

GCSE German (2024)

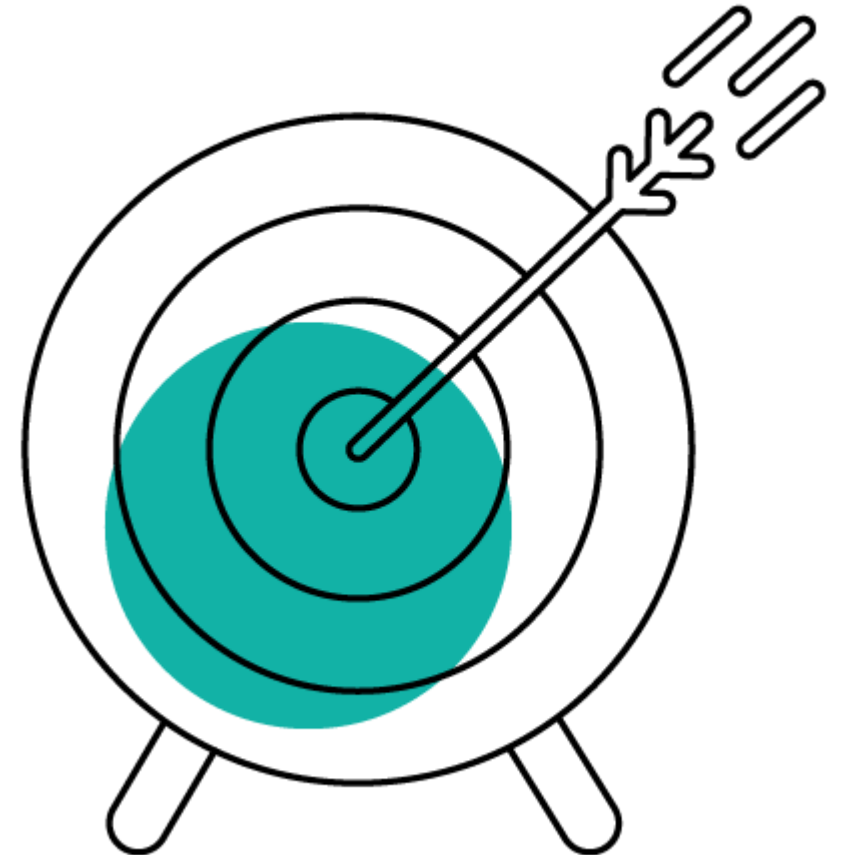
Unpacking the Writing
Exam

Agenda

- Welcome and introduction
- Overview of the Writing papers (Foundation and Higher)
- Open-ended writing tasks, mark schemes and marking of exemplars
- Resources, support and further training
- Close

Today's goals

- To recap the structure and key features of the Foundation and Higher Tier papers
- To increase familiarity with the open-ended writing tasks
- To understand the application of the mark schemes
- To practise marking exemplar material (language specific)
- To know how to access resources, support and ongoing training







Overview of the Writing paper

© iStock_Maria_Korneeva

Paper 4, Writing

	Foundation Tier	Higher Tier
Assessment time	1 hour 15 minutes	1 hour 20 minutes
Number of questions	4 questions: 3 open response and 1 translation	3 questions: 2 open response and 1 translation
Question 1	Picture task, write 4 sentences 8 marks	Open response, informal context Select one of two options 18 marks (80–90 words)
Question 2	Open response, formal context Select one of two options 14 marks (40–50 words)	Open response, formal context Select one of two options 22 marks (130–150 words)
Question 3	Open response, informal context Select one of two options 18 marks (80–90 words)	Translate a short paragraph from English into German, 50 words minimum
Question 4	Translate 5 sentences from English into German, 35 words minimum	



Open ended writing tasks



Foundation Tier Question 2

Foundation Tier – Question 2

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☒ .

- 2 (a) Write about where you live for an online newspaper.

You **must** include the following points:

- what you do in your local area
- your opinion of the area
- where you will live in the future.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

If you answer Question 2(b), put a cross in the box ☒ .

- (b) Write about studying for an online newspaper.

You **must** include the following points:

- where you study now
- your opinion of school
- what your future study plans are.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

- Choice of clear, accessible tasks
- Both tasks have the same format – writing for an online newspaper, but different subject matter
- Online newspaper is a formal context but no requirement to use a formal register
- Three bullet points, which **must** be covered to meet assessment criteria
- Clear requirement to use future reference
- Clear information about length of task
- Assessment – 9 marks for AO2 and 5 marks for AO3

Foundation Tier – Question 2 – Assessment AO2

AO2: Response to stimulus	
Mark	Descriptor
7-9	<ul style="list-style-type: none">• All three bullet points addressed• Some development of ideas• Most of the response is comprehensible; some messages may be unclear.
4-6	<ul style="list-style-type: none">• Two or more bullet points addressed• Limited development of ideas• Some parts of the response are comprehensible; the message sometimes breaks down.
1-3	<ul style="list-style-type: none">• One or more bullet point addressed• Little or no development of ideas• Few parts of the response are comprehensible; the message often breaks down.
0	<ul style="list-style-type: none">• No rewardable material.

3 key features assessed in the response – bullet points, development, comprehension

- Clarity re minimum number of bullet points addressed
- Development of ideas – to what extent has the student addressed the bullet point requirement by adding further details?
- Comprehension - do the errors impact on how the examiner comprehends the information written by the student?

