

An introduction to the new 9-1 GCSE sequencing grids

Our sequencing grids have been simplified from the ones used in the summer 2018 French, German and Spanish GCSE speaking tests and those that also appear in the sample assessment materials. We've revised them so that you find them easier to apply when conducting the orals.

They still conform to regulatory requirements of course and should ensure that each candidate's speaking test will relate to content across four of the five themes in our 9-1 GCSE specifications. You must adhere to the sequencing grid and must not veer away from the prescribed allocation of tasks. This will ensure that all five themes are covered across your cohort.

You're advised to have a list of the five themes and linked topics and subtopics that appear in your specification with you when conducting the tests. Remember that theme 5 (International and global dimension) does not feature in task one – the role-play.

Don't forget to consult the [GCSE FAQs document](#), relevant specification and [administrative support guide](#) for further support. I've also produced a [short voiced-over slides presentation](#) on the revised sequencing grid.

1: Identity and culture	Who am I?	Relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
	Daily Life	Customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
	Cultural life	Celebrations and festivals; reading; music; sport; film and television
2: Local area, holiday and travel	Holidays	Preferences; experiences and destinations
	Travel and tourist transactions	Travel and accommodation, asking for help and dealing with problems; directions; eating out; shopping
	Town, region and country	Weather, places to see; things to do
3: School	What school is like	School types; school day; subjects; rules and pressures; celebrating success
	School activities	School trips, events and exchanges
4: Future aspirations, study and work	Using language beyond the classroom	Forming relationships; travel; employment
	Ambitions	Further study; volunteering; training
	Work	Jobs; careers and professions
5: International and global dimension	Bringing the world together	Sports events; music events; campaigns and good causes
	Environmental issues	Being 'green'; access to natural resources

This document features mock-ups of the *sort of* sequencing allocations that you may receive for illustrative purposes only. You must not use these for any live assessments. The sequencing will vary from year to year, from language to language and from tier to tier. It's also very important for you to double-check that you always refer to the correct sequencing grid for the language and specific tier being assessed.

You'll find that the live sequencing grids will indicate the prescribed tasks that ten candidates should have. Once you reach candidate 11, you'll simply need to start at the top of the appropriate list again so candidates 1 and 11 will have the same permutations of tasks allocated to them. For convenience, the following mock ups do not relate to ten candidates but should, nevertheless, be sufficient for you to understand how the grids must be applied.

The grid below highlights (in blue) the three different tasks for each candidate:

- Task 1 – Role play
- Task 2 – Picture-based task
- Task 3 – Conversation (two conversations linked to two different themes)

You'll see that the second column (highlighted in yellow) as well as fifth column (also highlighted in yellow) both refer to the theme that the candidate's selected topic for the first part of the conversation links to. The 'Candidate selection' appears in the second column since this determines all the other tasks that a candidate will be allocated so you need to refer to this first. The example below refers to a 'Candidate 1' who has chosen a conversation topic (eg a 'school trip') that links to theme 3 (School).

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3	FR1 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3

The grid below shows the different tasks that this Candidate 1 would need to take. Simply follow the horizontal line across from Theme 3 as indicated by the yellow highlighting and arrows.

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3 →	FR1 (Theme 1) →	FP3 (Theme 2) →	Theme 3 →	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3

The grid above relates to a Foundation tier candidate but the pathway that a Higher tier student must take would be indicated in the same way but, of course, with different tasks. Please see the illustration below.

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	HR4 (Theme 2)	HP9 (Theme 3)	Theme 1	Theme 4 or Theme 5
	Theme 2	HR1 (Theme 1)	HP8 (Theme 5)	Theme 2	Theme 3 or Theme 4
	Theme 3 →	HR9 (Theme 4) →	HP5 (Theme 2) →	Theme 3 →	Theme 1 or Theme 5
	Theme 4	HR5 (Theme 2)	HP2 (Theme 1)	Theme 4	Theme 3 or Theme 5
	Theme 5	HR2 (Theme 1)	HP7 (Theme 4)	Theme 5	Theme 2 or Theme 3

The grid below shows the different tasks that Candidates 1, 2 and 3 would need to take if, for some reason, they had all chosen a topic for the first part of their conversation that links to theme 3. If you follow the horizontal lines across from Theme 3 (as indicated by the yellow highlighting and arrows) you'll see that, although they have a common theme for part one of the conversation, they are allocated a completely different range of tasks.

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3 →	FR1 (Theme 1) →	FP3 (Theme 2) →	Theme 3 →	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3
Candidate 2	Theme 1	FR10 (Theme 4)	FP4 (Theme 2)	Theme 1	Theme 3 or Theme 5
	Theme 2	FR2 (Theme 1)	FP10 (Theme 5)	Theme 2	Theme 3 or Theme 4
	Theme 3 →	FR3 (Theme 2) →	FP8 (Theme 4) →	Theme 3 →	Theme 1 or Theme 5
	Theme 4	FR7 (Theme 3)	FP6 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR6 (Theme 1)	FP2 (Theme 3)	Theme 5	Theme 2 or Theme 4
Candidate 3	Theme 1	FR8 (Theme 3)	FP7 (Theme 4)	Theme 1	Theme 2 or Theme 5
	Theme 2	FR4 (Theme 3)	FP1 (Theme 1)	Theme 2	Theme 4 or Theme 5
	Theme 3 →	FR5 (Theme 4) →	FP9 (Theme 5) →	Theme 3 →	Theme 1 or Theme 2
	Theme 4	FR1 (Theme 1)	FP3 (Theme 2)	Theme 4	Theme 3 or Theme 5
	Theme 5	FR9 (Theme 2)	FP5 (Theme 3)	Theme 5	Theme 1 or Theme 4

The following grids show the routes through the speaking test for a 'Candidate 1' who has chosen a topic for the first part of their conversation that links to theme 1 (highlighted in blue) and for another 'Candidate 1' who has chosen a topic linked to theme 2 (highlighted in pink).

