

PIANO
TRENTINO
TRILINGUE

8 9 10
MARZO
2018

FESTIVAL DELLE LINGUE ROVERETO

150 WORKSHOP
80 ENTI PARTECIPANTI



Pearson Edexcel International GCSEs *preparing students for success*

Rob Jamieson

*Regional Development Manager,
Edexcel Qualifications (W. Europe)*



Why are schools introducing International GCSEs?

1. Progression

- A logical development from CLIL
- Formal recognition for curriculum studies in English
- Preparing students for international Higher Education

2. Pedagogy

- Broadening students' perspectives
- Integrating cross-curricular teams
- Developing an *Alternanza Scuola Lavoro* project

3. Status

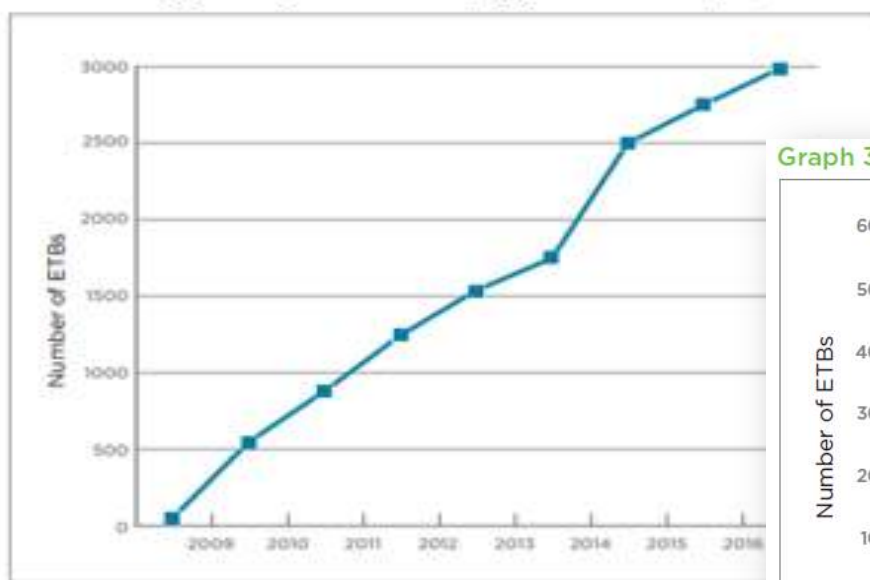
- Expressing a progressive, international outlook
- Attracting new students
- Raising income from additional classes



Progression towards international Higher Education

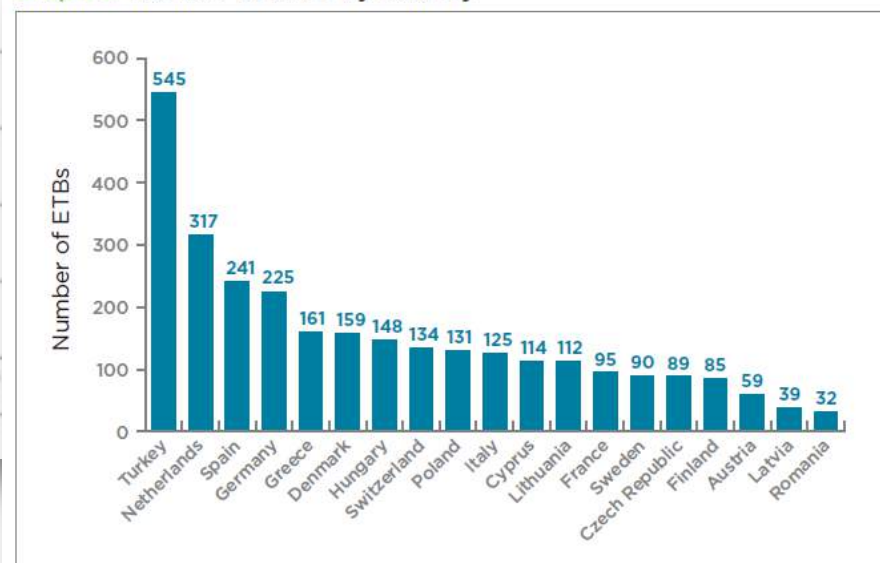
Context: A fifty-fold increase in English-taught Bachelor's (ETB) programmes in European universities since 2009

