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Introductory Training


Cambridge IGCSE® (9–1)


First Language English (0627)

UK


Naomi Brunt

10th October, 2016





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Ofqual Exam Boards Training Report

Ofqual has released reviewed training led by examination boards.

For this reason we are **audio recording** all training

Please respect the position of your trainer, the confidentiality of the examination process and also the importance of teaching the full syllabus.

Thank you!




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Housekeeping

- Health and safety
- Fire alarms
- Fire safety
- Start-finish, breaks
- Washrooms
- Refreshments





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Trainer – Naomi Brunt

- Senior examiner
 - Cambridge IGCSE Paper 3 Writing
 - Cambridge IGCSE Component 4 – Coursework
- 20 years teaching English


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About us

Cambridge International Examinations prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge Assessment, a department of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.




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What is the Cambridge programme?

| Cambridge Primary 5 to 11 years* | Cambridge Secondary 1 11 to 14 years* | Cambridge Secondary 2 14 to 16 years* | Cambridge Advanced 16 to 19 years* |
|--|--|--|--|
| Cambridge Primary Cambridge Primary Checkpoint Cambridge ICT Starters | Cambridge Secondary 1 Cambridge Secondary 1 Checkpoint Cambridge ICT Starters | Cambridge IGCSE® Cambridge O Level | Cambridge International AS & A Level Cambridge Pre-U |

- A global curriculum
- 21st century skills
- International perspective

*Age ranges are for guidance only

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Overview of the day

- Introducing the 0627 syllabus
- Overview of the course
- Looking at each examination component
- Exemplar scripts and marking exercises
- Resources
- Scheme of work planning

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Session to offer:

- Overview 0627 syllabus
- Question types and skills required
- Understanding assessment criteria and standards
- Teaching strategies and example tasks
- Suggested teaching resources

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In your pack

- Cambridge IGCSE (9-1) First Language English syllabus
- Cambridge IGCSE (9-1) First Language English - summary
- Specimen Paper 1 Reading Passages, mark scheme, insert
- Specimen Paper 2 Directed Writing and Composition, mark scheme, insert
- Specimen Paper 3 and mark scheme
- 0627 Example Candidate Responses
- Candidate scripts
- Presentation slides

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Core documents

Question papers, mark schemes and principal examiner reports

PDF copies of these can be found on:

- Teacher Support
<http://teachers.cie.org.uk>
- www.cie.org.uk

Also available in hard copy via publications list.



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Cambridge IGCSE in the UK

IGCSE is already an established qualification at Key Stage 4

- A huge number of UK schools offer Cambridge IGCSE.
- Reliable marking has made the qualification very popular in the UK.

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An excellent foundation

Schools use Cambridge IGCSE to prepare learners for:

- Cambridge International AS and A Level
- Cambridge Pre-U
- IB Diploma



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Why choose Cambridge IGCSE (9–1)?

Cambridge IGCSE (9–1) retains the strengths and unique characteristics of Cambridge IGCSE First Language English course, while fulfilling the new DfE requirements for GCSE English Language:

- tried and tested assessment objectives (AOs) are traced throughout the syllabus and mark scheme, providing effective teaching and learning support
- a holistic approach to skill development through a linear course
- Reading and Writing are assessed separately in two distinct question papers
- Speaking and Listening will emphasise the importance of both skills, including marks awarded for both.