Foundation Tier – Question 2 – Assessment AO3

AO3: Linguistic knowledge and accuracy	
Mark	Descriptor
5	<ul style="list-style-type: none">• Some variety of vocabulary and phrases• Simple grammatical structures with some variety, some linking of sentences with conjunctions• Some accurate language, mostly minor errors.
3-4	<ul style="list-style-type: none">• Limited variety of vocabulary and phrases• Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions• Limited accurate language; errors occur, some of which may be major.
1-2	<ul style="list-style-type: none">• Minimal variety of vocabulary and/or phrases in isolation• Minimal use of simple grammatical structures, likely to be repetitive• Minimal accuracy in the language, frequent errors both major and minor.
0	<ul style="list-style-type: none">• No rewardable material.

3 key features assessed in the response – variety of language, grammatical structures, accuracy.

- Variety of vocabulary and phrases.
- Use & variety of grammatical structures including use of conjunctions to write longer sentences
- Accuracy with focus on minor & major errors.

AO3 Errors

Errors (AO3 grids: all questions)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Adjective agreement	Sie trägt ein weiß Hut. Der Himmel ist blaues.	Verb agreement	Letzte Woche bin meine Freunde und ich ins Kino gegangen.
Spelling (slight)	Ich gehe swimmen.	Spelling (significant)	In meiner Gegend kann man spazen gehen.
Gender	Mein Stadt ist klein	Relative pronouns	Ich habe einen Bruder, die jünger ist.
Accents (missing)	Dieser Film gefällt mir.	Accents (incorrect)	Ich habe Brüder - er ist nett.
Contractions	Es gibt einen Park im meiner Gegend.	Vocabulary	In der Stadt gibt es einen Kaffee.
Word order (incorrect)	In Zukunft ich werde studieren in Deutschland. Ich wohne gern hier, weil es ist ruhig.	Constructions	Ich gehe in die Stadt zu kaufen eine Jacke. Ich habe zu machen meine Hausaufgaben.
Mother-tongue interference	Meine Mutter ist eine Lehrer.	Mother-tongue interference	Ich gehe auf Fuß zur Schule.
Wrong case	Wir gehen in der Stadt. Es gibt einem Supermarkt.	Tenses (inappropriate)	Morgen esse ich Fisch werde.

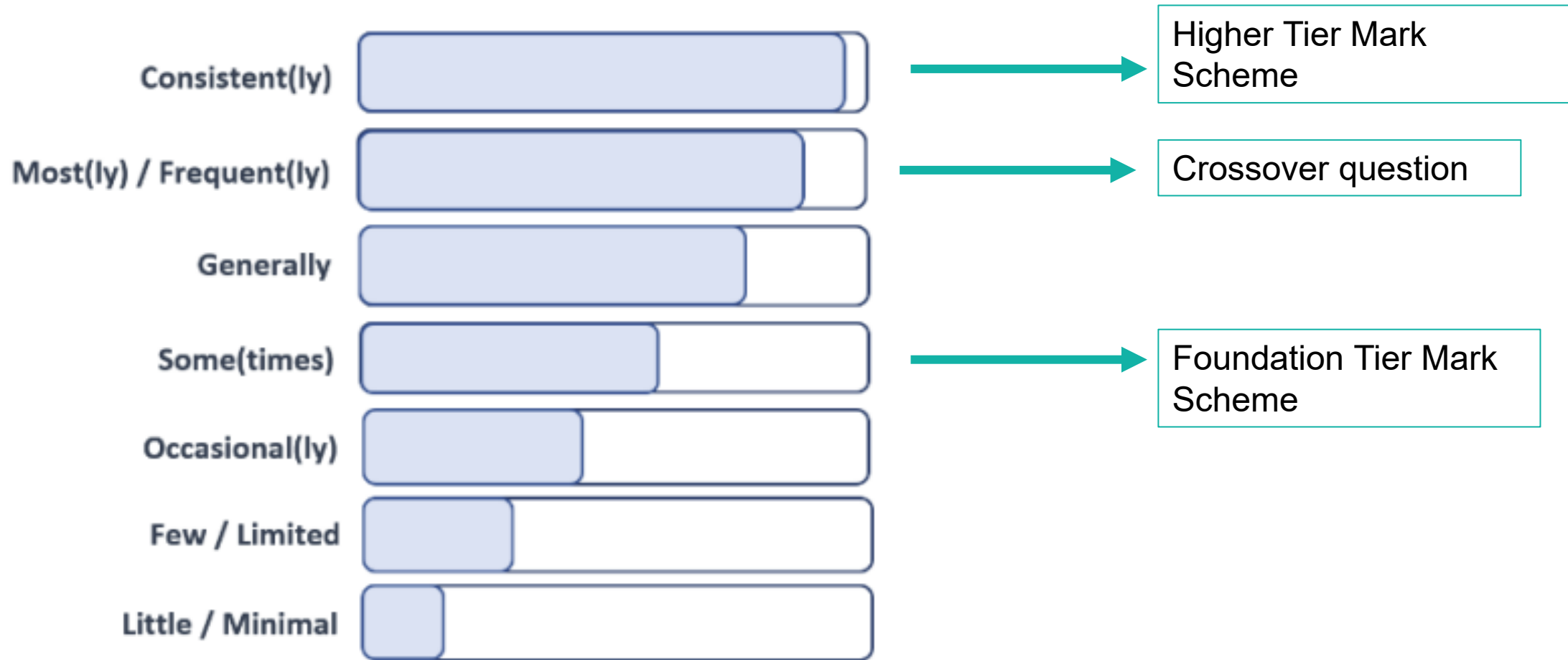
AO3 Errors

Major errors – prevents meaning being conveyed	
Verb agreement	Wir gehst oft ins Kino.
Spelling (misleading)	Ich möchte Mathe studen.
Tenses (incorrect)	Morgen hat er Musik gehört.
Incorrect verb formation	Wir gegehen heute einkaufen. Ich wurde ins Ausland gefahren.
Vocabulary	Ich mag Eis und meine Freundin mag es zu. Ich du viel Sport.
Use of infinitive instead of conjugated verb	Yusuf spielen Fußball.
Mismatch of subject and possessive adjectives	Wir treffen sich im Café.
Mother-tongue interference	Wir gern Horrorfilme. Ich lese das Papier.

