

GCSE Spanish

Mocks marking

17BAL03



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Objectives

During the event delegates will:

- understand the assessment requirements of the new specification
- explore the paper structure and new types of questions
- review student responses to questions and understand how to accurately apply the mark scheme
- understand how we can support you
- be able to ask questions and share good practice



Agenda

	Welcome Tea and coffee
5 minutes	Agenda and introductions
5 minutes	Assessment structure
60 minutes	Paper 2 Speaking: Foundation and Higher Tiers Role play, picture-based task and conversation Assessment criteria
15 minutes	Paper 3 Reading: Foundation and Higher Tiers Translation from Spanish into English Assessment criteria
55 minutes	Paper 4 Writing: Foundation and Higher Tiers All questions Assessment criteria
10 minutes	Support Plenary and questions



Overview of new specification

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding	F = 35 minutes including 5 minutes' reading time	<ul style="list-style-type: none">Multiple-choice and short-answer open response questions.The majority of questions will be set in English with two questions set in Spanish.
		H = 45 minutes including 5 minutes' reading time	
Paper 2 25% 70 marks	Speaking	F = 7–9 minutes (12 minutes' preparation)	Students will be assessed through three tasks: <ul style="list-style-type: none">a role playa picture-based taska conversation.
		H = 10–12 minutes (12 minutes' preparation)	



Overview of new specification

Paper	Title	Length of assessment	Summary of assessment
Paper 3 25% 50 marks	Reading and understanding	F = 45 minutes	<ul style="list-style-type: none">Multiple-choice and short-answer open response questions, and one translation question.There will be three questions set in Spanish.
		H = 1 hour	
Paper 4 25% 60 marks	Writing	F = 1 hour 10 minutes	Three open response tasks (includes one crossover task) and one translation.
		H = 1 hour 20 minutes	Two open response questions (includes one crossover task) and one translation.



Paper 2: Speaking structure and question types



Paper 2: Speaking

Foundation	Higher
7–9 minutes + 12 minutes' supervised preparation time	10–12 mins + 12 minutes' supervised preparation time
Candidates can make notes and refer to them in the exam but should not read from them	Candidates can make notes and refer to them in the exam but should not read from them
No dictionaries	No dictionaries
Role play based on any of the topics from Themes 1–4 (selected by Pearson)	Role play based on any of the topics from Themes 1–4 (selected by Pearson)
Questions based on a picture stimulus related to any one of the topics (selected by Pearson)	Questions based on a picture stimulus related to any one of the topics (selected by Pearson)
Conversation based on two themes <ul style="list-style-type: none">• Theme 1 – chosen by candidate in advance of assessment• Theme 2 – selected by Pearson.	Conversation based on two themes <ul style="list-style-type: none">• Theme 1 – chosen by candidate in advance of assessment• Theme 2 – selected by Pearson.



Speaking paper assessment

Role-Play

- One mark grid to be applied to the role-play:
 - Communication and content, incorporating linguistic knowledge and accuracy (10 marks)

Picture-based task

- Two mark grids to be applied to this task:
 - Communication and content (16 marks)
 - Linguistic knowledge and accuracy (8 marks)

Conversation

- Three mark grids to be applied to this task:
 - Communication and content (12 marks)
 - Interaction and spontaneity (12 marks)
 - Linguistic knowledge and accuracy (12 marks)



Paper 2 Foundation Tier

This exemplar

- was produced as part of a mock examination series
- does not fully follow the instructions given in the specification.

Teacher-examiners must

- ensure they follow the sequencing grid when arranging and conducting assessments.
- should conduct the whole test in Spanish
- ensure the conversation starts with the candidate's chosen topic which s/he can outline for up to a minute.

The whole conversation (i.e. both Themes/Topics)

- should last between 3½ and 4½ minutes, with equal time spent on each of the two topics.

The marks given here, particularly for the conversation, reflect the quality of the candidate's responses rather than the length of the examination.



Activity 1

Listen to the Foundation Speaking exemplar



Paper 2 Higher Tier

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This exemplar

- was produced as part of a mock examination series
- does not fully follow the instructions given in the specification.

Teacher-examiners must

- ensure they follow the sequencing grid when arranging and conducting assessments.
- conduct the whole test in Spanish.
- ensure the conversation starts with the candidate's chosen topic which s/he can outline for up to a minute.

The whole conversation (i.e. both Themes/Topics)

- should last between 5 and 6 minutes, with equal time spent on each of the two topics.

The marks given here, particularly for the conversation, reflect the quality of the candidate's responses rather than the length of the examination.



Activity 2

Listen to the Higher Speaking exemplar



Activity 3

In pairs, agree on one strategy to prepare students for

- the role play
- the picture-based task
- the conversation topics

to share with the whole group.



