

In-Service Teacher Training

Assessment in IGCSE
English as a Second Language (E2L) 0510

Outline of Training Pack

SESSION No.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
	Background preparation	<i>CIE PowerPoint presentation for Assessment in IGCSE English as a Second Language (E2L) 0510</i>	<ul style="list-style-type: none"> • Equipment for giving a PowerPoint presentation. • Copies of the current syllabus • Handouts of the PowerPoint presentation for delegates to annotate • CD player

Session 1	Open the session Introductory slide	Slide 1 Assessment in IGCSE English as a Second Language 0510 Session 1	
Session 1	Introduce yourself and explain the background and aims of the training	Slide 2 Introductions; Background; Aim of Training	
Session 1	Explain that Session 1 focuses on: Formative assessment <ul style="list-style-type: none"> • Syllabus aims • Assessment objectives • The Scheme of Assessment 	Slide 3 Outline of Session 1	
Session 1	Aims of the syllabus Slide 4 explains that the aims of the E2L syllabus include: <ul style="list-style-type: none"> • The type of English being promoted • Reasons for learning this type of English • The nature of language learning 	Slide 4 Aims of the syllabus	Copies of the current syllabus
Session 1	Structure of the syllabus Slide 5 lists the assessment objectives and considers their role in E2L. Slide 6 explains the assessment objectives in more detail Slides 7 and 8 show the Scheme of Assessment and highlight that Reading and Writing are tested in an integrated paper; Listening is tested in a separate paper and Speaking is tested independently – as an Oral Test, or as Coursework.	Slide 5 Assessment objectives (1) Slide 6 Assessment objectives (2) Slide 7 IGCSE E2L Scheme of assessment: Reading, Writing, Listening Slide 8 IGCSE E2L Scheme of assessment:	Copies of the current syllabus

		Speaking	
Session 1	Formative assessment Slides 9-14 focus on formative assessment, and its role in improving student performance. Slides 9 and 10 consider several views about (and definitions of) formative assessment by teachers – these can be used to open up discussion. In considering definitions of formative assessment it is hoped that delegates will reflect on the role of ongoing assessment in their own learning environment Slide 11 clarifies what formative assessment is Slide 12 summarises ways of formatively assessing students' progress Slides 13 and 14 provide some suggestions of how to implement formative assessment. Delegates can reflect and comment on these, and add some of their own	Slide 9 What is formative assessment? (1) Slide 10 What is formative assessment? (2) Slide 11 Formative assessment is... Slide 12 Formative assessment: ways of assessing progress Slide 13 Formative assessment methods (1) Slide 14 Formative assessment methods (2)	
Session 1	Closing Comments	Slide 15	

Session 2	Open the session Introductory slide	Slide 1 Assessment in IGCSE English as a Second Language 0510 Session 2	
Session 2	Introduce yourself and explain the background and aims of the training	Slide 2 Introductions; Background; Aim of Training	
Session 2	Explain that Session 2 focuses on: Summative assessment, by looking at: <ul style="list-style-type: none"> • The construction of question papers and mark schemes • Analysis of question papers • Grade descriptions • Recent candidate scripts • Creating suitable summative exercises and mark schemes 	Slide 3 Session 2 looks at: Summative assessment	

Session 2	Summative assessment In contrast to formative assessment, some ideas about summative assessment are given for the group to mull over, finishing with why it's important for teachers to have a precise grasp of summative assessment	Slide 4 What is summative assessment?	
Session 2	How question papers are set Slide 5 provides a brief overview of factors affecting question paper setting to inform delegates	Slide 5 How question papers are set	
Session 2	Reading and Writing Slides 6-9 detail each of the main sections of the question papers – covering the main skills. The notes for each slide offer advice and hints for teachers so that they know exactly what Examiners are looking for The extent to which teachers go through each paper will depend on the trainer and how much time is available. Four papers are provided – two at Core level and two at Extended level. A trainer may wish to use only one paper at each level to illustrate the format/content of the papers. Trainers will also need to refer to the corresponding mark scheme. The trainer may also decide to omit repeated (i.e. similar) exercises from a paper to save time	Slide 6 Question papers (1): Reading. Locating specific information Slide 7 Question papers (2): Reading – Locating more detailed information Slide 8 Question papers (3): Reading and writing as an integrated skill Slide 9 Question papers (4): Reading and writing – writing a summary	Copies of the current syllabus Examination Papers 0510 01 and 0510 02 for June 2006. Corresponding mark schemes: <i>Exercise 1</i> <i>Exercise 2</i> <i>Exercise 4</i> <i>Exercise 3</i> <i>Exercise 5</i>
Session 2	Writing Slides 10 and 11 considers Part 3 of the Reading and Writing papers – which invite candidates to produce two or three pieces of extended writing	Slide 10 Question papers (5): Extended writing – Descriptive/personal writing Slide 11 Question papers (6): Extended writing – Using language for a specific purpose	Examination Papers 0510 01 and 0510 02 for June 2006. Corresponding mark schemes, including the full set of grade descriptions for Extended Writing. <i>Exercise 6 Exercise 7</i>
Session 2	Listening Again, two papers at each level are provided. As these are relatively short papers, the trainer may have the time to look at all of the sections. However, there are similar	Slide 12 Question papers (7): Listening for specific information in short statements	Examination Papers 0510 03 0510 04 for June 2006, including the audio CDs

