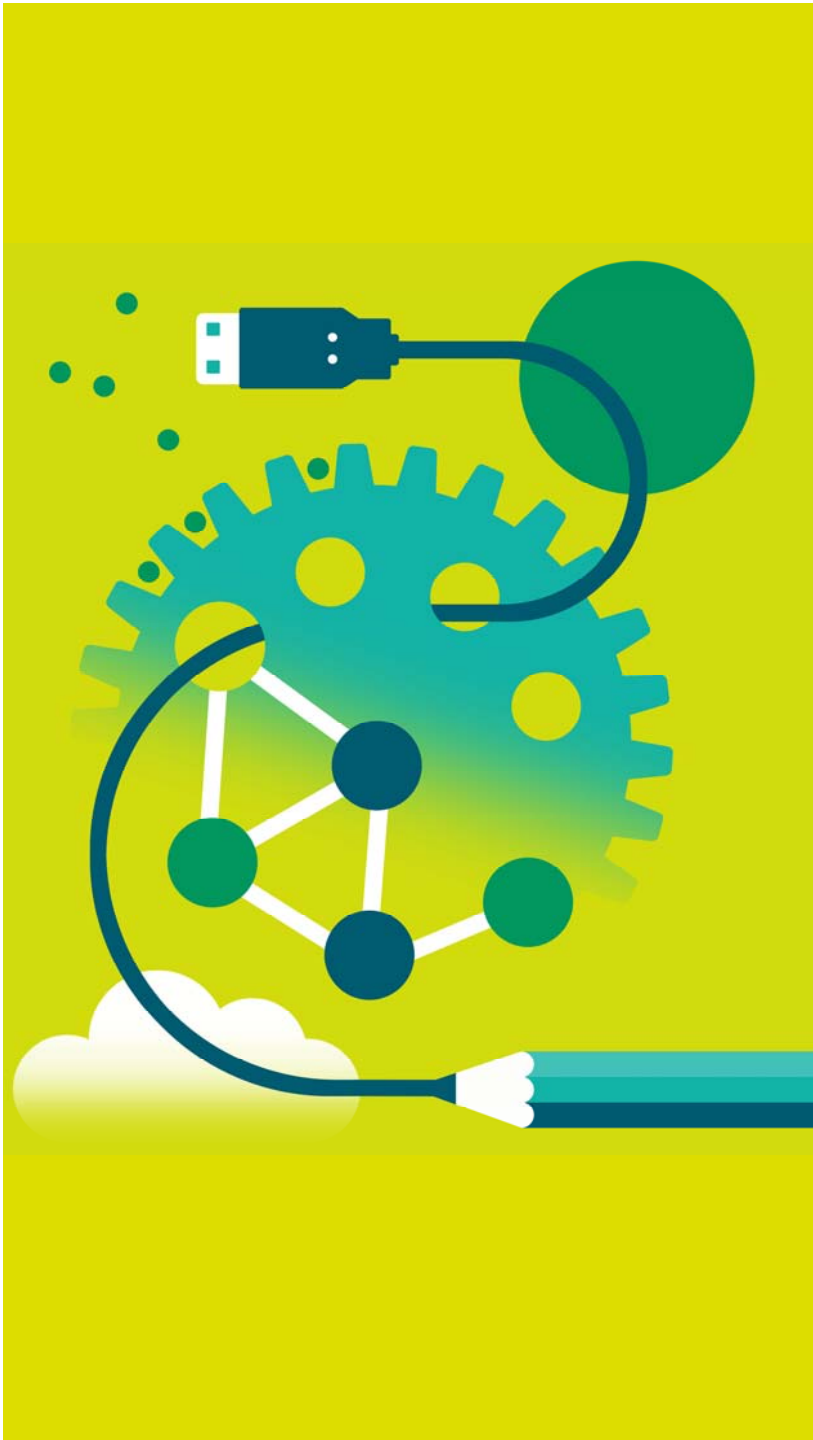




Pearson

Getting Ready to Teach the Pearson Edexcel International GCSE in English Language B for first assessment in May/June 2019