Growth of English-taught Bachelor's programmes in Europe, 2009-17



Source: StudyPortals

Graph 3: Number of ETBs by country¹²



Source: StudyPortals



“It’s really the fundamental skills like teamwork and communication that seem to matter the most, that employers demand the most.”

Guy Berger, Chief Economist at LinkedIn



Why we need to close the global skills gap



World Class Qualifications



World Class Qualifications Expert Panel



Sir Michael Barber (Chair)	Dr Peter Hill	Professor Bob Schwartz	Professor Lee Sing Kong	Professor Janice Kay
Chief Education Advisor, Pearson	Former Chief Executive ACARA	Harvard Graduate School of Education	Director, National Institute of Education, Singapore	Provost, University of Exeter
				

Dame Sally Coates	Professor Jonathan Osborne	Professor Dr Ursula Renold	Bahram Bekrahdia	Jason Holt	Jane Beine
Principal, Burlington Danes Academy	Stanford University	Swiss Federal Institute of Technology	President, Higher Education Policy Institute	CEO Holts Group	Head of Partner Development, John Lewis
					

WCQ guiding principles

- Develop qualifications that support young people globally **to meet challenges of 21st Century**
- Ensure courses and assessment support young people to develop the capabilities they need **to progress and prosper in their lives**
- **Bring together Pearson expertise** in curriculum, assessment design, learning technologies and education policy
- Expert Panel researched best practices from schools systems and the priorities of higher education and employers to establish a **framework for qualification design**

<http://uk.pearson.com/world-class-qualifications.html>



The world's leading education company

Pearson
employs over 30000
people in education
businesses across 70
countries



Pearson

Pearson is
the largest provider
of
regulated
qualifications

Over one
in four of all academic,
professional and vocational
qualifications in the UK
is delivered by
Pearson

Edexcel International
GCSEs are available in over
35 subjects, and are studied
in more than 55 countries
worldwide



A renowned provider of educational qualifications and assessments for every learner profile



