

OxfordAQA

International GCSE

English as a second language (9280)

Teaching guidance

For teaching from September 2018 onwards
For International GCSE exams from May/June 2020 onwards

Our specification is published on our website (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.

Contents

The below content table is interactive. You can press the control button click on the title of the question to go directly to that page.

1	Introduction	4
2	Aims and learning outcomes	4
3	Assessment objectives (AOS)	5
4	Weighting of assessment objectives	6
5	Specification at a glance	6
6	Assessment in closer detail	7

Introduction

This qualification is designed for students whose first language is not English but may use it for study.

Our assessments have been designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessments and texts are accessible to the full range of students.

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a variety of texts, styles and topics covering a wide range of subjects, including factual and literary texts. It will also give students the ability to be able to write and communicate clearly, coherently and accurately using a range of vocabulary and sentence structures.

The assessment comprises four papers: the first is a reading paper and the second is a writing paper, each of which provide separate tasks; the third is a listening paper that uses recorded monologues and dialogues; and the fourth is a spoken language (oral) element that provides students with an opportunity to show their language skills.

Each paper has a distinct identity to better support high quality provision and engaging teaching and learning.

Aims and learning outcomes

The Oxford AQA International GCSE in English as a second language will encourage students to:

- develop their ability to communicate confidently, coherently and appropriately with native speakers in speech and writing
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of English in a range of written and spoken contexts
- express and develop thoughts and ideas spontaneously and fluently
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material
- develop language learning skills for immediate use and to prepare them for further language study in school, higher education or employment.

Assessment Objectives (AOs)

There are four Assessment Objectives for the International GCSE in English as a second language. The assessment objectives for reading, writing, speaking and listening will form the basis of your course in English as a second language, helping you to devise lesson content and guide student learning. Students will need to have a wide and varied reading experience designed to raise reading skills and exemplify effective writing. They will also need to gain experience listening to a range of spoken texts, and to communicate effectively using appropriate speech.

AO1: Reading 30%

R1: Identify and select relevant detail, key points and ideas.
R2: Show understanding of vocabulary, ideas and purpose.
R3: Collate, organise and present relevant detail.
R4: Draw inferences, make deductions, and recognise implicit meaning.

AO2: Writing 30%

W1: Write short texts to convey meaning and exchange information.
W2: Produce clear and coherent text of extended length to present key points, details and ideas.
W3: Make accurate use of vocabulary and grammatical structures; spell and punctuate accurately.
W4: Manipulate the language with increasing fluency and creativity for a variety of purposes.

AO3: Listening 20%

L1: Identify key details from a range of short and longer texts.
L2: Identify the overall message and key points in a variety of short and longer spoken texts, involving some more complex language.
L3: Understand and collate information from a variety of short and longer spoken texts, involving some complex language and more abstract material.
L4: Recognise purpose, implied meaning, attitudes and feelings in extended texts.

AO4: Speaking 20%

S1: Communicate clearly using speech appropriate to situation and audience.
S2: Make appropriate and accurate use of a variety of vocabulary and grammatical structures.
S3: Produce extended sequences of speech, answering and, as appropriate, asking questions, and expressing opinions with spontaneity and fluency.
S4: Demonstrate appropriate pronunciation and intonation.

Weighting of assessment objectives

The table below shows the approximate weighting of each of the assessment objectives in the International GCSE in English as a Second Language components:

Assessment objectives (AOs)	Component weightings (approx%)				Overall weighting (approx. %)
	Paper 1	Paper 2	Paper 3	Paper 4	
AO1		30			30
AO2	30				30
AO3			20		20
AO4				20	20
Overall weighting of components	30	30	20	20	100

Specification at a glance

Paper 1 (AO2)

Writing

30% of the English as a second language assessment 1 hour 15 minutes
60 marks

Paper 2 (AO1)

Reading

30% of the English as a second language assessment 1 hour 15 minutes
60 marks

Paper 3 (AO3)

Listening

20% of the English as a second language assessment 45 minutes
40 marks

Paper 4 (AO4)

Speaking

20% of the English as a second language assessment 10 minutes + preparation time
40 marks

Assessment in closer detail

Paper 1 – Writing

There are four questions on the paper. The questions reflect an increasing level of challenge, enabling students to demonstrate a wide range of writing skills. The structure will be consistent with the targeted assessment objectives and the specified length of response for each question will remain the same for each paper. All questions will link with themes specified in the subject content.

