

EDEXCEL INTERNATIONAL GCSE (9-1)

Global Citizenship

GETTING READY TO TEACH

Event code: 16IOAF01

First teaching in 2017, first assessment in 2019.



Agenda

- Overview of new International GCSE Global Citizenship course
- International GCSE reforms and new requirements
- Overview of new Specification content
- Overview of new examination paper
- Possible teaching and delivery strategies
- The Community Action project (share ideas and best practice about successful projects)
- Support and resources; next steps



Poll- Get to know the delegates



New course overview

There is an increased emphasis on core content, with content areas defined for:

- Politics and governance
- Economic development and the environment
- Culture and Community
- Technology

There is no controlled assessment; all assessment will be through exam.

Students are required to complete a Citizenship Community Action Project.



9-1 grading scale (1)

Awarding

- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

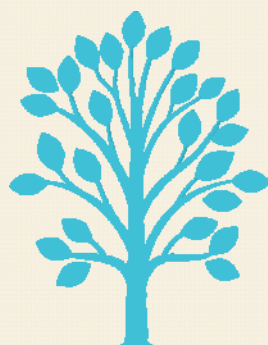
Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade lies.
- 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 clear comparison with English standards, unlike old A* to G grading.



9-1 grading scale (2)

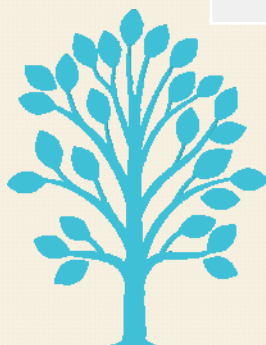
		NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	.....➔	9	A*
		8	
The bottom of the grade 7 aligns with the bottom of the grade A.	.....	7	A
		6	
There's also greater differentiation in the middle range of grades, with grades 4 to 5 being equivalent to the old grade B and grade C.			B
So grade 5 will be awarded to the top grade C performers and grade 6 to the grade B performers.	.....➔	5	
		4	C
The bottom of the grade 4 aligns with the bottom of the grade C.	.....	3	D
		2	E
		1	F
The bottom of the grade 1 aligns with the bottom of the grade G.	.....	U	G
			U



Timeline

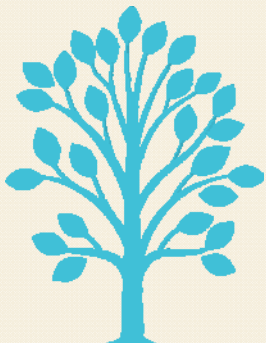
The last available assessment for the current iGCSE will be June 2018.

	2017	2018	2019
Current specification	Summer series as normal	Last assessment	
New 2017 specification	First teaching of two-year iGCSE		First assessment



World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**.
- Externally approved by the Expert Panel for World Class Qualifications.

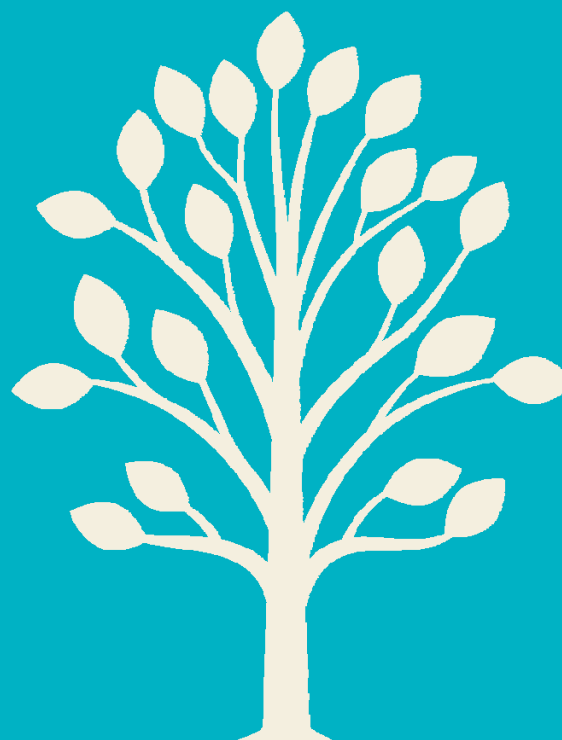


Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs.
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers.