17IOAE10



Your Online Environment

XX Technical Difficulties & Support

XX Recording

XX Communication in an online environment

XX Asking Questions

XX Using Polls

XX Downloading Documents



Aims and Objectives

- Consider the structure, content and assessment of this qualification, and the support available to guide you through these changes
- Consider the key changes from 4EB0
- Explore possible teaching and delivery strategies for the new qualification
- Understand the optional spoken endorsement component
- Explore exemplar student work to support your understanding of the new assessment grid
- Learn about the new 9 -1 grading scale

Session Agenda

8:00am Introduction to the new specification

8:30am Section A

8:55am Comfort break

9:00am Section B

9:25am Section C

9:50am Plenary

10:00am Finish

**Polls to get to know
the delegates.**

Key dates

- Final Specifications - Available NOW
- SAMs - Available NOW
- Teacher Support Materials - Available NOW
- First examinations – Optional from June 2018 or June 2019

Key Features of International GCSE English Specification B

- Section A requires students to understand and interpret two unseen texts, show understanding of how writers use language and compare the two texts.
- Section B requires students to use both reading and writing abilities to produce a piece of directed writing based on the texts they have read.
- Section C allows students to develop their own writing either creatively, imaginatively or to produce a coherent argument.

Qualification content summary

- Similar to existing Specification B
- One three-hour written examination paper
- Divided into three sections (A, B and C)
- No set or pre-released texts; unseen source material issued in examination

What's new:

- The examination remains very similar to the current specification - the extracts will continue to be sourced from literary fiction or non-fiction texts and the tasks in Section B and C remain essentially the same
- The number of questions has been reduced in Section A
- The number of AOs has been increased to reflect more accurately the skills being assessed and to bring it into line with the UK GCSE examinations
- Optional Spoken Language Endorsement. If a student completes the endorsement, it will appear on their certificate as a separately reported grade.

Assessment Objectives and weightings

Reading

			% in International GCSE Specification B
Reading	AO1	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15
	AO2	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20
	AO3	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed	15

Assessment Objectives and weightings

Writing

			% in International GCSE Specification B
Writing	AO4	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	32
	AO5	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	18

Assessment Objectives and weightings

Spoken Language

			% in International GCSE Specification B
Spoken Language	AO6*	Speaking and listening skills: <ul style="list-style-type: none">- demonstrate presentation skills in formal setting- listen and respond appropriately to spoken language, including to questions and feedback to presentations- use spoken Standard English effectively in speeches and presentations	n/a

Assessment summary

- Section A – Questions related to two previously unseen extracts. Assesses students' understanding of, and response to, stimulus material (40 marks)
- Section B – ONE 30-mark directed writing task, based on the ideas presented in the source texts involving a given audience, form or purpose. Assesses students' ability to write according to guidelines, in response to stimulus material
- Section C – ONE-30 mark writing task, from a choice of three (discursive, narrative and descriptive)
- The total number of marks available is 100
- The assessment duration is 3 hours

Spoken Language A06

- The preparation and assessment of Spoken Language is an optional component.
- The endorsement will appear on the certificate as a separately reported grade, alongside the overall grade issued.
- Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use Spoken English effectively.

New 9-1 Scale for GCSE and International GCSE

How does it work?