*General primary &
secondary education*



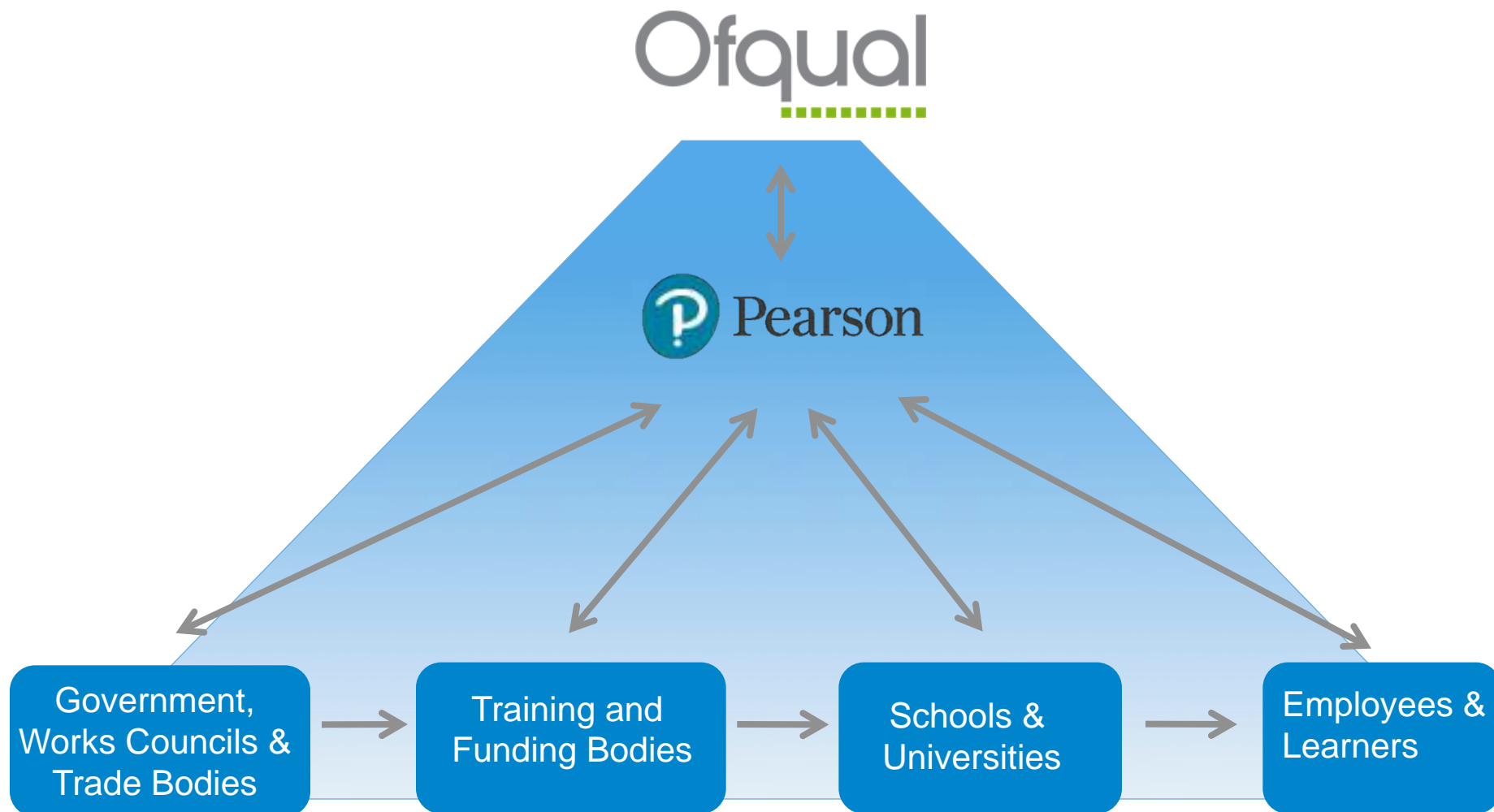
*Technical & professional
education*



*Language, business,
finance & accounting*



Language assessment



Core curriculum requirements

- International GCSE was externally approved by the WCQ international Expert Panel



Content and assessment
are demanding,
meaningful and meet
needs of end users

Demanding

Rigorous

Design of assessments
ensures confidence in
grades

World Class
Qualifications

Accessible
to all its target students

Inclusive

Empowering

Provides students
with knowledge and
skills to progress
successfully



World Class Qualifications in Edexcel International GCSEs



HE educators consulted to
ensure progression and
relevance

Reviewed by EAL specialist:
Accessibility for
international students
Benchmarked to CEFR

Culturally sensitive
and promote a
global outlook

Online subject expert
panels
End-users help shape
design and development

Quality marking systems:
Accurate and reliable
results



Transferable Skills Framework

- **Skills framework adapted** to support design of new qualifications
- Ensure learners acquire skills needed **to access Higher Education and fulfilling careers** – alongside subject specific knowledge, skills and understanding
- **Built into qualifications and supporting resources** from Pearson



Cognitive skills

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

Critical Thinking, Problem Solving, Analysis, Decision-making, Creativity



Intrapersonal Skills

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

Adaptability, Continuous Learning, Intellectual Curiosity, Work Ethics, Self-Evaluation



Interpersonal Skills

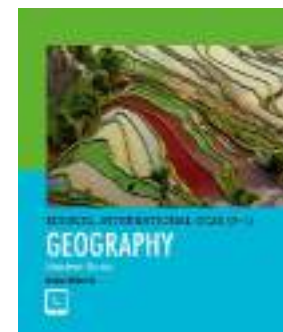
Life skills used every day to communicate and interact with others, individually and in groups.

