

OXFORD

INTERNATIONAL  
AQA EXAMINATIONS

# INTERNATIONAL GCSE ENGLISH AS A SECOND LANGUAGE

(9280)

OUTLINE SCHEME OF WORK

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For teaching from September 2017

For International GCSE exams from May/June  
2018 onwards

Our specification is published on our website ([oxfordaqaexams.org.uk](http://oxfordaqaexams.org.uk)). We will let centres know in writing about any changes to the specification. We will also publish changes on our website. The definitive version of our specification will always be the one on our website; this may differ from printed versions.

# INTRODUCTION

This *Scheme of work* is intended to offer teachers a structure through which to teach the International GCSE in English as a Second Language (9280) over a two year course. It is not the only way the subject could be taught. Teachers may use or amend it according to the needs of their particular students and institution.

In order to be understood fully, the *Scheme of work* should be used alongside the specification itself, the *Teaching guidance* and the specimen assessments materials.

Specification at a glance:

International GCSE English as a Second Language	
<p><b>Writing</b></p> <p>Communicating effectively in writing for a variety of purposes.</p> <p><b>Written exam: 1 hour 15 minutes: 60 marks</b></p> <p>30% of International GCSE assessment</p> <p>There are four tasks which increase in level of challenge, as do the marks awarded. The first three tasks will be based on one of the themes named in the Subject content. The final task will allow students to draw on their study in one or more of the named themes.</p>	<p><b>Listening</b></p> <p>Understanding and responding to different types of spoken language.</p> <p><b>Written exam: 45 minutes: 40 marks</b></p> <p>20% of International GCSE assessment</p> <p>Students will be asked to listen to and answer questions on a range of spoken texts (each exam includes 5 minutes reading time of the question paper before the listening stimulus is played.)</p>
<p><b>Reading</b></p> <p>Understanding and responding to different types of written language.</p> <p><b>Written exam: 1 hour 15 minutes 60 marks</b></p> <p>30% of International GCSE assessment.</p> <p>Short answer questions and multiple choice questions in response to written passages.</p> <p>A variety of texts of types as lengths. Final text will always be non-literary fiction.</p>	<p><b>Speaking</b></p> <p>Communicating and interacting effectively in speech for a variety of purposes.</p> <p><b>Non-exam assessment: 10 minutes + preparation time 40 marks</b></p> <p>20% of International GCSE assessment.</p> <ul style="list-style-type: none"> <li>• Photo card – 15 marks (3–4 minutes).</li> <li>• General conversation – 25 marks (–7 minutes).</li> <li>• Audio recorded by teacher and marked by examiner.</li> </ul>

The teaching and learning of English should be approached holistically, with writing, reading, listening and speaking regarded as interdependent elements of the subject. Although this scheme of work gives key focuses for each segment of the year, opportunities for speaking, listening and discussion skills should be taken as they arise.

Although periods for mock exams are specified, on-going and more formal assessment is at the discretion of the teacher. No specific teaching methodology is favoured.

## YEAR 1

TERM 1	
Introduction to GCSE English as a Second Language	
Suggested teaching and learning focus	Link to assessment
<p>Introduction to <b>all components</b></p> <ul style="list-style-type: none"> <li>• Introductory work on speaking activities linked to themes in subject content.</li> <li>• Pair/group discussions about topics connected with family and friends: students to share straightforward accounts of relationships and experiences of home town life.</li> <li>• Introductory reading activity eg exploring content of current film or TV reviews in print form, picking out opinions and key points.</li> <li>• Students to view/listen to broadcast film or TV review aiming to pick out opinions and key points.</li> <li>• Pair/group view of familiar TV show followed by teacher-led discussion of facts and opinions.</li> <li>• Initial writing activity: students to write a straightforward account of a TV show giving facts only.</li> </ul>	<p>Paper 4 Speaking</p> <p>Paper 2 Reading</p> <p>Paper 3 Listening</p> <p>Paper 1 Writing</p>
<p><b>Focus on Reading:</b></p> <ul style="list-style-type: none"> <li>• Exploration of short texts, eg emails, notes, brief letters – students to pick out key details, purposes and main points.</li> <li>• Practising scanning techniques – students to locate specific details such as times, dates, names in straightforward texts such as timetables.</li> <li>• Exploring main points – looking at the wider ideas and intentions of paragraphs eg the function of opening paragraphs in longer emails and notes.</li> <li>• Exploring purposes – students to collect a series of short texts such as adverts, information leaflets and booklets and identifying the purposes of such texts.</li> </ul>	<p>Paper 2 Reading</p>

**TERM 2****Writing and Reading Skills****Suggested teaching and learning focus****Link to assessment**Developing **writing, listening and speaking** skills

- Using a series of pictures – eg coastlines, cityscapes, people – students to discuss picture content and practise writing simple sentences which explain/describe key aspects of the picture.
- Focus on extending sentences, adding detail and information while maintaining accuracy in terms of spelling, punctuation and grammar. Redrafting to be encouraged for developmental purposes.
- Learning about text types – students to collect and analyse the features of straightforward information/explanation texts such as letters, aiming to identify conventions such as greetings, paragraph structures and level of formality.
- Listening and Speaking practice – students to take a current event in their school/region, eg a sporting event, and discuss ways it could be publicised to a given audience.
- Writing practice – write a letter informing their readership about the event discussed above. Teaching should be focused on tone, formality, word choice, how to convey key information and accuracy.
- Post-writing activities listening and speaking activities could focus on peer review of writing and assessment before redrafting.
- Further writing activities, if time allows could include the production of short texts for information leaflets, party invitations and diary entries.