Paper 1: Writing

Assessed

- 1 hour 15 minutes
- 60 marks
- 30% of qualification

Questions

Question 1

W1, W3 (spelling and punctuation only) Students are given a photograph and asked to write a short description of what they see in it (30 – 50 words). They are assessed on their ability to convey meaning and information (6 marks) and on the accuracy of their spelling and punctuation (3 marks).

Question 2

W2, W3 Students are asked to write a letter for a specified audience (50 – 70 words) and are given three compulsory key points to include in it. They are assessed on their ability to clearly communicate key points (6 marks) and on the technical accuracy of their writing (6 marks). They are not required to write an address.

Question 3

W2, W3, W4 Students are given three or four compulsory bullet points to refer to in a more extended piece of writing (70 – 90 words). The specified form of the writing may vary, e.g. diary or a blog entry, report, article. Students are assessed on their ability to communicate details clearly (8 marks) and on the technical accuracy and fluency of their writing (8 marks).

Question 4

W2, W3, W4 This question asks students to produce an extended piece of writing (100 – 150 words). The purpose of the task will differ from one series to the next, eg explain, inform, argue, persuade. It will enable students to draw freely on their own ideas, experiences and opinions. Students are given two bullet points. These are designed to prompt ideas and help students structure their writing. Students should assume an adult audience (such as their teacher or examiner). Students are assessed on their ability to communicate details and ideas clearly (8 marks) and on the technical accuracy, fluency and creativity of their use of language (15 marks).

Paper 2 – Reading

In this paper, students' understanding of written language will be tested by a range of question types. The texts and tasks reflect an increasing level of challenge and will link with themes specified in the subject content.

Students are required to identify and understand the overall message, key points, details and purposes from items such as emails, instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. The final text on the paper will be literary non-fiction.

Students will also be required to collate relevant information across a text and draw inferences, make deductions, and recognise implicit meaning from a variety of written texts.

Access to dictionaries is not permitted at any time during the test.

Paper 2: Reading

Assessed

- 1 hour 15 minutes
- 60 marks
- 30% of qualification

Questions

Text 1

R1, R2 Students are asked to read a short text (200 – 250 words), such as an email, and respond to a series of open and multiple choice questions. Students are assessed on their ability to select and identify relevant detail, key points and ideas, and show understanding of ideas and purposes (6 marks).

Text 2

R1, R2, R3, R4 Students are asked to read a text (400 – 500 words), such as an advert, and respond to a series of open questions, multiple choice questions and collation tasks. Students are assessed on their ability to select and identify relevant detail, key points and ideas, and show understanding of ideas and purposes. They are also assessed on their ability to collate and organise relevant detail, and their ability to draw inferences, make deductions, and recognise implicit meaning (12 marks).

Text 3

R1, R2, R3, R4 Students are asked to read a text (400 – 600 words), such as an opinion article, and respond to a series of open questions, multiple choice questions and collation tasks. Students are assessed on their ability to select and identify relevant detail, key points and ideas, and show understanding of ideas and purposes. They are also assessed on their ability to collate and organise relevant detail, and their ability to draw inferences, make deductions, and recognise implicit meaning (18 marks).

Text 4

R2, R3, R4 Students are asked to read a literary non-fiction text (400 – 600 words) and respond to a series of open questions, multiple choice questions and collation tasks. Students are assessed on their ability to show understanding of ideas and purposes. They are also assessed on their ability to collate and organise relevant detail, and their ability to draw inferences, make deductions, and recognise implicit meaning (24 marks).

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

Paper 3 – Listening

This paper contains five tasks and consists of a variety of short and longer spoken pieces of language. The texts and questions will increase in terms of demand during the paper, with some more complex language later in the test. The texts and tasks reflect an increasing level of challenge and will link with themes specified in the subject content.

