

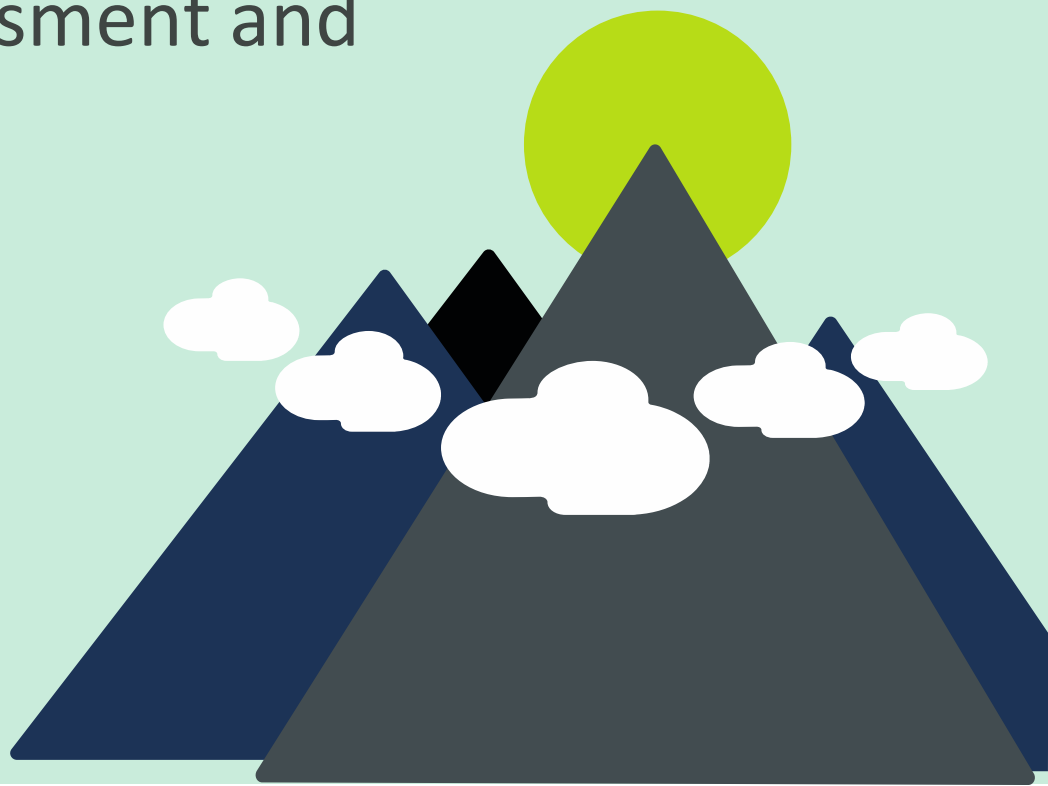
Pearson Edexcel

International GCSE in English as a Second Language

Understanding assessment and
improving delivery
(Module 2)

First teaching 2017

First assessment 2019



Session Agenda

Session 1: About Pearson Edexcel

Session 2: Paper 2: Assessment Objectives and Marking - Listening

Session 3: Paper 3: Assessment Objectives and Marking - Speaking

Session 4: Further support and resources

Aims and Objectives

During this module you will:

- revisit the assessment objectives discussed in detail in module 1 of this course
- consider how the questions in Paper 2 (Listening) and Paper 3 (Speaking) 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. Did you attend Module 1 Understanding assessment and improving delivery on Paper 1
2. Are you currently teaching the Pearson Edexcel Int GCSE in English as a Second Language?
3. 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.

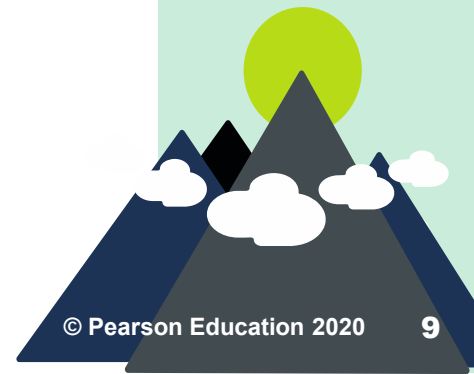
9-1 grading scale

	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the grade 7 broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with three new grades 6, 5 and 4 rather than two grades (B and C).</p> <p>The bottom of the grade 4 broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	C
	3	D
<p>The bottom of the grade 1 broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	1	G
	U	U

Session 2:

Paper 2 Listening

Assessment Objectives and Marking



Introduction to the Content Paper 2

- Understand standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- 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.

