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GCSE Spanish



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**Getting Ready to Teach
Pearson's new
Edexcel GCSE (9-1) in Spanish**

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Welcome to this Getting Ready to Teach presentation on Pearson's new Edexcel GCSE (9-1) in Spanish.



Objectives

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- An overview of the main changes for the new GCSE course (first exam June 2018)
- Explore the question papers and mark schemes and take part in activities
- Look at how the changes could be implemented into a two-year Key Stage 4 course
- Look at Teaching and Learning strategies for the newer elements of the GCSE
- Find out more about the support available to guide you through these changes
- Have the opportunity to network, discuss best practice and share ideas with other teachers

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Agenda

- GCSE reforms and key changes for MFL
- Quick overview of the content and structure of the Edexcel specification, and support available
- Literary texts - in the assessment and in the classroom
- Spontaneous speaking - in the assessment and in the classroom
- Translation - in the assessment and in the classroom

As well as giving an overview of the GCSE reforms and key changes for MFL, this presentation will focus on those aspects of the qualification that are new:

- literary texts
- encouraging spontaneous speaking in the classroom
- translation

We will look briefly at the Listening and Writing papers too.



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GCSE Reforms

- Updated content and assessment requirements from DfE and Ofqual
- Fully linear structure
- External examinations only
- Tiering in certain subjects only e.g. MFL and Maths
- New 9-1 grading scale, with 9 the top level

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All GCSEs are being reformed according to the principles outlined on this slide. These changes apply to all GCSEs developed by all awarding organisations.



New GCSE Grading Structure

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| New grading structure | Current grading structure |
|-----------------------|---|
| 9 | A* |
| 8 | A |
| 7 | A |
| 6 | B |
| 5 | GOOD PASS (DfE) 5 and above = top of C and above |
| 4 | AWARDING 4 and above = bottom of C and above |
| 3 | D |
| 2 | E |
| 1 | F |
| U | G |

Taken from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/465873/your_qualification_our_regulation.pdf

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The reformed GCSEs will be graded from 9 to 1, instead of A* to G. Statistical predictions will be used in 2017 to ensure there is alignment between the new and current grading structures, such that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above
- broadly the same proportion of students will achieve a grade 1 and above as currently achieve a grade G and above

All other grade boundaries will be set arithmetically, as now. For example, the boundaries at grades 5 and 6 will be set based on the difference in marks between grades 4 and 7; grade 5 will be set at one third of the difference in marks, and grade 6 at two thirds the difference in marks. The government's definition of a 'good pass' will be set at grade 5 for reformed GCSEs. A grade 4 will continue to be a level 2 achievement.



Key changes in Spanish

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- 100% external assessment
- 25% assessment weightings per skill
- Tiered papers but no mixed tier entry
- Authentic stimuli in the reading paper, including literary texts.
- Short translations from and into Spanish.
- Some questions in Spanish in the reading and listening papers.
- Compulsory topics linked to:
 - Identity and culture
 - Local, national, international & global areas of interest
 - Current and future study and employment.

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Here are the main changes to GCSEs in Spanish.



Our approach

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- All 4 skills assessed separately
- Topics & question papers encourage the T&L of the culture of Spanish speaking countries
- Speaking assessments encourage and reward spontaneity and interaction
- Papers designed to help all students progress through the assessments confidently
- Choice of questions within the writing paper

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This slide summarises the approach we have taken to the redevelopment.

T&L stands for 'teaching and learning'.



Our design principles

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- Scaffolding within the questions in the foundation tier to support learners
- All papers gradually increase in demand with separate sections for questions in Spanish in reading and listening
- Language used in the questions in Spanish should be straightforward so as not to place additional hurdles for candidates
- Ensure contexts within reading and listening papers are set within Spanish countries
- Speaking assessments that reflect real-life scenarios
- Provide choice where possible in the writing paper

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Here are some of the principles we have followed when developing the new assessments with the aim of making the assessments as accessible as possible.



Our content principles

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- A mix of familiar and new topics to support a wide range of interests
- Topics that encourage the T&L of Spanish speaking culture
- Topics that show how language can be used in practice
- Topics that facilitate progression from KS3 and to A level
- Topics that meet requirements of the subject criteria

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And here are some of the principles we have followed when designing the content of the new specification.



