



Pearson

Edexcel GCSE (9-1) in Spanish Conducting the Speaking exam

Course Code: 160AL14



Welcome to these training materials. Please use them as follows:

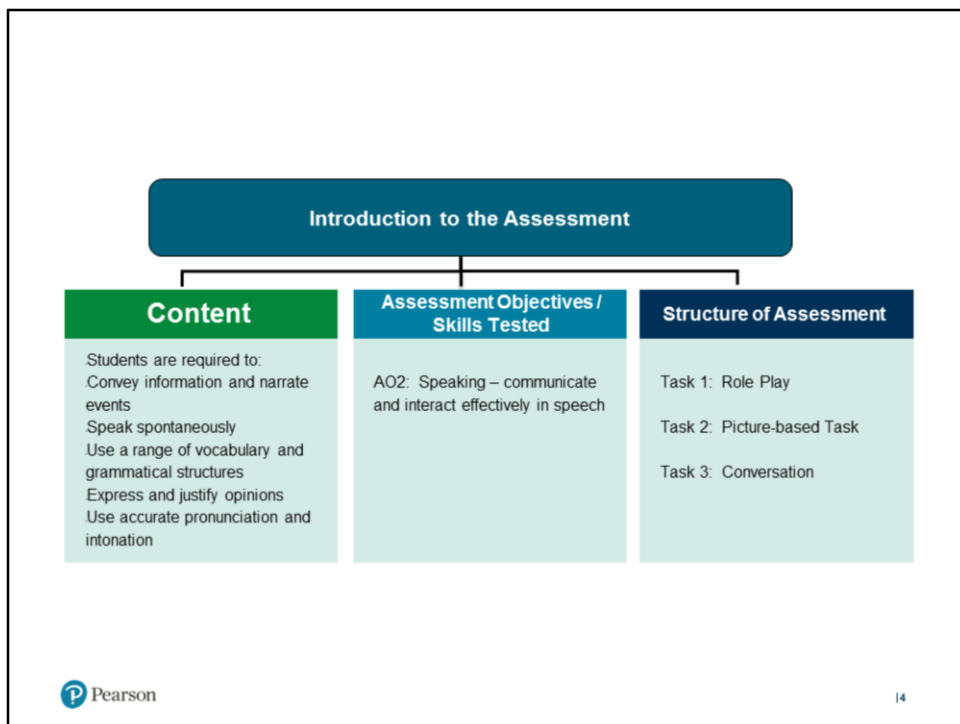
- Read through the PowerPoint presentation.
- Where instructed, listen to the relevant audio file. Instructions to listen to an audio file will always appear in **bold**.
- You should use the mark schemes in the Sample Assessment Materials (SAMs) to mark each exemplar – we will give you the relevant page references.
- Then, when you have reached the end of the PowerPoint presentation, you should download the files called 'GCSE_Spanish_Foundation_transcripts, marks and examiner commentaries.pdf' and 'GCSE_Spanish_Higher_transcripts, marks and examiner commentaries.pdf' from the same page of the website from which you accessed this walkthrough.

Aims and Objectives

- * To review the speaking requirements in the new 2016 Spanish specification
- * To explore the role of the teacher in conducting the speaking assessment
- * To understand the must and must nots when conducting speaking assessments
- * To discuss ways to encourage spontaneous speaking within the oral
- * To listen to exemplars to understand good practice
- * To explore the full range of Edexcel support available

Session Agenda

- 16.30 Aims and Objectives of the session
- 16.40 Introduction to the assessment
- 16.49 The new Task 1 Role Plays with exemplars
- 17.17 The new Task 2 Picture-based Tasks with exemplars
- 17.30 5-minute break
- 17.35 The new Task 2 Picture-based Tasks with exemplars (continued)
- 17.46 The new Task 3 Conversation Tasks with exemplars
- 18.12 Resources available to teachers
- 18.16 Changes to the new GCSE exams
- 18.20 Changes affecting A Level exams
- 18.30 Finish



Here is a top-level overview of the GCSE Spanish speaking assessment.



