

INTERNATIONAL GCSE (9–1)

French (4FR1), German (4GN1)

Spanish (4SP1)

SUMMER 2021 CATCHUP MATERIALS

Reading, Writing, Speaking

Topic workbooks Teacher guide



Pearson International GCSE in French, German, Spanish

Topic workbooks Teacher Guide

You can use the quick start guide or read the fuller version below.

A - Quick start guide

What the students do	What the teacher does	How the teacher uses the information from the activities
Activity 1		
<ul style="list-style-type: none">Students complete a table, writing in a sentence to fill each white box using the verbs provided.More able students also fill as many grey boxes as they can, using their own ideas.At the end of the task, students assess their own performance.	<ul style="list-style-type: none">Teachers observe and note what students are able to do, without the task feeling like a test.At the end of the task, teachers guide students appropriately about which level of tasks to choose for Activities 3 – 6.	<ul style="list-style-type: none">Teachers use the task to gather formative information about where students are confident and where support is needed.
Activity 2		
<ul style="list-style-type: none">Students read the 'Big Read' text.	<ul style="list-style-type: none">Teachers provide appropriate support in this reading task.Teachers encourage students to look back to Activity 1 regularly to find support in understanding the verbs now in the context of a passage.	<ul style="list-style-type: none">Teachers gather formative information about comprehension and vocabulary retention across the topic. This will be an indicator of general levels of retention and comprehension.
Activities 3 – 6		
<ul style="list-style-type: none">Based on their own assessment, students work through the tasks (3, 4, 5).At each level, they will need to find information from the text, use what they have found to perform the tasks and then complete productive tasks in writing and then speaking.Students complete Activity 6, reflecting on their own progress and needs.	<ul style="list-style-type: none">Teachers decide which tasks are for classwork and which for homework.Teachers keep a close eye on both what the students produce and their responses to the tasks: for example, their level of resilience.Teachers offer light-touch guidance as to what students might like to include and reflect on.	<ul style="list-style-type: none">Teachers use the observed outcomes of the tasks as a basis for planning the next steps.Teachers profile each student for ability, retention and resilience.Teachers aim to group the Activity 6 information into broad categories, such as 'future time-frame use' or 'using uncommon vocabulary' and then plan to work on these areas in future lessons.

B - The fuller version, if you wish to know more....

What is the programme for?

The programme is designed to help overcome interruptions in teaching of International GCSE Languages.

The programme exists in French, Spanish and German.

Interruptions in teaching can include periods of school closure, staff absence and pupil absence.

The key features of the programme are:

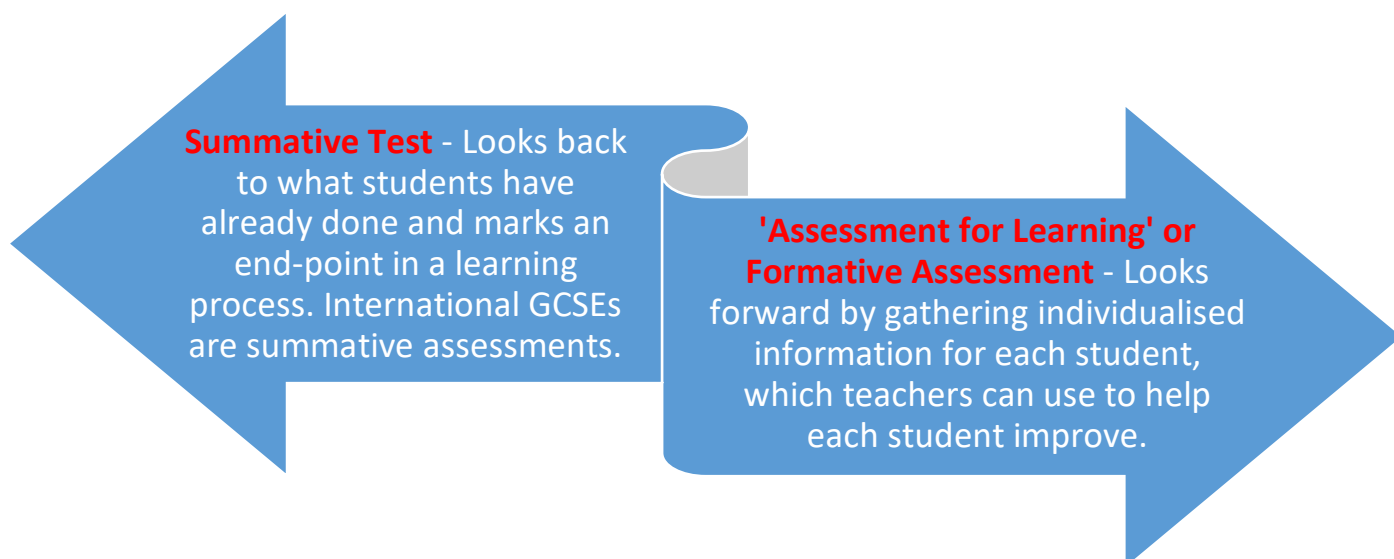
- provision of rich seams of assessment for learning (AfL) information for teachers, by enabling them to see in detail what each student can do
- knowledge reactivation for students
- self-assessment and action planning by students, to help them take ownership of their learning
- developing mastery of key structures and providing students with practice manipulating them
- student familiarity with the tasks and their format, because the same template is used each time; this means that once guided with the first unit, students should be able to work increasingly independently on the others.

