

EDEXCEL INTERNATIONAL GCSE (9-1) **GREEK (First Language)**

GETTING READY TO TEACH

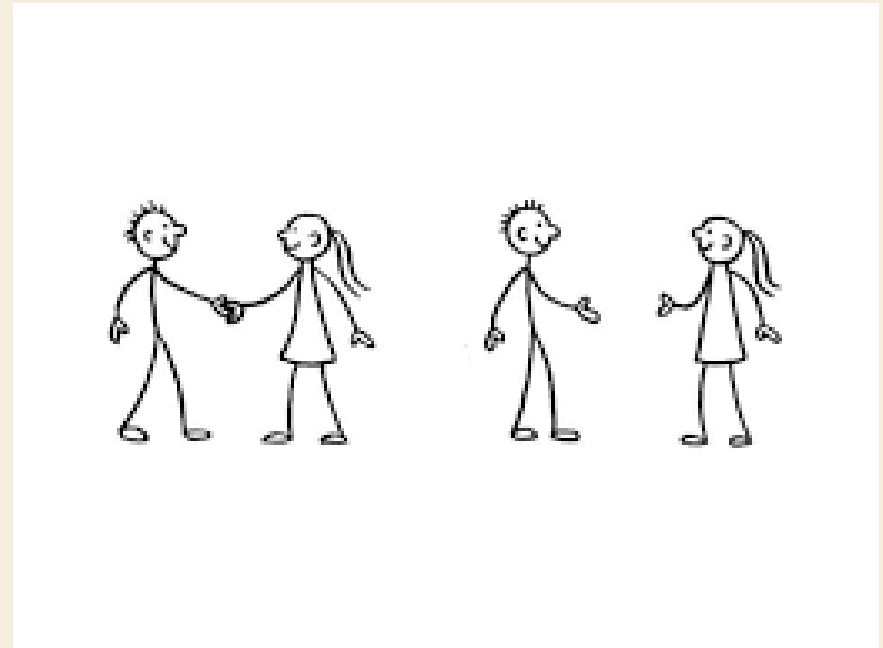
Event code: 17IBAL09

First teaching in 2017, first assessment in 2019.



Welcome to today's training event!

Introductions



Session Agenda : 10:00 – 16:00

- 10:00 Introductions – you and your school
- 10:15 Aims and objectives of this session
- 10:17 Introduction to the new International GCSE in Greek (First Language)
- 10:35 Paper 1 - Reading
- 11:15 Break
- 11:30 Paper 1 – Summary
- 12:10 Paper 1 - Grammar
- 13:00 Lunch
- 14:00 Paper 2- Writing
- 15:40 Any questions and support
- 15:50 Evaluation forms
- 16:00 Finish



Aims and Objectives

- **Outline important features of Pearson International GCSEs**
- **Provide an overview of the new specification content and assessment structure for IGCSE in Greek (First Language) (4GK1)**
- **Explore teaching and delivery strategies for the new specification**
- **Explain how students' work is assessed**
- **Outline the support and resources available to guide you through the course**
- **Provide an opportunity to ask questions**



Features of Pearson's International GCSEs



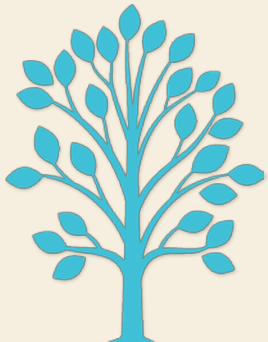
9-1 grading scale (1)