Title slide

The new speaking test

* All Speaking tests are now marked externally by Edexcel examiners

* There are 3 components to the new Speaking test:

FOUNDATION TIER TIMINGS

- 1) Role Play : 1 – 1.5 mins
- 2) Picture-based Task 2.5 – 3 mins
- 3) Conversation : 3.5 – 4 mins

HIGHER TIER TIMINGS

- 1) Role Play : 2 – 2.5 mins
- 2) Picture-based Task : 3 – 3.5 mins
- 3) Conversation : 5 – 6 mins

* Timings: Foundation tier: 7-9 minutes + 12 minutes preparation time – 70 marks
Higher tier: 10-12 minutes + 12 minutes preparation time – 70 marks

* Assessment Grids: Task 1: 5 utterances x 2 - 10 marks
Task 2: Communication and Content - 16 marks
Linguistic Knowledge and Accuracy – 8 marks
Task 3: Communication and Content – 12 marks
Interaction and Spontaneity – 12 marks
Linguistic Knowledge and Accuracy – 12 marks

TOTAL – 70 MARKS

This slide shows the format and timings of the exam.

The specification states that: *Students are assessed on the quality of responses rather than length of assessment; however, assessment times are different to reflect the demands of each tier.* So, students will not be penalised in Tasks 1 and 2 if the actual timing falls short of timings given in the specification / Sample Assessment Materials (SAMs). Their responses will be assessed against the criteria for the respective task.

However, the specification states that the conversation should last 50% of the allocated overall time allocation for the speaking assessment. If the length is not within the broad guidance of the specification, then this will be self-penalising. This is because students may not have the opportunity to demonstrate all the content requirements of the assessment criteria in a reduced time, e.g. past, present and future tenses/time frames, use a wide range of complex vocabulary and structures, use language creatively, give and justify opinions, demonstrate extended stretches of speech, etc. The assessment criteria for the conversation detail what candidates need to demonstrate in the

conversation section and will be covered in that section of the event.

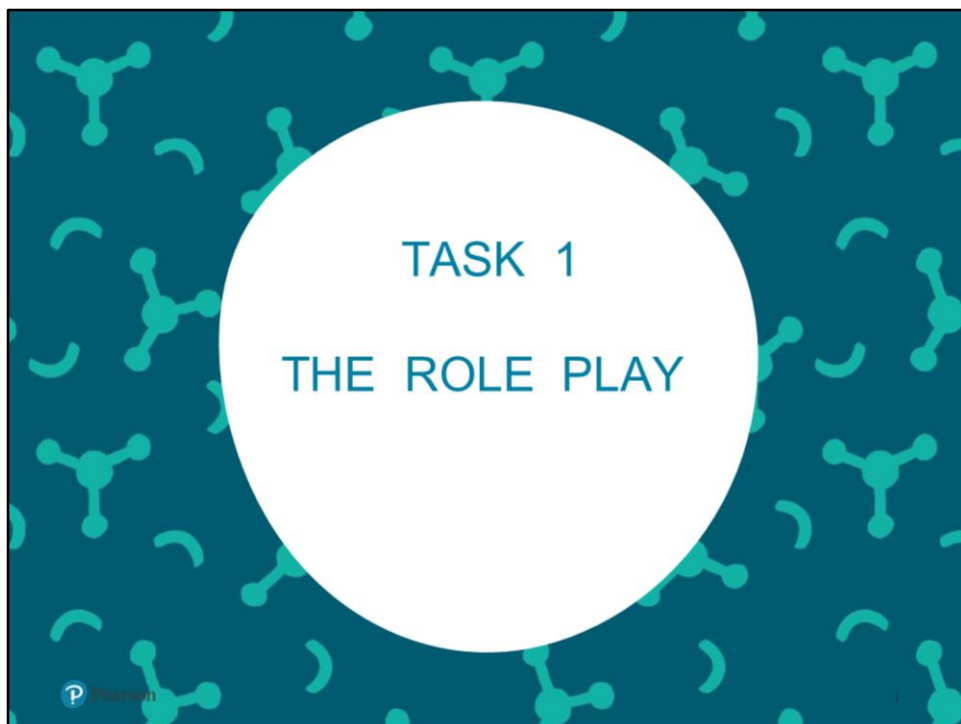
Themes and topics

<p><u>THEME: IDENTITY AND CULTURE</u></p> <p>Who am I? relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models</p> <p>Daily life customs and everyday life; food and drink; shopping; social media and technology; (use of, advantages and disadvantages)</p> <p>Cultural life celebrations and festivals; reading; music; sport; film and television</p> <p><u>THEME: LOCAL AREA, HOLIDAY AND TRAVEL</u></p> <p>Holidays preferences; experiences; and destinations</p> <p>Travel and tourist transactions travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping</p> <p>Town, region and country weather; places to see; things to do</p>	<p>What school is like school types; school day; subjects; rules and pressures; celebrating success</p> <p>School activities school trips; events; exchanges</p> <p><u>THEME: FUTURE ASPIRATIONS, STUDY AND WORK</u></p> <p>Using languages beyond the classroom forming relationships; travel; employment</p> <p>Ambitions further study; volunteering; training</p> <p>Work jobs; careers; professions</p> <p><u>THEME: INTERNATIONAL AND GLOBAL DIMENSION</u></p> <p>Bringing the world together sports events; music events; campaigns and good causes</p> <p>Environmental issues being 'green'; access to natural resources</p>
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The role play only covers themes 1-4

The five Themes are underlined and the Topics appear in **bold** type beneath them.