Teamwork & Collaboration, Communication, Negotiation, Empathy, Leadership



Pearson Coursebooks for International GCSE

- Maths A (2 books)
- Further Pure Maths
- English Language
- English Literature
- English as a Second Language
- History (11 titles)
- Geography
- Biology
- Human Biology
- Chemistry
- Physics
- Double Award Science
- Information & Comms Technology (ICT)
- Accounting
- Business
- Economics



Transferable skills in our resources

92 PAPER 1 POETRY ANTHOLOGY

ACTIVITY 1 A02 SKILLS ANALYSIS, CREATIVITY, COLLABORATION

ANALYSING LANGUAGE

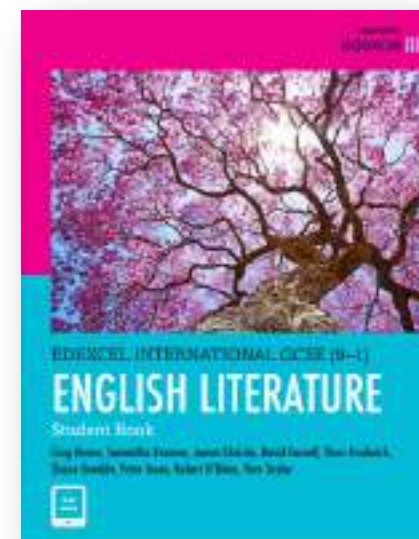
Work with a partner and select key phrases from the poem, adding them to the table. These may:

- show how Dharker portrays the scene
- focus on features of the descriptive language used and its effect in creating vivid imagery
- pick out the effect of words that seem striking or unusual, and of words that convey Dharker's ideas.

LANGUAGE	COMMENT ON MEANING/EFFECT
'There never is enough water.'	This bold statement acts to label water as precious. The use of punctuation enforces this.
'silver crabbles to the ground'	This image of liquid metal is vivid, portraying the water as something valuable and beautiful.

LINKS WITH OTHER POEMS

This poem is about poverty. In the last stanza it also focuses on the importance and experience of children and in particular on children who are suffering. 'Blessing' is also a very sensual poem, focusing extensively on the significance of vivid experiences of sight, sound and touch. In addition, 'Blessing' is a poem that makes something that might not seem very important at first (for example, a water pipe bursting) seem very significant and beautiful. All of these features provide strong potential links with other poems.



EXAM-STYLE QUESTIONS

A02**A03****SKILLS**

ANALYSIS, DECISION MAKING, INNOVATION

SKILLS

ANALYSIS, DECISION MAKING, INNOVATION

1 Re-read 'Blessing' and 'The Tyger'.

Explore how religion is presented in 'Blessing' and 'The Tyger'. You should make reference to language, form and structure.

Support your answer with examples from the poems.

(30 marks)

2 Re-read 'Blessing'.

How do the poets present sense experience, such as sound, sight, touch and smell, in 'Blessing' and one other poem from the Anthology?

You should make reference to language, form and structure.

Support your answer with examples from the poems.

(30 marks)

International appropriateness

Worked with the World Class Qualifications Design panel to **ensure qualifications are inclusive.**

Content of exams and resources tested for:

- **global awareness**
- **cultural sensitivities**
- **linguistic transparency**