Awarding

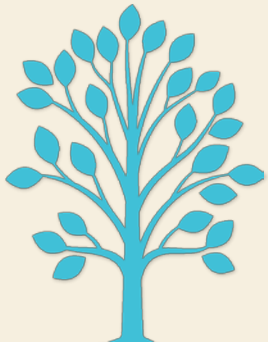
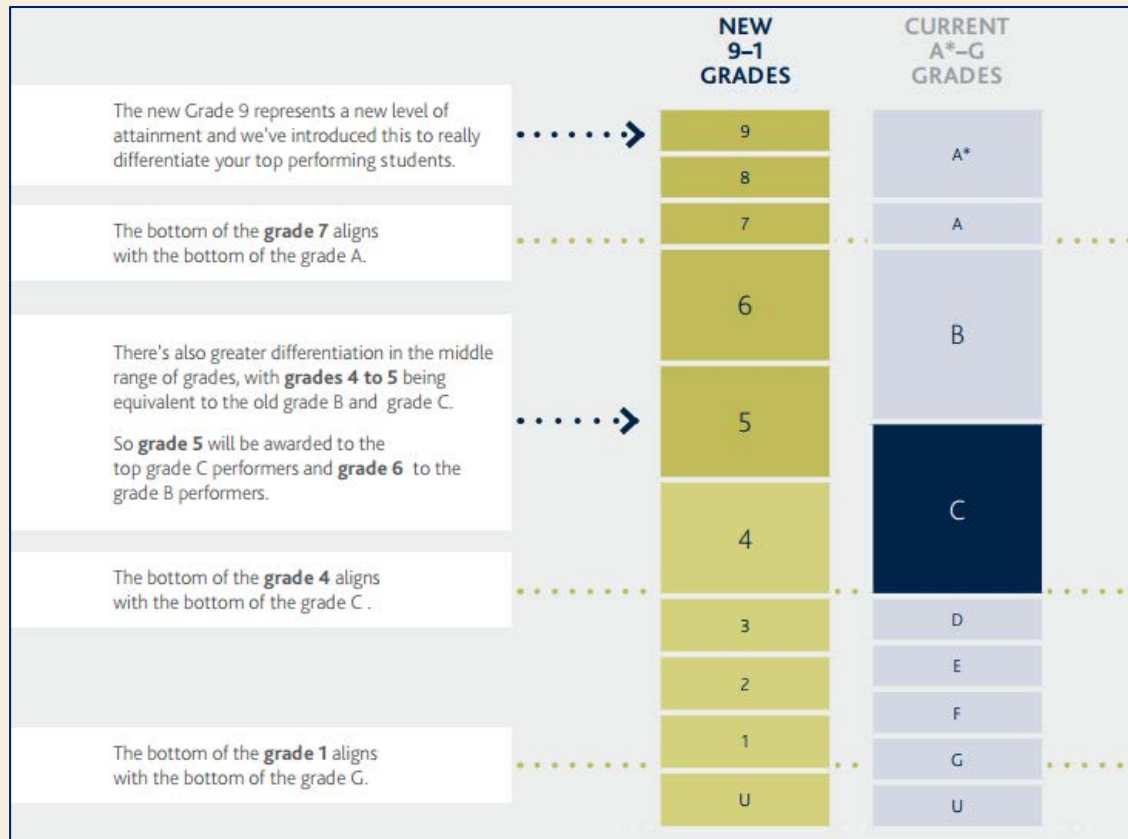
- The grading system is changing but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

Benefits

- Greater differentiation across levels of attainment e.g. 2 grades where the current C grade is
- 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

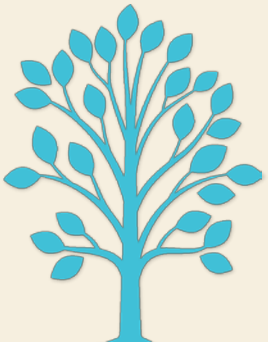


9-1 grading scale (2)



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



Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



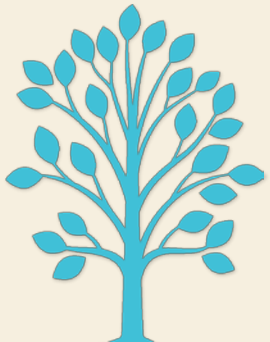
Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.