Note that the role play will only ever be based on Themes 1 to 4 whereas the picture-based task can be based on any of the five themes.



Task 1 : role play

During the 12 minutes supervised preparation time candidates will prepare responses to the role play and the picture stimulus. No dictionaries or any other resources are allowed.

TEACHERS MUST KEEP TO THE SCRIPT. NO PROMPTS OR RE-PHRASING ALLOWED

FOUNDATION TIER ROLE PLAY

Content covers Themes 1 – 4 only. The Topic, not the Theme, will appear on the candidate and teacher cards. The purpose of the role play is to assess the candidate's ability to

- * ask questions
- * answer questions
- * select the correct register (formal or informal)

There are 5 bullet points eliciting 5 utterances from the candidate.

1 bullet point marked ? requires the candidate to ask a question

Of the 4 other bullet points:

- * one asks for an opinion/reason/description
- * one marked ! requires an answer to an unpredictable question
- * the other two are straightforward, asking a question within the context of the role play

All questions are in the Present Tense or a familiar Conditional Tense (eg. Quisiera/ Me gustaría)

No questions will require Future Tenses or Time Frames

This provides a useful summary of the Foundation Tier role play.

Task 1 : role play assessment

Each role play, at both Foundation and Higher Tier, is assessed using the following grid:

MARK	DESCRIPTOR
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

Each of the five utterances the candidate produces during the role play will be assessed using this mark grid. Each utterance is worth up to 2 marks which means there is a total of 10 marks available for the role play.

FOUNDATION TIER

ROLE PLAY (FR1)

EXEMPLAR

This candidate was given stimulus FR1. You will find the candidate stimulus card on pp41–42 and the corresponding teacher-examiner card on pp43–44 of the GCSE Spanish SAMs.

Now listen to the Foundation Tier role play ‘Foundation Role play’.

Mark the candidate’s performance using the mark scheme on p122 of the GCSE Spanish SAMs.

Task 1: role play (higher)

During the 12 minutes supervised preparation time candidates will prepare responses to the role play and the picture stimulus. No dictionaries or any other resources are allowed.

TEACHERS MUST KEEP TO THE SCRIPT. NO PROMPTS OR RE-PHRASING ALLOWED

HIGHER TIER ROLE PLAY

Content covers Themes 1 – 4 only. The Topic, not the Theme, will appear on the candidate and teacher cards

The purpose of the role play is to assess the candidate's ability to

- * ask questions
- * answer questions
- * select the correct register (formal or informal)

There are 5 bullet points eliciting 5 utterances from the candidate

2 bullet points marked ? require the candidate to ask questions

Of the other 3 bullet points:

- * one is straightforward, asking a question within the context of the role play
- * one asks for an opinion/reason/description
- * one marked ! requires an answer to an unpredictable question asked in the Past Tense

All questions are in the Present Tense or a familiar Conditional Tense (eg: Quisiera / Me gustaría)

No questions will require Future Tenses or Time Frames



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This provides a useful summary of the Higher Tier role play.

Task 1 : role play assessment

Each role play, at both Foundation and Higher Tier, is assessed using the following grid:

MARK	DESCRIPTOR
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

Each of the five utterances the candidate produces during the role play will be assessed using this mark grid. Each utterance is worth up to 2 marks which means there is a total of 10 marks available for the role play.

HIGHER TIER

ROLE PLAY (HR8)

EXEMPLAR

This candidate was given stimulus HR8. You will find the candidate stimulus card on pp241–242 and the corresponding teacher-examiner card on pp 243–244 of the GCSE Spanish SAMs.

Now listen to the Higher Tier role play ‘Higher Role play’.

Mark the candidate’s performance using the mark scheme on p294 of the GCSE Spanish SAMs.

TASK 1

The role of the teacher

The preparation time

Candidates have 12 minutes to prepare for:

- 1) The role play
- 2) The picture-based task

The time is NOT to be used for preparation for the Conversation

- * Candidates must be supervised during this preparation time.
- * They can make notes up to a maximum of one side of A4 paper to cover both tasks 1 and 2.
- * Candidates may refer to their notes during Tasks 1 and 2 only.
- * Candidates must not write on the stimuli.
- * Candidates may not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- * Candidates must return their notes and the stimuli after completing Task 2 but before starting Task 3.
- * Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which they must be securely destroyed.