New Specification content



Specification design principles

A new specification with a familiar approach: to build on what you like in our current course.

Clear and coherent structure: our specification has a straightforward structure with four engaging topics assessed through a single exam.

Supports continuous progression: by building on concepts throughout the course.

Developing active citizens: free choice of Community Action.

Reflects current issues, questions and debates: to engage students with what it means to be an active citizen.

Accessible assessment for students of all abilities: clear instructional text and engaging source material.



Our research

We have developed a Global Citizenship qualification that you will know and recognise, and which allows you to teach topics and identify actions you know your students will enjoy.

We have worked with the teaching community, higher education and subject associations to design our new qualification.

Our research suggested we should allow centres and students free choice of Community Action.



Specification Theme 1

Politics and Governance:

The concepts of democracy and sovereignty

Different systems of government

What are human rights and where do they come from?

How does international law work?



Specification Theme 2

Economic development and the environment:

A global overview of wealth disparities and trade

How international organisations support development

Environmental threats and protection linked with economic growth, including climate change

The UN Sustainable Development Goals

Regionalisation (e.g. the EU), and the backlash against regionalisation and economic globalisation



Specification Theme C

Culture and community:

What is meant by a 'global culture' and how is it spread or resisted?

How does migration shape cultures and identities, both locally and globally?

Changing social attitudes, lifestyles and languages

Cultural change in emerging economies



Specification Theme D

Technology:

How technology can assist development

How technology can build or threaten communities

Thinking about technology and democracy

Technological solutions for climate change

Social media issues



Specification requirements for the Community Action Project

Students are required to conduct a critical investigation leading to citizenship action. They'll be asked questions about this action in the exam.

Suggested links are built into each of the four taught themes.

Students will use a range of citizenship skills including:

- primary and secondary research
- considering different points of view
- planning and target-setting
- advocacy, negotiating and campaigning
- evaluation



Discussion 1

Spend some time looking at the new specification in more detail – what are your first impressions?

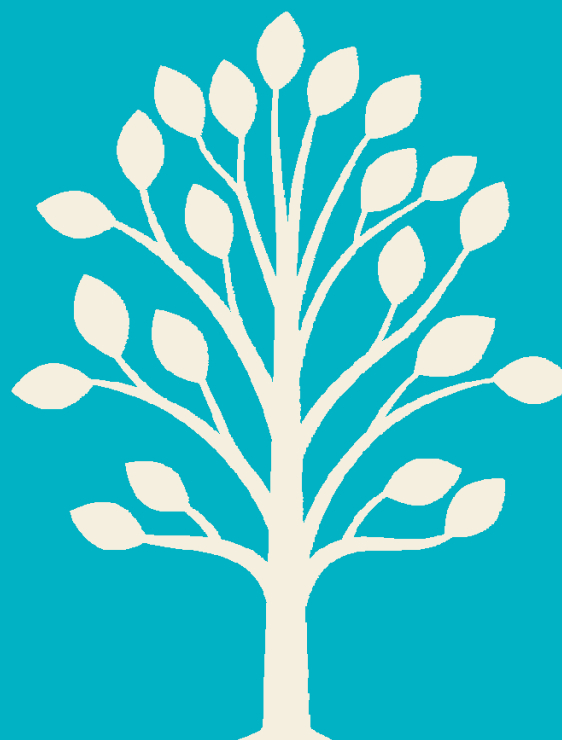
What do you like? Anything you dislike?

How much continuity is there with your current course?

How will you approach taking citizenship action?