Students will be required to identify the overall message, key points, details and opinions from both straightforward texts (such as announcements, short conversations, instructions, news bulletins and telephone messages), and more complex texts such as autobiography and travel writing. They will also be required to understand and collate information from a variety of short and longer spoken texts, involving some complex language and more abstract material and recognise purpose, implied meaning, attitudes and feelings.

Paper 3: Listening

Assessed

- 45 minutes
- 40 marks
- 20% of qualification

Questions

Task 1

L1 Students are asked to listen to a series of brief monologues on everyday topics broken into segments (30 – 50 words) and respond to a series of multiple choice questions. Students are assessed on their ability to identify key details and information from the texts (8 marks).

Task 2

L2, L3 Students are asked to listen to a dialogue, such as a radio interview, broken into segments (30 – 50 words) and respond to a series of open questions. Students are assessed on their ability to identify the overall message and key points of the text, and their understanding of information (8 marks).

Task 3

L3 Students are asked to listen to a monologue, such as an autobiography, broken into segments (40 – 80 words) and complete a gap II exercise. Students are assessed on their ability to understand and collate information (8 marks).

Task 4

L1, L3 Students are asked to listen to a dialogue, such as a radio interview, broken into segments (50 – 100 words) and respond to a series of open questions and collation activities. Students are assessed on their ability to identify key details and information, and their ability to understand and collate information (8 marks).

Task 5

L1, L2, L4

Students are asked to listen to a monologue, such as a travel podcast, broken into segments (50 – 100 words) and complete a series of multiple choice questions and open questions. Students are assessed on their ability to identify key details and information, the overall message and key points of the text. They are also assessed on their ability to recognise purpose, implied meaning, attitudes and feelings (8 marks).

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used. Each task is listened to twice, with specified time for students to write their answers.

Paper 4 – Speaking

This test has two parts: the photocard and the general conversation. Students are allowed 10 minutes supervised preparation time. They may make notes on an additional answer sheet and take them into the exam room to use during the test. There is no restriction on the number of words which the notes may contain. Students must hand the notes in to the teacher immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of. Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Paper 4: Speaking

Assessed

- 10 minutes + preparation time
- 40 marks
- 20% of qualification

Questions

- photocard – 15 marks (3 – 4 minutes)
- general conversation – 25 marks (6 – 7 minutes)
- audio recorded by teacher and marked by examiner.

Part One

S1, S2 The first part of the test is based on a stimulus photocard, to be studied by the student immediately before the test in the supervised preparation time. The photocard will be based on one theme, chosen at random. Students will discuss one photocard (3 – 4 minutes). Teachers will ask three prescribed questions printed on the student's photocard. Additional prompts are printed in the *Teacher's booklet*. These will help the teacher develop and extend the student's response to each question. These additional prompts are provided as an aid to teachers and are not a compulsory part of the test.

Students will also be asked a further two questions that they will not have seen in advance or during the preparation time. The teacher will have a list of 8 unseen questions to choose from and the student will not know which 2 of the 8 will be asked. The teacher will alternate the choice of unseen questions asked to each candidate.

The two additional unseen questions are a great opportunity to encourage a more spontaneous, natural response to the photocard, giving students the best opportunity to demonstrate their ability.

The student's responses to the questions are assessed for communication and for knowledge and use of language.

Part Two

S1, S2, S3, S4 The general conversation is based on the other two themes not used by the students in Part 1, and will take approximately 6 – 7 minutes.

The General conversation allows the students to take part in a conversation, answering and, as

appropriate, asking questions and exchanging opinions. It should enable the student to convey information and narrate events coherently and use and adapt language for new purposes; speak spontaneously, responding to unexpected questions, points of view or situations to sustain communication; initiate and develop conversation and discussion to produce extended sequences of speech; make more complex use of language to express and justify their own thoughts and points of view. It is assessed for communication, knowledge and use of language, spontaneity and fluency and pronunciation and intonation.