Overview of IGCSE Greek (First Language)



Introduction to the new qualification

CONTENT

10 topic areas

Total marks: 125

Reading
(49 marks)

Summary
(6 marks)

Grammar
(20 marks)

Writing
(50 marks)

SKILLS

Transferable skills

Language skills

Cognitive skills

Intrapersonal skills

Interpersonal skills

STRUCTURE

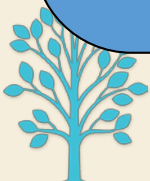
Two papers

Paper 1: 60%
75 marks
(2 h 15 mins)

Reading-Summary-
Grammar

Paper 2: 40%
(50 marks)
(1 h 39 mins)
Writing

Linear assessment



International GCSE: Content Overview

Topic Areas for papers 1 and 2

Youth Matters

Education

Media

Culture

Sport and Leisure

Travel and Tourism

Business, work and employment

Environment

Health

Technology



Assessment Objectives

AO1 – Read and understand a range of texts, selecting and interpreting information, ideas and opinions. – Understand how the writer uses techniques to create effect. – Compare and contrast information. – Summarise information.

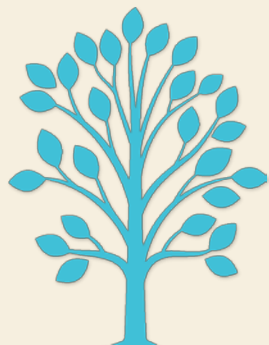
AO2– Communicate in writing effectively and imaginatively, in different forms for particular audiences and purposes. – Organise writing into clear and coherent sentences and whole texts. – Use accurate spelling.

AO3– Show understanding and correct application of the morphology of nouns, adjectives, pronouns and verbs. – Show understanding and correct application of the syntax relating to the verb and verb phrase, the noun and noun phrase.



Assessment objectives and weightings

AO1	Understand and respond, in writing, to written language.	44%	0%	55 marks
AO2	Communicate in writing	0%	40%	50 marks
AO3	Show understanding and correct application of grammar and syntax	16%	0%	20 marks





The specification in detail

Paper 1

Reading Summary and Grammar

Assessment overview

Part One: Reading (49 marks) Short and extended-response questions on two texts.

Part Two: Summary (6 marks) Summary of the main points of a third text.

Part Three: Grammar (20 marks) Two questions on a range of aspects of grammar in context.

(Total 75 marks, 60% of the qualification)



The specification in detail

Paper 2

Writing

Assessment overview

Writing (49 marks) Two extended-response writing tasks.

Choice from three questions that include creative and transactional writing tasks.

(Total 50 marks, 40% of the qualification)

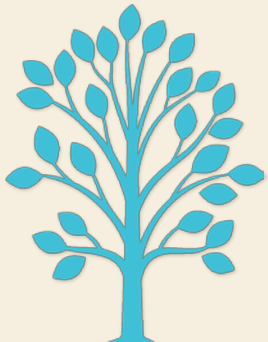


Section A: Reading

Students read two texts **in the extract booklet** and answer four questions on text 1 and four questions on text 2, which are found in the **question paper**. They then compare the two texts.

- The two texts in Section A are on the same topic but in a different form
- The texts are from authentic sources, adapted and abridged so students can access the language.
 - Topics will be rotated year on year.

Students are advised to allocate approximately 1 hour and 15 minutes to Part One.



Section A: Question types and rubrics (questions 1-9)

Qu. 1/5: Identify

(1 mark)

Qu. 2/6: Infer/Interpret and provide evidence

(2 marks)

Qu 3/7: Identify/Explain and provide evidence

(4 marks)

Qu 4/8: identify technique and provide evidence

(10 marks)

Qu 9: Compare two texts and provide evidence

(15 marks)



Questions 4 and 8: Assessment criteria

1-2

Basic explanation of how the writer creates effect through linguistic and structural techniques.

The evidence selected is of limited relevance to the points being made.

9-10

Perceptive explanation and analysis of how the writer creates effect through linguistic and structural techniques.

The evidence selected is precise and fully supports the points being made.



Section A - Reading



The texts and questions – initial reactions

Individually

Read the two texts and questions in the sample assessment materials.

