



edexcel

An introduction to the Pearson Edexcel 9-1 GCSEs

Gujarati, Persian, Portuguese & Turkish

ALWAYS LEARNING

PEARSON

Pearson Edexcel is pleased to be able to offer these new GCSE qualifications following the OCR withdrawal.

These slides offer a quick overview of the reformed GCSEs, highlighting key changes and signposting where more support is available.

These reformed qualifications have been accredited by Ofqual for first teaching from September 2018, and will be assessed from summer 2020. OCR will continue to offer the legacy GCSE in the interim but there will be no re-sit of the legacy GCSE after 2019.

These qualifications present significant changes and new challenges – these are directly in line with regulatory requirements and mirror the changes made to the other language GCSEs. There has been some ramping of demand across all subjects at GCSE in line with the requirements and the new grades. It is hoped that this will lead to greater differentiation and less bunching of marks.



Format of the new GCSE (1)

Papers	%
1. Listening and understanding	25%
2. Speaking	25%
3. Reading and understanding	25%
4. Writing	25%

The four-paper format is similar to the legacy OCR model, and the percentage weightings are the same as the outgoing specifications (assessed for the last time in summer 2019).

There will no longer be any 'short course' GCSE provision.



Format of the new GCSE (2)

Content

Identity and culture

Local area, holiday and travel

School

Future aspirations study and work

International and global dimension

Please see the new content areas that coincide with regulatory requirements. Please be reassured that most of the content will, however, be very familiar to teachers – *school, friends, local area* etc. There are five themes which enable teachers delivering over two years, if wished, to focus on one theme per term and then have a final consolidation and revision term. Each theme is supported by *topics* and page 9 of each specification provides a further breakdown of these to help teachers plan appropriate content in their lessons:

Some of the new themes may seem a little daunting at first but ‘International and global dimension’ could, for example, mean that a student might choose to talk about the ‘International Cricket World Cup’ (or even the Eurovision song contest!) in the speaking test.



Key features

- 100% external assessment
- Equal skills weighting
- New grading
- Choice of tier
- New themes
- Short translations
- Inclusion of literary texts in the reading paper
- No access to a dictionary

- 100% external assessment – no change – there is no internal assessment or coursework.
- Equal skills weighting – no change.
- New grading – more on this later, but this essentially means that there are more grades and increased differentiation of marking – particularly at the top end (grades 8 and 9 often viewed as A* and A**, grade 5 viewed as C+/B-).
- Choice of tier – all language GCSEs are now tiered – this means that assessments will be more targeted at the level of the student and weaker students can be entered at Foundation tier and not encounter assessment material that is well beyond their comfort zone. It is important to note that students must be entered at either foundation or higher tier across the whole qualification – they cannot be entered at different tiers across each skill. Students can achieve up to a grade 5 at Foundation tier.
- New themes (as mentioned in the previous slide).
- Short translations – the inclusion of translations (both from and into the target language) is a new regulatory requirement.
- Inclusion of literary texts in the reading papers – the reading papers must cover a range of different types of text, including appropriate literary texts. Rest assured that these questions are still reading comprehension questions – students are not expected to read particular books or produce literary critique.
- No access to a dictionary – there will no longer be any access to a dictionary in any of the papers.



Receptive skills

Listening (Foundation: 35 mins/Higher: 45 mins)

- Need to identify overall message, key points, details, opinions, recognise relationships between past, present and future ... *and deduce meaning and draw conclusions*

Reading (Foundation: 45 mins/Higher: 1 hour)

- Inclusion of authentic and literary texts
- Need to identify overall message, key points, details, opinions, recognise relationships between past, present and future ... *and deduce meaning and draw inferences*
- Translation from the target language into English

Listening is the skill area where there is, perhaps, the least change.

Our listening papers are worth 50 marks (like the legacy OCR listening papers). Students get 5 minutes' reading time prior to the recording playback - they can use this time to read through the question paper and start to think about the sort of content they need to listen out for.

It is worth noting the wording in the subject content – the skill of listening is expected to go beyond simply latching on to key words – the 'wrap around' is just as important, e.g. noting that something did not happen, noting the time reference, etc. as well as the ability to draw independent conclusions from the information given in the recording.

Our reading papers are worth 50 marks.

It is worth noting the wording in the subject content – the skill of reading must also go beyond simply latching on to some key words and students will be expected to draw independent inferences from the information provided.

The reading paper contains the translation from the target language into English. This is a short translation exercise and the emphasis is on effectively communicating target language meaning in English.

Both listening and reading papers contain a number of question types, including multiple choice.



Speaking

(Foundation: 7-9 mins/Higher: 10-12 mins *plus* 12 mins preparation time)

- Focus on ***spontaneous & independent use of language***
- 'One off' oral to include: ***roleplay, picture-based task*** and ***two conversations***
- Accurate use of a range of vocabulary and grammatical structures with reference to past, present and future events
- [Video presentation](#)

The speaking unit is the area where there is probably greatest change, although there will still be the familiar conversation element.

The new assessment puts the emphasis on spontaneity and the student's independent manipulation of language, and requires students to undertake a range of different activities.

Regardless of tier, the new assessments will require students to complete three tasks: role play, picture-based task and conversation.