Paper 3: Reading structure and question types



Paper 3: Reading

Foundation	Higher
45 minutes	1 hour
Nine reading questions (texts with a variety of multiple-choice and short-answer open response questions)	Nine reading questions (texts with a variety of multiple-choice and short-answer open response questions)
Three multiple-choice questions in Spanish (Section B)	Three questions in Spanish: two multiple-choice and one open response (Section B)
Two questions based on literary texts	Two questions based on literary texts
Translation of one short passage from Spanish into English	Translation of one short passage from Spanish into English
Four questions common to Higher Tier	Four questions common to Foundation Tier



Assessment grid for Spanish–English translation

1. Indicative content
2. Foundation assessment grid
3. Higher assessment grid



Activity 4

Look at two exemplar Foundation
Spanish to English translations



Activity 5

Look at two exemplar Higher Spanish to English translations



Activity 6

In pairs, agree on one or two strategies to prepare candidates for the Spanish–English translation to share with the whole group.



Paper 4: Writing structure and question types



Paper 4: Writing

Foundation	Higher
1 hour 10 minutes	1 hour 20 minutes
Assessment consists of: <ul style="list-style-type: none">• three open-response questions• one translation question	Assessment consists of: <ul style="list-style-type: none">• two open response questions• one translation question
For one open-response question, candidates choose one of two writing tasks (this question is common to Higher Tier)	For each of the two open-response questions, students choose one of two writing tasks (question 1 is common to Foundation Tier)
Length of each open-response and complexity of language increases across paper	Candidates must produce extended open responses based on written stimuli provided
Candidates required to translate five sentences (ordered in increasing level of difficulty) from English to Spanish	Candidates required to translate a short paragraph from English to Spanish (individual sentences will be ordered in increasing level of difficulty)



Writing Paper assessment

Foundation Question 1

- Communication and content (6 marks)
- Linguistic knowledge and accuracy (6 marks)

Foundation Question 2

- Communication and content (8 marks)
- Linguistic knowledge and accuracy (8 marks)

Foundation Question 3 and Higher Question 1

- Communication and content (12 marks)
- Linguistic knowledge and accuracy (8 marks)

Higher Question 2

- Communication and content (16)
- Linguistic knowledge and accuracy (12)

Translation Foundation and Higher

- Communication and content, linguistic knowledge and accuracy (12)



Activity 7

Read through the Foundation Writing exemplars



Activity 8

Read through the Higher Writing exemplars



Activity 9

In pairs, agree on one strategy to prepare students for

- Foundation Qs 1 and 2
- Foundation Q3 / Higher Q1
- Higher Q2
- the English–Spanish translation to share with the whole group.



Supporting you

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Develop

Free support:

- Getting Ready to Teach events

Paid-for support:

- Delivering the new GCSE MFL specification (9-1)

Plan

Free support:

- Course planner
- 2-yr and 3-yr Schemes of Work
- Getting Started Guide
- Mapping charts

Published resources*:

- Teacher Guide (H or F)

Track & Assess

Free support:

- Specimen papers
- Student exemplars
- Video on conducting the speaking assessment
- Free baseline test
- Free end of year 9 test
- ResultsPlus & examWizard

Published resources*:

- ActiveLearn Digital Service (assessment packs with progression tracking)

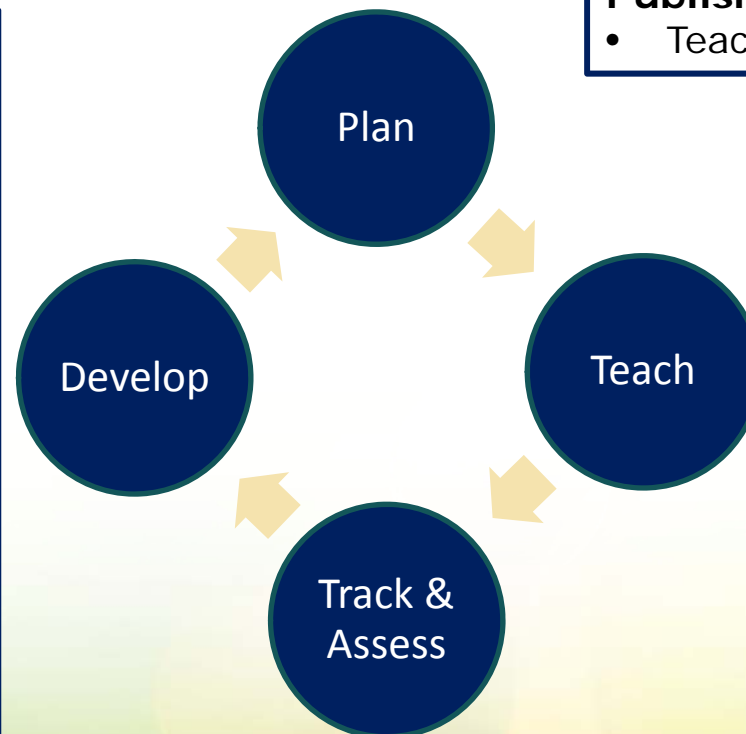
Teach

Free support:

- 'how to' guides
- Translation and literary text booklets
- T&L videos
- Editable vocabulary spreadsheets

Published resources*:

- Student Books (H or F)
- Grammar and Translation Workbook
- Vocabulary Workbook
- ActiveLearn Digital Service
- ActiveBooks (H or F)



These resources have not yet been endorsed.

*You do not have to purchase any resources to deliver our qualifications.



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- Any questions?