Our Themes

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Five main Themes:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

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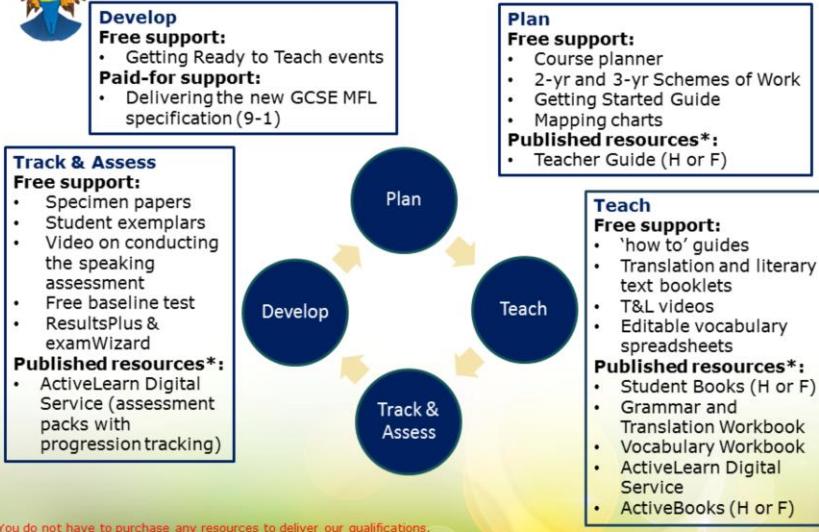
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You can see the five main themes, including all the topics and sub-topics within them, on pages 7 and 8 of the accredited specification (which you can find on the Edexcel website). All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.



Supporting you

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

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We offer a comprehensive package of support which covers all aspects of your teaching, from planning your courses, through the actual teaching you do (with resources you can use to teach), to the tracking and assessment that's so important for you to keep on top of your students' progress, and finally not forgetting your ongoing development and training needs.

On the next few slides you will be briefly shown exactly what support we offer, both free and paid-for, for each of those vital elements of your job.



Planning support

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Free support:

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

Published resources*:

- Teacher Guide (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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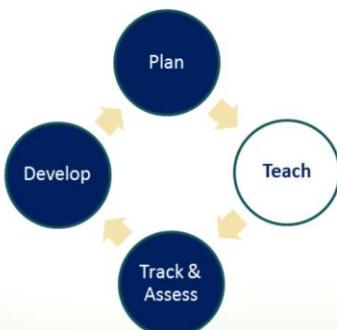
We provide free 2-year and 3-year scheme of work and course planner. If viewing a digital version of this presentation, click on the link below to access these resources:

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



Teaching support

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Free support:

- 'how to' guides (e.g. translation, using literary texts, spontaneous speaking, culture, answering questions in Spanish)
- Translation and literary text booklets
- Teaching and learning videos
- Editable vocabulary spreadsheets
- Vocabulary learning strategies
- Guide to rubrics in Spanish
- Grammar presentations

Published resources*:

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

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If viewing a digital version of this presentation, click on the link below to access these resources:

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



Tracking and assessment support

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Free support:

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



Published resources*:

- ActiveLearn Digital Service (assessment packs with progression tracking)

These resources have not yet been endorsed.
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If viewing a digital version of this presentation, click on the link below to access these resources:

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

Pearson also offers Progression Services – progression maps and scales allowing you to track students' progress over Key Stage 3 and Key Stage 4. If viewing a digital version of this presentation, click on the link below to access more information:

http://www.pearsonschoolsandfecolleges.co.uk/Secondary/ProgressionandIntervention/Progression_Services/Progression_for_MFL/Overview.aspx



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Progression

- The Progression Maps for French, German and Spanish have now been released.
- Covering the 11-16 curriculum they include barriers and boosters to help you gain a better understanding of your students' progression.
- The Progression Scale has been aligned to indicative grades, helping you with evidence to inform grade predictions for the new 9-1 examinations.
- We have produced KS4 baseline assessments for the Edexcel qualifications in French, German and Spanish. The baseline assessments and markbooks will help you to set, target steps and flightpaths, and monitor progress for your KS4 students.

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Click on this link to find out more:

http://www.pearsonschoolsandfecolleges.co.uk/Secondary/ProgressionandIntervention/Progression_Services/Progression_for_MFL/Overview.aspx



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Supporting you

Free support:

- Getting Ready to Teach events

Paid-for support:

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



We are planning **Professional Development** events to support first teaching and beyond, in response to **your** feedback.

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You can find details of our upcoming training events in the Training and events section of the website. If viewing a digital version of this presentation, click on the link below:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016/training-and-events.html>



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Published resources

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.

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For an overview of our published resources, click on the link below:

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/ModernLanguages/Spanish/Spanish14-16.aspx>



Published resources

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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)

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

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Other published resources

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

Zigzag

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

*These resources have not yet been endorsed. This information is correct as of 8th April 2015, but may be subject to change.

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

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Overview of new specification

| Paper | Title | Length of assessment | Summary of assessment |
|----------------------------|-----------------------------|--|--|
| Paper 1 25% 50 marks | Listening and understanding | $F = 35$ minutes incl 5 mins' reading time $H = 45$ minutes incl 5 mins' 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 |
| Paper 2 25% 70 marks | Speaking | $F = 7 - 9$ minutes (12 mins prep) $H = 10 - 12$ minutes (12 mins prep) | Students will be assessed through 3 tasks: <ul style="list-style-type: none">• a role play• questions based on a picture stimulus• a conversation. |

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This slide and the following slide give an overview of the structure and assessment requirements of the new qualification.