Hints and tips

- Consider the answer as a whole.
- Look at the Assessment Objectives separately.
- After deciding which descriptors most closely match the answer and place it in that band.
- Be positive! Look to reward rather than penalise.
- Concentrate on the overall quality.
- Avoid focusing disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest.
- Use a best fit approach for defining the band.
- Once decided on a band, decide on a mark within the band.
- Award marks towards the top/bottom of the band depending on how the answer evidences the descriptors.

Differentiation terms within the mark scheme



Applying the mark scheme

(b) Write about studying for an online newspaper.

You **must** include the following points:

- where you study now
- your opinion of school
- what your future study plans are.

Write your answer **in German**. You should aim to write between 40 and 50 words.

(14)

Wenn studiere ich, studiere ich in meine Haus. Es ist
einfacher als Schuler ~~weil~~ weil meiner meinung
noch ~~noch~~ meinen Freunden zu lauten^{sind} Ich denke, dass
Schule zu laut und Schweigen ~~ist~~ für mich ist. Obwohl
wenn ich in einer großer Schuler bin, werde ich ~~studieren~~ in
die Schuler Studien.

What mark did you give?

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"> All three bullet points addressed Some development of ideas Most of the response is comprehensible; some messages may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and phrases Simple grammatical structures with some variety, some linking of sentences with conjunctions Some accurate language, mostly minor errors.
4-6	<ul style="list-style-type: none"> Two or more bullet points addressed Limited development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	3-4	<ul style="list-style-type: none"> Limited variety of vocabulary and phrases Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions Limited accurate language; errors occur, some of which may be major.
1-3	<ul style="list-style-type: none"> One or more bullet point addressed Little or no development of ideas Few parts of the response are comprehensible; the message often breaks down. 	1-2	<ul style="list-style-type: none"> Minimal variety of vocabulary and/or phrases in isolation Minimal use of simple grammatical structures, likely to be repetitive Minimal accuracy in the language, frequent errors both major and minor.
0	<ul style="list-style-type: none"> No rewardable material. 	0	<ul style="list-style-type: none"> No rewardable material.

Foundation Tier Question 2 – Examiner Commentary Summary

Total marks: 11 out of 14	
AO2: Response to stimulus Marks: 7 out of 9	AO3: Linguistic knowledge and accuracy Marks: 4 out of 5
<ul style="list-style-type: none">• The student addresses all the bullet points. This meets the requirements of the 7–9 mark band.• The response shows some development of ideas. This meets the requirements for the 7–9 mark band.• Some parts of the response are comprehensible. The mark for comprehensibility therefore meets the requirements for the 4–6 mark band. <p>The most appropriate mark for this response using the best-fit approach is a mark of 7 for AO2.</p>	<ul style="list-style-type: none">• The student uses a limited variety of vocabulary. This meets the requirements of the 3–4 mark band.• The response includes some variety of grammatical structures. This meets the requirements of mark band 5.• The response shows limited accuracy. This meets the requirements of the 3–4 mark band. <p>The most appropriate mark for this response using the best-fit approach is a mark of 4 for AO3.</p>
Summary: Generally, this student has made the most of the language at their disposal. To improve the student could work towards greater accuracy in verb formation, using clear timeframes, tenses and word order.	



Foundation Tier Question 3/ Higher Tier Question 1

Foundation Tier Question 3 / Higher Tier Question 1

Choose either Question 3(a) or Question 3(b)

If you answer Question 3(a), put a cross in the box ☐ .

- 3 (a) Write to someone you know about films.

You **must** include the following points:

- what kind of films you like
- your opinion of a film you like with reasons
- the last time you saw a film
- who you will next watch a film with.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

If you answer Question 3(b), put a cross in the box ☐ .

- (b) Write to someone you know about friends at school.

You **must** include the following points:

- what you like to do with friends
- your opinion of a friend with reasons
- what you did with friends last week
- what you will do with friends after exams.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

In both options the form requested, 'write to someone you know' remains the same, but the 'subject matter' changes to focus students' decision making on their preferred subject.

Four bullet points, with requirement to use an opinion with justification, past and future forms clearly indicated. These bullet points always follow this pattern.

13 marks for AO2 and 5 marks for AO3.

Foundation Tier Q3 / Higher Tier Q1 Assessment

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language Generally successful use of three timeframes Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences Some successful use of at least two timeframes Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> Limited variety of vocabulary and grammatical structures; short, simple sentences Limited success with timeframes Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> One or more bullet point addressed Little or no extra detail added to ideas Limited parts of response are comprehensible; the message often breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
0	<ul style="list-style-type: none"> No rewardable material. 		

Applying the mark scheme

normalerweise, ^{liebe}gern ich mit ~~meine~~ Freundeskreis am
Wochenende Eislaufen, um uns zu entspannend. Als
wir jünger war, haben wir Eislaufen werden,
aber jetzt haben wir ^{unsere} Meinung geändert. Ich
~~ge~~ mag auch mit ~~meine~~ ~~Freunde~~ ins Kino
gehen, weil wir ~~alles~~ die alles neue Filme
sehen gern.