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.

Overview of Paper 2

Paper 2: Listening
50 minutes
40 marks
4 Parts - each Part has 10 marks
33.3% of the total International GCSE
Available in both January and June
Marked by Pearson Edexcel examiners

Listening Part 1: 10 marks

Part 1: 10 marks	Content guidance: skills and assessment objectives
<p>2 Sections thematically linked</p> <p>Section A (5 marks) Series of monologues</p> <p>Section B (5 marks) One longer monologue</p> <ul style="list-style-type: none"> Factual information, e.g. <ul style="list-style-type: none"> public announcements, telephone messages pre-recorded information. Task types for both Sections: <ul style="list-style-type: none"> multiple matching multiple choice short-answer questions 	<ul style="list-style-type: none"> Listening to short extracts Identifying the item, place or event being described <p>AO3A: Understand the overall message of a spoken passage</p> <p>AO3B: Identify essential and finer points of detail in spoken material</p>

Example January 2020 Section A Qs 1 - 5

- A Siberian Tiger
- B Mountain Gorilla
- C Emperor Penguin
- D African Lion
- E Polar Bear
- F Asian Elephant
- G Giant Panda
- H Blue Whale

Speaker 1

These large and fur-coated animals live in mountainous forests where they eat mainly shoots and leaves. They live in large family groups of several females with their young and there is one male head of the family who is called a silver-back because of a white patch on his back and hips. There are very few left in the wild.

Speaker 2

Often called the king of the beasts, this magnificent animal is a top predator in its environment. The most sociable of their kind, these animals live in groups called prides, which consist of related females and their cubs. The head of the family has a beautiful flowing mane that marks him out from the rest of the pride.

Example from January 2020 Section A Qs 6 - 10

In this section, you will hear an extract from a radio programme about a creature called a yeti.

For Questions 6–10, listen and answer the questions below. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

6 For many years, what type of animal did people think the yeti was?

(1)

Group of apes

7 Who provided Professor Lindqvist with evidence?

(1)

~~crows making films~~

crows making films

Scientists believe they have definitely proved that the yeti does not exist.

For many years people have thought that a group of apes called yetis live in the snowy wilderness of the Himalayas in Asia. However, a new study has concluded that yetis are bears, which have inhabited this area for centuries.

Professor Charlotte Lindqvist is the expert scientist responsible for ending the myth that has been passed down by generations of people in Nepal. "Our findings strongly suggest that the origins of the yeti legend can be found in local bears," says Professor Lindqvist.

Professor Lindqvist and her team looked at samples of yeti evidence gathered by crews making films about the creature. However, tests proved they were looking at remains of old bears, casting into doubt more than a century of yeti sightings.

Listening Part 2: 10 marks

Part 2: 10 marks	Content guidance: skills and assessment objectives
<ul style="list-style-type: none">• Candidates listen to a longer recording• A monologue or guided dialogue e.g. radio broadcast.• Task types:<ul style="list-style-type: none">– multiple choice– note / sentence / chart / table / diagram completion– short-answer questions.	<p>Listening for detailed information</p> <p>AO3B: Identify essential and finer points of detail in spoken material</p> <p>AO3D: Identify a speaker's viewpoint and attitude, stated and implied</p>

Example from January 2020 Qs 11-18

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

In this part, you will hear a sports historian talking about the Olympic Games.

For Questions 11–18, listen and complete the notes. Write no more than THREE words for each answer.

One mark will be awarded for each correct answer.

The Olympic Games past and present

The Ancient Games

Athletics had a (11) *major* ~~major~~ *roles* during the festivals of Ancient Greece.

(1)

The Roman Emperor stopped the Games because competitors and organisers were (12) *dishonest*.