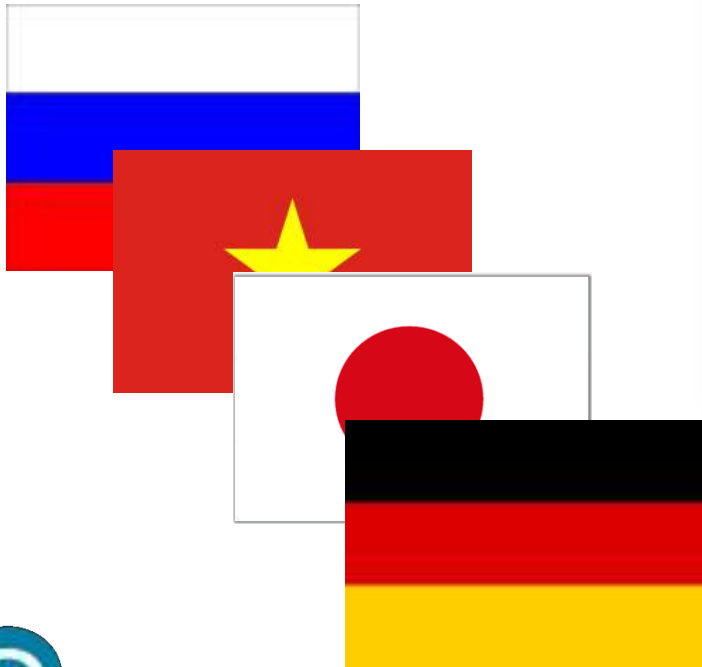
Require B2 level of expression. Marking focuses on:

- **subject knowledge and transferable skills**
- **NOT perfect grammar and spelling**



History

Anglo-centric topics replaced with **internationally diverse** topics.



Students must study **one** historical investigation from the following.

A1 The origins and course of the First World War, 1905–18

A2 Russia and the Soviet Union, 1905–24

A3 The USA, 1918–41

A4 The Vietnam Conflict, 1945–75

A5 East Germany, 1958–90

Students must study **one** breadth study in change from the following.

B1 America: from new nation to divided union, 1783–1877

B2 Changes in medicine, c1848–c1948

B3 Japan in transformation, 1853–1945

B4 China: conflict, crisis and change, 1900–89

B5 The changing role of international organisations: the league and the UN, 1919–c2011

B6 The changing nature of warfare and international conflict, 1919–2011

B7 The Middle East: conflict, crisis and change, 1917–2012

Geography

There are now enough different **fieldwork options** so wherever they are in the world, learners can access a fieldwork trip.



International examples & currencies

When illustrating mathematical concepts, **examples and currencies** are taken from all over the world.

UNIT 6 NUMBER 4 345

INVERSE PERCENTAGES

Inverse operations can be used to find an original amount after a percentage increase or decrease. If a distance of a run is increased by 10%, and its new value is 495m, finding the original value is needed.

EXAMPLE 1

PROBLEM
A house in Portugal is sold for €120,000, giving a profit of 10%. Find the original price that the owner paid for the house.

Let € x be the original price.

$x \times 1.10 = 120\,000$ (selling price after a 10% increase)

$$x = \frac{120\,000}{1.10}$$

$$x = €109\,090.91$$


EXAMPLE 2

PROBLEM
An ancient Japanese book is sold for ¥40,000 (yen), giving a loss of 10%. Find the original price that the owner paid for the book.

Let ¥ x be the original price.

$x \times 0.90 = 36\,000$ (selling price after a 10% decrease)

$$x = \frac{36\,000}{0.90}$$

$$x = ¥40\,000$$



EAL support in the resources

Examples from English Literature

General vocabulary is glossed in the margin at the point where it appears.

Phrases from the texts are explained in the margin at the point where they appear.

06 PAPER 1 POETRY ANTHOLOGY

'SONNET 116'
WILLIAM SHAKESPEARE

BACKGROUND AND CONTEXT
William Shakespeare was born in Stratford-upon-Avon in 1564 and died in 1616. He is Britain's most famous playwright and his plays are still performed all over the world, having been translated into many languages. Not so many people know his poems, which included 154 sonnets. *The Sonnets* are poems on the theme of love and some are written to particular people, such as the mysterious 'dark lady'. 'Sonnet 116' is one of the most popular of all the sonnets, because the ideas are thought by many people to show the strength of true love.

GENERAL VOCABULARY
bark: an old word for boat
doom: the end of time

Let me not to the marriage of true minds
Admit impediments; love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.
O no, it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

Let me not to the marriage of true minds (1) The narrator is both thinking of marriage itself and also of two minds joined together in love.

love is not love (2) Repetition is used throughout to emphasise and develop ideas and themes.

ever-fixed mark (5) A light or visible object to guide ships.


