

**Getting Ready to Teach
Pearson Edexcel International GCSE
(9–1) English Language A and B
Specifications from September 2016**

16IAE08

Aims and Objectives

During the training you will:

- Consider the structure, content and assessment of these qualifications, and the support available to guide you through these changes
- Consider the key changes from 4EA0 & 4EB0
- Explore possible teaching and delivery strategies for the new qualifications
- Understand the optional spoken endorsement component
- Explore exemplar student work to support your understanding of the new assessment grids
- Learn about the introduction of the new 9–1 grading scale
- Have the opportunity to network, discuss best practice, take away resources to help with your planning and delivery, and share ideas with other teachers
- Have dedicated time to ask questions of our trainer.

Session Agenda

9.00-9.15 Welcome and introduction to Edexcel International GCSE English Language changes

9.15 -12.00 (including a break)

Specification A overview

Key assessment features and exemplar responses

12.00-12.45 Lunch

12.45-2.45 (including a break)

Specification B overview and guide to questions

Key assessment features and exemplar responses

2.45-3.00 Plenary

The International GCSE reforms

- New 9–1 grading scale, with 9 being the top level
- Favourite anthology texts and coursework option retained for Specification A
- Optional Spoken Language endorsement
- Assortment of short, extended and essay questions
- Fully linear structure

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

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

Why choose Edexcel International GCSE (9–1) English Language

- Text types and text choices
 - Engaging and diverse range of texts
- Option for Coursework (Spec A) or Examination (Specs A&B)
- Clear and straightforward question papers and mark schemes
- Broad and deep development of learners' skills
 - Read and respond to material from a variety of sources
 - Make comparisons between texts and analyse the ways in which writers achieve their effects
 - Construct and convey meaning in written language, matching style to audience and purpose
- Development of spoken language skills
- Progression to A Level

Specification A

Introduction to the Assessment

Content

Study a range of non-fiction and fiction texts from the Pearson Edexcel International GCSE Anthology.
Develop skills to analyse writing.
Develop skills of transactional and imaginative writing.
Develop speaking and listening skills.*

Assessment Objectives / Skills Tested

Three Reading Assessment Objectives covering understanding of texts, critical analysis and comparison.
Two Writing Assessment Objectives covering content and structure and accuracy.
One Spoken Language Assessment Objective.*

Structure of Assessment

Paper 1: Non-fiction and Transactional Writing - 60%.
Paper 2 OR Paper 3 (coursework): Poetry and Prose texts and Imaginative Writing - 40%.
Spoken Language endorsement (optional).

Assessment objectives and weightings

		% in International GCSE
A01	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15%
A02	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20%
A03	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	15%
A04	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	30%
A05	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	20%
A06	Speaking and listening skills: <ul style="list-style-type: none"> • Demonstrate presentation skills in a 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 	0%

Questions will test the following assessment objectives (AOs)

Paper	Section	AO
1	A	AO1, AO2, AO3
1	B	AO4, AO5
2	A	AO1, AO2
2	B	AO4, AO5
3	Assignment A	AO1, AO2
3	Assignment B	AO4, AO5

Paper 1: Non-fiction and Transactional Writing Section A

Paper 1 Section A

Non-fiction Texts

- A mixture of short-answer and extended-response questions:
 - three short-answer questions on an **unseen** non-fiction text
 - one extended-response question on an **anthology** text from Part 1 Non-fiction texts
 - one comparison question on the **unseen** and the same selected **anthology** text
- Anthology text printed in examination booklet
- AO1, AO2 and AO3 assessed
- 45 marks

Anthology texts for Paper 1 Section A

Non-fiction

- **From *The Danger of a Single Story*, Chimamanda Ngozi Adichie (new)**
- From *A Passage to Africa*, George Alagiah
- From *The Explorer's Daughter*, Kari Herbert
- *Explorers, or boys messing about?*, Steven Morris
- **From *Between a Rock and a Hard Place*, Aron Ralston (new)**
- ***Young and Dyslexic?*, Benjamin Zephaniah (new)**
- From *A Game of Polo with a Headless Goat*, Emma Levine
- **From *Beyond the Sky and the Earth*, Jamie Zeppa (new)**
- **From *H is for Hawk*, Helen Macdonald (new)**
- From *Chinese Cinderella*, Adeline Yen Mah

New texts

- From *The Danger of a Single Story* - a speech reminding us that all people's lives and identities are composed of many overlapping stories
- From *Between a Rock and a Hard Place* - an autobiographical account of a terrifying hiking accident
- *Young and Dyslexic?* - a poet's account of his experiences in life as a dyslexic
- From *Beyond the Sky and the Earth* - a young Canadian woman's memoir of her time teaching in Bhutan
- From *H is for Hawk* - how training a goshawk helped the author overcome her grief at her father's death.