The examination paper



Assessment objectives

	Assessment objective	Weighting
AO1	Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	38%
AO2	Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	44%
AO3	Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.	18%



Assessment model

Section	Coverage	Question types	Marks
A	Community Action Project	4-mark and 6-mark short answer questions	20
B	Two selected themes e.g. Themes 1 and 3	<ul style="list-style-type: none">Each Section (B & C) is worth 30 marks and is based on three sourcesSix multiple-choice questions, several short answers and one 9-mark question are included in each section	30
C	Two selected themes e.g. Themes 2 and 4		30
D	Making connections across themes	There are two questions worth 5 and 15 marks	20



Mark schemes

Points-based mark schemes are used when a maximum of 5 marks are available for a distinct part of a response and the application of a single mark can be defined.

Levels-based mark schemes for questions with 6 marks or more have clear strands running through each level.

Approach to level descriptions rewards progression to higher levels of understanding.

Indicative content is clearly laid out.



Paper Section A

Section A assesses the Community Action Project.

Short and medium extended writing questions (ranging from 4 to 6 marks).

4-mark questions may be sub-divided (2 + 2).

6-mark questions use the command word 'Explain....' and do not require any evaluation.



Paper Section A

(b) Personal identity can influence a student's community action choices.

Consider your own community action. Explain how your personal identity may have influenced your choice of:

- community action topic
- investigation methods.

(6)

(d) Imagine a student in another country is about to carry out a community action focused on the same global issue you chose.

Explain the possible benefits this student might gain from talking to you about your community action project.

(6)



Paper Sections B and C

In the Specimen Examination paper:

Section B combines Technology (Theme 4) and Development (Theme 2)

Section C combines Politics (Theme 1) and Culture (Theme 3)

These combinations will change from year-to-year.

Each Section includes MCQs, short and medium extended writing questions (ranging from 1 to 9 marks).

Questions are based on three Sources.

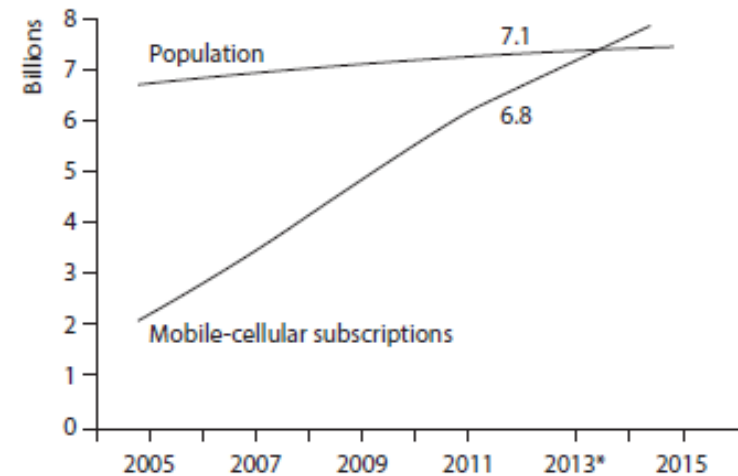
The 9-mark question uses a command such as 'Examine...' and will require students to apply their knowledge in ways which provide a balanced review of an issue.



Paper Section B

Source B

Globally, mobile phone subscriptions have risen faster than population in the 21st century.



5 Based on Source B, which statement is correct?

- ☐ A Half of all people will own a mobile phone by 2025.
- ☐ B All people will own a mobile phone by 2025.
- ☐ C Almost every person in the world owns a mobile phone.
- ☐ D There are more mobile phones than people in the world.

(Total for Question 5 = 1 mark)

9 Suggest **one** reason why mobile phone use has grown so rapidly (Source B).

(Total for Question 9 = 2 marks)

Paper Section B

Study sources D, E and F and answer question 21.

21 'A single global culture is gradually being adopted by people everywhere.'

Provide reasoned arguments to support and oppose this statement.