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Overview of new specification

| | | | |
|-----------------------------------|---------------------------|---------------------------|--|
| 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 mins | 3 open response tasks (includes 1 cross over task) and 1 translation. |
| | | H= 1 hour 20 mins | 2 open response questions (includes 1 cross over task) and 1 translation. |

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Listening

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- Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- Deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- Recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions

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These are the Department for Education criteria for Listening.



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Listening and understanding

| FOUNDATION | HIGHER |
|--|--|
| 35 minutes incl 5 mins' reading time | 45 minutes incl 5 mins' reading time |
| Multiple-response questions and open response | Multiple-response questions and open response |
| 2 questions in Spanish but no written response required as MCQ | 2 questions in Spanish but no written response required as MCQ |
| There will be four questions common to the Higher tier. | There will be four questions common to the Foundation tier. |

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Here is an overview of the structure of the Foundation and Higher tier Listening papers. The use of dictionaries is not permitted. Note that there is no requirement for students to produce written responses in Spanish in either tier.

Foundation Tier

- *Section A* contains twelve questions set in English with instructions in English. Question types comprise both multiple-response and short-answer open-response questions.
- *Section B* contains two questions set in Spanish with instructions in Spanish. Question types comprise multiple-response questions.

Higher Tier

- *Section A* is set in Spanish with instructions in Spanish. Question types comprise multiple-response questions.
- *Section B* contains eight questions set in English with instructions in English. Question types comprise of both multiple-response and short-answer open-response questions.



Reading

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- Identify overall message of text, key points, details & opinions
- Deduce meaning from a variety of written texts
- Recognise relationship between past, present and future events
- **Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant or adapted literary texts**
- Demonstrate understanding by being able to scan for particular information, organise, & present relevant details, draw inferences in context & recognise implicit meaning where appropriate.

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These are the Department for Education criteria for reading. Note the requirement for relevant or adapted literary texts.



Reading

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| FOUNDATION | HIGHER |
|--|--|
| 45 minutes | 1 hour |
| 9 reading questions | 9 reading questions |
| Texts with a variety of multiple response and short-answer open response questions | Texts with a variety of multiple response and short-answer open response questions |
| 3 multiple choice questions in Spanish (Section B) | 3 questions in Spanish: 2 multiple choice & 1 open response (Section B) |
| 2 questions based on literary texts | 2 questions based on literary texts |
| Translation: | Translation: |
| 1 short passage from Spanish to English | 1 short passage from Spanish to English |
| 4 questions common to Higher tier | 4 questions common to Foundation tier |

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Here is an overview of the structure of the Foundation and Higher tier Reading papers. In both the Foundation and Higher tiers:

Section A has six questions set in English. Question types comprise both multiple-choice and short-answer open-response questions. The instructions to students are in English.

Section B has three questions set in Spanish. The instructions to students in Spanish.

Foundation tier: three multiple-choice questions.

Higher tier: two multiple-choice and one short-answer open-response questions.

Section C is a short translation passage from Spanish into English with instructions in English. Assesses candidates' ability to transfer meaning accurately into English.

In both tiers, there are two extracts from literary texts – so two out of nine questions will be based on literary texts. In the assessment, the literary texts are simply another stimulus, but they should encourage a wider range of genres within T&L and assessment. Literary texts consist of short extracts from texts that may have been

adapted and abridged from authentic sources to be appropriate to this level - from letters, short stories, novels or plays to contemporary and historical sources.



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How to incorporate literary texts into the classroom

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Reading strategies

- Prediction
- Anticipation
- Skimming
- Scanning
- Decoding

Students do not need to understand every word of a text to complete a task. The activities in the exam based on literary texts are there to assess reading comprehension and skills. Therefore, your students should use all the reading strategies they are used to using.



Como agua para chocolate
by Laura Esquivel

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En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿ qué quiere?—dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

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This literary extract is taken from the Sample Assessment Materials – Paper 3 Foundation Tier, page 140.

We are going to use this extract to exemplify reading activities and strategies.



Prediction

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rancho
preparación
hablando
mesa
labores
nerviosa
casarse
marido
no puede
la menor de las hijas
toda mi vida.

El texto trata de
A- una familia
B- unos amigos
C- una clase

El tono del texto es.....
A- positivo
B- negativo
C- triste

Hablan de
A- problemas financieros
B- problemas familiares
C- problemas escolares

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Examples of prediction activities:

- You could give students the words in advance. Students need to get the gist of what the text is about and answer simple questions on general understanding.
- You could give students the title and ask them to predict what the text might be about.
- You could give students a picture related to the text to see if this gives them any ideas.



Anticipation

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El texto trata de

- A- una familia
- B- unos amigos
- C- una clase

El tono del texto es.....