Question 1 and exemplar

SECTION A - Reading

You should answer ALL questions in Section A.
You should spend about 1 hour 30 minutes on this section.

The following questions are based on Text One and Text Two in the Extracts Booklet.

Text One: *Ice Swimming in Tromsø*

- 1 From lines 1-5, select two words or phrases that describe the Tromsø Ice Swimmers.

(2)

- (i) "Good condition" Describes the swimmers as fit and healthy. ~~for~~ also sports as they are ice swimmers.
- (ii) "Hearty Tromsø ice swimmers" This shows that they are very nice individuals and have a positive attitude.

[AO1 2] (Total for Question 1 = 2 marks)

Question 2 and exemplar

2 Look again at lines 6-17.

In your own words, explain what the writer's thoughts and feelings are before the swim.

(4)

The writer feels like his son Rex looks before he's got an important line in a school. The writer does not know what to do to show in the quote "what do I do while in getting ready?"

The writer feels scared because he was told stories about people dying. He's terrified because he knows how people have died and that it can happen to him.

Question 3 and exemplar

3 From lines 24-40, describe the dangers and difficulties of the swim.

You may support your points with **brief** quotations.

(5)

He explains what dangers there will be while swimming. He mentions how there will be sea ~~urchins~~ urchins nearby nearby.

I know this. It says "watch out for sea urchins".

He explains also what difficulties there were. He said one of them was the pain from how cold and icy it was. I know this because ~~he~~ It says "the searing pain of the icy hit".

Question 4 and exemplar

4 Remind yourself of the passage from *Between a Rock and a Hard Place*.

How does the writer use language and structure to create suspense and tension?

You should support your answer with close reference to the passage, including **brief** quotations.

(12)

One way the writer uses language to describe tension is how he referred to the feeling as "claustrophobic". This then creates tension because the reader can then imagine/feel how it is like and this combined with very detailed description can make the reader almost be in the situation. Another

Question 5 and exemplar

- 5 Compare how the writers present their ideas and perspectives about their experiences.