Meine beste Freunde heißt Ella und ich liebe sie.
Sie hat immer ~~ist~~ Zeit für mich, egal ob Tag oder
Nacht. Sie ~~ist auch~~ hat viel Geduld - sie horte
sich meine Probleme an und ist sehr höflich.
~~Aber~~ Obwohl ich gern am liebsten, das sie extrem
kurzig ist, da ich immer lachen wenn wir
zusammen sind.

Letztes Woche, ~~habe~~ ^{bin} ich mit meine Beste Freunde
beim eine concert ^{gegangen} hatte. Es war ~~sehr~~ viel Spaß gemacht,
weil denn meine Freunde hat eine ~~Schl~~ schlechte

(b) Write to someone you know about friends at school.

You **must** include the following points:

- what you like to do with friends
- your opinion of a friend with reasons
- what you did with friends last week
- what you will do with friends after exams.

Write your answer **in German**. You should aim to write between 80 and 90 words.

(18)

Stimme. Am ~~so~~ Sonntag, habe ich mit meinen
Freundinnen Federball gespielt, ~~obwohl~~ es ~~ist~~
aber ich ~~habe~~ die Schlange kaputt gemacht.
Das war schrecklich, weil sie sehr teuer zu
reparieren sind - so ein Pech!

Nach dem Prüfungen, werde ich mehr Zeit
mit meine Freunde verbringen. ~~Ich~~ Ich hoffe, das
wir eine Reise nach ^{Paris} Schottland machen, damit
wir die berühmten Sehenswürdigkeiten ~~sehen~~
Sehenswürdigkeiten besuchen konnten.

What mark did you give?

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language Generally successful use of three timeframes Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences Some successful use of at least two timeframes Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> Limited variety of vocabulary and grammatical structures; short, simple sentences Limited success with timeframes Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> One or more bullet point addressed Little or no extra detail added to ideas Limited parts of response are comprehensible; the message often breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
0	<ul style="list-style-type: none"> No rewardable material. 		

Foundation Tier Q3/ Higher Tier Q1 – Examiner Commentary Summary

Total marks: 15 out of 18	
AO2: Response to stimulus Marks: 11 out of 13	AO3: Linguistic knowledge and accuracy Marks: 4 out of 5
<ul style="list-style-type: none"> The student takes care to address all the bullet points. This meets the requirements of the 11–13 mark band. There is frequent development of ideas. This easily meets the requirements for the 11–13 mark band. The student has written a response which is generally comprehensible but some messages are unclear/difficult to understand immediately. This meets the requirements of the 8–10 mark band. <p>The most appropriate mark for this response using the best-fit approach is a mark of 11 for AO2.</p>	<ul style="list-style-type: none"> There is some variety of vocabulary and grammar. This meets the requirements of mark band 5. There is some successful use of timeframes. This meets the requirements of mark band 3–4. There is limited accuracy in language. The response therefore meets the requirements of the 1–2 mark band for accuracy. <p>The most appropriate mark for this response using the best-fit approach is a mark of 4 for AO3.</p>
<p>Summary: Generally, this was a mid to high performing student showing good potential, nearly getting into the top band. To improve the student could continue to aim towards accuracy in verb formation, paying particular attention to verb agreement and how to use the adverbs '<i>gern</i>' and '<i>am liebsten</i>' correctly.</p>	



Higher Tier Question 2

Higher Tier Question 2

- In both options the form requested, 'write a blog' remains the same, but the 'subject matter' changes. A blog is a formal setting but no requirement to use formal register.
- Four bullet points, with requirement to use an opinion, past and future forms clearly indicated.
- Increased demand – from an 'opinion' to expressing 'pros and cons'
- Increased number of words 130–150
- 17 marks for AO2 & 5 marks for AO3

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☐.

- 2 (a) Write a blog about where you live.

You **must** include the following points:

- where young people can meet in your area
- the pros and cons of living where you do
- an activity you have done recently in your area
- what you will do in your area in the summer.

Write your answer **in German**. You should aim to write between 130 and 150 words.

(22)

If you answer Question 2(b), put a cross in the box ☐.

- (b) Write a blog about food and drink.

You **must** include the following points:

- what you normally eat or drink
- the pros and cons of fast food
- who you ate lunch with recently
- where you will buy food next week.

Write your answer **in German**. You should aim to write between 130 and 150 words.

(22)

Higher Tier Question 2 Assessment

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> All four bullet points addressed Consistent development of ideas Response is easily comprehensible; it is rare that the message is not immediately clear. 	4-5	<ul style="list-style-type: none"> A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of three timeframes Consistently accurate language: any errors are minor.
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; the occasional message may be unclear. 	2-3	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Generally successful use of at least two timeframes Generally accurate language; mostly minor errors, occasional major errors.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language Occasional success with timeframes Some accurate language; frequent errors, some of them major.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
1-4	<ul style="list-style-type: none"> One or more bullet point addressed Limited development of ideas, any extra detail is likely to be very brief Limited parts of the response are comprehensible; the message often breaks down. 		
0	<ul style="list-style-type: none"> No rewardable material. 		

Applying the mark scheme

(b) Write a blog about food and drink.

You **must** include the following points:

- what you normally eat or drink
- the pros and cons of fast food
- who you ate lunch with recently
- where you will buy food next week.

Write your answer **in German**. You should aim to write between 130 and 150 words.

(22)

Normalerweise esse ich Indianisches, weil meine Mutter sehr lecker Indianisches kocht. Jedoch esse ich auch Salat mit viel Gemüse, um ~~gesund~~ gesund zu sein. Mein Lieblingessen ist ~~Es~~ Nudeln, denn man kann es sehr einfach zu machen.