	sections and, if time is an issue, key exercises need only be used.	Slide 13 Question papers (8): Listening to longer conversations/interviews/talks	Corresponding mark schemes
Session 2	<p>Speaking Slides 14-16 summarise the Oral component(s). Trainers who wish to cover Speaking in more detail can obtain a standardisation/accreditation audio (or video). However, this will probably take around half a day to complete.</p> <p>Teachers who wish to become Examiners will need to be accredited – this can be achieved through consideration of the audio/video mentioned above, by means of Distance Training.</p>	<p>Slide 14 Question papers (9): Speaking – the Oral Test</p> <p>Slide 15 Question papers (10): Coursework</p> <p>Slide 16 The Oral Assessment criteria</p>	<p>Copies of the current syllabus Examination Paper 0510 05 as a sample of the types of Topic Cards which are set</p> <p>The Oral Assessment Criteria are printed on a separate page in the syllabus</p>
Session 2	<p>Grade descriptions Slides 17-21 look at grade descriptions and marking criteria Slide 17 clarifies why grade descriptions are useful</p> <p>Slides 18-21 look at extracts from extended writing criteria. Teachers are usually very interested in the assessment of this part of the course, and particularly interested in differentiating writing skill/ability. Discussion of these slides should enable teachers to explore aspects of extended/essay writing. Resulting discussion could be used to inform teaching methods/practice/ideas.</p>	<p>Slide 17 Grade descriptions: Why have grade descriptions?</p> <p>Slide 18 Extended Writing criteria (1): extracts from Mark Band 8-9</p> <p>Slide 19 Extended Writing criteria (2): extracts from Mark Band 4-5</p> <p>Slide 20 Extended Writing criteria (3): extracts from Mark Band 2-3</p> <p>Slide 21 Extended Writing criteria (4): extracts of Mark Band 0-1</p>	
Session 3	Closing Comments	Slide 22	

Session 3	Open the session Introductory slide	Slide 1 Assessment in IGCSE English as a Second Language 0510 Session 3	
Session 3	Introduce yourself and explain the background and	Slide 2	

	aims of the training	Introductions; Background; Aim of Training	
Session 3	Explain that Session 3 focuses on: <ul style="list-style-type: none"> • Mark schemes as a resource • Principal Examiners' Reports • Recommended books • Other resources • Learners and their needs 	Slide 3 Session 3 looks at:	
Session 3	Mark schemes as a resource Slide 4 outlines how mark schemes can be used as a resource Slide 5 explains how mark schemes should be used in conjunction with Principal Examiners' Reports	Slide 4 Using mark schemes as a resource Slide 5 Mark schemes and Principal Examiners' Reports	
Session 3	How to use the Principal Examiners' Reports as a resource Slides 6-13 look at specific comments (as guidance) which the training group may wish to comment/feedback upon	Slide 6 Principal Examiners' Reports Slide 7 Some areas covered in Principal Examiners' Reports Slide 8 Principal Examiners' Reports: Extracts from the Report on Reading and Writing papers Slide 9 Principal Examiners' Reports: Extracts from the Report on Reading and Writing papers (2) Slide 10 Principal Examiners' Reports: Extracts from the Report on the Listening papers Slide 11 Principal Examiners' Reports: Extracts from the Report on the Listening papers (2)	Principal Examiners' Reports on all six components for June 2006

		<p>Slide 12 Principal Examiners' Reports: Extracts from the Report on the Speaking component</p> <p>Slide 13 Principal Examiners' Reports: Extracts from the Report on the Speaking component (2)</p>	
Session 3	<p>Using additional resources Slide 14 provides a list of the current commonly used (dedicated) texts used by many teachers to teach this course</p> <p>Other resources Slide 15 covers CDs available, including one which has been produced to support the teaching of Listening skills. It may be useful to mention that CIE regularly offers online training courses in IGCSE E2L (and other subjects)</p> <p>Using the Internet as a resource There are many useful sites – these are just a few which are particularly good. Explain that information-based sites can be used as material for reading comprehension</p>	<p>Slide 14 Books/Texts (1)</p> <p>Slide 15 Other resources and support material</p> <p>Slide 16 The Internet – some useful websites</p>	<p>It may be useful to have accessed the CIE main website for up-to-date information on recommended texts</p> <p>A live link to the Internet would enhance this segment of the training</p>
	<p>CIE Teacher Support site as a resource You may want to omit this slide if your Centre does not have access to the Support Site. If your Centre has access to this, you could offer a short tour of the site's contents</p>	<p>Slide 17 CIE Teacher Support Site</p> <p>Slide 18 CIE Teacher Support Site (2)</p>	
Session 3	<p>Conclusion To bring the training to an end, you might like to use slides 19 and 20 for reflection</p> <p>The final activity should leave the training group in reflective mode</p>	<p>Slide 19 The learners: time for reflection</p> <p>Slide 20 Your teaching</p>	
Session 3	Thanks for participating in the training		

and summing up of training	Slide 22 thanks delegates for their interest and invites feedback via CIE Answer any questions before closing the session	Slide 21 Summing up Thanks to delegates	
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