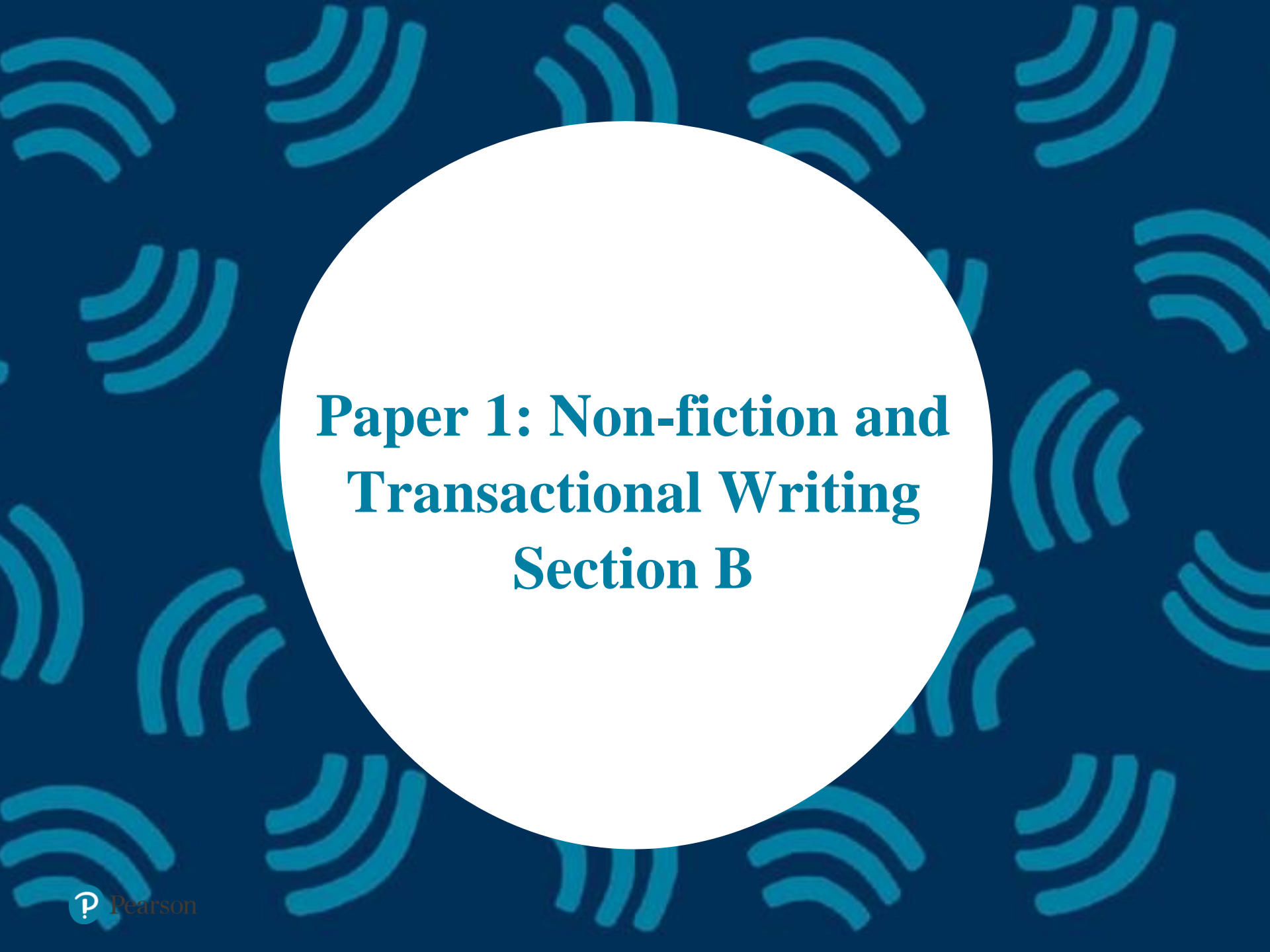
Support your answer with detailed examples from both texts.

(22)

In both texts the writers present an element of fear, however does so in very different ways. In text one the writer tells you directly that he is scared, as he ^{feels} ~~looks~~ like like his son "Rex looks before he's got an important line in a school assembly". The writer here is directly telling the reader about how nervous he is. However, in text two the writer uses ~~imagine~~ emotive language to persuade the reader to share his fear as he

Approaches to teaching unseen analysis and comparison with anthology text

- Use past papers to study the types of non-fiction unseen texts
- Introduce parts of, or whole, anthology texts as unseen
- Explore topics which are suggested by the texts in the Part 1 section of the Anthology
- Research possible short non-fiction texts on similar topics and devise short questions to test understanding
- Devise a linking analytical question
- Based on themes or issues to both texts, devise a comparative question.



Paper 1: Non-fiction and Transactional Writing Section B

Paper 1 Section B

Transactional Writing

- Students are advised to allocate 45 minutes
- One writing task
- Choice of two questions
- Transactional focus: articles for newspapers or magazines, speeches, letters, etc.
- AO4 and AO5 assessed
- 45 marks

Paper 1 Section B SAMS questions

6. 'There is no point in travelling when you can see everything and learn about everything from the television and the internet.'

Write an article for a magazine giving your views on this statement.

7. 'Schools and colleges have a duty to ensure their students keep fit.'

You have been asked to give a speech in which you express your views on this statement.

(3 supporting bullet points with each question to aid response.)

Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

Paper 1 Section B Exemplars

Transactional Writing

Script 1B2 Q6 AO4 Level 3 – 14 marks
AO5 Level 3 – 10 marks = 24 marks

Script 1B4 Q7 AO4 Level 5 – 27 marks
AO5 Level 5 – 18 marks = 45 marks

Paper 2: Poetry and Prose Texts and Imaginative writing

Anthology texts for Paper 2 Section A

Poetry and Prose Fiction

- *Disabled*, Wilfred Owen
- 'Out, Out -', Robert Frost
- *An Unknown Girl*, Moniza Alvi
- ***The Bright Lights of Sarajevo*, Tony Harrison (new)**
- ***Still I Rise*, Maya Angelou (new)**
- ***The Story of an Hour*, Kate Chopin (new)**
- *The Necklace*, Guy de Maupassant
- ***'Significant Cigarettes'* (from *The Road Home*), Rose Tremain (new)**
- ***'Whistle and I'll Come to You'* (from *The Woman in Black*), Susan Hill (new)**
- ***Night*, Alice Munro (new)**

