

**PERM STATE PEDAGOGICAL HUMANITARIAN
UNIVERSITY**



MASTER DEGREE PROGRAMME

**IB Educator Certificate in Teaching and
Learning**

ENTRANCE REQUIREMENTS

**Perm
2019**

ENTRANCE TEST content and overview

Paper/timing	Test content	Test focus
LANGUAGE FOR ENGLISH TEACHING COMPETENCE TEST: LISTENING Approx. 40 mins	Part 1 A conversation between two people set in an everyday social context	Candidates are expected to be able to show understanding of detail, opinion, purpose, agreement, gist.
	Part 2 A monologue set in an everyday social context, e.g. a speech about local facilities.	
	Part 3 A conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment.	
	Part 4 A monologue on an academic subject, e.g. a university lecture.	
Education and Pedagogy Essay 1 hr	One compulsory question.	analyzing a global education challenge

LANGUAGE FOR ENGLISH TEACHING COMPETENCE TEST

LISTENING

Task format

There are four sections with ten questions each. The questions are designed so that the answers appear in the order they are heard in the audio.

The first two sections deal with situations set in everyday social contexts. In Section 1, there is a conversation between two speakers (for example, a conversation about travel arrangements), and in Section 2, there is a monologue in (for example, a speech about local facilities). The final two sections deal with situations set in educational and training contexts. In Section 3, there is a conversation between two main speakers (for example, two university students in discussion, perhaps guided by a tutor), and in Section 4, there is a monologue on an academic subject.

The recordings are heard only **once**. They include a range of accents, including British, Australian, New Zealand, American and Canadian.

Task types

The following types of question may appear on the test:

1. *multiple choice*
2. *short-answer questions*
3. *sentence completion*
4. *notes/summary/diagram/flow chart/table completion*
5. *labelling a diagram which has numbered parts*
6. *classification*
7. *matching*

You will be provided with instructions on the test paper on how to answer the questions, and they are clear and easy to follow. You will be given examples of any unfamiliar question types.

Assessment

One mark is awarded for each of the 40 items in the test.

Examiners use the following scale for assessment of the Listening Part:

40-35 points	34-28 points	27-21 points	20-15 points	14-10 points	Below 10 points
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5	4	3	2	1	0
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EDUCATION AND PEDAGOGY ESSAY

Task type and focus

The task will be in the form of an essay question. The range of functions tested will include agreeing or disagreeing with a statement, giving opinions on a question, giving information or explanations, comparing and contrasting ideas and opinions, exemplifying, giving reasons and drawing conclusions. Candidates are required to write a discursive essay in grammatically correct English, using a neutral or formal register.

Task format

The input for Writing may be up to 250-300 words. The essay task may take the form of a direct question or statement, concerning a global education challenge which candidates are asked to give their opinions about. Candidates need to ensure that all the content of their essay is clear and easy to follow. Effective organisation and cohesion are important features of a successful essay. A range of structures will be required to communicate ideas and opinions, along with the use of appropriate vocabulary.

Global education challenges may cover the following broad topics:

1. The role of a teacher in modern society
2. New technologies and education
3. Equality of educational opportunities
4. The value of modern education

Assessment scales

Examiners mark the writing task using assessment scales that consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

- **Content** focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.
- **Communicative Achievement** focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.
- **Organisation** focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.
- **Language** focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5.

When marking the tasks, examiners take into account length of responses and varieties of English:

- Guidelines on length are provided for each task; responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These may affect candidates' marks on the relevant subscales.
- Candidates are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not, for example, switch from using a British spelling of a word to an American spelling of the same word.

Examiners use the following scale for assessment of the Essay:

	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

SAMPLE ESSAY

Traditional schooling is out of date, boring and stifles a child's natural talents, various professionals have pushed for an education revolution. Are there alternatives in the education system? Is traditional education doing more harm than good?

The conventional rote method of learning is often considered to be so dull as to discourage full development of young people's innate abilities. This essay agrees with the view that the current pedagogy is outdated, and will consider an alternative to traditional education.

While ordinarily, children are expected to retain pre approved information dictated by a teacher, a self-directed approach can be more beneficial. Holding all children to the same standard will necessarily have a divisive result, with some children believing themselves to be intellectually superior, and others feeling inadequate, perhaps for life. In systems in which achievement is relative, such as in Finland for example, young people graduate from education each feeling as if they have completed their own unique path, and knowing deeply and without prejudice their own capabilities, reducing or even eliminating the feelings of inequality that conventional education creates.

Furthermore, under the current system, students who lack aptitude in core subjects such as mathematics and the sciences are seen as having less intrinsic value to society. These children spend their lives believing that they are inadequate, but many may have valuable talents that were never explored. It is in this way that conventional education does the most harm, by ignoring niche abilities in favour of skills with more mass appeal. Comparing traditional education with the Finnish system of self-direction, we can see that the former is certainly causing harm to a significant number of pupils.

To conclude, changes are urgently required in education systems around the world. We should focus more on a child's interests and innate abilities in order to maintain their engagement, and allow them to direct their own learning to achieve the best outcomes.