New grading scale – therefore no direct comparability with old A*-G

Levels 4 and 5 align to old grade C

Level 7 aligns to grade A

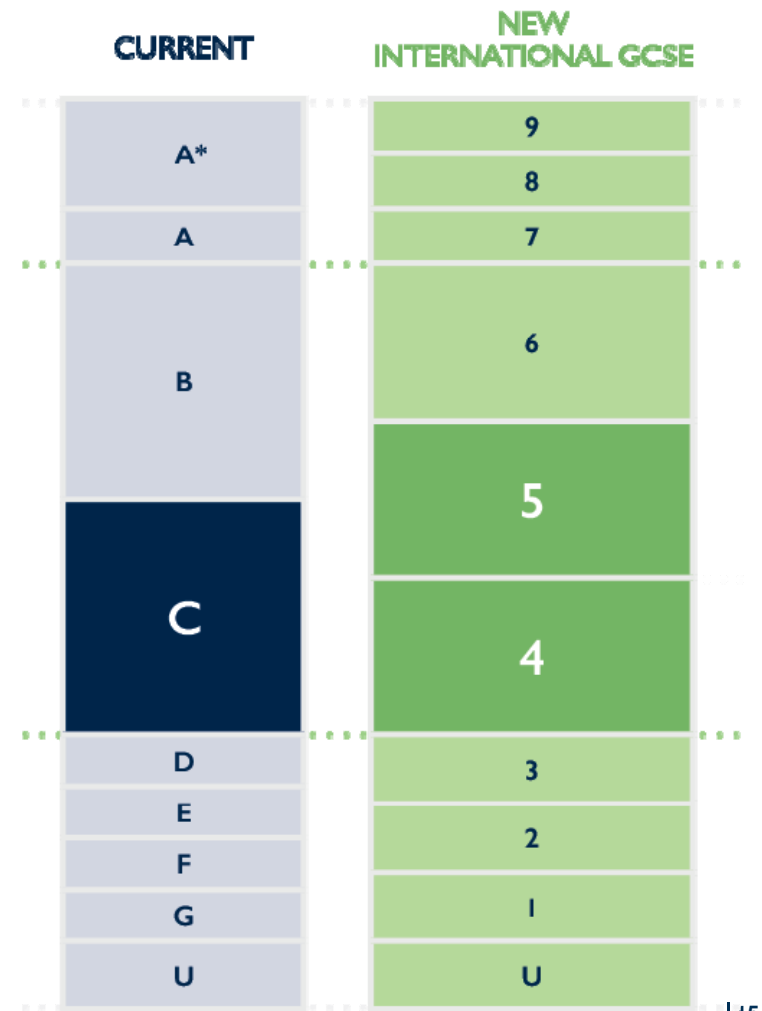
Level 8 & 9 align to grade A*

Level 9 represents a higher level of attainment than A* grade boundary

Introduced in GCSE in 3 phases 2015-2017

Introduced into new International GCSE in one phase for first teaching September 2017

Option to start early for English and Maths from September 2016



New 9-1 Scale for GCSE and International GCSE

Why the new scale gives learners better opportunities

- Gives greater scope to differentiate across the levels of attainment, rewarding outstanding achievement
- Rewards outstanding achievement
- Gives teachers more information about students' attainment to help progress to A Level
- Internationally relevant: Grade 5 linked with best available evidence of average PISA performance in high performing countries
- Aligning with English national practice ensures international recognition and understanding from universities and ministries around the world
- Allows clear comparison with English standards, unlike old A* to G grading

FAQs

<http://qualifications.pearson.com/content/dam/pdf/News/general-news/Edexcel-International-GCSE-FAQs-for-international-schools-only.pdf>

Video to watch after training

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/International-GCSEs-from-2016-and-2017/9-1-grading-scale-explained.html>

CURRENT	NEW INTERNATIONAL GCSE
A*	9
A	8
	7
B	6
	5
C	4
	3
D	
E	2
F	
G	1
U	U

Exam question guide: introduction

As the examination has not changed in essence from the current International GCSE Spec B, past papers, reports and materials are still relevant.

Exemplar examination papers are in the sample assessment materials (SAMs).

Section A

- Remind students to read questions carefully.
- Encourage use of highlighter/underlining to help focus on correct information.
- Encourage use of own words as far as possible when required.

Exam question guide: Section A

- This section now assesses:
- AO1 (Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives)
- AO2 (Understand and analyse how writers use linguistic and structural devices to achieve effects)
- AO3 (Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed)
- AO2 and AO3 are new to this specification.

Exam question guide: Section A

- Section A consists of 7 questions.
- Each question in Section A is focused on assessing a specific assessment objective.
- There are questions on areas that have not been targeted by specific questions before – language, techniques and comparison.
- Mark allocation for Section A is now 40 marks.