New texts

- *The Bright Lights of Sarajevo* - a poem about how young love survives despite the devastation caused by the Bosnian War
- *Still I Rise* - a powerful poem about hope and determination
- *The Story of an Hour* - tells of the last hour of a woman's life with a surprising twist
- 'Significant Cigarettes' (from *The Road Home*) - an extract that describes migrant Lev on his journey to England
- 'Whistle and I'll Come to You' (from *The Woman in Black*) - an extract from the well-known Gothic ghost story
- *Night* - a story about a young girl's relationship with her sister and father.

Paper 2

(Examination Route)

Section A Poetry and Prose

- Essay question on ONE Anthology text from Part 2 of Anthology
- AO1 and AO2 assessed
- 30 marks

- **Section B Imaginative Writing**

- Creative response
- AO4 and AO5 assessed
- 30 marks: AO4 (18marks)

AO5 (12 marks)

Paper 2 Section A Question and exemplars

Paper 2 Section A

SAMs question

Question 1: How does the writer develop feelings of isolation in *Whistle and I'll Come to You*?

In your answer, you should write about:

- the weather and the setting
- the effects of the writer's childhood memories
- the use of language.

You should support your answer with close reference to the passage, including **brief** quotations.

(30)

Paper 2 Section A exemplar marks

Script 2A1 Q1 AOs1/2 Level 3 - 18 marks

Script 2A2 Q1 AOs1/2 Level 3 - 16 marks

Script 2A3 Q1 AOs1/2 Level 4 - 22 marks

Script 2A4 Q1 AOs 1/2 Level 5 - 30 marks

Paper 2 Section B Questions and exemplars

Paper 2 Section B SAMs questions

2. Write about a time when you, or someone you know, had an unexpected experience. Your response could be real or imagined.

3. Write a story with the title 'Left Behind'. Your response could be real or imagined.

4. Look at the images provided.

Write a story that begins 'I wanted to make my own decision'. Your response could be real or imagined. You may wish to base your response on one of the images.

(30)

Paper 2 Section B exemplar marks

Script 2B1 Q2 AO4 Level 4 – 13 marks
AO5 Level 4 - 8 marks = 21 marks

Script 2B2 Q2 AO4 Level 3 – 10 marks
AO5 Level 3 - 6 marks = 16 marks

Script 2B3 Q3 AO4 Level 3 – 11 marks
AO5 Level 4 - 8 marks = 19 marks

Script 2B4 Q3 AO4 Level 5 – 18 marks
AO5 Level 5 - 11 marks = 29 marks

Paper 3 Coursework

Assignment A: Poetry and Prose: Reading (20%)

Part 1: students must produce one essay exploring a topic of their choice on **two** anthology texts

AO1 (6 marks) and AO2 (18 marks) are assessed

Part 2: a short commentary of 200-300 words on why the student chose the two texts

AO1 (6 marks) is assessed

Total 30 marks

Suggested titles

- Discuss how the authors use language to present the characters in *The Story of an Hour* and *The Bright Lights of Sarajevo*.
- Consider any two texts about children. How are they similar? How do they differ?
- Pick any two poems. How do they use language to reflect the idea of a turning-point?

The assignment must allow students to access both A01 and A02.

How to approach the commentary - advice to students

- Does your commentary give an overview of the anthology texts as a whole?
- Does your commentary pinpoint some key ideas or connecting themes?
- Have you demonstrated your understanding of your reading and supported your points?
- Have you made your selection clear?
- Have you discussed and explained your choices in a clear and coherent way?

A model exemplar commentary

Many of the texts I have been studying deal with topics such as war, freedom, places but I decided to focus my study on hopes and dreams. In many of the texts, I noticed the narrator or voice in the poem had different hopes and dreams. For example, the persona in Maya Angelou's poem talks about how she is 'the dream and the hope of the slave' suggesting an optimistic ending, whereas in *The Necklace*, Mathilde's dreams are of being, 'popular, envied and attractive' and her story seems to give a moral message about wanting materialistic things.

For my assignment on hopes and dreams I selected the story of Lev in 'Significant Cigarettes'. This story made an impact on me as I could see how desperate Lev was to have to leave his homeland to reach London.

