

Getting Started Guide



GCSE (9-1) Spanish

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish (1SP0)

Getting Started: GCSE Spanish 2016

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1. Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

Key features of our GCSE Spanish

The specification and Sample Assessment Materials have been developed in consultation with the languages community – subject associations, academics and advisors, together with hundreds of teachers and students. Drawing on feedback at every stage, the Edexcel specification has been developed to be an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A level or employment.

The 2016 specification has been built on the following key principles:

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand, with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for learners at each tier. This will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately, and also that it is clear what is expected of learners at each band.

Continuous progression

Our content builds on the understanding developed at KS2 and KS3 while also ensuring that learners new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A level.

Support for the new specification

This Getting Started guide provides an overview of the new GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We are providing a package of support to help you plan and implement the new specification:

- **Planning:** In addition to the section in this guide, a course planner, and schemes of work that you can adapt to suit your department, are available.
- **Understanding the standard:** example student work with examiner commentaries.
- **Tracking learner progress:** specimen papers to support formative assessments and mock exams.
- **Personal, local support:** a network of leading practitioners across the country, providing online and face-to-face training events.
- **Teaching and learning materials:** translation and literary text booklets and editable vocabulary sheets for use in class or for homework, together with a range of guides containing practical approaches to areas such as translation, using literary texts, incorporating culture and spontaneous speaking, plus a variety of resources and videos to support teaching and learning.

These support documents are available on the GCSE 2016 Spanish pages on the Edexcel website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/Spanish-2016.html>

2. What's changed?

2.1 What are the changes to the GCSE qualification?

GCSE German specifications are changing for first assessment 2018:

- The new 9–1 grading system will replace A*–G.
- There will be no controlled assessment component: all assessment will be through external examinations.
- All papers will be set and marked by the awarding organisation. This includes both speaking and writing examinations.
- The speaking test will be conducted by a teacher in the centre with materials supplied in advance and retained in secure conditions.
- Assessment weightings will be 25% per skill.
- Papers will be tiered but there will be no mixed tier entry. Students will be entered for a single tier across all papers, either Foundation or Higher.

Changes to content and assessment requirements for GCSE Spanish

The content requirements¹ for GCSE Spanish have been revised. All awarding organisations' specifications for GCSE Spanish must meet these criteria. Full details of the subject criteria can be found at www.gov.uk/government/publications/gcse-modern-foreign-languages

- The reading paper will contain authentic stimuli, including some extracts from relevant abridged or adapted literary texts.
- There will be short translations from and into Spanish.
- Some questions will be in Spanish in the reading and listening papers.
- The compulsory topics will be linked to: identity and culture; local, national, international and global areas of interest; current and future study and employment (see Changes to specification content on page 5).

Changes to Assessment Objectives

The GCSE Spanish Assessment Objectives have been revised for the new specification. Each of the four assessment objectives now carries a weighting of 25%. The Assessment Objectives are given in the table below.

AO1 25%	Listening – understand and respond to different types of spoken language
AO2 25%	Speaking – communicate and interact effectively in speech
AO3 25%	Reading – understand and respond to different types of written language
AO4 25%	Writing – communicate in writing

Relationship of Assessment Objectives to components

The assessment of each of the Assessment Objectives is contained exclusively in the four examination papers.

¹ *Modern foreign languages GCSE subject content* (DfE, 2014) www.gov.uk/government/publications
Reference: DFE-00348-2014

The four components of the qualification are:

Paper 1 Listening and understanding in Spanish

Paper 2 Speaking in Spanish

Paper 3 Reading and understanding in Spanish

Paper 4 Writing in Spanish

These four papers are compulsory, must be sat in one terminal session, and make up the GCSE qualification.

Use of Spanish in questions²

In listening (AO1), 20–30% of the marks must be awarded for responses to questions set in the assessed language.

In speaking (AO2), students will be required to express themselves solely in the assessed language.

In reading (AO3), 30 - 40% of the marks must be awarded for responses to questions set in the assessed language.

In writing (AO4), students will be required to express themselves solely in the assessed language. Questions may be asked in English where translation into the assessed language is required or where the context of the questions is detailed or complex.

The table below provides a comparison with the relationship of Assessment Objectives to examined components in GCSE Spanish 2012*.

		2SP01 (2012)	1SP0 (2016)
		weighting	weighting
AO1	Listening	20%	25%
AO2	Speaking	30%	25%
AO3	Reading	20%	25%
AO4	Writing	30%	25%

*N.B The comparison is with the GCSE full course; there will be no short course available in new GCSEs in Modern Languages for 2016.