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1 →	FR3 (Theme 2) →	FP9 (Theme 5) →	Theme 1 →	Theme 3 or Theme 4
	Theme 2	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3	FR1 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2 →	FR5 (Theme 4) →	FP5 (Theme 3) →	Theme 2 →	Theme 1 or Theme 5
	Theme 3	FR1 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 or Theme 5
	Theme 4	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3

You'll see that no matter what topic (or linked theme) that your first candidate has chosen for the first part of the conversation, we've clearly stated the tasks that s/he must take. This was not the case with the summer 2018 sequencing grids for GCSE French, German and Spanish or those showing in the sample assessment materials where pathways were only prescribed for four themes per candidate. This can lead to some confusion so we have now changed the grids accordingly.

Simply follow the horizontal lines across from the different themes as indicated by the arrows and colour-coded highlighting.

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1 →	FR3 (Theme 2) →	FP9 (Theme 5) →	Theme 1 →	Theme 3 or Theme 4
	Theme 2 →	FR5 (Theme 4) →	FP5 (Theme 3) →	Theme 2 →	Theme 1 or Theme 5
	Theme 3 →	FR1 (Theme 1) →	FP3 (Theme 2) →	Theme 3 →	Theme 4 or Theme 5
	Theme 4 →	FR4 (Theme 3) →	FP1 (Theme 1) →	Theme 4 →	Theme 2 or Theme 5
	Theme 5 →	FR9 (Theme 2) →	FP7 (Theme 4) →	Theme 5 →	Theme 1 or Theme 3

Indeed, you'll be able to follow the horizontal lines across for all the different themes for all of your candidates as indicated by the arrows and colour-coded highlighting to see the different tasks that must be allocated. Please note that the live sequencing grids will not be colour coded.

Candidate Order	Candidate Selection*	Task 1	Task 2	Task 3	
		Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection
		Role Play	Picture Based	Conversation Part 1	Conversation Part 2
Candidate 1	Theme 1 →	FR3 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 or Theme 4
	Theme 2 →	FR5 (Theme 4)	FP5 (Theme 3)	Theme 2	Theme 1 or Theme 5
	Theme 3 →	FR1 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 or Theme 5
	Theme 4 →	FR4 (Theme 3)	FP1 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5 →	FR9 (Theme 2)	FP7 (Theme 4)	Theme 5	Theme 1 or Theme 3
Candidate 2	Theme 1 →	FR10 (Theme 4)	FP4 (Theme 2)	Theme 1	Theme 3 or Theme 5
	Theme 2 →	FR2 (Theme 1)	FP10 (Theme 5)	Theme 2	Theme 3 or Theme 4
	Theme 3 →	FR3 (Theme 2)	FP8 (Theme 4)	Theme 3	Theme 1 or Theme 5
	Theme 4 →	FR7 (Theme 3)	FP6 (Theme 1)	Theme 4	Theme 2 or Theme 5
	Theme 5 →	FR6 (Theme 1)	FP2 (Theme 3)	Theme 5	Theme 2 or Theme 4
Candidate 3	Theme 1 →	FR8 (Theme 3)	FP7 (Theme 4)	Theme 1	Theme 2 or Theme 5
	Theme 2 →	FR4 (Theme 3)	FP1 (Theme 1)	Theme 2	Theme 4 or Theme 5
	Theme 3 →	FR5 (Theme 4)	FP9 (Theme 5)	Theme 3	Theme 1 or Theme 2
	Theme 4 →	FR1 (Theme 1)	FP3 (Theme 2)	Theme 4	Theme 3 or Theme 5
	Theme 5 →	FR9 (Theme 2)	FP5 (Theme 3)	Theme 5	Theme 1 or Theme 4
Candidate 4	Theme 1 →	FR10 (Theme 4)	FP6 (Theme 3)	Theme 1	Theme 2 or Theme 5
	Theme 2 →	FR2 (Theme 1)	FP10 (Theme 5)	Theme 2	Theme 3 or Theme 4
	Theme 3 →	FR5 (Theme 4)	FP4 (Theme 2)	Theme 3	Theme 1 or Theme 5
	Theme 4 →	FR3 (Theme 2)	FP2 (Theme 1)	Theme 4	Theme 3 or Theme 5
	Theme 5 →	FR7 (Theme 3)	FP8 (Theme 4)	Theme 5	Theme 1 or Theme 2
Candidate 5	Theme 1 →	FR9 (Theme 2)	FP5 (Theme 3)	Theme 1	Theme 4 or Theme 5
	Theme 2 →	FR8 (Theme 3)	FP7 (Theme 4)	Theme 2	Theme 1 or Theme 5
	Theme 3 →	FR10 (Theme 4)	FP1 (Theme 1)	Theme 3	Theme 2 or Theme 5
	Theme 4 →	FR6 (Theme 1)	FP9 (Theme 5)	Theme 4	Theme 2 or Theme 3
	Theme 5 →	FR1 (Theme 1)	FP3 (Theme 2)	Theme 5	Theme 3 or Theme 4