(Total for Question 21 = 9 marks)



Paper Section D

The Synoptic Assessment

One short 5-mark question (point marked).

One compulsory extended 15-mark question (level-marked).

Requires students to draw on evidence and arguments from across the whole course.

Requires students to arrive at a substantiated judgement.



Paper Section D

You should aim to spend no more than 30 minutes on this section.

22 (a) Using examples, outline the characteristics of non-governmental organisations.

(5)

(b) 'One individual can make more of a difference than any organisation or government can.'

How far do you agree with this view?

- Consider how this statement might apply to your own and other countries.
- Use evidence from different Global Citizenship contexts to help support your argument.
- Give reasons for your opinion, showing you have considered different points of view.

(15)

Discussion 2

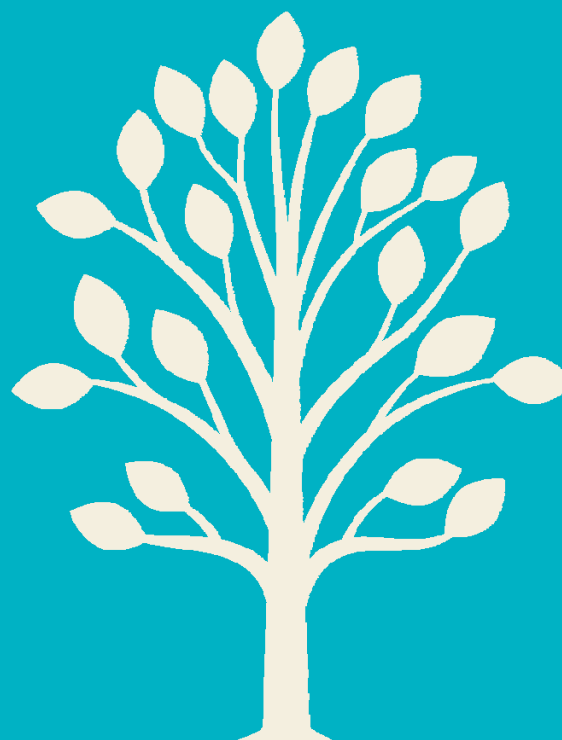
Spend some time looking at the draft assessment materials – what are your first impressions?

What do you like? Anything you dislike?

How much continuity is there with your current course?



Teaching and delivery



Approaches to teaching and learning

Some core ideas may need to be taught in a traditional manner, to ensure that students gain a solid foundation of citizenship knowledge and understanding.

Examples and contexts can of course the research independently by students.

Opportunities can be provided by to help students grasp the interrelationships between the concepts and issues they are studying, with a view to succeeding in the synoptic essay which forms the final section of the examination paper.



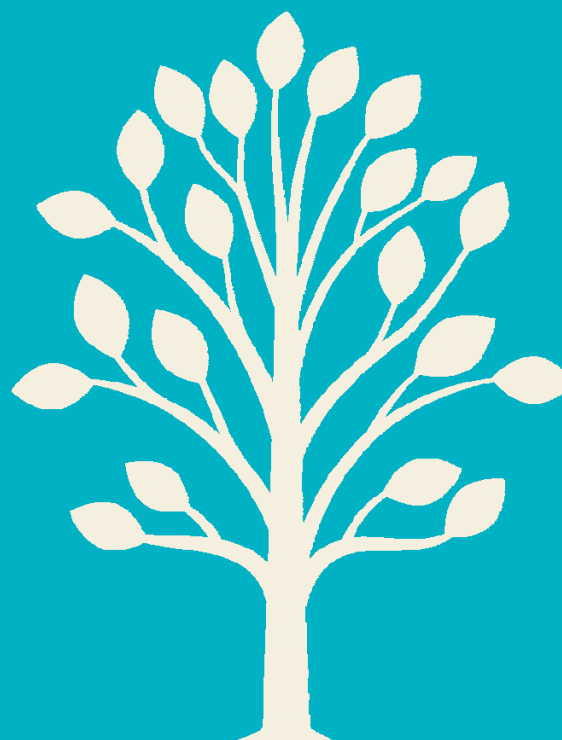
Discussion 3

What strategies have worked best for teaching and learning while delivering the current course?