Here is some information about the preparation time and notes.

- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the Role play and the Picture-based task.
- The preparation time must:
 - be immediately before the examination time.
 - be used only to study the stimuli provided.
 - not be used to prepare for the conversation (Task 3).
- No access to dictionaries or other resources is allowed.
- Candidates:
 - can make notes of up to a max of one side of A4 paper to cover both Tasks 1 and 2.
 - may refer to their notes during Task 1 and Task 2 only.
 - must not read out whole, prepared sentences in answer to questions.
- Candidates hand in notes and stimulus cards after completing Task 2 but before starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

You should discourage your students from **reading out** pre-prepared sentences. That does not mean however that they may not write them down during the preparation time. One would quite reasonably expect the students to write out what they want to say, to expand the bullet points and then to practise and get the feel of it all, etc. during their preparation time. But they may not recite it off the page during the actual assessment.

The role of the teacher

The speaking assessment begins with Task 1, the Role Play.

- Teacher examiners must use the *Sequencing grid* provided by Pearson for the allocation of the role play stimulus card, picture based stimulus and the second Theme for the conversation. This grid has been designed to ensure that the candidate covers a broad range of themes from the Specification.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate can access the maximum amount of marks available.
- * The subject matter of the stimulus cards must not cause distress to the candidate. The teacher needs to decide in advance of the exam if any distress might be caused, in which case the teacher must offer the card from the next row of the *Sequencing grid*.

THE ROLE PLAY

- The role play should last between one to one-and-a-half minutes.
- The set questions and comments must be asked exactly as they are presented. **There must be no prompting or paraphrasing.**
- The questions or statements may be repeated **but no more than twice.**

Teacher-Examiners must:

- ask the set questions and statements as presented.

Teacher-Examiners must not:

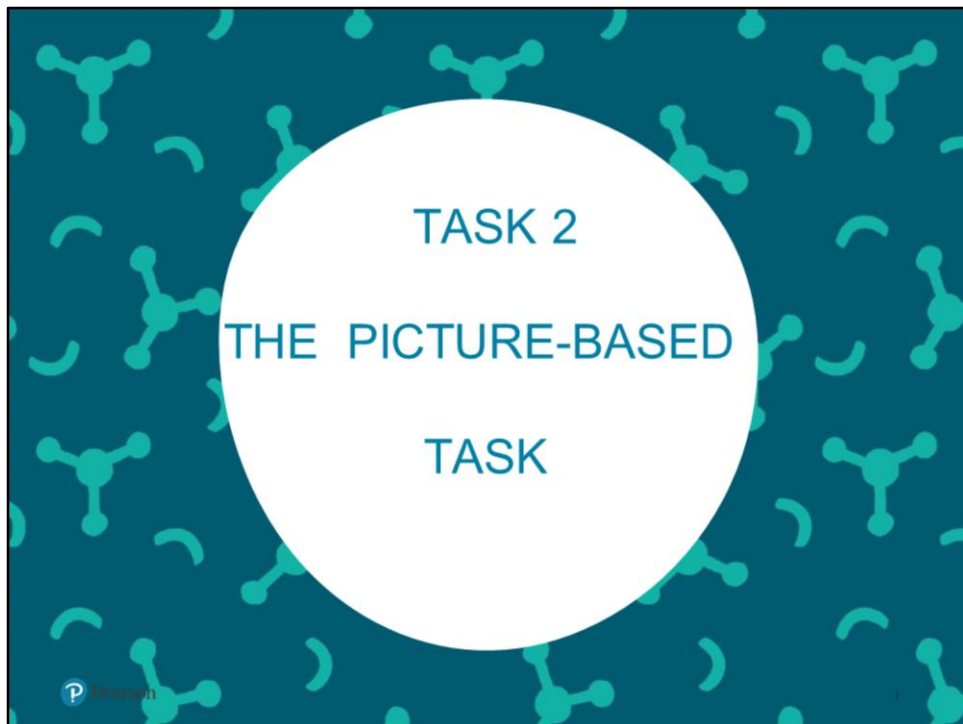
- re-phrase the set questions and statements.
- ask any supplementary questions.

Teacher-Examiners may:

- repeat the set questions and statements but no more than twice.

Teacher-Examiners must:

- follow sequencing grid provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation.