(1)

Example from January 2020 Qs 11-18

The Olympic Games were the wonder of the ancient sporting world. Athletics played a major role in the religious festivals of the ancient Greeks, who believed that competitive sports pleased the spirits of their ancestors, and so what better way to gain the gods' approval than by arranging a showcase of the finest sporting talent? Staged every four years in the valley of Olympia in south-west Greece, the Olympics ran for more than one thousand one hundred years until eventually banned by the Roman Emperor Theodosius in an attempt to stamp out dishonest competitors and organisers.

Example from January 2020 Qs 19-20

Questions 19 and 20 must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

19 What did the organisers want the Games to show?

(1)

- ☒ A Winning was most important.
- ☒ B Athletes were sponsored.
- ☒ C People were friends together.
- ☒ D There were no winners.

20 What were the King of Greece's ideas about the future Games?

(1)

- ☒ A They were to be held every year.
- ☒ B They would take place only in Greece.
- ☒ C Women should be allowed to compete.
- ☒ D More types of sport should be included.

Example from January 2020 Qs 19-20

There were no great prizes for the winners, just crowns made of olive branches and laurel leaves. The Games were conducted in a friendly manner in keeping with Pierre de Coubertin's vision for nations and people to be united by sport and for the idea of taking part to be more important than winning.

The first modern Olympics proved a great success. At the closing banquet, the Greek King expressed the hope that the games would be held permanently in Greece, but Pierre de Coubertin stuck to his plan of awarding the 1900 Olympics to Paris. In the course of the twentieth and twenty-first centuries, the Olympic torch has travelled from Montreal to Melbourne, Stockholm to Seoul, Berlin to Beijing. It was in 2004, one hundred and eight years after they had started again, that the Olympics returned to their spiritual home in Greece.

Listening Part 3: 10 marks

Part 3: 10 marks	Content guidance: skills and assessment objectives
<ul style="list-style-type: none">• Candidates listen to a longer recording.• A transactional dialogue where speakers are negotiating meaning e.g. an interview.• Task types<ul style="list-style-type: none">– multiple choice– note / sentence / chart / table / diagram completion– short-answer questions.• May be more than one task type.	<p>Listening for detailed information</p> <p>AO3C: Understand a conversation where information is being negotiated and exchanged</p> <p>AO3D: Identify a speaker's viewpoint and attitude, stated and implied</p>

Example from January 2020 Qs 21-25

In this part, you will hear an interview with a mountaineer.

For Questions 21–25, listen and answer the questions. You do not need to write in full sentences.

One mark will be awarded for each correct answer.

Interview with a Mountaineer

21 What were people's feelings about Tom and his friends' achievement?

(1)

Joy and ~~relief~~ relief

22 What did earlier climbers think about the north face of the mountain?

(1)

It was freezing

Example from January 2020 Qs 21-25

Speaker 1. Hi. Ashlyn Stoner here, reporting on a daring achievement described as 'possibly the climb of the generation'. I am at the base camp of the latest expedition to attempt one of the most challenging mountain peaks in the Himalayas. The atmosphere over the last few days has been one of great joy, linked with relief that Tom Livingstone and his two companions have succeeded where others have failed: they conquered the north face of the peak known as Latok 1. Tom, congratulations and what were your first feelings once you reached the summit?

Speaker 2. Hi Ashlyn, and thanks. Yeah, the northerly route to Pakistan's Karakoram mountain range has earned special status among us mountaineers, defeating more than 30 expeditions with some of the best climbers in the world. The problem with the unclimbed face of the mountain was made even clearer by the fact that two climbers attempted the ridge just a couple of weeks ago and failed. They had to be rescued by helicopter after being trapped for six days in freezing conditions. We actually watched the repeated attempts by the Pakistan

Example from January 2020 Qs 26-30

26 What did Ashlyn Stoner's friend think about Tom's climb?

- ☒ A He thought it was impossible.
- ☒ B He thought it was challenging.
- ☒ C It was the climb of a lifetime.
- ☒ D Tom was foolish to attempt it.

27 Tom and his companions worried about

- ☒ A the lack of sunlight.
- ☒ B getting stranded on a ledge.
- ☒ C getting back down safely.
- ☒ D what their families were doing.