It is the star to every wandering bark (7) Words linked to sea travel develop a nautical metaphor for love.

sickle's compass come (10) Alliteration emphasises the language choice.

I never writ, nor no man ever loved (14) Negative words are used throughout to demonstrate the strength of his beliefs.

► According to 'Sonnet 116', people may change but love does not.

5
10



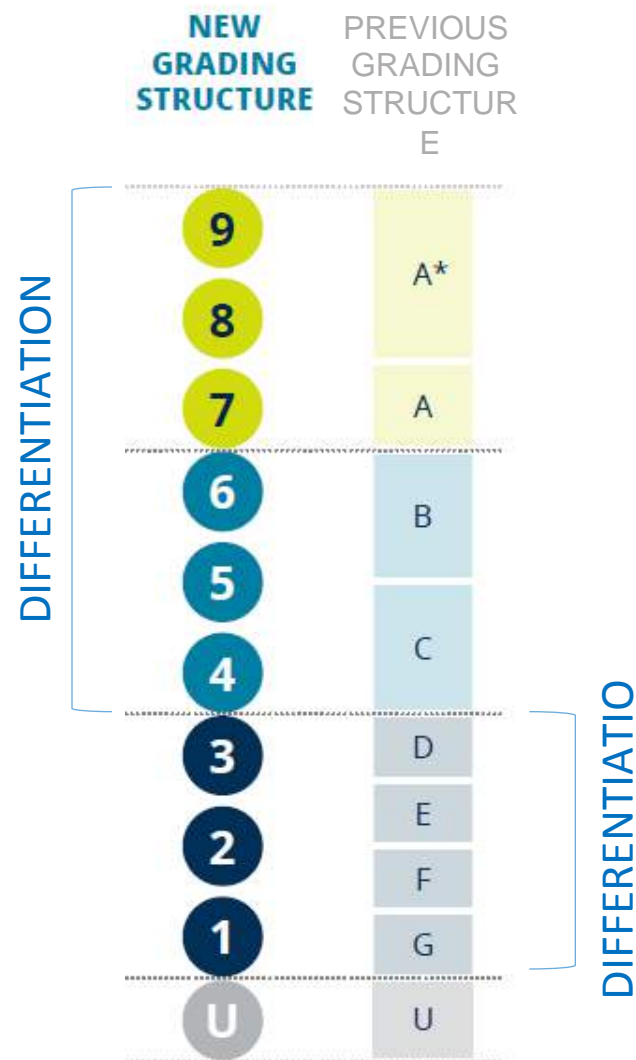
9-1: an improved grading scale in English education

Grade 9 represents a new level of attainment to differentiate **top performing students**

Greater differentiation in the middle of the range of grades, with old grades 4, 5 and 6 being equivalent to the old grade B and C