Einerseits ist schnelles-Essen sehr billig zu kaufen, andererseits ist es nicht so gut für deine Gesundheit. Obwohl man nicht schnelles-Essen jedes Tag essen kann, kann man es manchmal essen, zum Beispiel zweimal pro Monat. Meiner Meinung nach schnelles-Essen ist sehr gut für Partys, ~~wenn~~, weil man feiern kann.

Letzte Woche habe ich Mittagessen mit meiner Familie gegessen. Es war ^{so eine} schlechtest Erlebnis, weil das Restaurant schrecklich war. ~~Es~~ Erstens war alles zu teuer aber nicht so ~~so~~ lecker. Danach war die Kellnerin sehr sauer und nett. Sobald meiner Vater eine ^{lange} ~~lange~~ Haare in die Suppe gefunden hat, haben wir das Restaurant verlassen.

Nächste Woche werde ich ~~ich~~ im neuen Café Essen kaufen. Ich hoffe ~~zu~~ Italienisches Essen zu probieren, weil ich neue kulturelles Essen erleben möchte. Außerdem werde ich im anderen Restaurant mit meiner Familie ~~zu~~ gehen, um eine bessere Zeit zu haben.

What mark did you give?

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> All four bullet points addressed Consistent development of ideas Response is easily comprehensible; it is rare that the message is not immediately clear. 	4-5	<ul style="list-style-type: none"> A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language Consistently successful use of three timeframes Consistently accurate language: any errors are minor.
11-13	<ul style="list-style-type: none"> All four bullet points addressed Frequent development of ideas Response is comprehensible; the occasional message may be unclear. 	2-3	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, some extended sentences; some complex language Generally successful use of at least two timeframes Generally accurate language; mostly minor errors, occasional major errors.
8-10	<ul style="list-style-type: none"> Three or more bullet points addressed Some development of ideas Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language Occasional success with timeframes Some accurate language; frequent errors, some of them major.
5-7	<ul style="list-style-type: none"> Two or more bullet points addressed Occasional, brief development of ideas Some parts of the response are comprehensible; the message sometimes breaks down. 	0	<ul style="list-style-type: none"> No rewardable material.
1-4	<ul style="list-style-type: none"> One or more bullet point addressed Limited development of ideas, any extra detail is likely to be very brief Limited parts of the response are comprehensible; the message often breaks down. 		
0	<ul style="list-style-type: none"> No rewardable material. 		

Higher Tier Question 2 – Examiner Commentary Summary

Total marks: 19 out of 22	
AO2: Response to stimulus Marks: 15 out of 17 marks	AO3: Linguistic knowledge and accuracy Marks: 4 out of 5 marks
<ul style="list-style-type: none"> The student takes care to address all four bullet points. For coverage, the response could sit in either the 14–17 or 11–13 mark band, depending on how well the response meets the other two criteria. There is consistent development of ideas. This meets the requirement of the 14–17 mark band. The student has written a response which is easily comprehensible throughout. This meets the requirements of the 14–17 mark band. <p>Since all three aspects sit in the 14–17 mark band, a mark within that range is appropriate using the best-fit approach. Since there are occasional instances where the message is not immediately clear, a mark of 15 is fitting.</p>	<ul style="list-style-type: none"> There is a wide variety of vocabulary and grammatical structures. This meets the requirements of the 4–5 mark band. The student is consistently successful in their use of timeframes. This meets the requirements of the 4–5 mark band. There is consistently accurate language throughout, but with some minor errors. This meets the requirements of the 4–5 band. <p>The response sits firmly in the 4–5 mark band for all three categories. Given the incidence of minor error, a mark of 4 is the best fit.</p>
<p>Summary: This was a high performing student who managed to produce a confident account showing elements of higher tier language. To improve the student should continue to write extended sentences using a variety of structures and should check the word order carefully each time. In addition, they should aim to reduce anglicisms in their writing.</p>	