- A- positivo
- B- negativo
- C- triste

Las mujeres hablan de

- A- problemas financieros
- B- problemas familiares
- C- problemas escolares

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Example of anticipation activities:

- Give students the questions beforehand and ask them to think about what words they might find in the text.
- Give students the title of the text.
- Give students a picture related to the text.



Skimming

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Como agua para chocolate by Laura Esquivel

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿qué quiere? —dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

- Who/ When?
Where? What/
Why?
- Key words to
paragraphs

A-la familia
B-una confesión
C- los quehaceres
D- su vida / su
destino

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Two examples of skimming activities:

- Students skim read the text and answer key question words: Who? When? Where? What? Why?
- Students skim read the text and match key words to key sections.



Scanning

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Como agua para chocolate by Laura Esquivel

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿ qué quiere?—dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

- Known words
- Cognates
- Particular words
- Words within Word families
- Synonyms/antonyms

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Examples of scanning activities:

- Students scan the text looking for known words
- Students scan the text looking for cognates
- Direct students to find particular words
- Students try to identify word families
- Students look for synonyms/antonyms (can be used to extend vocabulary)

These are just some examples of reading strategies; more strategies are available in the guide on Using literary texts. If viewing a digital version of this presentation, click on the link below to access the Using literary texts guide:

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



Reading strategies

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- Prediction:
a few words presented first + questions
- Anticipation:
visualise the scene through context
- Skimming:
phrases per protagonist to match up
- Scanning:
cognates/ known words/ categorise words / word families / compound words / synonyms / antonyms
- Decoding

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Take a look at the GCSE Spanish Literary Texts booklet on the website. If viewing a digital version of this presentation, click on the link below to access it:

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



Examples of Reading activities

- Read aloud for pronunciation
- Decoding
- Grammatical focus
- Creative production

Four activities are going to be exemplified.



Como agua para chocolate by Laura Esquivel

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿qué quiere? —dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

Example taken from the Sample Assessment Materials – Paper 3 Foundation Tier, page 132.



Activity 1: Read aloud for pronunciation

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Como agua para chocolate by Laura Esquivel

En el rancho la **preparación** del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están **allí**. Están preparando el chorizo **por** la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena **dice**:

—Ahora terminamos.

Primero limpian la mesa y después **hacen** las otras labores.

Una de estas tardes, Tita está muy nerviosa y **dice** que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿ qué quiere? —**dice** Mamá Elena. Luego continúa:

—Es importante **decirle** al señor que no puede casarse **contigo**, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

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You could read the passage aloud focusing on 'th' sounds CI, CE, Z.



Activity 1: Read aloud for pronunciation

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Como agua para chocolate by Laura Esquivel

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus **hermanas**, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están **hablando**. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después **hacén** las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para **hablar** con Mamá Elena.

—Y ¿qué quiere?—dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las **hijas**. Tienes que cuidarme toda mi vida.

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You could read the passage aloud focussing on silent H.

There are a number of other activities you could do in relation to pronunciation, e.g. cognates, other sounds.



Activity 2: Decoding

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Como agua para chocolate by Laura Esquivel

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y **están hablando**. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿qué quiere?—dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede **casarse contigo**, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que **cuidarme** toda mi vida.

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You could select a number of unknown words/phrases and ask students to use 'decoding' strategies to deduce meaning. Students could then check meanings using dictionaries and record new words for future use.



Activity 3: Grammatical focus

Como agua para chocolate by Laura Esquivel

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En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

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Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿qué quiere? —dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

- Allocate time frames to parts of the text
- Verb forms identified and infinitive forms to be worked out
- Identify complex structures
- Change tenses
- Look for particular patterns

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There are a number of activities with a grammatical focus that you can use. You could, or you could ask students to:

- Allocate time frames to parts of the text
- Identify verb forms, including infinitives
- Identify complex structures
- Change tenses used
- Look for patterns



Activity 4: Creative production

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Como agua para chocolate by Laura Esquivel

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿qué quiere?—dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

- Students adapt the text by changing some words
- Students change the genre, e.g. from dialogue to prose
- Students continue the story or write what happened before
- Students make questions
- Students add details

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Again, there are many activities you can use, including the following:

- Adapting the text by changing some words/phrases
- Changing the genre, e.g. from dialogue to prose
- Continuing the story or imagining what happened beforehand
- Writing questions related to the extract
- Adding details into the extract



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Incorporating culture into the MFL classroom

How to incorporate cul...  

Why do you think culture is important at Key Stage 4?

0:05 / 7:18     YouTube 

Natascia Servini talks about ways to incorporate culture into the MFL classroom.

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Additional support available

- Literary texts booklet
- Videos
- Strategy document – using literary texts

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If viewing a digital version of this presentation, click on the link below to access these resources:

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



Spontaneous Speaking

- How is speaking assessed in the exam?
- What are the most important elements in the assessment criteria?
- How do I encourage spontaneous speaking in the classroom?