Assignment B: Imaginative Writing (20%)

A piece of personal or imaginative writing based on a selective topic.

The topic could be inspired by a range of stimuli.

Students may write about real or imagined experiences.

The topics must address the following objectives:

AO4 (18 marks) and AO5 (12 marks)

Total 30 marks

This may be teacher-devised or self-devised.

Suggested titles

- Write a story about an important item that is lost.
- “I’ve left Auror and that leaving of my home was hard and bitter, but my time is coming.” After reading ‘Significant Cigarettes’ write what you imagine might be the next episode in Lev’s story.
- ‘During the night the wind rose.’ Write your own imaginative piece that begins with those words.
- Write a story that takes freedom as its main theme.

**Spoken Language
optional endorsement
for both specifications**

Overview

- Students are required to complete one task – a formal presentation followed by listening to, and answering, questions.
- The presentation and questions need to be approximately 10 minutes in length.
- The students are marked using the pass, merit, distinction grids.
- The marks are submitted at the end of the course along with a sample of audio-visual recordings of 30 students unless the cohort is fewer than 30, in which case all students will need to be recorded.
- See the Specification for the marking assessment sheet and more details on the recording and submitting of a spoken language sample.

Marking criteria

Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> • expresses straightforward ideas/information/feelings • makes an attempt to organise and structure his or her presentation • makes an attempt to meet the needs of the audience • listens to questions/feedback and provides an appropriate response in a straightforward manner. 	<p>In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> • expresses challenging ideas/information/feelings using a range of vocabulary • organises and structures his or her presentation clearly and appropriately to meet the needs of the audience • achieves the purpose of his or her presentation • listens to questions/feedback responding formally and in some detail. 	<p>In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria –</p> <ul style="list-style-type: none"> • expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary • organises and structures his or her presentation using an effective range of strategies to engage the audience • achieves the purpose of his or her presentation • listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.

Specification B

Introduction to the Assessment

Content

Develop skills to analyse a range of literary fiction and non-fiction texts.

Develop skills of imaginative and transactional writing for a variety of purposes and audiences.

Develop speaking and listening skills.*

Assessment Objectives / Skills Tested

Three Reading Assessment Objectives covering understanding of texts, critical analysis and comparison.

Two Writing Assessment Objectives covering content and structure and accuracy.

One Spoken Language Assessment Objective.*

Structure of Assessment

One three-hour written examination paper: no set or pre-release texts; unseen source material issued in examination.

Divided into three sections: A (40%), B (30%) and C (30%).

Spoken Language endorsement (optional).

Assessment objectives and weightings

		% in International GCSE
A01	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15%
A02	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20%
A03	Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.	15%
A04	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	30%
A05	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	20%
A06	Speaking and listening skills: <ul style="list-style-type: none"> • Demonstrate presentation skills in a 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 	0%

Questions will test the following assessment objectives (AOs)

Section	Question	AO
A	1,2,4,5	AO1
A	3,6,	AO2
A	7	AO3
B	8	AO1,AO4, AO5
C	9, 10, 11	AO4, AO5

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 or imaginatively or to produce a coherent argument.

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 make it more comparable with the UK GCSE examinations.

An optional Spoken Language Endorsement. If a student completes the endorsement, it will appear on the certificate as a separately reported grade.

Assessment summary

Section A – Questions are 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.

Section A questions and exemplars

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.

Question 3 exemplar

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)

The writer finds it strange when people walk and don't care what other think about them. ~~They~~ For example "It's also amazing how people just do not care who hears their conversations". This way the writer represents the character of the city by describing the personality ~~that lives~~ of people that live in New York. He tells us his impressions but also tell us about the city.

Question 6 exemplar

- 6 How does the writer describe his thoughts and feelings about his trip to Dover?

You should support your answer with close reference to the passage, including **brief** quotations.

(10)

The writer shows how impressed he was from the views of the trip. ~~For example using~~ For example "I was eager to see Dover again after all these years". This shows how excited the writer ~~is~~ is for his trip and how much he enjoys it ~~so much~~ and that he does not regret about that trip. Also the writer uses ^{an emotional} ~~the~~ ~~emotional~~ tone to show us how emotional he is about seeing again parts of his past - for example "and with a small cry of pleasure spied the shelter I'd slept in those many years ago". This shows the writers experiences in the past and how much he loved them. This trip was important for him.