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Assessment at a glance

| | |
|--|-----|
| Paper 1 Reading Passages 2 hours 10 minutes Candidates answer three questions on three passages. Passage A will be up to 600 words and will be taken from the 19 th century. Passages B and C will each be up to 550 words and will be taken from either the 20 th or 21 st centuries, or both. Passages B and C will be thematically linked. | 50% |
| Paper 2 Directed Writing and Composition 2 hours Candidates answer two questions, one of which is directed writing based on two reading passages. Passages A and B will be up to 950 words in total and will be taken from either the 20 th or 21 st centuries, or both, and will be thematically linked. Candidates will also complete a composition task from a choice of 4 questions. | 50% |

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Speaking and Listening

- Separately endorsed certificate
- Internally assessed and externally moderated

| | |
|---|---------------------|
| Speaking and Listening approximately 8–10 minutes Candidates present an individual task (approximately 4–5 minutes) and answer questions (approximately 4–5 minutes). All candidates are recorded during the administration period. | Separately endorsed |
|---|---------------------|

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Assessment objective 1 – AO1 Reading

Candidates will be assessed on their ability to:

- R1 Demonstrate understanding of explicit and implicit meanings and attitudes
- R2 Compare how writers convey ideas and perspectives
- R3 Analyse and critically evaluate facts, ideas and opinions, using appropriate support from the text
- R4 Demonstrate understanding of how writers achieve effects and influence readers
- R5 Select and synthesise information for specific purposes.

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Assessment objective 2 – AO2 Writing

Candidates will be assessed on their ability to:

- W1 Articulate and express what is thought, felt and imagined
- W2 Organise and structure ideas and opinions for deliberate effect
- W3 Use a range of appropriate vocabulary and sentence structures
- W4 Use register appropriate to audience and purpose
- W5 Make accurate use of spelling, punctuation and grammar.

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Assessment objective 3 – AO3 Speaking and Listening

Candidates will be assessed on their ability to:

- SL1 Articulate experience and express what is thought, felt and imagined
- SL2 Present facts, ideas and opinions in a sustained, cohesive order
- SL3 Communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- SL4 Use register appropriate to audience and context
- SL5 Listen to and respond appropriately to the contributions of others.

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Assessment objectives and components

5.3 Relationship between assessment objectives and components

The weightings allocated to each of the assessment objectives (AOs) are summarised below.

The table shows the assessment objectives as a percentage of each component and across the qualification as a whole.

| Component | AO1 % | AO2 % | AO3 % |
|---|----------|----------|------------------------|
| Paper 1 Reading Passages | 81.25 | 18.75 | – |
| Paper 2 Directed Writing and Composition | 18.75 | 81.25 | – |
| Component 3 Speaking and Listening Test | – | – | 100 |
| Weighting of AO in qualification | 50 | 50 | Separately endorsed |

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Paper 1 Reading Passages (80 marks)

Passage A – 19th century
Passages B and C – 20th or 21st centuries

Format:

- Question 1 - based on Passage A (30 marks for Reading)
- Question 2 - based on Passage B (10 for Reading and 15 for Writing)
- Question 3 - based on Passages B and C (25 marks for Reading)

Questions 1 and 3 offer shorter questions, as well as more extended responses, to allow accessibility across the ability range.

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Paper 1 Reading Passages – Question 1(a)

2

Read carefully **Passage A, David Copperfield**, in the Insert and then answer **Questions 1(a)–(f)**.
Answer all questions using your own words as far as possible.

Question 1


(a) Re-read paragraph one, 'School began ... his captives.'

(i) **Using your own words**, describe what happened in the schoolroom when Mr. Creakle entered (lines 1–4).

..... [1]

(ii) **Using your own words**, describe what Mr. Creakle does when he enters the schoolroom (lines 1–4).

..... [1]


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Paper 1 Reading Passages – Question 1(c)


(c) Using your own words, explain the meaning of the following phrases as they are used in the passage.

(i) 'profound impression' (line 1)

..... [2]

(ii) 'speechless and motionless' (line 6)

..... [2]


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Paper 1 Reading Passages – Question 1(f)

4

(f) Re-read paragraph five, 1 should think there never can ... infinitely less mischief.'

Explain how the writer uses language to show:

- What Mr. Creakle is like.
- How he treats the schoolboys.
- What David Copperfield thinks about Mr. Creakle.

In your answer you should:


- Select powerful words and phrases.
- Explain how the writer has created effects by using this language.

You should write about 200 to 300 words.

.....

.....