This part of the event is divided into three parts:

1. Looking at the different speaking tasks in SAMs and how they work.
2. Looking at the assessment criteria and picking out the key elements.
3. Reflecting upon strategies for teaching spontaneous speaking.



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Speaking

- Convey information and narrate events coherently & confidently, using & adapting language for different purposes.
- **Speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate**
- Use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present & future events
- Make creative & more complex use of the language, as appropriate, to express & justify their own thoughts & points of view

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These are the Department for Education criteria for speaking. Note, in particular, the second criterion with its emphasis on spontaneous speaking.



Speaking

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FOUNDATION

7-9 mins + 12 mins supervised prep time
Notes from prep time allowed during oral but candidates should not read from these verbatim
No dictionaries
Role play – based on any of the topics from Themes 1-4
Selected by Pearson.
Questions based on a picture stimulus - based on any one of the topics.
Selected by Pearson.
Conversation based on 2 themes.
Theme 1 – based on topic chosen by candidate in advance of assessment.
Theme 2 – selected by Pearson.

HIGHER

10-12 mins + 12 mins supervised prep time
Notes from prep time allowed during oral but candidates should not read from these verbatim
No dictionaries
Role play – based on any of the topics from Themes 1-4
Selected by Pearson.
Questions based on a picture stimulus - based on any one of the topics.
Selected by Pearson.
Conversation based on 2 themes.
Theme 1 – based on topic chosen by candidate in advance of assessment.
Theme 2 – selected by Pearson.

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Here is an overview of the structure of the Foundation and Higher tier Speaking papers.



Spontaneous speaking

What is spontaneous speaking in an assessment?

All language is pre-learnt. In the same way that students learn chunks of information for other subjects, they learn chunks of language in Spanish – but what we are aiming for is students/candidates who can draw on that pre-learnt language and adapt it to respond to a question which they did not know they would be asked.

Spontaneous speaking in the assessment will lead to a conversation in which the candidate participates and actively contributes to the shaping of the course of that conversation – it is not a Q&A session where the question asked has nothing to do with the candidate's previous response. The latter happens typically when a teacher examiner follows a set list of questions , the candidate recites a monologue and then the teacher examiner moves on the next question irrespective of the answer given by the candidate to the previous question. This results in a disparate and disjointed exchange – not an interaction and not a spontaneous conversation.

In spontaneous speaking, the questions are tailored to the candidate in terms of both level of questioning and content with the aim of allowing the candidate to achieve at his/her ceiling. Candidates develop their answers but do not recite pre-learnt monologues.



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What is Spontaneous talk?

- Unscripted speech
- 'Communicative language use as distinct from language rehearsal '
- Within an oral talk or part of everyday communication between tasks
- Will often have that element of 'struggle'

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There are strategy guides on spontaneous speaking and classroom talk strategies on the Edexcel website. If viewing a digital version of this presentation, click on the link below to access these resources:

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

There is also a video on Spontaneous speaking at KS4. If viewing a digital version of this presentation, click on the link below to access it:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016/teaching-support/videos.html>



Speaking: Role play

Foundation:

- 5 bullet points eliciting 5 utterances

Higher:

- 5 bullet points eliciting 5 utterances

Assessment

- Focus on communication

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Please read pages 11–35 of the specification for full details of the Speaking exam. You can also watch a video called ‘How to conduct the speaking exam’. If viewing a digital version of this presentation, click on the link below to access the video:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016/teaching-support/videos.html>

Preparation time:

- Students have 12 minutes’ supervised preparation time for tasks 1 and 2, immediately prior to the assessment.
- They are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task.
- Students must return their notes to the teacher before commencing task 3 (conversation).
- The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Role play:

Role play task card sets the **register** the student is required to use, so students should use that register in their responses. You can see an example of a role play card in each register by looking at FR2 on page 46 (formal) and FR1 on page 42 (informal) of the Sample Assessment Materials.

Scenarios require an exchange of information. Some scenarios are transactional in nature. Scenarios are based on any of topics from Themes 1 - 4 (listed on page 8 of specification) i.e. not on the Theme International and global dimension.

Foundation Tier:

- 10 marks available (2 marks per utterance)
- Role play should last between 1 and 1.5 minutes

Higher Tier:

- 10 marks available (2 marks per utterance)
- Role play should last between 2 and 2.5 minutes

Teacher card

- The teacher cards contain instructions on how to conduct the role play and the **exact** questions to ask.
- Teacher-examiners must not rephrase the set questions.
- Each role play opens with an introduction from the teacher who then asks the first question.

Candidate card

- The candidate cards include prompts as a guide and highlight where the candidate needs to ask a question (indicated by symbol '?') and where the teacher will ask them an unpredictable question (indicated by symbol '!').
- The candidate cards contain instructions in English and the task in Spanish.
- The context of the role play is provided in both sections i.e. in both English and Spanish.
- Candidates must read both sections fully to support understanding of each bullet point.