Resources and support

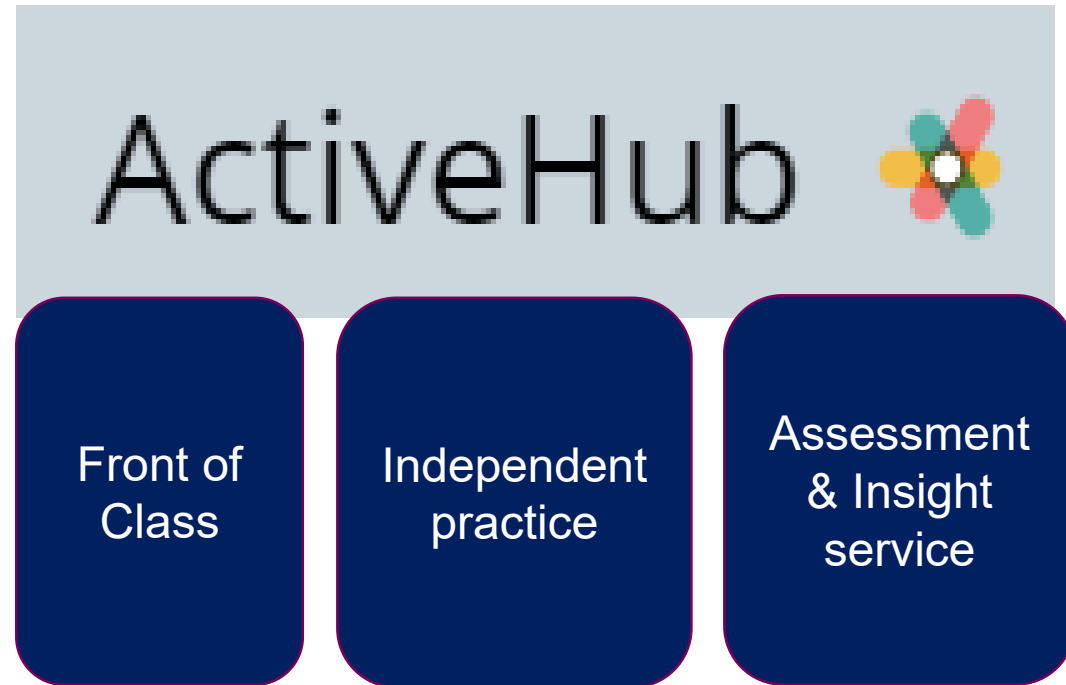
© iStock_Maria_Korneeva

GCSE resources from Pearson



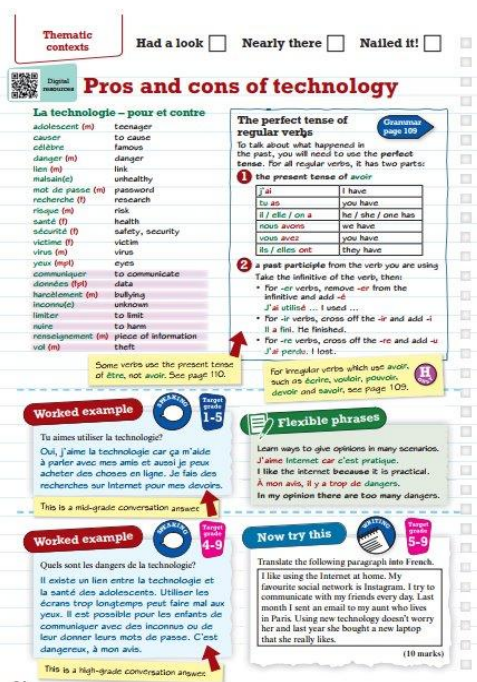
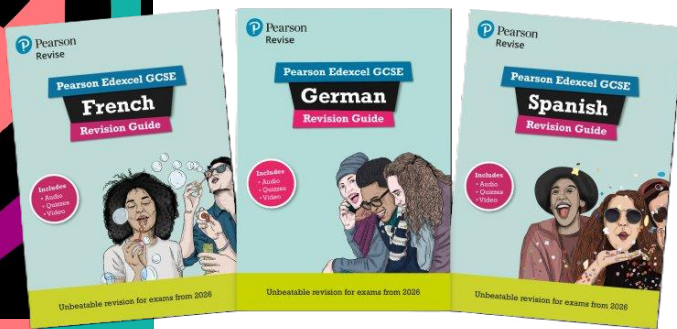
Higher
Tier
Student
Book

Foundation
Tier
Student
Book



Pearson scheme of work

What is Pearson Revise for GCSE MFL?



Revision Guide for Spanish, French and German

£3.50 (with 50% schools' discount)

Revision content for the entire specification, including practice questions, exemplar responses and exam-focused hints and tips.

Plus:

- **Audio** for Speaking and Listening via QR code
- **Quizzes** for testing knowledge and vocab
- **Videos** on key assessment points and grammar
- **Flashcards** for self-testing of vocab
- **Exam Practice Assistant** for automatic writing feedback.

Revision Workbook

£3.50 (with 50% schools' discount)

Extensive write-in practice to complete throughout the course

Full set of practice papers

Audio for Speaking and Listening

Pearson Revise Online subscription
£195/year

Give your school access to the online Revision Guide and online revision tools for French, Spanish and German.

Online revision tools included with the Revision Guide

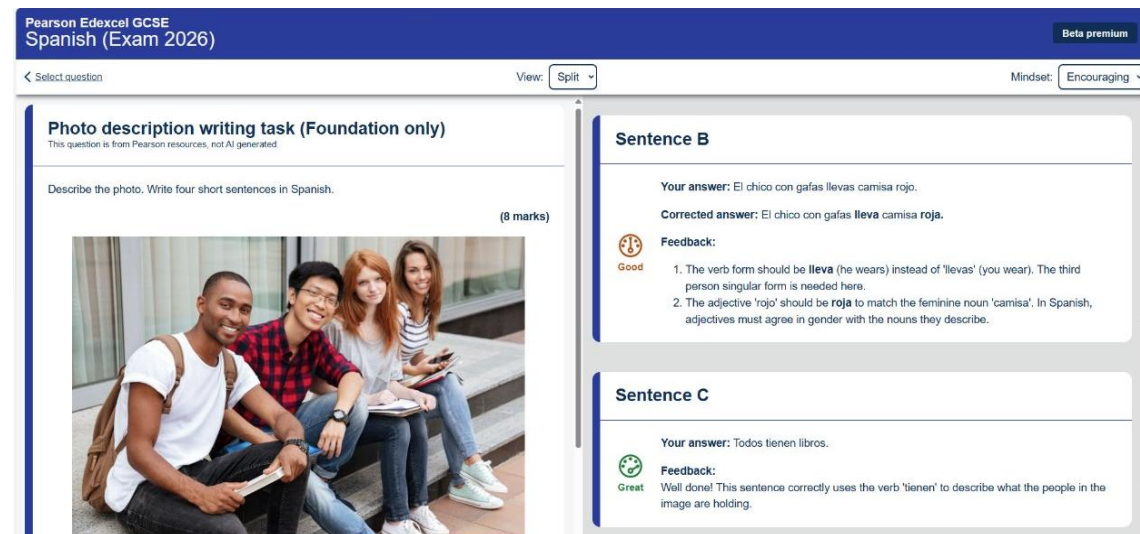
Exam Practice Assistant

Automatic personalised marking and feedback of students' writing, without the delays of self-marking!