Title slide

Task 2 : picture-based task

The picture-based task follows on immediately after Task 1, the Role Play.

Candidates prepare for this task during the 12 minutes preparation time. No dictionaries or other resources are allowed.

The picture-based Theme will be allocated by Pearson using the sequencing grid.

THE PICTURE-BASED TASK

- Should last between two-and-a-half and three minutes.
- Its purpose is to assess communication through exchanging opinions, providing descriptions, narrating events.
- The set questions must be asked as they are presented.
- There must be no additional prompts or re-phrasing. The set questions and comments may be repeated but no more than twice.
- The candidates must be allowed to develop their responses as well as they are able. To help them to achieve this, prompts are provided against each question. Only these exact prompts may be used. There must be no supplementary questions.
- For both Foundation and Higher tiers, all 5 Themes are covered equally with 2 cards on each Theme.
- The Topic, not the Theme, will appear on both the Candidate's and teacher's cards. The questions will be based on the individual Topic, not the overall Theme.

Here is a useful summary of task 2 – the picture-based task.

Task 2 : picture-based task

- Pictures will be provided by Pearson and will be in colour.
- The front page of the candidate and teacher cards will be in English.
- The Topic will be printed in English.
- All candidate prompts/teacher questions will be in Spanish.

• FOUNDATION TIER

- Candidate cards will contain 5 prompts (not questions) which will correspond exactly to the questions asked by the teacher.
- Teacher cards will contain 5 questions with follow-up question prompts in brackets. The follow-up questions are identical across all 10 cards – for example: *¿Algo más?*

Question 1 – Present Tense – will always ask the candidate to describe the picture with a follow-up prompt: *¿Algo más?*

Question 2 – the teacher gives an opinion on the topic of the picture and asks the candidate for example: *¿Qué opinas?*

Question 3 – the teacher asks the candidate to narrate a past event based on the Topic in the Past Tense.

Question 4 – extends to personal experience/plans/ambitions based on the Topic and using the Simple Future or Conditional Tense or Time Frame

Question 5 – the teacher asks a question still on the Topic of the picture but more open and inviting the candidate to give an opinion / personal response.

This provides a useful summary of the Foundation Tier role play.

Picture-based task exemplar - foundation tier

There are two mark grids to be applied to this task:

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

Here is some general information on using levels-based mark schemes.

1. DECIDE ON A BAND

- First consider the response as a whole and then decide which descriptors best match the answer.
- Do not focus disproportionately on small and specific parts of the response, but rather decide on a 'best fit'.

2. DECIDE ON A MARK WITHIN THAT BAND

- Read carefully the descriptors in the bands immediately above and below the band you have decided on.
- Then see whether the mark awarded should be towards the top or the bottom of that band.
- If the answer does not suggest a tendency towards the band above or below you should decide on a middle mark.

FOUNDATION TIER

PICTURE-BASED TASK (FP2)

EXEMPLAR

This candidate was given stimulus FP2. You will find the candidate stimulus card on pp85–86 and the corresponding teacher-examiner card on pp 87–88 of the GCSE Spanish SAMs.

Now listen to the Foundation Tier picture-based task ‘Foundation Picture task’.

Mark the candidate’s performance using the mark scheme on pp126–128 of the GCSE Spanish SAMs.

Task 2 : picture-based task

- Pictures will be provided by Pearson and will be in colour.
- The front page of the candidate and teacher cards will be in English.
- The Topic will be printed in English.
- All candidate prompts/teacher questions will be in Spanish.
- Candidate cards will contain 4 prompts (not questions) which will correspond exactly to the questions asked by the teacher. Prompt 5 is an unexpected question and is marked with a !
- Teacher cards will contain 5 questions with follow-up question prompts in brackets. The follow-up questions are identical across all 10 cards – for example: *¿Algo más?*
- HIGHER TIER
 - Question 1 - will always ask the candidate to describe the picture with a follow-up prompt: *¿Algo más?*
 - Question 2 – the teacher gives an opinion on the topic of the picture and asks the candidate, for example: *¿Qué opinas?*
 - * Question 3 - the teacher asks the candidate to narrate a past event based on the Topic in the Past Tense.
 - * Question 4 - extends to personal experience/plans/ambitions based on the Topic and using the Future or Conditional Tense or Time Frame.
 - Question 5 - the unexpected question – still on the Topic of the picture but more open and inviting a personal response to a more open question and eliciting an opinion.

This provides a useful summary of the Higher Tier role play.

Picture-based task exemplar - higher tier

There are two mark grids to be applied to this task:

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

Here is some general information on using levels-based mark schemes.