In groups

Texts: how challenging will the language of the texts be for your students? Will they find the content engaging? How easy/difficult will it be for you to source similar texts?

Questions: what skills will students need to answer the questions? To what extent have they practised these skills so far in their study of Greek? What will you do to support them?

Feedback ideas



Activities

Poll 1: Can you think of other questions to check comprehension of this text?

Poll 2: Can you think of other questions to check comprehension supported by appropriate quotation?

- In groups look at these sample responses and mark them.
- Group representative to report back to explain grades given.
- Discussion



Tips for teaching – share ideas with group

Practise texts: How would you select texts for your students? What criteria would you use?

Practise tasks: Formulate questions that ask students to:

- *Identify details*
- *Interpret/infer*
- *“Use evidence from text”*
- *Provide extended responses*
- *Comment on writer’s technique and use of language*
- *Compare how different writers treat the same theme*

Content and assessment: How would you help students achieve marks in the top band?

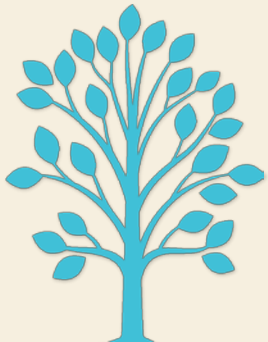


Section B: Summary (question 10)

Students read one text **in the extract booklet** and write a summary in the **question paper**.

- The text is on a different topic from the ones in Section A
- The source text is between 350-400 words
- The summary is between 100-150 words

*Students are advised to allocate approximately 30 minutes to
Section B*



Activities

- In groups look at these sample responses and mark them.
- Group representative to report back to explain grades given.
- Discussion



Tips for teaching

Practise reading activities which ask students to

- *Identify the main thesis of the text*
- *Identify and underline the main ideas per paragraph*
- *Recognise the minor details that must be left out*

Questions to consider: How familiar are your students with summary questions? How challenging is it for them to find the main points? What techniques could they use to help them?

What are your top tips?



Section C: Grammar (questions 11 and 12)

There will be two 10-mark questions, each assessing different grammar skills.

Question 11: Transformation

Students read sentences taken from the two texts in section A and the text in Section B and transform them by using prompts, without altering the meaning.

Question 12: Gap-fill

Students are advised to allocate approximately 30 minutes to Section C



Some examples

1. Δεν φαίνεται να επηρεάζει τους Γερμανούς. (οι Γερμανοί)

Οι Γερμανοί δεν φαίνεται να επηρεάζονται.

2. Αισθανόμουν πως αυτό δεν έφτανε. (είχα)

Είχα την αίσθηση πως αυτό δεν έφτανε.

3. Δυστυχώς, πάνω από το 40% της απατάλης του φαγητού είναι στα νοικοκυριά. (τα νοικοκυριά)

Δυστυχώς τα νοικοκυριά ευθύνονται για ...

Δυστυχώς, τα νοικοκυριά φταίνε για



Activities

- **Activity 1:** How would you transform these sentences?
- **Activity 2:** In groups look at the sample response to questions 8 and 9 and mark them. Group representative to explain marks.
Discussion



Tips for teaching

Share ideas about:

1. What methods would you use to teach these questions in class?
2. What obstacles might students face?
3. How would you help them overcome those difficulties?



Paper 1 - Reflections

What are your thoughts and feelings on Paper 1 now that you have looked at it in more detail?



Paper 2: Writing



Paper 2 Writing

Assessment overview

- 2 pieces of extended writing
out of 3 questions
- Length of each response 300-350 words (recommended)
 - Total of 25 marks for each response
(50 marks for this section, 40% of the qualification)

Students are advised to allocate approximately 45 minutes to each writing question.



Paper 2 Writing : Assessment descriptors

10-12

Communicates effectively, and response to the task is comprehensive and relevant, with no ambiguity.

Task is securely focused on the purpose and intended reader.

Piece is effectively linked, using a range of structural techniques.

13-15

Communication is subtle at times and response to the task is fully comprehensive and relevant.