- **36 exam-style Picture Description tasks** (Foundation Writing paper) with personalised, expert-guided feedback.
- **3 feedback levels** to help build student confidence: Direct, Encouraging, and Accelerate.
- **Auto-created flashcards** help target writing, grammar and spelling gaps.

Also included:

- **Online version** of Revision Guide
- **Audio** for Speaking and Listening via QR code
- **Quizzes** for testing knowledge and vocab
- **Videos** on key assessment points and grammar
- **Vocab flashcards** for self-testing of every word on the vocab list. Plus, students can create their own.



Try it all with free teacher access to Pearson Revise Online:

<https://www.pearsonschools.co.uk/exampracticeassistant>

Further training and resources

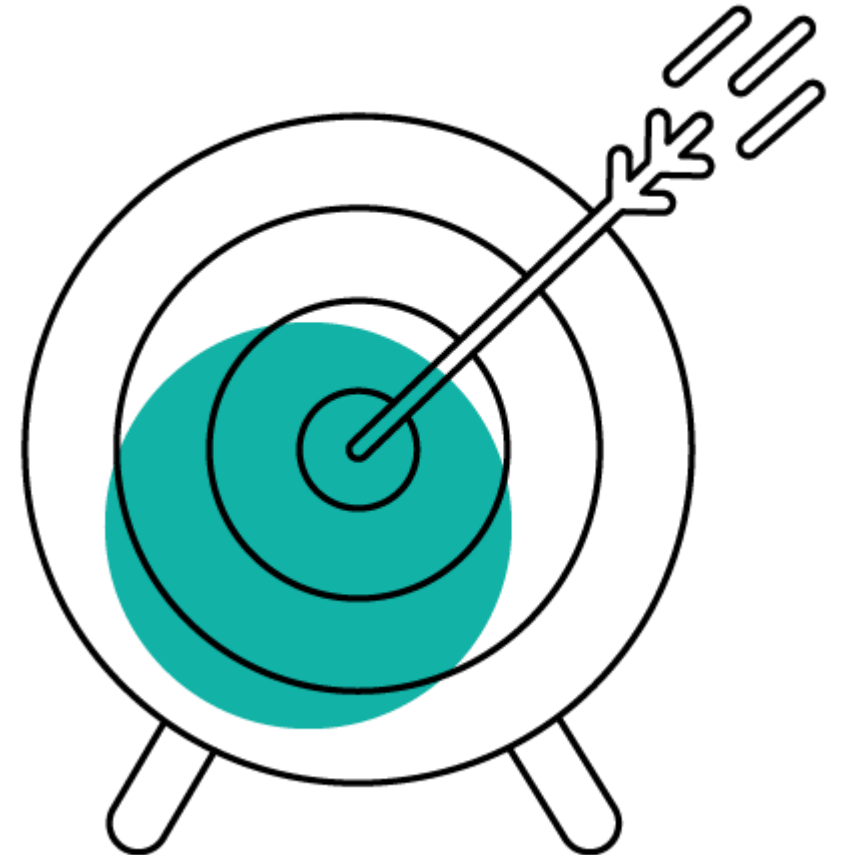
- Training currently available on the [PD Academy](#):
 - GCSE 2024 '[How to conduct the speaking exam](#)' live and pre-record training
 - Drop-in clinics
 - New to Pearson Edexcel (which replaces our GRTT training)
 - Unpacking the Writing Exam / Unpacking the Speaking Exam
 - Effective Phonics Teaching for the Read Aloud and Dictation Tasks
 - Mastering Dictation
 - [YouTube playlist](#) of event recordings, including Spotlight on Writing, Paper 4
- Training coming soon:
 - Self-paced training of Unpacking the Speaking and Unpacking the Writing courses
- Writing Guide [Paper 4, Writing – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE German \(2024\) Pearson qualifications](#)



Any questions?

Review of today's goals

- To recap the structure and key features of the Foundation and Higher Tier papers
- To increase familiarity with the open-ended writing tasks
- To understand the application of the mark schemes
- To practise marking exemplar material (language specific)
- To know how to access resources, support and ongoing training



Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

Languages

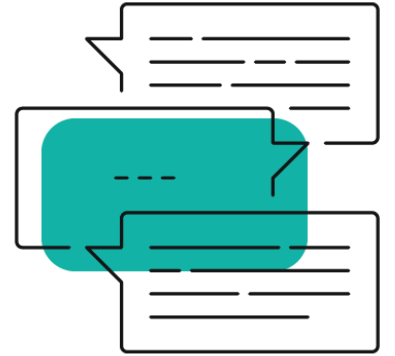
Email: teachinglanguages@pearson.com

Phone: +44 (0) 344 463 2535
(Mon–Fri, 9.00–17.00)

[Book an appointment with your Subject Advisor](#)

[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

Rebecca Waker
Languages



Find us on Facebook

Pearson Edexcel Facebook Page

Don't forget to follow us on Facebook for the latest updates about our qualifications. You can also find the latest updates from JCQ and Ofqual here too.