1. DECIDE ON A BAND

- First consider the response as a whole and then decide which descriptors best match the answer.
- Do not focus disproportionately on small and specific parts of the response, but rather decide on a 'best fit'.

2. DECIDE ON A MARK WITHIN THAT BAND

- Read carefully the descriptors in the bands immediately above and below the band you have decided on.
- Then see whether the mark awarded should be towards the top or the bottom of that band.
- If the answer does not suggest a tendency towards the band above or below you should decide on a middle mark.

HIGHER TIER

PICTURE-BASED TASK (HP3)

EXEMPLAR

This candidate was given stimulus HP3. You will find the candidate stimulus card on pp261–262 and the corresponding teacher-examiner card on pp 263–264 of the GCSE Spanish SAMs.

Now listen to the Higher Tier picture-based task ‘Higher Picture task’.

Mark the candidate’s performance using the mark scheme on pp298–299 of the GCSE Spanish SAMs.



Task 3 – the conversation

GENERAL GUIDANCE

The Conversation follows on immediately from the Picture-based Task.

The Conversation is divided into 2 parts, each covering a separate Theme.

Part 1) on a Topic from a Theme selected by the candidate in advance.

Part 2) on a separate Theme allocated by Pearson using the sequencing grid.

Conversation Part 1

- The Topic is chosen by the candidate from one of the 5 Themes listed in the Specification.
- The candidate may focus on any aspect of the chosen Topic
- The choice must be made no later than 2 weeks before the date of assessment.
- Allow the candidate to state the chosen aspect of the Topic and talk about it for up to 1 minute.
- The subsequent interaction with the Teacher Examiner must continue on the chosen Topic and may extend to other Topics within the same Theme if necessary.

Conversation Part 2

- * For each candidate there is a choice of 2 Themes on the Sequencing Grid
- The conversation must cover a Theme different from Part 1 and the teacher must use the Sequencing Grid to determine the Theme.
- This part of the conversation may focus on one or more Topics from the selected Theme.
- Throughout both parts of the conversation, the nature of the questions asked should allow candidates to:
 - * answer questions freely and produce extended sequences of speech
 - * develop conversations and discussions
 - * give and justify own thoughts and opinions
 - * refer to past, present and future events

Here is a useful summary of task 3 – the conversation.

Task 3 – the conversation

THE TEACHER EXAMINER

MUST

- * Ask questions that give candidates the maximum opportunity to demonstrate their ability
- * Ask open questions rather than closed questions
- * Ensure that both conversations keep strictly to the Topic and the Theme
- * Keep strictly to timings
- * Ensure that there are opportunities for the candidates to use the Present, Past and Future Tenses
- * Listen to what the candidate is saying and build the conversation around their responses
- * Give equal time to both parts of the conversation

MUST NOT

- * Allow candidates to deliver rehearsed responses
- * Ask the same questions of all candidates in the centre
- * Rely on a bank of questions and slavishly ask one question after another so that the test becomes a question and answer session rather than a spontaneous conversation
- * Allow timings to fall short or, conversely, allow the conversation to exceed the timings given
- * Stray from the Topic or Theme of the conversation

Here is some advice for the teacher-examiner. Note, in particular, the requirement to allocate the same amount of time to the two parts of the conversation.

The conversation is worth 50% of marks so 50% of the guidance time given in the specification should be on the conversation.

Foundation:

Conversation recommended to last between 3½–4½ minutes for 36 marks.

Higher:

Conversation recommended to last between 5–6 minutes for 36 marks.

If the conversations are short there are arguably limits to the students' opportunities to develop their response. This is inevitably reflected in the marks awarded - not because it is short in and of itself, but because it lacks the opportunity to be more varied, detailed, extended, wide ranging, etc. as per the requirements of the mark scheme.

Questioning from the teacher-examiner must allow candidates to:

- answer questions freely (spontaneity and interaction)
- produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- use wide range of tenses/time frames and structures (tenses: past/present/future)
- use a variety of structures and vocab

What are extended sequences of speech?

It is often better to explain what it is not: it is not a monologue which lasts for 1+ minute uninterrupted. It is an utterance which goes beyond the minimal response needed to address the question asked, e.g.

TE: What sports do you like?

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

TE: Where do you go swimming?

Cand: 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 candidate: what would you do if you won the lottery?
 - Higher candidate: what do you wear for school?

This list is not exhaustive.

Conversation exemplar – foundation tier

There are three mark grids to be applied to this task:

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

Here is some general information on using levels-based mark schemes.