What is the rationale behind the programme?

Following a period of interrupted teaching, teachers are faced with key challenges, which include:

- not knowing what work individual students have done
- not knowing what progress individual students have made
- finding a reasonable starting point for the resumption of more direct approaches to tuition.

The programme is, therefore, designed to help address these key challenges. Whilst it could be tempting to make an assessment of student progress using some kind of a summative test, such as a past exam paper, this is unlikely to provide really useful formative information that teachers can use to help students move forward.



How do I use the programme?

Teachers are advised to look carefully over the materials before using them with students. Each part of the programme is designed around topics from the specification and provides a series of activities that are planned to enable teachers to gather detailed information about what their students can do and provide students the opportunity to reactivate their knowledge and work independently, without feeling they are being tested.

Each unit works around a central extended text (The Big Read), which covers elements of each aspect of the topics. This central text is the basis for all the activities that accompany the programme.

The aim of the 'Big Read' text is to provide students with a solid base of core language. They will then work towards mastery of elements of the language from the core text, which is extensively exploited in the accompanying tasks. Repetitions are a key feature, so that by the end of each unit the key linguistic elements should be fully embedded and provide students with a springboard for further development.

Teachers who wish, can then take the programme forward by adding in more vocabulary and more structures, to deepen the exploration of the topics.

What are the key elements of the programme?

Each unit of the programme works in the following way:

A – Students work to produce a short sentence with the key verbs they will meet in the passage. The grid they complete is divided up for each of the aspects of the topics, and they are encouraged to write something that fits in to each broad aspect. However, it is anticipated that they may not always be confident to do this, so teachers can be happy with whatever they produce, as long as the verb is included appropriately. Students who are confident to deal with other timeframes and ideas can also fill in some of the grey boxes, making up any sentence they wish. It is anticipated that this will appeal to the more able.

This activity lends itself to a homework task, but could be begun in class as a whole group activity to make sure students know what to do. Teachers could model the first few sentences, then gradually allow the students to work independently, then ask them to finish for homework.

From this activity, teachers should be able to gather good information about student competencies and behaviours. Part of the aim of the programme is to foster learner resilience, so teachers can usefully keep a note of which students completed the full task, who tended to give up too easily and who went the extra mile. It is up to individual teachers to decide how much marking they want to do, but it is not essential to correct errors, because the ongoing exploitation of the language as students move through the activities, should begin to eliminate them and build confidence. Teachers may like to do some spot-checks or complete a full grid as a follow-up class activity at the end of the unit.

At the end of the activity the student needs to make a self-assessment placing themselves on the RAG grid. Here, teachers may like to offer some guidance and support for students in making an appropriate decision.