2.2 Changes to Edexcel GCSE Spanish

Specification overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish consists of four externally-examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

² *Modern foreign languages GCSE subject content* (DfE, 2014) www.gov.uk/government/publications
Reference: DFE-00348-2014

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Each paper is available at Foundation or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Paper	Title	Length of assessment	Summary of assessment
Paper 1 25% 50 marks	Listening and understanding	F = 35 minutes including 5 minutes' reading time	Multiple-response 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 plus 12 minutes' preparation time	Students will be assessed through three tasks: <ul style="list-style-type: none"> • a role play • questions based on a picture stimulus • a conversation.
		H = 10-12 minutes plus 12 minutes' preparation time	
Paper 3 25% 50 marks	Reading and understanding	F = 45 minutes	Question types will comprise both multiple-response 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 1 cross over task) and 1 translation.
		H = 1 hour 20 minutes	Two open response questions (includes one cross over task) and one translation.

Full details of the assessment can be found in the Spanish GCSE 9-1 specification: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.html>

Changes to specification content

The assessment of GCSE Spanish will be set in the context of the following compulsory themes:

- Identity and culture.
- Local, national, international and global areas of interest.
- Current and future study and employment.

Following consultation with teachers, language and assessment experts, these compulsory themes have been divided into five broad theme areas, giving the opportunity for teaching one theme per term. These five themes are further broken down into topics and sub-topics, all of which should be studied in the context of

both the students' home country and that of countries or communities where Spanish is spoken. They are designed to offer a motivating, enriching and up-to-date context for the study of the Spanish language. Teachers should be aware of the need to develop their students' awareness and understanding of the cultural life of Spanish-speaking communities in their selection of teaching materials during the course of study, and in preparation for the final assessment.

For listening and reading assessments, the majority of contexts are based on the culture and countries where Spanish is spoken. Students may also refer to the culture of Spain/Spanish-speaking countries or communities in the speaking and writing papers.

Our content principles

- A mix of familiar and new topics to support a wide range of interests.
- Topics encourage the teaching and learning of Spanish-speaking culture.
- Topics show how language can be used in practice.
- Topics facilitate progression from Key Stage 3 to A level.
- Topics meet the requirements of the subject criteria.

The themes and topics are listed below:

Theme 1: Identity and culture

Topics:

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models.
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (uses, advantages and disadvantages).
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television.

Theme 2: Local area, holiday and travel

Topics:

- **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.

Theme 3: School

Topics:

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success.
- **School activities:** school trips; events and exchanges.

Theme 4: Future aspirations, study and work

Topics:

- **Using languages beyond the classroom:** forming relationships; travel; employment.
- **Ambitions:** further study; volunteering; training.
- **Work:** jobs, careers and professions.

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Theme 5: International and global dimension

Topics:

- **Bringing the world together:** sports events; music events; campaigns and good causes.
- **Environmental issues:** being 'green'; access to natural resources.

The final assessments at the end of the course will draw on the full range of these themes and topics. Teachers are encouraged to refer to the Sample Assessment Materials to see this exemplified.

3. Planning

3.1 Planning and delivering the course

GCSEs in Spanish are linear and 100% externally-assessed.

This specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours over a two- or three-year period. Structured across five themes, our flexible programme of study allows time for a focused revision period at the end of the course.

There is a range of possible ways of planning the delivery of the specification, and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students.

The time allocated to each of the elements of the specification reflects the weighting of that element - all skills have an equal weighting and are worth 25% each in the final assessment, so equal amounts of time should be spent on each skill when covering the 5 themes in the Edexcel specification. The five themes are: Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; International and global dimension. **All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.** There will be equal weighting between the themes in the assessment.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

3.2 Suggested resources

Below is a list of free support for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish (1SP0):

- Getting Started Guide for GCSE Spanish.
- Editable two-year and three-year GCSE Course Planners.
- Editable two-year and three-year GCSE Schemes of Work.
- Mapping guides comparing the 2012 and 2016 GCSE Spanish specifications.
- Mapping guides to map the 2016 GCSE Spanish specification to the Pearson GCSE Spanish textbook 2008.
- Additional specimen papers (for Listening, Reading and Writing).
- Student exemplars with examiner commentary.
- Mocks marking training.
- 'How to' guides, including:
 - Answering questions in the target language
 - Approaches to translation
 - Classroom talk strategies
 - Guide to rubrics in Spanish
 - Incorporating culture into the MFL classroom
 - Vocabulary learning strategies
 - How to conduct the speaking assessment
- Translation activity and answer booklets.
- Literary text activity and answer booklets.
- Grammar Presentations.