1. DECIDE ON A BAND

- First consider the response as a whole and then decide which descriptors best match the answer.
- Do not focus disproportionately on small and specific parts of the response, but rather decide on a 'best fit'.

2. DECIDE ON A MARK WITHIN THAT BAND

- Read carefully the descriptors in the bands immediately above and below the band you have decided on.
- Then see whether the mark awarded should be towards the top or the bottom of that band.
- If the answer does not suggest a tendency towards the band above or below you should decide on a middle mark.

FOUNDATION TIER

CONVERSATION

EXEMPLAR

Now listen to the Foundation Tier conversation ‘Foundation Conversation’.

Mark the candidate’s performance using the mark scheme on pp129–133 of the GCSE Spanish SAMs.

Conversation exemplar – higher tier

There are three mark grids to be applied to this task:

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

Here is some general information on using levels-based mark schemes.

1. DECIDE ON A BAND

- First consider the response as a whole and then decide which descriptors best match the answer.
- Do not focus disproportionately on small and specific parts of the response, but rather decide on a 'best fit'.

2. DECIDE ON A MARK WITHIN THAT BAND

- Read carefully the descriptors in the bands immediately above and below the band you have decided on.
- Then see whether the mark awarded should be towards the top or the bottom of that band.
- If the answer does not suggest a tendency towards the band above or below you should decide on a middle mark.

HIGHER TIER

CONVERSATION

EXEMPLAR

Now listen to the Higher Tier conversation part 1 ‘Higher Conversation part 1’ and Higher Tier conversation part 2 ‘Higher Conversation part 2’.

Mark the candidate’s performance using the mark scheme on pp300–304 of the GCSE Spanish SAMs.

Common Issues

1. For Tasks 1 and 2 Teachers must keep strictly to the script with no paraphrasing or additional material
2. Teachers should try and make use of the full time available for the 3 tasks, to maximise the students' speaking opportunity
3. For Task 3 the Conversation must be natural and spontaneous and not rehearsed. Teachers should avoid slavishly following prepared questions but should listen to what the candidates are saying and develop the conversation naturally.

Support

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For more information, please contact subject advisors, subjects pages/communities and ask the expert.

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If you haven't already, you should sign up for Alistair Drewery's email updates as he will keep you up to date on training events and support materials.

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You do not need to purchase any Pearson resources to deliver our qualifications

GCSE Reform – what's changing?

New GCSEs for 2015

- English Literature, English Language and Mathematics
 - First teaching - Sept 2015 : First assessment summer 2017

New GCSEs for 2016

- Geography, History, Biology, Chemistry, Physics, Combined Science, Computer Science, French, German, Spanish, Art & Design, Citizenship Studies, Drama, Music, PE, Religious Studies, *Dance, Latin, Classical Greek, and Food and Nutrition*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2016 : First assessment summer 2018



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English subjects and Mathematics changed for first teaching in September 2015, with the first assessments in summer 2017.

The subjects which changed for 2016 are shown in the slide. Note that Edexcel does not offer all of these GCSEs – we do not offer those shown in italics. These subjects reformed for first teaching in 2016 will have their first assessments in summer 2018.

GCSE Reform – what's changing?

New GCSEs for 2017

- Business, Economics, Design & Technology, Statistics, Astronomy, Psychology, Urdu, Arabic, Japanese, Modern Greek, Italian, Chinese, Russian, PE short course, *Sociology, Geology, Classical Civilisation, Ancient History, Engineering, Electronics, Film Studies, Media Studies*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2017 : First assessment summer 2019
 - New specifications on our website

Main changes

- New grade structure of 9 - 1 replacing current A* - G grades
- A fully linear structure, all assessments taken at the end of the course
- Exams will be the preferred method of assessment, except where they can not provide valid assessment of the skills.
- Most subjects will see a reduction in NEA (coursework)

The subjects changing for a 2017 start are shown on this slide. Edexcel does not offer all of these subjects – we do not offer those shown in italics. These subjects will have first teaching in September 2017, with first assessments in summer 2019.