B – This is a self-reflection by students. Students write down, in broad terms, what they think they need to work on. Teachers can usefully gather student-level information here, not just about what the student has said, but also about how accurately and articulately they are able to talk about language learning. A student who writes ‘verbs’ has a different view from one who writes ‘the future tense’ and a different view again to the student who writes ‘irregular third-person plurals of the future tense’. Teachers can usefully note the use of metacognitive expression by students. Without being able to describe a problem they have, students are unlikely to be able to solve it. Here some students may need to be coaxed by teachers to express themselves in more detail.

C - This is a coaching activity, based on the well-known GROW model, used by life coaches. The activity encourages analysis and ownership, obliging students to find and detail their own solutions, without being told what they need to do. In the role of the ‘coach’, the teacher should aim to ask questions, rather than tell the students the answers, although obviously the questions teachers ask can guide.

The GROW model begins with ‘**G**oals’, where the student says what they want to get better at, then moves to ‘**R**eality’, where they say what they can do now. At this point, students should be encouraged to focus on the gap between where they are and where they want to be, before moving on to the ‘**O**pportunities’, where they think of two practical things they could do. The final stage is to plan the ‘**W**ay Forward’, where they need to commit to what they will actually do and by when.

This task can be used in the form of a conversation between pairs of students. Teachers who are familiar with the GROW model can explain it as laid out above and students can work in pairs asking each other:

- What do you want to improve at?
- Where are you with it now?
- So, what could you do?
- Ok, then, what is your definite plan?

The aim of the technique is to encourage reflection by the students, but also for teachers to hear their students talk about the work they are doing and evaluate their level of competence.

D – The ‘Big Read’ passage is at the heart of the programme in each unit. Teachers can guide students through this or ask them to read it alone first. The passage can also be read out loud around the class, sentence by sentence, with the teacher choosing the next reader each time, so that full attention is maintained. Many of the verbs in the passage will already have been met by students in Part A.

E – The workbooks contain follow-up tasks to the ‘Big Read’ passage. There are three differentiated levels for this section, and these are focused on the RAG rating that the students decided (with teacher input) in Part A.

Teachers can take various approaches with these tasks, depending upon the time available and the student responses to the task. Students could simply be directed to go to the section that applies to their RAG rating and work on those tasks only, or they could start there and see how far they can go into the next RAG rating. They could also work right through all the tasks, perhaps completing tasks below their chosen level as a homework.

In most cases, for the purposes of gathering attainment information and formative assessment, it would make sense for the students to work on their chosen level in class, so that teachers can see how they are doing.

At each level, the student will have three key task types. First of all, they will need to find information and language in the ‘Big Read’ text. This is aimed at reactivating knowledge and getting them prepared for the next steps. Students will then work on language manipulation and comprehension activities, very or quite closely related to the text. These tasks, as they repeat the language they have come across, but with variations, are aimed at embedding the patterns and ensure that the meanings at word and phrase level are fully understood. The final task, at each level, is to produce language in writing and in speaking. Whilst the format of the productive tasks is not meant to exactly replicate an ‘exam task’, teachers will see the connections between the tasks on the writing paper and the conversation part of the speaking test.

In order to deal with potential issues of teacher absence, task instructions are all provided in English for the sake of clarity.

F – At the end of each unit, students complete a full review of their progress. Again, this review is aimed at providing teachers with useful information about how to plan for the future, both at the whole class level and at the individual level.

How long should I spend on each unit?

Teachers can decide how long they might reasonably spend on each unit, but the units are designed to fill, on average, three hours of guided learning time – this includes classwork and homework time. The assumption is that students would complete only the Part E task applicable to them. The other tasks can be used for further revision at a later date.

How do I gather the information I need to help my students?

The following table can be completed by teachers to assist with ongoing remedial planning:

Group:	Topic:	Initial RAG	Resilience assessment at the start of the unit	Resilience assessment at the end of the unit	Language competence at the start of the unit	Language competence at the end of the unit	Overall trend
Teacher:		1=high 2	1=high 2	1=high 2	1=high 2	1=high 2	Up
Name of student		3=medium 4 5=low	3=medium 4 5=low	3=medium 4 5=low	3=medium 4 5=low	3=medium 4 5=low	Level Down

Further planning

Once completed, the table can form the basis of the next phase of planning – teachers may like to reflect on the following questions to assist this process. If you are working as part of a departmental team, these questions could be a useful analytical tool for devising an overarching strategy.

