In-Service Teacher Training

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

Outline of Training Pack

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

SESSION NO.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
	Background preparation	*CIE PowerPoint presentation for Assessment in IGCSE English as a Second Language (E2L) 0510*	• *Equipment for giving a PowerPoint presentation.* • *Copies of the current syllabus* • *Handouts of the PowerPoint presentation for delegates to annotate* • *Tape recorder*

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** • 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: • 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	**Slide 5** Assessment objectives (1) **Slide 6** Assessment objectives (2) **Slide 7** IGCSE E2L Scheme of assessment:	Copies of the current syllabus

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	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.	Reading, Writing, Listening **Slide 8** IGCSE E2L Scheme of assessment: Speaking	
Session 1 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 No.	DESCRIPTION OF SESSION	POWERPOINT SLIDES	OTHER RESOURCES REQUIRED
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:** • 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:	
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	**Slide 6** Question papers (1): Reading. Locating specific information **Slide 7** Question papers (2): Reading – Locating more detailed information	Copies of the current syllabus Examination Papers 0510 01 (Core) and 0510 02 (Extended) for November 2003. Corresponding mark schemes *Part 1: Exercise 1* *Part 1: Exercise 2* *Part 1: Exercise 3* *Part 2: Exercise 1*

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	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 8** Question papers (3): Reading and writing as an integrated skill **Slide 9** Reading and writing – writing a summary	*Part 2: Exercise 3* *Part 2: Exercise 2*
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 (Core) and 0510 02 (Extended) for November 2003 Corresponding mark schemes, including the full set of grade descriptions for Extended Writing
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 sections and, if time is an issue, key exercises need only be used.	**Slide 12** Question papers (7): Listening for specific information in short statements **Slide 13** Question papers (8): Listening to longer conversations/interviews	Examination Papers 0510 03 (Core) and 0510 04 (Extended) for November 2003, including the audio (examination) cassettes Corresponding mark schemes
Session 2	**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. 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.	**Slide 14** Question papers (9): Speaking – the Oral Test **Slide 15** Question papers (10): Coursework **Slide 16** The Oral Assessment criteria	Copies of the current syllabus Examination Paper 0510 05 – as a sample of the types of Topic Cards which are set The Oral Assessment Criteria are printed on a separate page in the syllabus
Session 2	**Grade descriptions** Slides 17-21 look at grade descriptions	**Slide 17** Grade descriptions (1): Why have	

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	Slide 17 clarifies why grade descriptions are useful Slides 18-21 look at extracts from grade descriptions for grades A to E. 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.	grade descriptions? **Slide 18** Grade descriptions (2): Extended Writing criteria – extracts of Grade A **Slide 19** Grade descriptions (3): Extended Writing criteria – extracts of Grade C **Slide 20** Grade descriptions (4): Extended Writing criteria – extracts of Grade D **Slide 21** Grade descriptions (5): Extended Writing criteria - extracts of Grade E	
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 aims of the training**	**Slide 2** Introductions; Background; Aim of Training	
Session 3	**Explain that Session 3 focuses on:** • Mark schemes as a resource • Principal Examiners' Reports • Recommended books • Other resources • Learners and their needs	**Slide 3** Sessions 3 looks at:	

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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 paper **Slide 9** Principal Examiners' Reports: Extracts from the Report on Reading and Writing paper (2) **Slide 10** Principal Examiners' Reports: Extracts from the Report on the Listening paper **Slide 11** Principal Examiners' Reports: Extracts from the Report on the Listening paper (2) **Slide 12** Principal Examiners' Reports: Extracts from the Report on the Speaking paper	Principal Examiners' Reports on all six components for November 2003

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		Slide 13 Principal Examiners' Reports: Extracts from the Report on the Speaking paper (2)	
Session 3	**Using additional resources** Slides 14 and 15 provide a list of the current commonly used (dedicated) texts used by many teachers to teach this course Includes a skills-based text aimed at teachers – extracts of this could be used in a training workshop to illustrate/explore suitable teaching approaches **Other resources** Slide 16 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) **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	**Slide 14** Books/Texts (1) **Slide 15** Books/Texts (2) **Slide 16** Other resources and support material **Slide 17** The Internet – some useful websites	It may be useful to have accessed the CIE main website for up-to-date information on recommended texts A live link to the Internet would enhance this segment of the training
	The 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	**Slide 18** The CIE Teacher Support Site **Slide 19** The CIE Teacher Support Site (2)	
Session 3	**Conclusion** To bring the training to an end, you might like to use	**Slide 20** The learners: time for reflection	

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	slides 20 and 21 for reflection The final activity should leave the training group in reflective mode	**Slide 21** Your teaching	
Session 3 and summing up of training	**Thanks for participating in the training** Slide 22 thanks delegates for their interest and invites feedback via CIE Answer any questions before closing the session	**Slide 22** Summing up Thanks to delegates	