Speaker 1. I've always thought of it as one of the last great Himalayan climbs. I have a friend who, as a professional mountain guide, has scaled Everest 13 times. He told me that so many of the very best had been defeated by the ridge, either by technical difficulties, the route's challenging conditions or by the notoriously bad weather. When he heard that you boys had climbed the route he couldn't believe it at first because he didn't think it could be done.

Speaker 2. Well, we limited the risk as much as possible. For example, we stopped early in the day, so that as the sun hit the walls above us, we could watch the rockfalls thundering and smashing down, thinking, oh good, we've stopped in a safe place. We saw avalanches a dozen times a day. In situations like that you are constantly worried about the weather, stressing about where to camp, about getting down safely and trying not to think of anything else like what's happening back home.

Listening Part 4: 10 marks

Part 4: 10 marks	Content guidance: skills and assessment objectives
<ul style="list-style-type: none">• Candidates listen to a longer recording• A monologue or guided dialogue.• Academic topic• Task types<ul style="list-style-type: none">– multiple choice– note / sentence / chart / table / diagram completion– short-answer questions.• May be more than one task type.	<p>Listening to a complex argument or discussion</p> <ul style="list-style-type: none">• Understanding the overall message• Identifying attitudes and opinion <p>AO3B: Identify essential and finer points of detail in spoken material</p> <p>AO3D: Identify a speaker's viewpoint and attitude, stated and implied</p>

Example January 2020

For Questions 31–33 and 38–40, listen and complete the sentences below. Write no more than **THREE** words for each answer.

For Questions 34–37, complete the table. Write no more than **THREE** words for each answer.

One mark will be awarded for each correct answer.

Travels through Mongolia

First impressions

31 A major threat to many cultures is the growth of

.....urbanisation.....

(1)

32 The photographer was surprised to find the city more

.....modern and larger..... than expected.

(1)

Example January 2020

As a cultural researcher and photographer, my travels take me to some of the more remote parts of the globe. On my journeys to faraway regions, I look for stories of real people and lives lived in remote environments. With these in mind I travelled to Mongolia, a country which, like many in central Asia, is facing challenges to its traditional way of life in the form of urbanisation.

Ulaanbaatar took me by surprise. I thought the Mongolian capital would be a small, rural kind of place but it is quite modern and much larger than I expected, more industrialised and built-up. There are pockets of green spaces but it is mostly urbanised and developed with lots of restaurants, bars, high-rise apartments and office buildings. It is in fact a dynamic city of just over one million and a third inhabitants. At the same time, there are some areas with grand old buildings, like the Chinese-style Winter Palace of the Khan. From the air, you can see how the whole city stretches across an enormous plateau, rising up to the mountains in the distance.

Example January 2020

Life on the grasslands

Traditional aspects

34 The Mongolian people living in

urban
areas would like visitors to experience
their customs.

(1)

35 Some men wished to show off how

to hunt horse riding
they were by arriving for the festival on
horseback.

Example January 2020

This remote corner of Mongolia still has a very traditional way of life. The people are open, warm and friendly, eager to inform you about their culture, as well as for you to try their customs, their food and their milk. They are very welcoming, generous to travellers and proud of their country.

Their customs are very different from those I have encountered in Britain. Observing their life-style is a fascinating experience; you have to be open-minded and respectful. Women are at the centre of life in the ger: they work from dawn until dusk, preparing food for the whole family, milking cows, cooking and looking after the children. The men will be out tending to the cattle, working with other animals such as herding sheep and hunting. Horse riding is a way of life for the men who would have used the animals to herd flocks of sheep or goats.

The nation's annual Naadam Festival is known as 'The Three Games of Men', which are: wrestling, archery and horse riding. Mongolian riders are rated the best and most fearless in the world. The modern-day festival is held in a sports stadium in Ulaanbaatar. Around its perimeter, you will come across a variety of stalls selling

traditional food such as plates of meat, cheese and sour milk. Everyone congregates in the outer ring. The whole area is bustling. Visitors and participants come from all corners of the country. Some people are in traditional costume; while some arrive on horseback, which is a sign of prosperity, and all meander through the large crowds. When the sporting events are about to start people enter the stadium to watch.