A level Reform – what's changing

New A levels and AS qualifications for 2015

- English Literature, English Language, English Language & Literature, Biology, Chemistry, Physics, History, Psychology, Art & Design, Business, Economics, Computer Science and *Sociology*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2015 : First A level assessment summer 2017

New A levels and AS qualifications for 2016

- Geography, French, German, Spanish, Drama, Music, PE, Religious Studies, *Dance, and Classical Greek*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2016 : First A level assessment summer 2018



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The new A levels and AS qualifications for 2015 are:

- English Literature, English Language, English Language & Literature, Biology, Chemistry, Physics, History, Psychology, Art & Design, Business, Economics, Sociology and Computer Science
 - First teaching from September 2015
 - First AS assessment in summer 2016
 - First A level assessment in summer 2017

The new A levels and AS qualifications confirmed for 2016 are:

- Mathematics, Further Mathematics, Geography, Languages, Design & Technology, Drama, Dance, Music, PE and Religious Studies
 - First teaching from September 2016
 - First AS assessment in summer 2017
 - First A level assessment in summer 2018

A level Reform – what's changing

New A levels and AS qualifications for 2017

- Mathematics, Further Mathematics, Design & Technology, Politics, Music Technology, Chinese, Italian Russian, *Statistics, Law, Accounting, History of Art, Ancient History, Philosophy, Environmental Science, Archeology, Geology, Electronics, Film Studies, Media Studies*
- Subjects not offered by Pearson Edexcel are shown above in italics
 - First teaching - Sept 2017 : First A level assessment summer 2019
 - New specifications now on our website

Main changes

- AS is a standalone qualification.
- AS work and grades no longer contributes to A level grade, but can be designed to be co-taught
- A fully linear structure, all assessments taken at the end of the course
- Exams will be the preferred method of assessment, except where they can not provide valid assessment of the skills.
- Most subjects will see a reduction in NEA (coursework)

Whilst the AS no longer contributes to the overall A level grade, the content of the AS, as far as possible, has been developed so that it can be delivered as the first year of the A level course, to allow co-teachability.

Other useful links

1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

Grade boundaries:

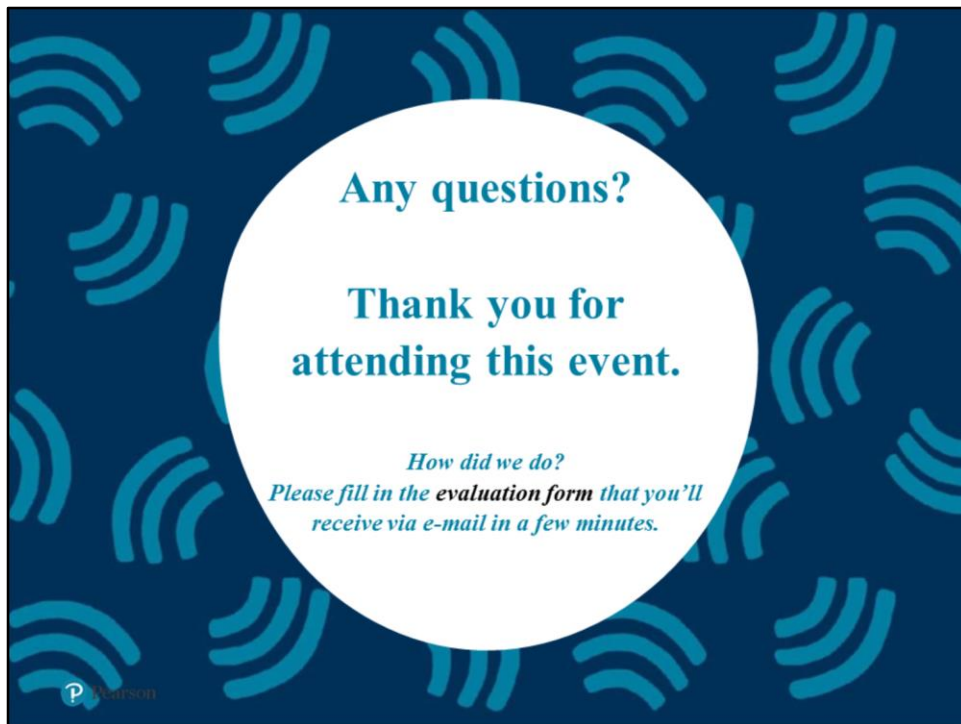
<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Examination results statistics:

<http://qualifications.pearson.com/content/demo/en/support/support-topics/results-certification/grade-statistics.html>

Results Plus:

<http://qualifications.pearson.com/en/support/Services/ResultsPlus.html>



Now that you have reached the end of this walkthrough, please download the files called 'GCSE_Spanish_Foundation_transcripts, marks and examiner commentaries.pdf' and 'GCSE_Spanish_Higher_transcripts, marks and examiner commentaries.pdf' from the same page of the website from which you accessed this walkthrough.

They include transcripts of all the audio files you have listened to during this walkthrough, together with marks and examiner commentary.

There's so much more to learn

Find out more about our range of events at
<http://qualifications.pearson.com/training>