Students have access to the card during their preparation time to help in preparing for the assessment.

Foundation Tier:

The candidate cards contain 5 bullet points, eliciting 5 utterances. Students must ask 1 question and respond to 1 unpredictable question. Students are required to speak

only in present tense or they may use a familiar conditional tense where more natural to do so e.g. *me gustaría*.

Higher Tier:

The candidate cards contain 5 bullet points, eliciting 5 utterances. Students must ask 2 questions and respond to 1 unpredictable question. Students are required to speak in the present tense (or they may also use a conditional tense if more natural to do so) and respond to 1 question set in a past tense.



Assessment

Role play (10 marks)

The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

- 0 No rewardable communication; highly ambiguous OR pronunciation prevents communication
- 1 Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
- 2 Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

You will find the Foundation Tier mark grid on page 122 of the SAMs, and the Higher Tier mark grid on page 294 of the SAMs (though note that they are exactly the same).



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Speaking: Picture-based task

- Candidates given stimulus with guidance in Spanish at the start of their preparation time.
- Teacher will ask 5 compulsory questions.
- No additional follow up questions.
- Higher Tier only:
 - one of the questions will be unexpected.

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This assessment requires candidates to:

- Describe and narrate events
- Give information
- Express, justify and exchange opinions

Picture-based task:

- Pictures on the stimulus cards will be in colour.
- The scenario can be based on any of the topics within any of the five Themes (listed on page 8 of the specification).
- Stimulus cards should be allocated according to the sequencing grid – more on this later on in the walkthrough.
- Students are required to refer to past, present and future events at both Foundation and Higher tiers, using different time frames.

Foundation Tier:

- 24 marks available
- Picture-based task should last between 2.5 and 3 minutes

Higher Tier:

- 24 marks available
- Picture-based task should last between 3 and 3.5 minutes

Teacher card

- The teacher cards contain instructions on how to conduct this task and the five questions to ask the student.
- Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response.
- They are not allowed to deviate from the set questions/prompts.
- The teacher begins the task by asking the first question which is based on the picture.
- The remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate card

Foundation Tier:

- Students are given a card with a picture and 5 bullets in Spanish to help in preparing for the 5 questions which will be asked during the assessment.

Higher Tier:

- Students are provided with a picture and 5 bullets in Spanish to help in preparing for the 5 questions which will be asked during the assessment.
- The final bullet is marked by the symbol ‘!’ to denote one unpredictable question.

Both tiers:

- Students are allowed to ask for questions to be repeated.
- Students have access to this task during their preparation time.



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Assessment criteria

Picture based task

- Communication and content (16 marks)
- Linguistic knowledge and accuracy (8 marks)

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You will find the Foundation Tier mark grids on pages 126–128 of the SAMs, and the Higher Tier mark grids on pages 298–299 of the SAMs.



Speaking: Conversation

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Conversation broken into 2 parts:

Part 1

- Students will choose one topic from one of the five themes in advance of the assessment.
- Each student must present up to one minute on their chosen topic. Teacher-examiner will continue the conversation on the chosen topic and then move onto other topics within the same theme.

Part 2

- The second theme will be allocated by Pearson and will require the teacher-examiner to choose from two themes.
- The second conversation theme must be different to the first.

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Task 3 – conversation in 2 parts, based on two themes. There should be a genuine and **spontaneous interaction**. The teacher-examiner's questions should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

Conversation part 1

- Based on the topic chosen by the candidate in advance of the assessment.
- The student may choose to focus on any aspect(s) of the topic as each topic has a number of different sub-topics. For example, if a candidate selects the topic **What school is like**, they could focus solely on rules and pressures, or could talk about school types and rules and pressures.
- The teacher should allow the candidate to state his/her chosen sub-topics from the nominated topic and to deliver a presentation on this/these sub-topic(s) for up to one minute.
- The teacher-examiner continues the conversation on the chosen topic and then

may move on to other topics within the same theme, if necessary, to ensure candidates use the recommended time for this task most effectively (see below for recommended timings).

Conversation part 2

- Based on a different Theme from a choice of two allocated by Pearson (in the sequencing grid).
- Can talk about any of the topics within the allocated Theme.
- Teacher-examiners must ensure an equal amount of time is allocated to both parts of the conversation (see below for recommended timings).

Timing

The conversation is worth 50% of marks so 50% of time should be on the conversation.

Foundation Tier:

- 36 marks available
- Conversation should last between 3.5 and 4.5 minutes

Higher Tier:

- 36 marks available
- Conversation should last between 5 and 6 minutes

Sequencing grid

- You will find the Foundation Tier sequencing grid on pages 37–39 of the SAMs, and the Higher Tier sequencing grid on pages 209–211 of the SAMs.
- At both tiers, sequencing is determined by the candidate's choice of theme for the first part of the conversation.
- The sequencing grid ensures that candidates cover four of the five themes in the speaking exam.