Paper 1 Writing

Paper 4 Speaking

**TERM 2****Writing and Reading Skills****Suggested teaching and learning focus****Link to assessment**

Developing reading skills

- Initial focus on short texts such as brief personal letters, short information texts and emails before moving on to longer texts.
- Refining scanning and skimming techniques – students to practise information retrieval and location skills such as identifying key pieces of information in more detailed texts.
- Exploring information and explanation texts – students to look at the ways in which writers convey information and details in eg health leaflets, magazine articles.
- Understanding text structures – looking at the wider organisation of key text types such as advertising leaflets, brochures, articles. Focus should be on purposes and how language reflects the intended audience.
- Developing inferential skills – students to refine ability to ‘read between the lines’ by looking at implication and suggestion in texts such as reviews and personal correspondence.

Paper 2 Reading

**TERM 3****Writing and reading skills****Suggested teaching and learning focus****Link to assessment**Developing **listening and speaking** skills

- Exposure to a range of straightforward spoken material, such as radio interviews, brief speeches, monologues, podcasts, with the initial focus being on extraction of key details and information.
- Practise of 'gap-fill' exercises where students listen to recorded or spoken information and locate and note down details.
- Introduction to more demanding spoken texts such as travelogues where the student is required to listen carefully to grasp opinion and implied meaning.
- Students to work on 'photocard' element of **speaking** exam, practising skills of explanation and description.
- General conversation skills – an opportunity to practise discussing ideas arising from key themes eg plans for future study and employment, sporting interests, environmental issues.
- Question practice – students to focus on their ability to respond to anticipated and unexpected questions, sustain their turn and justify opinion while maintaining accuracy of pronunciation.

Paper 3 Listening

Paper 4 Speaking

Revision of **writing, reading, listening and speaking** skills, followed by assessments (mock exams) appropriate to the skills covered so far. It may be that centres wish to create their own papers and use the sample materials for later in the course.

Papers 1,2,3 and 4

## YEAR 2

TERM 1	
Speaking and reading	
Suggested teaching and learning focus	Link to assessment
<p>Further <b>speaking</b> practice</p> <ul style="list-style-type: none"> <li>Using Sample Materials, students to practise their skills with the 'photocard' task. Initial study should be on the types of question tackled in the first two bullets which require explanatory and description skills.</li> <li>Refinement of justification skills – students to practise the ways in which they give and support opinions using the types of question in the third bullet of the 'photo card' tasks. Some teaching around the grammatical structures for justifying opinions may be needed.</li> <li>Using sample materials, students to practise skills of general conversation around themes in the subject content e.g. social media, friendships, careers etc.</li> <li>Refinement of response skills, eg answering questions in a sustained manner, communicating clearly when responding to unexpected questions.</li> </ul>	Paper 4 Speaking
<p>Developing <b>reading</b> skills</p> <ul style="list-style-type: none"> <li>Introduction of more demanding reading texts – those which are not necessarily longer, but more complex in terms of topic, content and language level eg opinion articles. Initially, students should work on comprehension of surface details but with an increasing focus on close reading and inferential skills.</li> <li>Exploration of non-literary fiction. The skills practised so far will be refined here, but at first, exposure to the genre and its conventions will be necessary. Reading and discussion of travel writing, diary entries, newspaper articles, accounts should be undertaken, with the focus on reading resilience, using glossaries where given etc.</li> </ul> <p>Using sample materials, students to attempt the tasks on the fourth text, noting where the questions require close reading and inferential skills.</p>	Paper 2



<b>TERM 2</b>	
<b>Paper 4 and revision/exam practice</b>	
<b>Suggested teaching and learning focus</b>	<b>Link to assessment</b>
<p><b>Paper 4 Assessment</b></p> <ul style="list-style-type: none"> <li>• Practise/refinement of ‘photocard’ and conversation elements of the paper. This may be undertaken in pairs using Sample Materials, or other resources the students may devise themselves.</li> <li>• Assessment taken in line with the guidance available in the specification.</li> </ul> <p>Further <b>writing</b> practice</p> <ul style="list-style-type: none"> <li>• Refinement of longer writing skills, practising skills of explanation, justifying opinions and describing while maintaining accuracy.</li> </ul> <p>Using sample materials, students to complete the fourth task in the writing paper, working on clarity of expression and sustaining a response. It may be that planning techniques and sequencing need revisiting at this point.</p>	<p>Paper 4</p> <p>Paper 1</p>
<p>Further <b>reading</b> practice</p> <ul style="list-style-type: none"> <li>• Revision of general skills for this component for straightforward texts and questions – information retrieval, identification of key points, opinions and understanding.</li> <li>• Regular practice of exam style questions, both multiple choice and open tasks, as per sample materials.</li> <li>• Further practice of non-literary fiction tasks, with focus on understanding, inference and meanings.</li> </ul>	<p>Paper 2</p>

**TERM 3****Revision and exam practice****Suggested teaching and learning focus****Link to assessment**

Further listening practice

- Using sample materials, students to revisit key skills of listening for detail and key information, gap fill activity and general understanding skills using the first three tasks.
- Further practice of inferential and understanding skills with more demanding texts, perhaps using the final task in the sample materials and working on the skill of close listening and exploring speakers' opinions.

Revision of all areas as appropriate to students' needs.

Exam in May/June - dates to be confirmed.

Paper 3

All Papers

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