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- Teaching and learning videos on spontaneous speaking, approaches to grammar and translation, incorporating culture into the MFL classroom.
- Video on how to conduct the speaking assessment.
- Editable vocabulary spreadsheets.
- Editable image bank for speaking and writing practice.
- List of useful Spanish websites.
- Ideas for questions to ask in the speaking assessment.
- Ideas for structures for students to use in the speaking and writing assessments.
- Progression support.
- Student guide.
- Free *Getting Ready to Teach* training events, which will focus on delivering the GCSE over two and three years, with integrated teaching and learning sessions covering translation, spontaneous speaking and literary texts.
- Subject specialists.

All planning and support materials can be found via this webpage:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/Spanish-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials>

We will also be offering paid-for Professional Development courses on *Delivering the new GCSE MFL specification (9-1)* to support first teaching and beyond, from September 2016. Details about these will be published on our website in due course.

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential. To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers. However, it is not necessary to purchase endorsed resources to deliver our qualifications.

We aim for our qualifications to be supported by resources produced by a range of publishers. Endorsed resources from other publishers will be available at www.edexcel.com/resources.

Pearson's paid for published resources will provide comprehensive support for the Pearson Edexcel GCSE Spanish specification. You can request a free evaluation pack and find out more at

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/Spanish-2016.resources.html?defaultFacet=Publisher:Pearson>

Pearson's new **iViva!** resources for Edexcel GCSE Spanish 2016 will

- provide strong continuation from popular KS3 courses.
- drive engagement through culture-focused content.
- support you to prepare students for GCSE (9-1) assessments.

Resources* include:

- **Student Books** (Higher or Foundation)
- **Teacher's Guides** (Higher or Foundation)
- **Grammar and Translation Workbook**
- **Vocabulary Workbook**
- **ActiveLearn Digital Service**
- **ActiveBooks** (Higher or Foundation)

Our qualification is also supported by resources* produced by other publishers:

- Zigzag
- Photocopiable resources for Spanish – learning, revision & exam practice!

3.3 Delivery models

An editable course planner and example schemes of work covering a two- and three-year Key Stage 4 are available on Pearson Edexcel's GCSE 2016 Spanish webpage. These documents have been designed to support planning for both a two-year and three-year course and are based on the following principles:

- Three 12-week terms per academic year.
- A focused revision period at the end of the course: the summer term of the final year of study would be used for revision and final examination preparation for linear assessment and 100% final examinations.
- The number of hours allocated to GCSE Spanish each week will depend on the individual centre's timetable, but here an average of 2 hours a week has been assumed, as this fits with research carried out with schools, and fits 120 guided learning hours.

These delivery models are suggestions only and there are a number of valid ways of structuring courses. The schemes of work show one of a number of possible orders of topics and approaches to grammar coverage; these should be adapted by centres to work for their individual timetables.

4. Content guidance

Teachers should refer to the 'how to' guides available on our website for support with how to approach the content.

These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- Answering questions in the target language
- Approaches to translation
- Classroom talk strategies
- Guide to rubrics in Spanish
- Incorporating culture into the MFL classroom
- Vocabulary learning strategies

Ideas for how to approach the themes and for activities within these themes are also provided below. Note that these are suggestions only and are not prescriptive.

Theme 1: Identity and Culture

Topics:

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models.
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (uses of, advantages and disadvantages).
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television.

When approaching this theme, students should be able to draw on language learnt during Key Stage 3. To enable them to develop the language met previously, the teacher could approach this theme through literature or music in Spanish. Research can be conducted into traditional celebrations in the Spanish-speaking world.

Activity ideas:

- Using literary texts to look at the life of culturally significant people to practise the simple past tense.
- Using poetry to expand ideas about friendship and develop vocabulary.
- Venn diagrams on adjectives to develop positive and negative relationship adjectives.
- Agony Aunt-style letters from authentic sources dealing with family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Practising role play situations with the scenario of arranging to go out.
- Comparing shopping habits of UK consumers with those in Spanish-speaking countries (online vs traditional, popular shops, spending patterns).
- Debating the advantages and disadvantages of social media, in order to encourage spontaneous speaking.
- Students allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Analysing television listings from Spanish-speaking countries (classifying according to type, reading reviews, comparing relative popularity of genres).
- Photographs of traditional festivals can be used to practise the picture-based oral task.

Theme 2: Local Area, Holiday and Travel

Topics:

- **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.