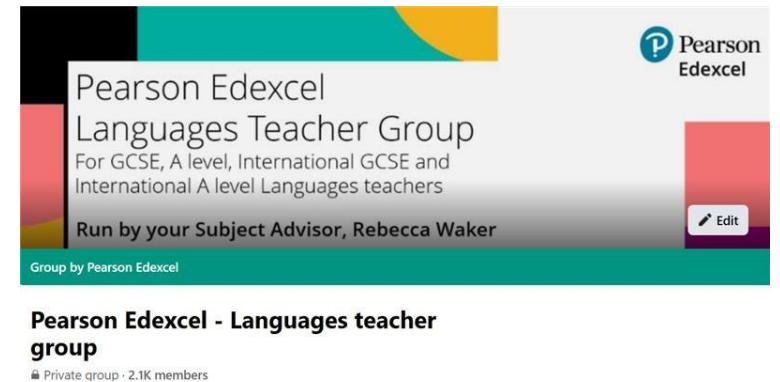
Click [here](#) to find our page, or scan this code



Facebook Teacher Groups

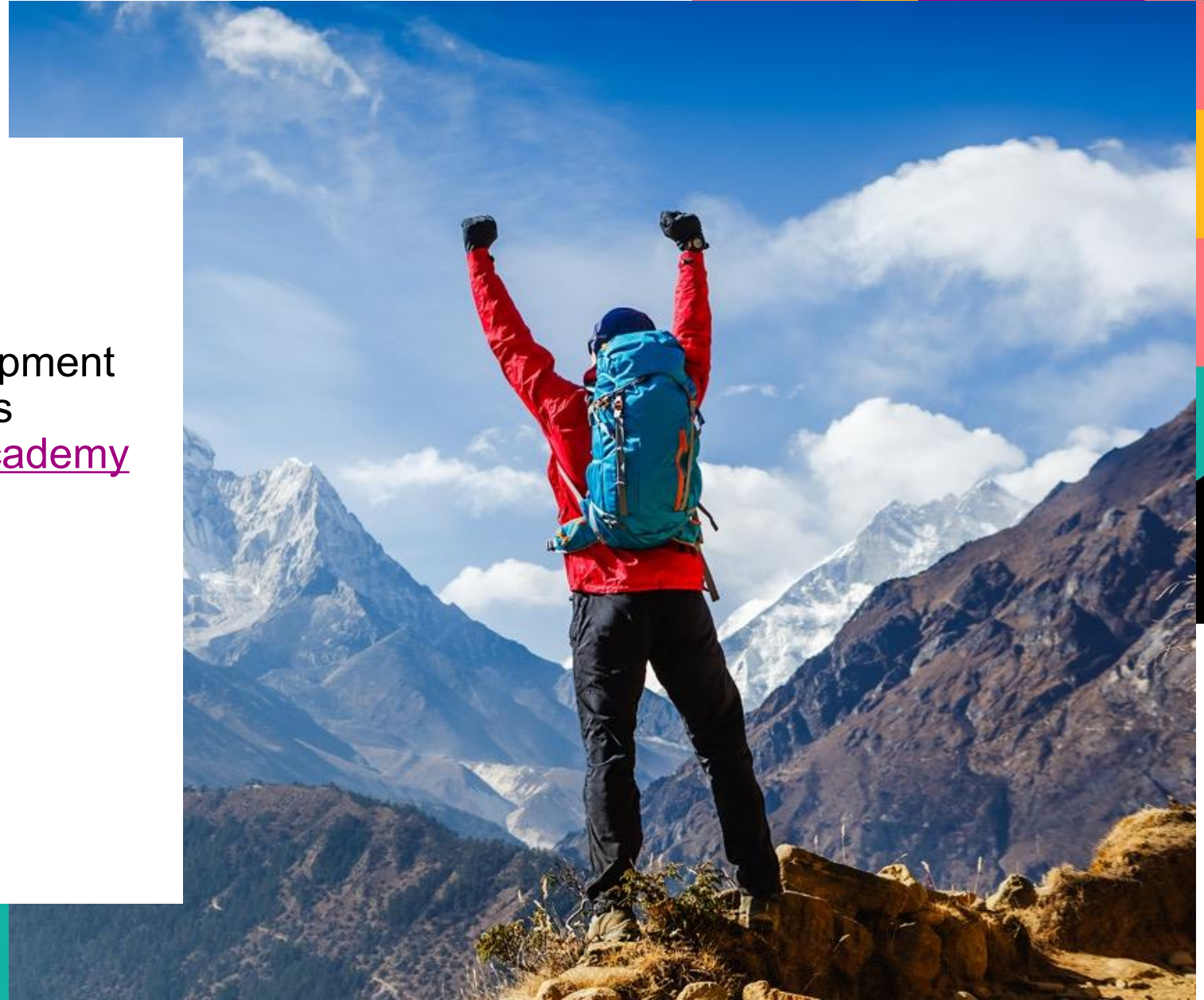
Be sure to also join our Pearson Edexcel Languages teacher group on Facebook. Created to give Languages teachers a private, professional space to have discussions. The group is managed by your Subject Advisor.

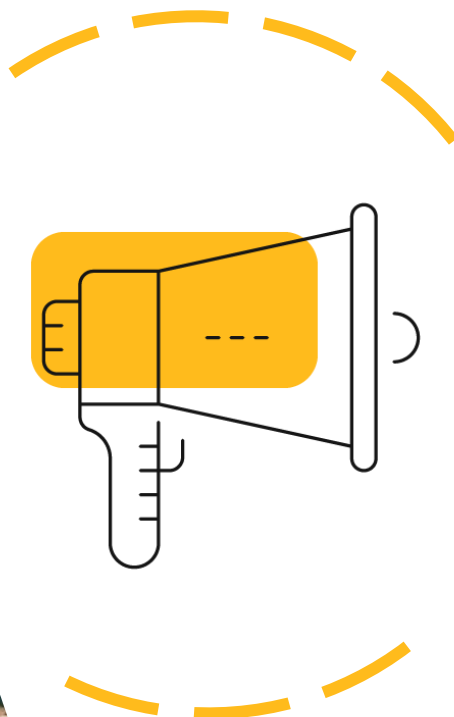
Click [here](#) to join the group, or scan this code



Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



Pearson