Task is sharply focused on the purpose and intended reader.

Piece is linked, using structural techniques in a sophisticated and skillful way.



Writing skills

- Communicate meaning effectively in written language in a variety of forms, genres and styles
- ***Focus writing on a particular purpose and audience***
- Write imaginatively, using a variety of techniques
- Use a wide range of suitable vocabulary
- Use accurate spelling
- Employ a variety of sentence structures for effect
- Structure their work effectively
- Use complex structures
- Use the rules of grammar to create effect, variety and interest.



Paper 2 Writing

Question types

Purpose: to argue, to narrate, to describe, to persuade, to inform, to explain

Form: could include a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet



Activities

Activity 1: In your groups read the questions and assessment criteria. In particular focus on the question ‘What do we understand by ‘structural techniques?’

Activity 2: Candidates look at the bullet points and come up with the question that these bullets are part of. It is a type of ‘learning by design’ activity, you start from the end.

Identify the purpose and audience for each task. What is the missing question?...



Purpose?

You may wish to include:

- What tourists can see in your area
- What tourists can do in your area
- Where they can get more information

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- Why you are interested in working in his shop
- Why you are the best person for the job
- Your career plans for the future

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- What you know about the charity
- Why students should take part
- How this would benefit them

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- Details of the place
- What it made you think and feel
- How it affected your five senses

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Purpose?

You may wish to include:

- What environmental problems we face
- How we can help the environment
- How helping the environment benefits people

(to argue, to narrate, to describe, to persuade, to inform, to explain)



Activities

Activity 3: Write your own questions and bullets using the rubric of a specific purpose each time. Feedback.

Activity 4: In groups look at the sample responses to questions 1, 2 and 3 and mark them. Group representative to report back.
Discussion.



One Top Tip:

FRESH GRAPES technique

F facts and figures

R rhetorical questions

E emotive language

S similes and metaphors

H hyperbole

G group of 3

R repetition

A anecdote, alliteration

P personal pronouns, personification

E empathy with audience, expert opinion

S strong language, senses



Can you think of any others?



Your top tips

What teachings methods would you employ to teach this section?

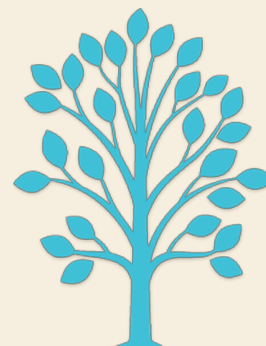


Any questions?



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

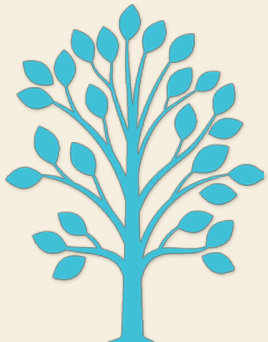
Curriculum
Matched
Publishing

Exemplar
Marked
Responses

Topic booklets

Additional support
for selected
subjects

Exam Wizard



Free support

Getting Started Guide *includes mapping of changes, content and assessment guidance, course planner and resource list*

Editable Scheme of Work *includes activities to support transferable skills development*

Exam Wizard *a free exam preparation tool containing a bank of past Edexcel exam questions*

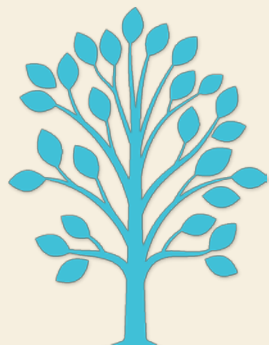
Results Plus *free online service giving instant and detailed analysis of your students' exam and mock performance*

Regional support manager *access to a regionally based support manager for any query*

Subject Advisor *For any subject related query you have. Sign up to mailing list*

Exemplar *Marked student responses to SAMs questions*

Additional SAMs *An additional set of Sample Assessment Material available as a secure download*



For your subject specific enquiries

Subject advisor:
TeachingLanguages@pearson.com

Evaluation forms



ALWAYS LEARNING