What main opportunities and challenges do you anticipate for the new course?



Community Action



Taking citizenship action

- Citizenship action is:

“a planned course of informed action to address a citizenship issue or question of concern aimed at delivering a benefit or change for a particular community or wider society”

- Students are required to conduct an in-depth, critical investigation leading to citizenship action.
- Exam papers must include questions that draw on the knowledge and understanding students have gained from taking citizenship action.
- These questions will account for 20% of iGCSE marks.



Taking citizenship action

- The Specification includes examples of possible topics and approaches.
- Find the best approach that works for your students, their interests, and the institution they study at.
 - a. Specification pages 41-44
 - b. Scheme of Work pages 47-54
 - c. Getting Started pages 13-14



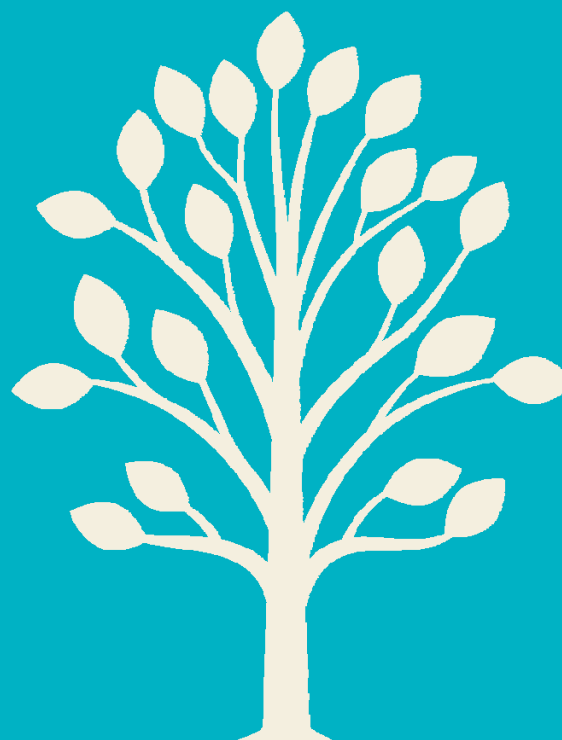
Discussion 4

What topics and approaches have worked well for the current course?

What main opportunities and challenges do you anticipate for the new course?



Support



Resources

We will support you with planning and delivering our new Specification:

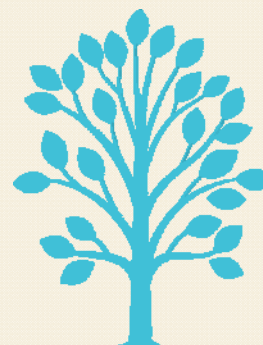
- A **Getting Started Guide** will give you a comprehensive overview of the qualification and help you understand the changes and what they mean for your course and your students. It includes guidance for the **Community Action** requirement
- An **editable course planner** and **scheme of work**.
- Exemplar materials will be available towards the end of 2017





Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



Support overview

Support for
all subjects

Getting Started
Guide &
Scheme of
Work

Getting Ready
to Teach Events

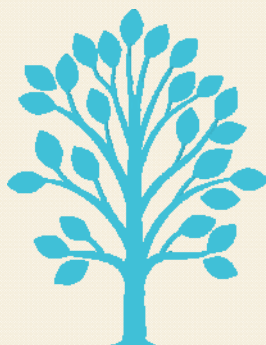
Subject
interpretation of
transferable
skills

Subject Advisor

Results Plus

Regional
Support
Manager

Exemplar
Marked
Responses



For your subject specific enquiries

Subject advisor:
TeachingGeography@Pearson.com

ALWAYS LEARNING