As well as students describing their own past holidays or future holidays they plan, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a Spanish-speaking country which would then allow them to report back on travel costs, accommodation available, activities on offer in the chosen resort and type of weather to be expected. Another approach to accommodation and eating out could be to use authentic resources from websites such as Trip Advisor, to read about hotels and restaurants. These can be used as reading comprehensions, to extract vocabulary and phrases and, finally, students could write their own reports on a restaurant or hotel. Students could also collect literature about their own area and, from that, produce a website or brochure for Spanish-speaking tourists to encourage them to visit. This topic is a key area for role-play work.

Activity ideas:

- Research a Spanish-speaking holiday destination and plan travel, accommodation and activities for a visit (use Google maps to take a virtual tour).
- Webquest for students to find relevant information, from authentic sources, about travelling to destinations and compile findings (Renfe , Iberia , other airlines, coaches).
- Write a complaint email to a hotel or restaurant, suggesting improvements.
- Using authentic hotel website information work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller etc.
- Set up role-play scenarios around the classroom for group / pair work activities
- Advantages / disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements / preferences, leading to discussion.
- Watching (tourism) videos from Spanish-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own voice-over commentary to accompany photos of a Spanish-speaking area / city, or their own area.
- Watching / reading weather forecasts online, or presenting their own.
- Photographs of holiday destinations can be used to practise the picture-based oral task.

Theme 3: School

Topics:

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success.
- **School activities:** school trips; events and exchanges.

Again, students will have met many of the basic ideas from this topic in Key Stage 3 and should be happy to converse about the different schools subjects and their own likes and dislikes. When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many Spanish-speaking schools have websites and this could provide an excellent resource for authentic material. Particular features of schools, such as

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school finishing at lunchtime, teacher and student roles and responsibilities and uniform could also be opportunities for discussion.

Activity ideas:

- Authentic resources, in the form of UK and Spanish school prospectuses or websites, discussing aspects of the schools system in each country, could be used as reading comprehension and stimuli for discussion purposes. These could be translated to and from Spanish.
- Research on school websites can produce timetables, in order for pupils to compare the school day.
- Setting up links with Spanish-speaking schools, in order for students to pose questions to their peers and report back on their answers, e.g. opinions on the longer school day, sport at school, favourite subjects etc.
- Debate on which system is most effective.
- Students could draw up their own list of school rules, present and future, and state agreement or disagreement with current school rules, and reasons for their opinions.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- Comparison of school uniforms from across the Spanish speaking world (for example in a group discussion).
- Prepare a presentation for new Y7 students on dealing with pressures of school. (time management, making friends, staying healthy, where to get help)
- Mock 'options' evening – students pretend to be their teachers, promoting the benefits of their chosen subjects. Other students act as pupils or parents, asking e.g. "Why should I pick Spanish?" (All in Spanish).

Theme 4: Future aspirations, study and work

Topics:

- **Using languages beyond the classroom:** forming relationships; travel; employment.
- **Ambitions:** further study; volunteering; training.
- **Work:** jobs, careers and professions.

Most of this theme will be new topics not studied at Key Stage 3. Teachers may want to approach the topic through students' own aspirations but could also look at relevant web pages to find resources describing others' experiences, which will provide models for students to use in their own work. There are a number of useful websites about training, which teachers may find of use, to source work for reading purposes, as well as suitable photographs, and to extend students' vocabulary and comprehension skills.

Activity ideas:

- Reading comprehension based on authentic job advert sites.
- Brainstorming positive and negative aspects of travelling during a gap year, going to university or undertaking work experience.
- Researching university courses in Spanish. Compiling key words into subject groups eg Las ciencias- biología marina, geología etc.
- Writing an imaginative blog / report about volunteering.
- Using this topic as an opportunity to introduce and practice the conditional tense forms so that students can say what they would like to do and why (e.g. in the context of a UCAS application).
- Reading task to match descriptions of jobs to the job titles.
- Using an online platform to ask Spanish-speaking students about their career / future aspirations, and reporting back.

- Undertaking a role play based on an interview for a work placement/ job.
- Writing a CV (or record of achievement) of their own or of a celebrity.
- Selecting suitable candidates for certain jobs, based on CVs in Spanish provided by teacher.

Theme 5: International and global dimension

Topics:

- **Bringing the world together:** sports events; music events; campaigns and good causes.
- **Environmental issues:** being 'green'; access to natural resources.

This is a new theme at GCSE which may not have been met in Key Stage 3. Teachers may again wish to access material on the Internet to support their teaching of this theme. Posters and adverts for sports and music events could be useful resources, as could blogs and newspaper reports about such events. A lot of the international aid agencies have multilingual sites which can contain useful authentic material. There are a lot of publications about being 'green' available from EU educational resources and Spanish government websites, as well as from other organisations. There is a good deal of poetry and music about climate change and good causes.