Exam question guide: Section A

- The first two questions on each text are simple retrieval questions focusing on AO1, similar to the short questions in the existing specification.
- The third question on each text focuses on AO2 and requires students to give a more detailed response, exploring how the writer uses linguistic and structural devices to achieve effects.
- Question 7 will require students to compare the two texts (AO3). This will allow students to make relevant and cogent connections and contrasts of the ways that the writers present their ideas and perspectives.

Exam question guide: Section A

Sample question 3:

Explain how the writer presents his impressions of New York.
You should support your answer with close reference to the passage, including **brief** quotations. (10 marks)

Sample question 7:

Refer to BOTH Text One AND Text Two to answer the following question.

Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from both texts. (15 Marks)

Marking Activity

Student responses C & D

Question: Section A

Document ID: **Scripts C and D**

Document name: XXXXXXXXXXXXX

[Inset online: Marking activity to appear here]

Activity - Exemplar Student Answers

Mark student answers C and D for Section A
(work either on your own or with a partner)

Decide upon a mark for each question

Marks will not be collected in.

Responding to Texts

Phrases that might be helpful:

To introduce quotations

The evidence that supports this is...

This is evident when...

This is apparent when...

This is illustrated by...

This is demonstrated by...

To introduce explanations

This suggests that...

This infers that...

This implies that...

This insinuates that...

This shows that...

Section B

Encourage students to think about:

- Audience
- Purpose
- Language
- Tone
- Format
- Evidence from both texts
- Using own words.

Exam question guide: Section B

- This section is designed to test the candidates' ability to use relevant information from the unseen extracts used in response to Section A and to present it for a given audience and purpose.
- They will be asked to use a recognised form of writing such as a speech or talk, a letter, magazine article or website contribution.
- Responses will be assessed on the relevance of the information, the sense of audience and purpose and the quality and accuracy of expression.
- There will be no choice of questions in Section B.

Exam question guide: Section B

This section assesses:

AO1 (Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives)

AO4 (Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences)

AO5 (Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation).

Activity

Choose an example of a form e.g. article, speech, letter and identify the ways that students can adapt their writing for that form.

Text chat ideas.

Form

Letters

- address not necessary
- salutation and closing are appropriate
- register maintained throughout
- formal/informal

Speeches

- greeting and closing are appropriate
- uses rhetorical devices
- register maintained throughout
- direct address to audience

Form

Articles

- headlines/sub-headings
- bullet points
- interviews/eye-witness accounts
- use of research/statistics
- register maintained throughout

Journals, diaries and blogs

- some organisational features e.g. dates/times
- can take various forms but must have personal experience and comment
- can have some informality
- register maintained throughout

Levels of Formality

Suggestions

Put these sentences into a scale, ranging from **formal** to **informal**.

1. Can I have a pen please, Sir?
2. Gimme that pen.
3. Have you got a pen?
4. Excuse me, do you have a pen I could borrow, please?
5. Give us your pen, Smithy.

Levels of Formality

Suggestions

Put these sentences into a scale, ranging from **formal** to **informal**.

1. You look so good. Blue matches your eyes.
2. You look awesome.
3. You look beautiful in that lovely dress. That shade of blue really suits you.
4. Cool dress. It makes your eyes sparkle.
5. I must compliment you on your choice of frock. That colour is most becoming.

Levels of Formality

Suggestions

Imagine you are on holiday.

Write a postcard to:

- a friend
- a grandparent or older member of your family.

Think about language choice, style and tone.

Levels of Formality

Suggestions

Use synonyms to discuss the effect word choice has on formality and audience.

Formal Language

Standard English is the equivalent of the smart clothes you wear for an interview as opposed to the 'cool' clothes you might wear for a party.

Standard English is smart, formal, correct and controlled.

To encourage awareness of form, audience and purpose:

- expose students to a wide variety of texts
- discuss writers' techniques and intended effects
- use them as models for students' own writing.

How to improve register in students' writing

- Provide examples, including bad ones.
- Always discuss form, audience and purpose and how these are achieved.
- Show students the process of writing.
- Collaborate with students to improve work.
- Scaffold writing.
- Encourage experimentation, risk taking and creativity.