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Paper 1 – Question 3(c)

Question 3(c)

(c) How do the writers of *Passage B Summerhill* and *Passage C Bring back the cane to restore discipline in schools* convey their views and ideas on how children should be treated in schools, and what effects do they have on the reader?

In your response you should compare and contrast:

- The views and ideas each writer presents to the reader.
- The evidence that the writers use to support their views and ideas.
- The language, structure and techniques used by the writers, and their effects on the reader.


Remember to support your answer with details from the passages.

You should write about 300 to 350 words.

.....

.....

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Paper 2 Directed Writing and Composition

- Question 1 – Directed writing based on 2 reading passages linked by a common theme
- 40 marks (25 for Writing and 15 for Reading)
- Question 2 – a piece of narrative or descriptive writing
 - 2 descriptive titles
 - 2 narrative titles

40 marks for Writing


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Paper 2 Directed Writing and Composition – Question 1

Read carefully the two articles in the Insert and then answer **Section 1, Question 1** on this Question Paper.

Section 1 Directed Writing

Question 1


Your elderly relative lives alone and is considering joining the Homeshare scheme. They think this might help not just themselves, but a young person too. They are determined to remain independent and have contacted you for advice.

Write a letter to your elderly relative, in which you should:

- Explain what you think might be the advantages and potential disadvantages for any young person sharing your relative's house in the Homeshare scheme.
- Evaluate whether you think joining the Homeshare scheme would be a good idea for your relative or not. Give reasons and examples to support what you say.

You should use evidence from the two passages you have read to help you answer this question. Remember to write the letter using your own words.

Write about 250 to 350 words.


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Paper 2 Directed Writing and Composition – Questions 2, 3, 4 and 5

Section 2 Composition

Answer one question in this section.
Write about 350 to 450 words on one of the following questions. Answer on this Question Paper.

Descriptive Writing

Question 2

You find a photograph which reminds you of someone or somewhere you used to know. Describe what you see, feel and remember as you look at the image.

OR

Question 3

Write a description using the title, 'The view from the top'.

OR

Narrative Writing

Question 4

Write a story, or part of a story, beginning with the words: 'Something had changed this time.'

OR

Question 5

Write a story, or part of a story, that involves an argument or misunderstanding between friends.

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What's new?

- There are no tiered papers
- Paper 1 has three reading passages, including one from the 19th century
- Paper 1 requires candidates to compare two reading passages in Question 3
- Paper 1 summary and directed writing tasks are a single task in Question 2
- 10 minutes has been added to Paper 1
- Speaking and Listening is separately endorsed and only available as the prepared test

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What's the same?


- Paper 1 Question 1 includes shorter comprehension questions to test candidates' understanding
- Candidates write about the writer's effects on a specified section of the passage
- Paper 1 summary and Paper 2 directed writing encourages learners to develop 'real-life' skills through writing for a specific audience and purpose
- Candidates use reading passages to inform and inspire their own writing
- Candidates are required to write in a variety of text types
- The same weightings for assessing Reading and Writing
 - Paper 1 tests Reading 81.25% and Writing 18.75%
 - Paper 2 tests Writing 81.25% and Reading 18.75%

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What's the same? (continued)

- Speaking and Listening retains its title with emphasis on both skills.
- Speaking and Listening is moderated by an experienced team of moderators.
- Paper 1 Question 2 (summary) offers marks for Reading and Writing
- Paper 2 (formerly Paper 3) has not significantly changed
 - Question 1 is a piece of directed writing, responding to two passages, with marks for both Writing and Reading
 - Question 2 is still a piece of narrative or descriptive writing with a choice of four titles.



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Unique characteristics and strengths of 0627


- Clear assessment objectives
- Separate papers for Reading and Writing
- Using reading materials to enhance learners own writing
- Holistic approach to developing writing styles
- Passage A
 - 19th century passage
 - shorter questions to allow differentiated testing of understanding.