Pearson Edexcel will create a sequencing grid, and teacher-examiners will allocate role play and picture-based tasks based on this grid. The conversation should include two conversations – one based on a topic chosen by each student (prior to the test) and another that relates to a different theme (allocated by Pearson Edexcel via the sequencing grid). The purpose of the sequencing grid is to ensure that every student covers four of the five themes in their speaking exam, giving them an opportunity to demonstrate the depth of their knowledge.

The role play is marked for communication only. Over half of the marks available for the oral are for communication. Good students will be expected to demonstrate an ability to manipulate a wide range of language structures, different time references and vocabulary, and give and justify opinions.

We have compiled an FAQs document about the speaking exams, based on French, German and Spanish, but the information applies equally to GCSE Gujarati, Persian, Portuguese and Turkish and will be uploaded to the qualification web pages in due course.



Foundation	Higher
Role play 1–1.5 minutes	Role play 2–2.5 minutes T
Picture-based task 2.5–3 minutes	Picture-based task 3–3.5 minutes
2 x conversations 3.5–4.5 minutes max. (Max = 2 mins 15 secs per conversation)	2 X conversations 5–6 minutes max. (Max = 3 mins per conversation)
Overall timings 7–9 minutes (+ 12 minutes' preparation)	Overall timings 10-12 minutes (+ 12 minutes' preparation)

NB: Some candidates may complete role plays in less time but no more time should be allocated to the conversation element to 'compensate' for this.

Every student will need to participate in a role play (Task 1) and a picture-based task (Task 2) as well as engage in two short conversations (Task 3).

All students are given 12 minutes of supervised preparation time in which to prepare their responses to the role play and picture-based task stimulus cards.

Note that some students may complete role play and picture-based tasks in less than the minimum recommended time. However, no time should be added to the conversation to compensate for this.



Writing

(Foundation: 1 hour 10 mins/Higher: 1 hour 20 mins)

- Focus on *spontaneous & independent use of language*
- Formal examination featuring 3 writing tasks (foundation tier) or 2 writing tasks (higher tier) as well as ***translation from English into the target language.***
- Accurate use of a range of vocabulary and grammatical structures with reference to past, present and future events

The writing examinations also focus on spontaneity and the independent manipulation of language rather than memorising language. The reformed writing exams are longer than those in the legacy qualification, but now incorporate a short translation into the target language.

Higher tier students will undertake 2 writing tasks (task 1 – 80-90 words, task 2 – 130-150 words) and a translation. Note Higher tier students have a choice of questions in both writing tasks.

Foundation tier students will undertake three shorter writing tasks (task 1 – 20-30 words, task 2 – 40-50 words, task 3 – 80-90 words) and a translation. Note Foundation tier students only have a choice of questions in task 3, which is a crossover question with the Higher tier task 1.

Over half of the marks available for the writing units are for communication. Good students will be expected to demonstrate an ability to manipulate a wide range of language structures, different time references and vocabulary, and give and justify opinions.



Choice of entry tier

Foundation	Higher
1	
2	
3	
4	4
5	5
	6
	7
	8
	9

The choice of tier of entry must be determined by teachers at the school where students are entered and it is acknowledged that such decisions can be difficult to make - particularly in languages where some students may well perform better in some skills compared to others. Although there is some overlap of content at each tier and some 'safety netting' as outlined earlier, it is important to remember that borderline Foundation/Higher students would encounter content targeted at levels 9, 8, 7 and 6 in a Higher tier paper and are likely to find this very challenging - well beyond grade 5. If entered at Foundation tier they should be more at ease with the overall demand of the assessments.

It is expected that the tier of entry indications will be made as part of the entries submitted (by 21 February for UK centres). Please note that although tier entry decisions must be made by the entry deadline date, it should be possible to amend these up to 21 April without incurring an amendment fee.

It's always very difficult when new qualifications are first introduced but you'll appreciate that, in line with regulatory requirements, we are unable to set or approve any notional grade boundaries for qualifications, or give marks to grades indications prior to first awarding.



Find out more

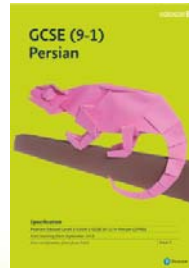
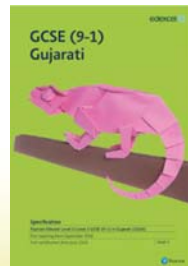
Please visit the relevant qualification pages:

[Gujarati](#)

[Persian](#)

[Portuguese](#)

[Turkish](#)



Each qualification web page includes:

- Specification
- Sample Assessment Materials including sound files for the listening papers



Work with us

You'll need:

- a degree (in any discipline) or equivalent qualification
- at least one year's full time (or a minimum of two years' part time) teaching experience of the target language gained in the last 8 years

Applications from 2019

We've amended our minimum requirements for examiners – please see the requirements outlined on the slide.

Becoming an examiner is a useful experience and can also help to inform your teaching. If you are interested in applying, please email aarecruitment@pearson.com



Supporting teachers

- Getting started guide
- Guide on using literary texts
- Video and guide on incorporating culture into the MFL classroom
- *Conducting the speaking exam support – coming in 2019*
- [Languages e-updates](#)

Please sign up for our subject advisor updates , sent out about once a month.

You can do so at: <https://qualifications.pearson.com/en/forms/subject-advisor-languages.html>



Any questions?

Teachinglanguages@pearson.com