Feedback from the Examiners' 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.

Session 3: Speaking (optional)



Introduction to the Content:

Paper 3

- 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 Paper 3

Paper 3: Speaking

The speaking test is

- optional and separately endorsed
- is in 3 parts
- 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 3: Speaking Assessment Objective

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

Paper 3: Speaking skills

Length of assessment - 9 - 12 minutes

Total number of marks = 40

The Assessment Criteria are applied holistically across all 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

Part 1

Introductory interview with student 2-3 minutes

**Pearson Edexcel International GCSE in English as a Second Language 4ES1/03
Speaking Test January 2020**

**PART ONE
FRAME 2**

In this first part, I'd like to ask you some questions about yourself.

Let's talk about music.

- What types of music do you like to listen to?
- What do you like about these types of music?
- Where do you like to listen to music? (Why is that?)
- What types of music do you not like to listen to? (Why is that?)

Thank you. That is the end of Part One.

Part 2: Student talk

1 minute preparation plus a talk of 1–2 minutes

INTERLOCUTOR'S STANDARD INTRODUCTION

Now I am going to give you a task card with a topic and ask you to talk about this topic for 1 to 2 minutes. You will have 1 minute to think about what you want to say. Here is some paper and a pen for you to make notes if you want to, and here is your task card.

You are going to talk about _____ .

You can use some or all of the ideas listed below in your talk, but you must answer this question: _____ .

You have 1 minute to prepare. You may begin your talk when ready.

(After 1 minute) That is the end of your preparation time. You should begin your talk now.

[If candidates have not finished speaking at the end of the 2 minutes of allocated time, stop the candidate with the following]

Thank you. You have been speaking for 2 minutes. That is the end of Part Two.

[Otherwise]

Thank you. That is the end of Part Two.

Part 2: Student talk

1 minute preparation plus a talk of 1–2 minutes

PART TWO STUDENT'S CARD 1

You are going to talk about **the importance of school education**.

You may use some or all of the ideas listed below in your talk but you must answer this question:

Why is school education important?

You must talk for 1 to 2 minutes. You have 1 minute to think and make notes before your talk begins.

Here are some ideas to help you:

- skills
- friends
- qualifications
- experiences
- other.

Part 3: Extended discussion 5- 6 minutes

PART THREE FRAME 1

We have been talking about **the importance of school education** and I would like to ask you some more questions on this topic.

- What are your favourite subjects? (Tell me about them.)
- What are your least favourite subjects? (Tell me about them.)
- Where is the best place to study in school? (Why is that?)

- Do you think students should have to do homework? (Why is that?)
- How important is sport in school education? (Why is that?)
- Do you think exams are important? (Why is that?)

- Some people say that the internet takes away the need for students to go to school. Do you agree? (Why is that?)
- Do you think experience in a workplace is more important than studying? (Why is that?)
- At what age do you think children should be allowed to leave school? (Why is that?)

Thank you. That is the end of Part Three.

Paper 3 Assessment Criteria

Marks	Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
9–10	<p>Confidently expresses opinions and attitudes.</p> <p>Conveys comprehensive, detailed and relevant information.</p> <p>Responds well to all questions and frequently expands fully on ideas under discussion.</p>	<p>Pronunciation and intonation are consistently comprehensible and clear.</p> <p>Accent in no way impedes communication.</p> <p>Candidate is able to sustain the conversation with ease and without undue hesitation.</p>	<p>Uses a wide range of vocabulary appropriately, accurately and precisely.</p> <p>Candidate has appropriate linguistic resources to be able to overcome problems and maintain interaction.</p>	<p>Uses a wide range of complex structures accurately and appropriately.</p> <p>Full range of tenses, subordinate clauses etc. are used very competently and appropriately to convey information.</p>
7–8	<p>Expresses opinions without undue difficulty.</p> <p>Conveys detailed and relevant information.</p> <p>Responds well to a range of questions and expands on some ideas under discussion.</p>	<p>Pronunciation and intonation are generally comprehensible and clear.</p> <p>Accent is noticeable but does not generally impede communication.</p> <p>Candidate generally responds without undue hesitation.</p>	<p>Uses a good range of vocabulary, generally appropriately and accurately.</p> <p>Occasional errors impede communication though generally candidate has resources to maintain interaction.</p>	<p>Generally accurate in a relatively wide range of fairly complex language.</p> <p>Occasional errors evident, particularly when using more complex language.</p>
5–6	<p>Expresses opinions with minor difficulty.</p> <p>Conveys some relevant information.</p> <p>Generally responds well but only occasionally expands on ideas under discussion.</p>	<p>Pronunciation and intonation are generally accurate though occasional errors may interfere with communication.</p> <p>Accent may occasionally impede communication.</p> <p>Candidate hesitates only occasionally.</p>	<p>Candidate uses an adequate range of structures and vocabulary.</p> <p>Some attempts to use complex language which are sometimes successful.</p> <p>Candidate may occasionally lack the resources to maintain interaction.</p>	<p>Generally accurate using straightforward language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Some errors impact slightly on communication.</p>