Exam question guide: Section B

Comments from the mark scheme:

A suitable register for a letter to a friend should be adopted

All areas in the bullet points should be addressed

A number of points are suggested by the stimulus material

Candidates should be rewarded for original or unusual relevant points of their own.

Marking Activity

Student responses F and H

Question: 8

Document ID: **Scripts F and H**

Document name: XXXXXXXXXXXXX

[Inset online: Marking activity to appear here]

Activity - Exemplar Student Answers

Mark student answers F and H for Section B
(work either on your own or with a partner)

Decide upon a mark for each response

Whole group discussion of issues

Marks will not be collected in.

Planning

Planning an answer:

- this should take no more than 5-10 minutes
- students should not write draft responses
- answer the question
- focus on key words
- plan the use of time
- use a rich and varied vocabulary.

Exam question guide: Section C

Students have the opportunity to be personal and creative and write in an interesting manner.

They should aim to write with varied vocabulary, fluency and from an individual perspective.

Choice of three titles.

Essays may be narrative, descriptive, personal, argumentative or discursive.

There may be opportunities to respond personally and imaginatively to the themes presented in the reading texts but it is not appropriate to copy from them or to use the key ideas from them.

Section C

What makes a good essay?

- Planning
- Focus
- Clear content
- Awareness of audience and purpose
- Paragraphing
- Good vocabulary
- Accuracy

Exam question guide: Section C

Comments from the mark scheme:

- No audience is specified: candidates should write for the examiner, and any justifiable methods of communication will be rewarded.
- Question 9: Candidates are free to agree or disagree with the statement and may present a variety of arguments.
- Question 10: Candidates may interpret the title as they wish. They will be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.
- Question 11: Candidates should be rewarded for their powers to evoke a place, using effective vocabulary (e.g. from the senses or descriptions of natural scenes).

Section C Activity (Writing)

Identify the key techniques for the 3 different tasks in Section C.

Text chat ideas for ways these can be taught.

Marking Activity

Student responses I, J and L

Question: XX

Document ID: **Scripts I, J and L**

Document name: XXXXXXXXXXXXX

[Inset online: Marking activity to appear here]

Activity - Exemplar Student Answers

Mark student answers I,J and L for Section C
(work either on your own or with a partner)

Rank order them

Decide upon an overall mark for each

Whole group discussion of responses

Marks will not be collected in.

Useful Websites

www.geoffbarton.co.uk

www.teachit.co.uk

www.englishbiz.co.uk

<http://www.bbc.co.uk/education/subjects/zr9d7ty>

Considering Delivery Strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

Support

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Edexcel International GCSE (9–1)

Specifically developed for international learners, with appropriate international content.


Points of interest put learning in a real-world, international context, making it engaging and relevant for all learners, to a global standard.

Transferable skills, needed for **progression** into higher education and employment, are embedded throughout and explicitly signposted, allowing students to understand, and engage with, the skills they're gaining.

UNIT 1
ALGEBRA 1
19

ALGEBRA 1

Algebra may have begun in Egypt. The ancient Egyptians used the word 'aha', meaning 'heap', to stand for an unknown number. In the same way, we use a letter, such as x , today. The Ahmes Papyrus from Ancient Egypt around 1650BC contains problems that need a form of algebra to solve. They are believed to have been set as exercises for young mathematicians. These mathematical skills were probably essential for building the pyramids.



LEARNING OBJECTIVES

- Simplify algebraic expressions
- Expand brackets
- Solve equations in which the unknown appears on both sides

BASIC PRINCIPLES

- Algebra uses letters, often x , to stand for numbers.
- Algebraic expressions can be treated in the same way as number expressions.
- $x + 3$ means add three to the unknown number.
- $3x$ means 3 times the unknown number.
- x^2 means square the unknown number.

ACTIVITY 1

SKILL: PROBLEM SOLVING

Think of a number. Add 7 and then double the answer. Subtract 10, halve the result, and then subtract the original number. Algebra can show you why the answer is always 2.