Activity ideas:

- Group discussion in order to decide which of a selection of music events a group of friends should attend (factoring in cost, location, itinerary, artists featured).
 - Writing a report on a sporting event.
 - Translate promotional material for well known Spanish music festivals (e.g. Benicassim, Ibiza Rocks, Sonar, etc).
 - Mock interview with sports stars who have performed at well known sporting events.
 - Giving students a scenario that they have a certain amount of money to donate to a worthy cause. They each research a suitable charity for that money and engage in a group debate about which charity should benefit.
 - Using photographs of sporting events to engage in discussion (picture-based task).
 - Students write about how environmentally-friendly (or unfriendly) their home town is, making recommendations for improvements.
 - Using links with a Spanish-speaking partner school to compare their town and the Spanish town with regard to the protection of the environment.
 - Make a 'party political broadcast' encouraging young people to be green and support good causes.
 - Debate the pros and cons of renewable energy sources, having read simple newspaper articles from Spain on fracking, etc.
-

5. Assessment guidance

5.1 Implications of linear assessment

This GCSE Spanish course is designed to be followed in a linear fashion. The four components must be sat as terminal examinations at the end of the course. Examinations will take place only in a summer session at the end of the course of study (most often a two year course) and there will be no opportunity for re-sitting individual components. A candidate would be eligible to re-sit the whole qualification (four components) at a future examination session.

5.2 Paper 1

Paper 1: Listening and understanding in Spanish
(Paper code: 1SP0/1F and 1H)
Written examination Foundation tier: 35 minutes including 5 minutes' reading time; 50 marks Higher tier: 45 minutes including 5 minutes' reading time; 50 marks 25% of the total qualification
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Spanish speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Spanish. Foundation tier <ul style="list-style-type: none">• Section A is set in English. The instructions to students are in English.• Section B is set in Spanish. The instructions to students are in Spanish. Higher tier <ul style="list-style-type: none">• Section A is set in Spanish. The instructions to students are in Spanish.• Section B is set in English. The instructions to students are in English.

- Section A is set in English. The instructions to students are in English.
- Section B is set in Spanish. The instructions to students are in Spanish.

- Section A is set in Spanish. The instructions to students are in Spanish.
- Section B is set in English. The instructions to students are in English.

5.3 Paper 2

<p>Paper 2: Speaking in Spanish (Paper code: 1SP0/2F and 2H) <i>Internally conducted and externally assessed</i> <i>Foundation tier:</i> 7–9 minutes plus 12 minutes' preparation time; 70 marks <i>Higher tier:</i> 10–12 minutes plus 12 minutes' preparation time; 70 marks <i>25% of the total qualification</i></p>
<p>Content overview This paper draws on vocabulary and structures across all the themes and topics.</p>
<p>Assessment overview Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings. There are three tasks which must be conducted in the following order:</p> <p>Task 1 – a role play based on one topic that is allocated by Pearson.</p> <p>Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.</p> <p>Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.</p>

5.4 Paper 3

<p>Paper 3: Reading and understanding in Spanish (Paper code: 1SP0/3F and 3H)</p>
<p><i>Written examination</i> <i>Foundation tier:</i> 45 minutes; 50 marks <i>Higher tier:</i> 1 hour; 50 marks <i>25% of the total qualification</i></p>
<p>Content overview This paper draws on vocabulary and structures across all the themes and topics.</p>
<p>Assessment overview Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English. Section B is set in Spanish. The instructions to students are in Spanish. Section C includes a translation passage from Spanish into English with instructions in English.</p>

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5.5 Paper 4

Paper 4: Writing in Spanish (Paper code: 1SP0/4F and 4H)
Written examination Foundation tier: 1 hour 10 minutes; 60 marks Higher tier: 1 hour 20 minutes; 60 marks 25% of the total qualification
Content overview This paper draws on vocabulary and structures across all the themes and topics.
Assessment overview Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in Spanish. Word counts are specified for each question. Students must answer all questions. Foundation tier – three open-response questions and one translation into Spanish. Higher tier – two open-response questions and one translation into Spanish.

5.6 Non-examination assessment

There is no longer any centre-designed component in the assessment of GCSE Spanish. The speaking test is, however, internally-conducted by teachers in their centres. The assessment materials will be provided by Edexcel in advance of the examination period and it is required that they remain secure throughout the examination period. Further information about access to the materials at the time of testing and conduct of this component will be provided in due course.

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