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Assessment criteria

Conversation:

- Communication and content (12 marks)
- Interaction and spontaneity (12 marks)
- Linguistic knowledge and accuracy (12 marks)

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You will find the Foundation Tier mark grids on pages 129–133 of the SAMs, and the Higher Tier mark grids on pages 300–304 of the SAMs.



Questioning

Must allow candidates to:

- answer questions freely
- produce extended sequences of speech
- develop conversations & discussions
- give and justify own thoughts & opinions
- use wide range of tenses/time frames (past/present/future).



Asking questions

- What is extended speech?
- What characterises good questioning?

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What is extended speech?

It's often better to explain what it's not. Extended speech is not an uninterrupted monologue which lasts more than a minute. Rather, extended speech is an utterance which goes beyond the minimal response needed to address the question asked. The following demonstrates extended speech:

Teacher-examiner: What sports do you like?

Candidate: I like swimming. I go swimming twice a week and I find it keeps me fit and healthy. I always feel cheery afterwards.

Teacher-examiner: Where do you go swimming?

Candidate: We are very lucky as we have a great pool here in the town. It is quite expensive but I can buy a card to get 12 swims for the price of 10, and you can stay in the water for as long as you like.

What characterises good questioning?

Open and varied questioning at an appropriate level which will allow the candidate to fulfil the assessment criteria. So this means few or no:

- closed / restricted questions, e.g.
 - Yes/no: do you play rounders?

- Times: what time does school start?
- Numbers of any kind: How old are you?
- Lists: what subjects do you do?
- repetitive questions, e.g.
 - Can you describe your mum?
 - Can you describe your brother?
- questions which are too difficult / easy for a candidate, e.g.
 - Foundation tier candidate: what would you do if you won the lottery?
 - Higher tier candidate: what do you wear for school?

This list is not exhaustive.

There is a free support document called 'Classroom talk strategies'. If viewing a digital version of this presentation, click on the link below to access this support document:

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



Examples of activities

- Target talk
- Spend the words
- Say something else
- Picture talk
- 'Task' discussion

Here are just a few activities which can encourage students to talk in the target language.



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Activity 1: 'Spend the words'

Unfortunately

I am lucky

If only.....

What a shame
that....

today

tomorrow

the internet

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You could give students a number of words or phrases (the green tiles) that they need to use up in a speaking activity on a theme (the yellow tiles) or a picture.

E.g. they could have the theme TOMORROW and have to use their words to talk about tomorrow.

There are several variations:

- Students could select the words they want to use
- Students could place the words face down and pick a word at a time which they must use in a sentence
- Students could increase the number of words they use in each conversation
- Words could be assigned values or colours according to complexity and students receive a score for using them



Activity 2: Target Talk

Question: How do you use the internet?

normally

however

In order to

You could give students a question and target words to use (as above) or you could give students a question and a target number of words to use.



Activity 3: Say something else



Photo credit: Shutterstock / ARENA Creative

- I think that she is called Anastasia
- I think that she is called Anastasia
- I think that she is called Anastasia

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This involves presenting students with a few sentences and asking them to change part of the sentence or to add something to grow the sentence. Sentences could be based on a picture (as above).

So students could change the parts of the sentences highlighted red.



Activity 3: Say something else



Photo credit: Shutterstock / ARENA Creative

- I think that she is called Anastasia
- In my opinion she is called Tiffany
- I think that she is German and she is 27

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Other examples of how the sentence could be changed.



Activity 3: Say something else

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Photo credit: Shutterstock / ARENA Creative

- I like her coat
- I like **her hat**
- I don't like her coat
- I don't like **her phone**
- I like her coat **and her hat**
- I like her **white coat and her purple hat**
- I like her **white coat and her purple hat but not her phone**

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Other variations.



Activity 3: Say something else

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Photo credit: Shutterstock / ARENA Creative

In my opinion she is a journalist.

I disagree - I think that she works in a bank.

I agree - I think she works in a bank and she is eating lunch

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Other variations.



Activity 4: Discussion cards

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Students are given cards relating to a topic and have to talk about what is on the card for x amount of time. Students can then select 2 or 3 cards to make longer speeches.

Personal details

Relationships

My best friend

My weekend

My favourite hobbies

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Pupils could be given cards relating to a topic and have to talk about what is on the card for x length of time. Pupils can then select 2 or 3 cards to make longer speeches.



Activity 5: 'Task' discussion

- Explaining why something is wrong
- Saying what they think the answer is
- Agreeing and disagreeing with each other
- Giving an alternative response
- Finishing another student's answer
- 'Thinking' together

- Student - Student task / Student - Teacher task

Encourage students to use the target language to respond to every day classroom tasks/scenarios.