1. Thinking about the students whose overall progress showed an upward trend...

- What behaviours contributed to this? (resilience / risk-taking / having a go-getter attitude / diligence / putting in extra work / enjoying the tasks, etc.)

So, how could all this be built on further?

Do more of...

Do less of...

- Which aspects of the tasks did they respond well to? (language manipulation /reading/ writing / speaking / the ability to reflect / independence / a feeling they were making progress / a sense of mastering something / reassurance that they hadn't forgotten everything, etc.)

So, how could all this be built on further?

Do more of...

Do less of...

2. Thinking about the students whose overall progress showed a level trend...

- What behaviours limited them? (resilience / risk-taking / having a go-getter attitude / diligence / putting in extra work / enjoying the tasks, etc.)

So, how could these behaviours be countered?

Do more of...

Do less of...

- Which aspects of the tasks did they respond badly to? (language manipulation /reading/ / writing / speaking / the ability to reflect / independence / a feeling they weren't making progress / a sense of weren't mastering something / not feeling reassured that they hadn't forgotten everything, etc.)

So, how could these issues be addressed for them to make progress?

Do more of...

Do less of...

3. Thinking about the students whose overall progress showed a downward trend...

- What behaviours most severely limited them? (resilience / risk-taking / having a go-getter attitude / diligence / putting in extra work / enjoying the tasks, etc.)

So, how could the most limiting of these behaviours be mitigated?

Do more of...

Do less of...

- Which aspects of the tasks did they respond particularly badly to? (language manipulation /reading/ / writing / speaking / the ability to reflect / independence / a feeling they weren't making progress / a sense of weren't mastering something / not feeling reassured that they hadn't forgotten everything, etc.)

So, how could the most limiting of these responses be mitigated?

Do more of...

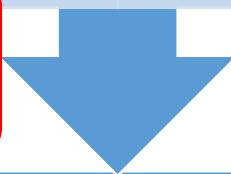
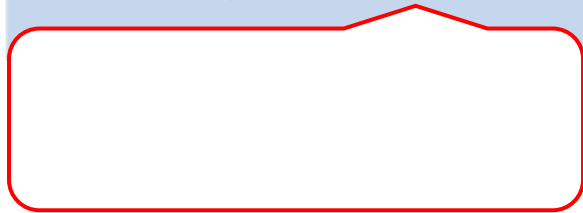
Do less of...

For each broad ability / attainment group in your class, complete the following table with the two key strategic approaches that, based on your professional analysis of the situation at the point of completion, you wish to apply to help that particular group. You can then go on to consider any special or individual needs students may have.

Highest attainers - the top 20% of the group

They need lots more...

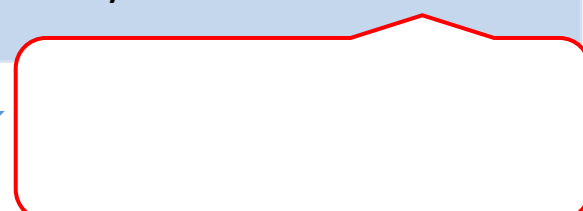
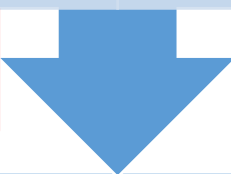
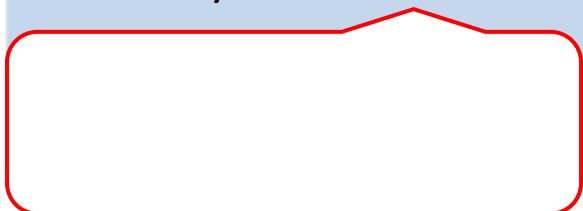
They need lots less...



Middle attainers - the 60% in the middle

They need lots more...


They need lots less...



Lowest attainers - the bottom 20% of the group

They need lots more...

They need lots less...



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