a table in the dining car and enjoy a proper meal with other passengers.

Instead of watching the clouds while the pressure builds up in your ears, you can watch changing landscapes pass by as you relax to the rhythmic, rocking sound of a train. Train travel can be part of the destination itself because you can visit little towns you might not have seen otherwise, and see sights you would miss in the air.

Train travel is not only more relaxing and enjoyable, but it is kinder to the environment. Research into pollution has shown that a person travelling by car uses much less carbon than for the same distance travelled by airplane. Travelling by train uses even less.



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)

Travelling in train is more convenient than other forms of travel because you don't have to arrive and check-in the airport hours before your flight. You don't have to worry about your baggage weight ~~which~~ if over the weight limit which most airlines have. Travelling ~~by~~ on train you don't have stand and wait for your baggage around the baggage claim where it going to be so busy because other people are waiting too.

Travelling in train is more comfortable than other forms of travel because you can have free Wi-Fi to connect and communicate with your friends and family. ~~To~~ In train you will see little town and different landscape which you ~~are~~ haven't seen before, instead



of seating in the plane and only watch clouds outside the window which going to be boring over the time.

Travelling by train may change in the future by increasing the number of train because more people will use it and decrease the number of cars because people don't bother to drive and also to decrease the percentage of carbon emission.

Travelling by train may ~~also~~ also change in the future by having larger trains and wider seats for people have more comfort for long journeys.



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
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- 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)

Trains are getting more popular for them to travel through the country. Normally, they are more convenient and more ~~conforta~~ comfortable than other forms of travelling.

~~First~~ Firstly, they are more convenient because you don't need to arrive early and pass through a lot of security, you can were a lot of weight because the baggage weight has really high limits and you have fewer restrictions on what you can carry.

In addition, trains are more comfortable because you have more space to spread out than in other travel vehicles. As well as being more free in terms of walking around, using your phone and in some cases like in United States and Europe you have free Wi-Fi.

Finally, train can evolve very quickly. In my opinion we will get to a stage were we train will go alone with anyone



driving the train and less accident will be happening. Also trains will consume less than what they already waste so that will be a positive thing for the environment. Lots of the people would prefer to go in a train than going ~~in~~ by plane or car because the pollute less.



<p>Indicative Content:</p> <p>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:</p> <p>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



Paper 1 Part 6 Assessment Criteria

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

Assessment criteria: writing skills assessment grid

Mark	Communication and content (AO2b/AO2d)	Lexical range and accuracy (AO2c)	Grammatical range and Accuracy (AO2c)	Effective organisation (AO2a)
5	<p>Candidates have referred to all three bullet points.</p> <p>The response...</p> <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	<p>Candidates have referred to at least two bullet points.</p> <p>The response...</p> <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	<p>Candidates have referred to at least one bullet point.</p> <p>The response...</p> <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.