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Additional support available

- Spontaneous speaking booklet
- Videos
- Strategy document – encouraging spontaneous speaking

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There is lots of other support available in the Teacher Support section of the Edexcel website. If viewing a digital version of this presentation, click on the link below to access these resources:

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



Translation

- Where is translation assessed?
- How is translation assessed?
- Translation in the classroom

Spanish to English translation comes at the end of the Reading paper and is a continuous piece of text on both Foundation and Higher tier papers. You can see the translations and mark schemes for the two tiers as follows:

Foundation Tier translation (SAMs page 149) and mark scheme (SAMs page 155)
Higher Tier translation (SAMs page 322) and mark scheme (SAMs page 327)

English to Spanish translation comes at the end of the Writing paper. In the Foundation Tier paper candidates have to translate five sentences in ascending order of demand and in the Higher Tier paper candidates have to translate a continuous piece of text. You can see the translations and mark schemes for the two tiers as follows:

Foundation Tier translation (SAMs page 164) and mark scheme (SAMS pages 176–177)

Higher Tier translation (SAMs page 340) and mark scheme (SAMS pages 350–351)



Assessment

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Holistic mark grids

- Spanish into English: 7/50 marks (F&H)
- English into Spanish: 12/60 marks (F&H)

Mark grid assesses both

Communication & content
Linguistic knowledge & accuracy

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The mark grids are holistic so there is no need for candidates to get everything right.



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Translating from one language to another requires students to pay attention to detail in order to convey meaning accurately.

Students need vocabulary, the ability to manipulate language structures and an awareness of the pitfalls of word-to-word translation.

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Students do not need to understand every word of a text to complete a task. The mark scheme is holistic.



Translation strategies

- Multiple choice
- What is the Spanish/English word for...?
- True/False
- Use literary texts

We need to stress the that we cannot always translate word by/for word.

Here are some activities that you could use in the classroom.



Translation: Decoding

When I was 10 I used to argue a lot with my sister because she was very annoying but now we get on very well. However I sometimes argue with my brother because he thinks he is always right.

Decoding is an important step for students to take before translating. It forces them to step back and think about the language used.



Translation: Decoding

When I was 10 (when I used to have 10 years) I used to argue (imperfect tense - auxiliary verb - *(solía*) a lot with my (singular form) sister because she was (which verb?) very annoying (feminine form) but now we get on (present tense - reflexive verb - *nos llevamos*) very well. However I sometimes argue (a veces after verb) with my brother because he thinks (that) he is always right (tener structure - *la razón*)

An example of decoding.



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Additional support available

- Translation booklet
- Grammar and translation video
- Strategy document – approaches to translation

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Free support related to the translation tasks includes GCSE Spanish translation booklet (containing 10 Higher Tier activities and 10 Foundation Tier activities), a guide on Approaches to translation and a grammar and translation video. If viewing a digital version of this presentation, click on the links below to access these resources:

Translation booklet and Approaches to translation guide:

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

Video: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016/teaching-support/videos.html>



Writing

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- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- Manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- Make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince

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These are the Department for Education criteria for writing.



Writing

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FOUNDATION

1 h 10 mins

Assessment consists of

- three open-response questions
- **one translation question**

For one open-response question, candidates choose 1 of 2 writing tasks. This question is common to Higher tier.

Length of each open-response and complexity of language increases across paper.

Candidates required to translate 5 sentences from English to Spanish. Sentences will be ordered by increasing level of difficulty.

HIGHER

1 hour 20 mins

Assessment consists of

- two open-response questions
- **one translation question**

For each of the two open-response questions, students choose 1 of 2 writing tasks. Q1 is common to Foundation tier.

Candidates must produce open responses of extended length following written stimuli provided.

Candidates will be required to translate a short paragraph from English to Spanish. The individual sentences will be ordered by increasing level of difficulty.

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Here is an overview of the structure of the Foundation and Higher tier writing papers.



Assessment

- **Foundation: Q1**

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

- **Foundation Q2:**

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

- **Foundation Q3 and Higher Q1:**

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

- **Higher Q2:**

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

All open-response questions on both the Foundation and Higher tier papers will be marked by Pearson using assessment criteria given in two marking grids:

- Communication and content
- Linguistic knowledge and accuracy

The translation is always the last task on the writing paper and there are separate marking grids for each of Foundation and Higher tier.



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Your Subject Advisor, Alistair Drewery, would be pleased to hear from you if you have any questions about the new GCSE Spanish qualification. Don't forget to sign up for his emails – they contain a wealth of information about current and new qualifications. If viewing a digital version of the presentation, click on the link below to sign up for Alistair's emails:

<http://qualifications.pearson.com/en/forms/subject-advisor-updates-for-teachers-and-tutors.html>

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http://qualifications.pearson.com/en/forms/gcse-2016-languages-booking-form.html?utm_source=supportinfographic&utm_medium=Display&utm_campaign=SEC_MFL_01JAN2015_gcse16_Q