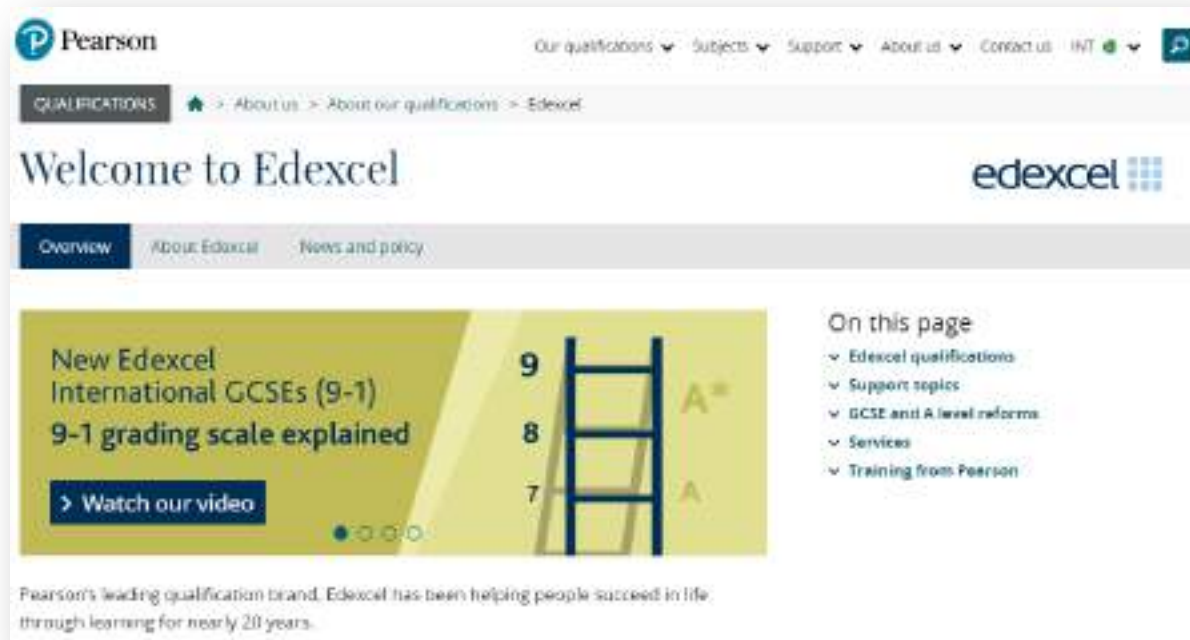
More information about students' attainment to help progression into HE.

Using the same scale for Pearson Edexcel GCSE and International GCSE for **allows clear comparison with English standards**, unlike the A*-G scale.



Edexcel resources and support

For resources, support, guidance, go to: qualifications.pearson.com/



The screenshot shows the Pearson Edexcel website. At the top is the Pearson logo and a navigation menu with links: 'Our qualifications', 'Subjects', 'Support', 'About us', 'Contact us', 'INT', and a search icon. Below the navigation bar is a breadcrumb trail: 'QUALIFICATIONS' > 'About us' > 'About our qualifications' > 'Edexcel'. The main heading is 'Welcome to Edexcel' with the Edexcel logo to the right. Below this is a sub-navigation bar with 'Overview', 'About Edexcel', and 'News and policy'. The main content area features a large banner for 'New Edexcel International GCSEs (9-1) 9-1 grading scale explained' with a 'Watch our video' button. To the right of the banner is a graphic of a ladder with rungs labeled 7, 8, and 9, and grades A and A* on the right side. Below the banner is a paragraph: 'Pearson's leading qualification brand, Edexcel has been helping people succeed in life through learning for nearly 20 years.' On the right side of the page, there is a 'On this page' section with a list of links: 'Edexcel qualifications', 'Support topics', 'GCSE and A level reforms', 'Services', and 'Training from Pearson'.