Marks	Communicative ability and content	Pronunciation and fluency	Lexical range and accuracy	Grammatical range and accuracy
3–4	<p>Expresses simple opinions with some difficulty.</p> <p>Responds adequately, but rarely expands on ideas under discussion.</p> <p>Candidate has difficulty with more complex questions.</p> <p>Candidate needs help to interpret the question.</p>	<p>Pronunciation and intonation are sometimes accurate though errors may interfere with communication.</p> <p>Accent sometimes impedes communication.</p> <p>Candidate hesitates sometimes.</p>	<p>Candidate uses a somewhat limited range of structures and vocabulary.</p> <p>Candidate occasionally attempts to use complex language which is only occasionally successful.</p> <p>Candidate sometimes lacks the resources to maintain interaction.</p>	<p>Sometimes accurate using simple, basic language.</p> <p>Less accurate in more unfamiliar language situations.</p> <p>Errors are at times significant and impact on communication.</p>
1–2	<p>Opinions are limited to basic questions and relevant information provided is limited.</p> <p>Responses are limited and the candidate may need scaffolding to answer many of the questions.</p>	<p>Pronunciation and intonation are only rarely accurate.</p> <p>Accent regularly impedes communication.</p> <p>There are patches of speech which cannot be understood.</p> <p>Candidate is hesitant.</p>	<p>Range of vocabulary used is limited and repetitive.</p> <p>Candidate rarely attempts complex language.</p> <p>Candidate often lacks the resources to overcome problems.</p>	<p>Only occasionally accurate in basic language.</p> <p>Errors greatly impede communication.</p>
0	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.	Candidate produces no language worth rewarding.

Feedback from the Examiners' Report

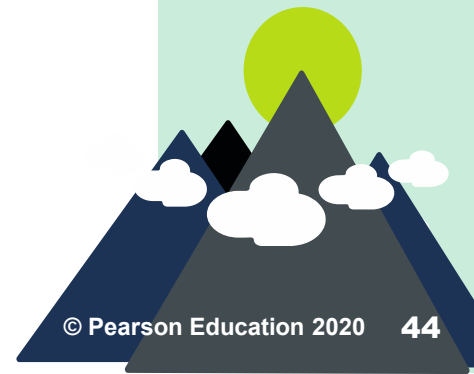
Paper 3

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 4:

Further support and resources



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



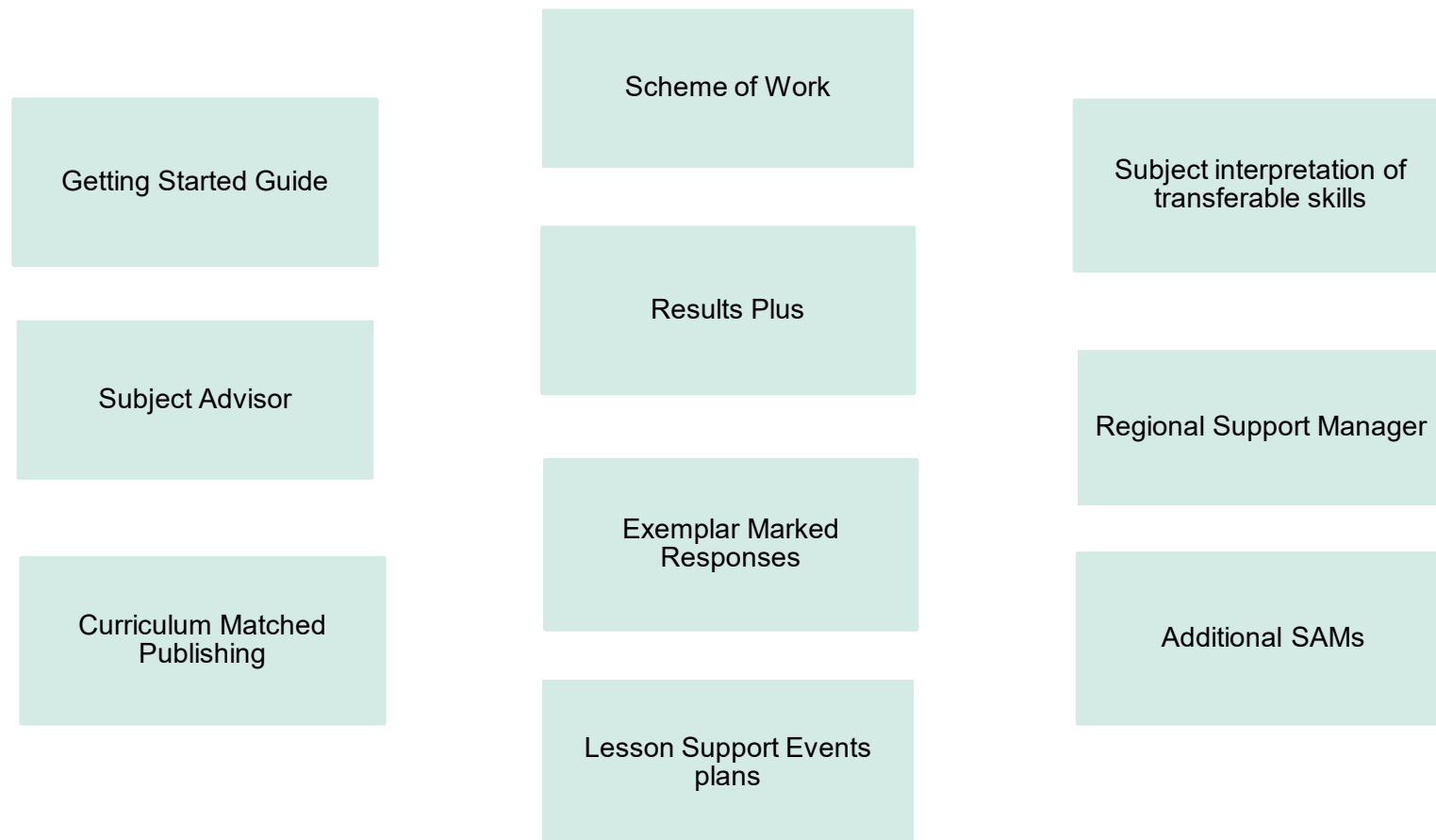
Past training content



Past Training Content



Support Overview for International GCSE in English as a Second Language



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 Audio scripts all included
- eBook included, with access for 3 years
- Downloadable audio recordings and scripts are available on the Online Audio Pack.

Your Subject Advisor

Alistair Drewery

Twitter: [@PearsonMFLquals](#)

[Email or live chat](#)

You can sign up for Alistair's e-updates by completing this [online form](#)



We also have an online [community](#) especially for language teachers.

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.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

New Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

- Provides enhanced transparency and
 - Offers transparent approach to marking process
 - Provides better understanding of marking before requests for enquiries about results are made
 - Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.
-
- Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.



For more information on ATS, and the post results windows, visit our post-results pages.

Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Pearson Edexcel examinations.

3. [Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.

Pearson International Schools Community

Connect with international teachers around the world

- Connect with other teachers working in international schools and join groups who have shared interests, subjects or location
- Read topical news and articles and share yours
- Advertise jobs at your school or find job opportunities
- Download free resources
- Sign up for events.

Sign up today at:

- pearson.com/internationalschools/blog.



Any questions?

ALWAYS LEARNING