Question 7 exemplar

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

- 7 Compare how the writers of Text One and Text Two ^{give} their ideas and experiences.

Support your answer with examples from **both** texts.

(15)

Both passages are about travelling experiences. Both aiming to inform and entertain.

The Text one had an array of techniques like subtitles. For example "The view on the way from the airport". Using this subtitles throughout the passage, it was more organized and I knew what was about to follow in each of the paragraphs. I knew from beforehand that ~~it~~ in that paragraph he would speak about his first impressions on the way from the airport.

Section B question and exemplar

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.

Question 8 question

8 A friend of yours is going abroad for the first time.

Write a letter to your friend explaining what it might be like.

You should include:

- what might be seen or experienced
- what might be enjoyable
- what might be disappointing.

Think carefully about the purpose of your letter and the audience for whom it is intended.

Question 8 exemplar

Dear Imran,

It's very good to hear that you are going abroad for the first time and I know you are very excited. New York is a great city, at least I've enjoyed it a lot.

New York is not only about Time Square, there's Empire State buildings, the fast city life and more. What has been most mesmerizing to me was standing at the top of Empire State building and watching the sunset as skyscrapers raced to beat you me but I was still standing firm at the top clenching the railings. The experience at New York was unique.

Section B

Encourage students to think about:

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

Section C questions and exemplars

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 and 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 questions

EITHER

9 'To travel is better than to arrive.' Discuss.

(Total for Question 9 = 30 marks)

OR

10 Write a story (true or imaginary) entitled 'The Beginning'.

(Total for Question 10 = 30 marks)

OR

11 Describe a place that has made an impression on you.

(Total for Question 11 = 30 marks)

Question 10 exemplar

10. 'The Beginning'

My eyes were transfixed on the television screen before me. I had never seen so many people in one place before, their cheering sounded more like they were coming from around me than from the television speaker. With the people came teams of reporters, all trying ^{desperately} to report the news as it unfolded. The news headline ^{was blacked red} 'The Beginning', all in uppercase letters, remained prominently displayed on every news channel.

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).

General advice for both specifications

Reading questions AO1 and AO2

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...

Comparison question A03

Encourage students to think about drawing links between the following elements:

- Narrative voice
- Content
- Themes
- Ideas and perspectives
- Language and structure
- Tone
- Setting
- Purpose
- Format

They must use:

- Evidence from both texts
- Words/phrases of comparison/contrast

Writing questions AO4 & AO5

Consider:

- Purpose
- Audience
- Form
- Tone

Think about:

- appropriate vocabulary
- sentence types/length; range of punctuation
- appropriate content
- register - levels of formality
 - should be lively and interesting
- rhetorical devices
- paragraphing and cohesive structure

Published resources for International GCSE (9-1) English Language A&B

New student books for each specification:

- Provide comprehensive coverage of the specification and are designed to supply students with the best preparation possible for the examination.
- Are written by a team of highly experienced English teachers, authors and academics.
- Provide free access to an ActiveBook, a digital version of the Student Book, which can be accessed online, anytime and anywhere, supporting learning beyond the classroom.
- Have chapters which are mapped closely to the specification to provide comprehensive coverage and are enhanced by targeted reading and writing skills sections.
- Have differentiated exercises and exam practice throughout, to embed learning.

Published resources(cont.)

- Signpost transferable skills, needed for progression into higher education and employment, allowing students to understand, and engage with, the skills they are gaining.
- Reference Pearson progression tools which allow quick and easy formative assessment of student progress, linked to guidance on how to personalise learning solutions.
- Resources have been reviewed by a language specialist to ensure the book is written in a clear and accessible style for students whose first language may not be English.
- Include a glossary of key English terminology.

Available to order now at:

<http://www.pearsonglobalschools.com/index.cfm?>

And finally...

Support

For more information:

Please contact your subject advisor:

Clare Haviland

Intl: +44 (0)20 7010 2183

Sign up to her subject advisor updates at:

teachingenglish@pearson.com

Visit the website for support materials:

www.edexcel.com/english

Statistics

If you would like to know more about examination statistics, you may find these links of interest to you.

Examination Results Statistics

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-statistics>

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

Grade Boundaries

<http://qualifications.pearson.com/en/support/support-topics/results/certification/grade-boundaries.html>

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.

Statistics continued

ResultsPlus

<http://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

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

Any questions?

**Thank you for
attending this event.**

*How did we do?
Please fill in the evaluation form*