Support Overview

Support across the curriculum

Getting Started
Guide &
Schemes of
Work

“Getting Ready
to Teach”
training

Transferable
Skills subject
guides

Subject Advisor

Results Plus
analysis service

Access to
students’
completed
scripts

Additional support for selected subjects

Curriculum
Matched
Publishing

Lesson plans

Exemplar
Marked
Responses

Topic booklets
& Subject
guides

Sample
Assessments

Exam Wizard
question bank



Subject advisors and online communities

Art, Design and Media

Subject Advisor:
Susan Young

T: +44 (0)20 7010 2181

E: TeachingArtandDesign@pearson.com

E: TeachingMedia@pearson.com



Business and Economics

Subject Advisor:
Colin Leith

T: + 44 (0)20 7010 2182

E: TeachingBusiness@pearson.com

E: TeachingEconomics@pearson.com



Computer Science and ICT

Subject Advisor:
Tim Brady

T: +44 (0)20 7010 2161

E: TeachingICT@pearson.com

E: TeachingComputerScience@pearson.com



Drama, Theatre Studies and Performing Arts

Subject Advisor:
Paul Webster

T: +44 (0) 20 7010 2189

E: TeachingPerformingArts@pearson.com



English

Subject Advisor:
Clare Haviland

T: +44 (0)20 7010 2183

E: TeachingEnglish@pearson.com



Geography, Travel and Tourism

Subject Advisor:
Jon Wolton

T: +44 (0)20 7010 2185

E: TeachingGeography@pearson.com



History

Subject Advisor:
Mark Battye

T: +44 (0)20 7010 2186

E: TeachingHistory@pearson.com



Languages

Subject Advisor:
Alistair Drewery

T: +44 (0)20 7010 2187

E: TeachingLanguages@pearson.com



Mathematics and Statistics

Subject Advisor:
Graham Cumming

T: + 44 (0)20 7010 2174

E: TeachingMaths@pearson.com



Physical Education and Sport

Subject Advisor:
Penny Lewis

T: +44 (0)20 7010 2188

E: TeachingPEandSport@pearson.com



Psychology and Science

Subject Advisor:
Stephen Nugus

T: +44 (0)20 7010 2190

E: TeachingScience@pearson.com



You can sign up to receive emails from your **Subject Advisor** and be kept up to date with the latest subject news, resources and training.

Sign up for subject advisor emails

Exemplar Marked Responses

- Exemplars of **marked student responses** from new Sample Assessment Materials for English, Maths and Science.
- **Support understanding** of how the mark scheme is applied.
- Variety of student ability is shown, helping demonstrate how highest marks for a question can be achieved.

1. The cost of an adult ticket to a zoo is \$13.50.
A teacher buys 4 adult tickets and 24 pupil tickets.
The total cost of the tickets is \$270.

Work out the cost, in dollars (\$), of a ticket for one pupil.

$$\begin{array}{r} 1 \overline{) 13.50} \\ \underline{4} \\ 54 \end{array}$$

$$270 - 54 =$$

\$ 216.....

(Total for Question 1 is 3 marks)

1/3

Examiner Comments

1st line: M1

2nd line: nothing yet as per mark scheme (has not divided by 24 nor completed the subtraction).

Incorrect answer: M0 (Dep) A0

ResultsPlus

- Online **results analysis tool** to analyse individual student performance in Edexcel exams
- Feed in mock exam results and **evaluate** where the student needs further support
- **Review** actual student exam performance, question by question, to provide guidance and inform teaching strategies and approach
- **Compare** your school's results with Italy and the global Edexcel cohort



Free access to student scripts

- Download copies of any student's **completed exam script**
- Use alongside *Results Plus* to **analyse** students' exam performance
- **Inform** subsequent learning and teaching programmes
- **Evaluate** potential value of a re-marking appeal



Exam centre costs



• Centre application fee	395€
• Teacher-training per head	FREE*
• Annual centre registration fee	FREE
• Student Books (whole syllabus)	30€
• International GCSE exam entry	51€
• Minimum annual invoicing	2850€**

*For web-based seminars

**From third year as a centre



Challenges facing prospective new centres

Linguistic



- Students need to attain at least B2 language level
- Teachers can deliver content at B2+
- Individual, team teaching or external specialist?



Challenges facing prospective new centres

Organisational



- Choice of most suitable subjects
- External teacher availability
- Institutional approvals
- Timetabling (200+ hours over 2-3 years)
- Publicity and recruitment
- *Alternanza Scuola Lavoro*
- Exam Officer duties



Challenges facing prospective new centres

Methodological



- New syllabus correspondences
- New methods and techniques
- New ideas and perspectives
- New marking schemes and examiner expectations



Challenges facing prospective new centres

Financial



- Costs of safe storage
- Additional teaching costs
- Potential recruitment costs



Success is achievable!

Lessons from user experience:

1. Build a strong project team: stakeholder commitment is key!
2. Take your time: don't rush the planning and implementation phases
3. The initial steep learning curve pays off in terms of student results, parent appreciation and the school's reputation
4. Use Edexcel's support network and resources



International GCSEs





ALWAYS LEARNING

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