Think of a number:	x
Add 7:	$x + 7$
Double the result:	$2x + 14$
Subtract 10:	$2x + 4$
Halve the result:	$x + 2$
Subtract the original number:	2

Make two magic number tricks of your own, one like the example above and another that is longer. Check that they work using algebra. Then test them on a friend.

- Think of a number. Double it, add 12, halve the result, and then subtract the original number. Use algebra to find the answer. If you add a number other than 12, the answer will change. Work out the connection between the number you add and the answer.

Edexcel International GCSE (9–1)

Exam practice tests and exam-style questions cover the whole chapter and provide quick, effective feedback on students' progress and gets them accustomed to what they'll see in the exam.

Chapter summaries state the most important points in each chapter and aid revision.

EXAM PRACTICE: ALGEBRA 1

In questions 1–5, simplify as much as possible.

- $3xy - 6xy$
- $5ab^2 - 4ab^2 + 2b^2a - 2b^2a$
- $4b^2 \times 2b^2$
- $4p \times (2p)^2$
- $9x - (2y - x)$

In questions 6–10, solve for x .

- $3 = \frac{x}{36}$
- $3 = \frac{36}{x}$
- $8(5 - 2x) = 24$
- $3x + 5 = 20 - 9x$
- $2(x - 2) - (x - 3) = 3$

Q11 HINT
Let the first number be x .

11 The sum of three consecutive numbers is 210. What are the numbers?

12 If AB is a straight line, find x and the size of each angle.

CHAPTER SUMMARY: ALGEBRA 1

SIMPLIFYING ALGEBRAIC EXPRESSIONS

You can only add or subtract like terms:

$2xy + 5xy = 7xy$ but the terms in $2xy + y$ cannot be added together.

The multiplication sign is often not included between letters, e.g. $2xy$ means $2 \times x \times y$.

When multiplying, add like powers. $2x^2 \times 3x \times x^2y^2 = 6x^4y^2$ (think of x as x^1).

You can check your simplifications by substituting numbers.

SIMPLIFYING ALGEBRAIC EXPRESSIONS WITH BRACKETS

Multiply each term inside the bracket by the term outside the bracket.

The multiplication sign is usually not included:

$2(a + b)$ means $2 \times (a + b) = 2 \times a + 2 \times b = 2a + 2b$

Be very careful with negative signs outside a bracket:

$-3(x - 2)$ means $-3 \times (x - 2) = (-3) \times (x) + (-3) \times (-2) = -3x + 6$

When multiplying, the number 1 is usually not included:

$-(3x - 4)$ means $-1 \times (3x - 4) = (-1) \times (3x) + (-1) \times (-4) = -3x + 4$

SOLVING EQUATIONS

To solve equations, always do the same to both sides.

Always check your answer.

The six basic types:

- $x + 2 = 10$ (Subtract 2 from both sides)
 $x = 8$ (Check: $8 + 2 = 10$)
- $x - 2 = 10$ (Add 2 to both sides)
 $x = 12$ (Check: $12 - 2 = 10$)
- $2 - x = 10$ (Add x to both sides)
 $2 = 10 + x$ (Subtract 10 from both sides)
 $2 - 10 = x$
 $x = -8$ (Check: $2 - (-8) = 10$)
- $2x = 10$ (Divide both sides by 2)
 $x = 5$ (Check: $2 \times 5 = 10$)
- $\frac{x}{2} = 10$ (Multiply both sides by 2)
 $x = 20$ (Check: $\frac{20}{2} = 10$)
- $\frac{2}{x} = 10$ (Multiply both sides by x)
 $2 = 10x$ (Divide both sides by 10)
 $\frac{1}{5} = x$ (Check: $2 \div \frac{1}{5} = 2 \times 5 = 10$)

PROBLEMS LEADING TO EQUATIONS

Let the unknown quantity be x . Write down the facts in the form of an equation and then solve it.

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 Examiner's Report which is available for download with other documents.

2. [Examination Results Statistics](#)

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

3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>

Any questions?

**Thank you for
attending this event.**

How did we do?

*Please fill in the evaluation form that you'll
receive via e-mail in a few minutes.*

ALWAYS LEARNING