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Paper 1 Reading Passages

- Exemplar scripts and examiner commentaries





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Paper 1 Reading Passages – mark scheme

Working in pairs:


- applying the mark scheme
- marking exercise.



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Paper 2 Directed Writing and Composition

- Exemplar scripts and examiner commentaries





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Paper 2 Directed Writing and Composition

Working in pairs:


- applying the mark scheme
- marking exercise.



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Component 3 Speaking and Listening

Component 3 Speaking and Listening Test Approximately 8–10 minutes

- Individual task:
 - a formal presentation (approximately 4–5 minutes)
 - answer spoken questions (approximately 4–5 minutes)
- Assessments for all candidates are completed and audio recorded within a set speaking test period.
- Internally assessed and externally moderated.

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Component 3 – Band descriptors

Table B: Band descriptors for Component 3, Part 2 – Questions (20 marks)
For Part 2, record separate marks for each category: spelling and grammar.

| Spelling | | Grammar | |
|--------------------|---|--------------------|--|
| Band 5: 5-10 marks | <ul style="list-style-type: none"> Extends the subject matter Appropriate and accurate use of language throughout | Band 5: 5-10 marks | <ul style="list-style-type: none"> Responds to questions fully and in detail, coherently and sometimes enthusiastically |
| Band 4: 7-8 marks | <ul style="list-style-type: none"> Expresses the subject matter competently Many appropriate and accurate use of language | Band 4: 7-8 marks | <ul style="list-style-type: none"> Responds to questions appropriately and in some detail |
| Band 3: 5-6 marks | <ul style="list-style-type: none"> Expresses the subject matter adequately Other appropriate and accurate use of language, but some inaccuracies may be present | Band 3: 5-6 marks | <ul style="list-style-type: none"> Responds to questions adequately, but may miss opportunities to provide further detail |
| Band 2: 3-4 marks | <ul style="list-style-type: none"> Expresses some relevant ideas but with some inconsistency Some appropriate use of language, but with some inaccuracy | Band 2: 3-4 marks | <ul style="list-style-type: none"> Responds to questions in a limited way |
| Band 1: 1-2 marks | <ul style="list-style-type: none"> Expresses simple facts and ideas Language is not used appropriately, or is used with serious inaccuracies | Band 1: 1-2 marks | <ul style="list-style-type: none"> Responds to questions simply, or is unable to respond |
| Band 0: 0 marks | <ul style="list-style-type: none"> Does not meet the above criteria | Band 0: 0 marks | <ul style="list-style-type: none"> Does not meet the above criteria |

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Resources and planning

- Comparative skills
- Unseen 19th century passages
- Cross-over with English Literature
- Comparative skills
- 19th century taught text


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Scheme of work – planning

Group work:


- plan a scheme of work for the first term of the course
- introducing comparative skills
- introducing 19th century unseen passages.


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Plenary and questions


??????


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Support materials and resources

All Cambridge endorsed, and suggested support materials can be found in the Resource Centre on the public website



www.cie.org.uk/i-want-to/resource-centre/


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Teaching and Learning

We've produced a series of resources to support the teaching and learning in your school. They explore different aspects of educational practice, from designing a curriculum to improving the quality of classroom activity.



<http://cie.org.uk/teaching-and-learning/>



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Feedback

- Please make sure you fill in the Survey Monkey feedback form that will be emailed to you after today's training.
- We value your feedback and use it to improve our products and our training.



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 - #cambridgetraining


<http://linked.in/cambridgeteacher>




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- info@cie.org.uk
- For more information about future courses please go to the training events calendar at www.cie.org.uk/events


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Cambridge PDQs – your next step?

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- find PDQ programmes available locally in approved Cambridge centres
- take part in programmes led by accredited trainers, quality assured by Cambridge
- apply new ideas and approaches in your reflective practice in your context
- develop the quality of your teaching and leadership to enhance the quality of your learners' learning
- achieve recognised certification to help your career development

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Thank you



