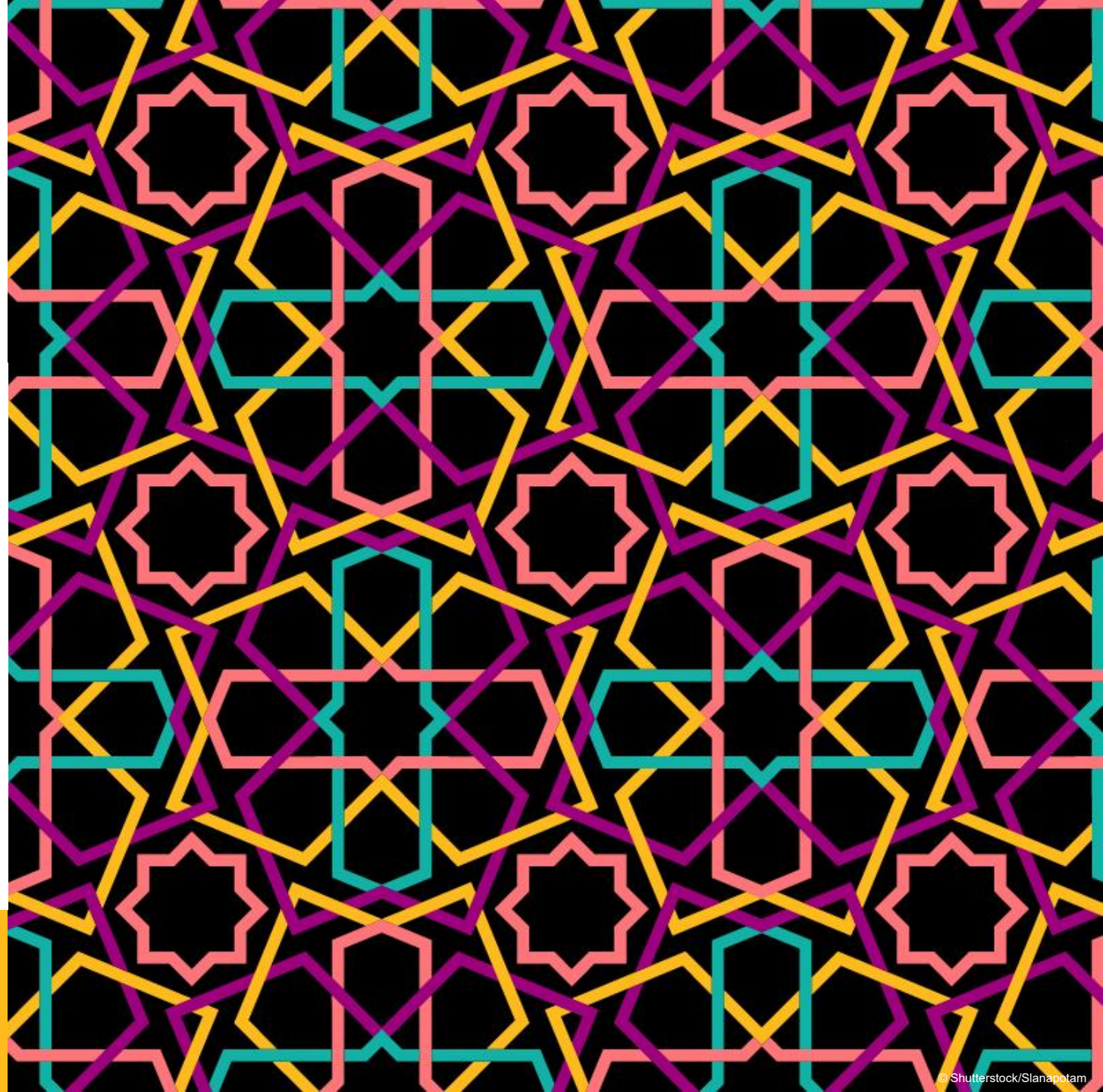




Pearson
Edexcel

GCSE Spanish (2024)

Unpacking the Speaking
Exam



Agenda

Part 1 – Overview of the Speaking component

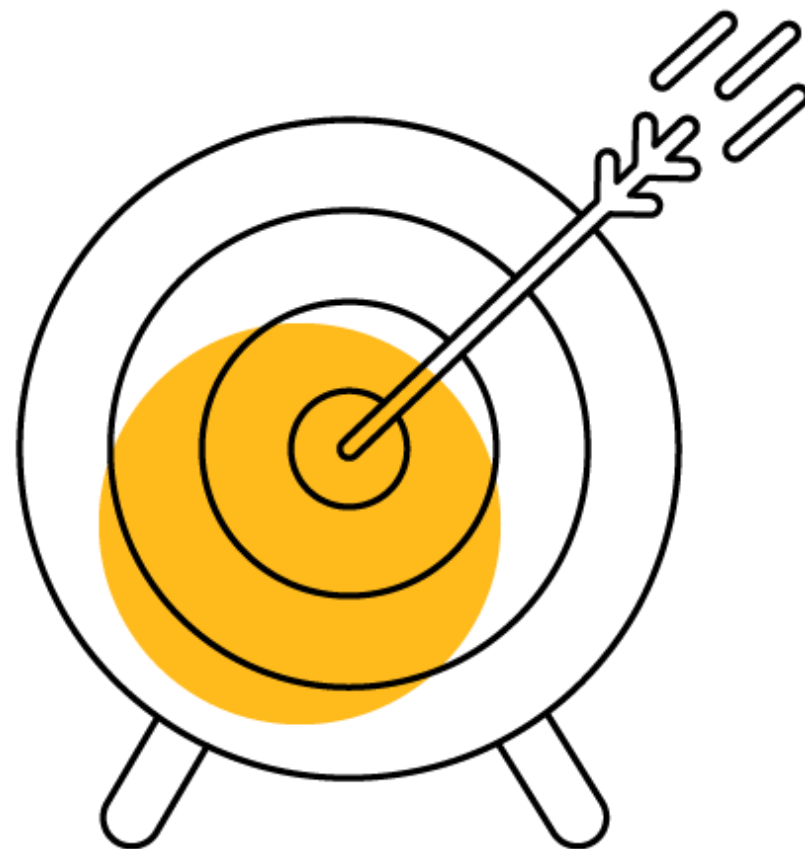
- Read Aloud task and mark schemes
- Role play task and mark scheme
- Picture task (including follow-on questions) and conversation, plus mark schemes

Part 2 – Unpacking exemplars (language specific)

- Resources, support and further training
- Close

Today's goals

- Brief recap of what's new and what's not in the Speaking paper
- Increase familiarity with the individual tasks and mark schemes
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training





Overview of the Speaking Component

Speaking at a glance

	Marks	Task details	Foundation	Higher
Preparation			14 mins + 1 min in privacy	
Task 1: Read Aloud	12 (8+4)	<ul style="list-style-type: none"> Read aloud (8 marks) 2 straightforward questions related to content (4 marks) 	1.5–2 minutes*	2–2.5 minutes*
Task 2: Role play	10	<ul style="list-style-type: none"> Roleplay 	1–1.5 minutes*	1–1.5 minutes*
Task 3: Picture task	28 (8+4+16)	<ul style="list-style-type: none"> Picture description (8 marks) 2 straightforward questions related to content (4 marks) Conversation (16 marks) <p>Situated in thematic context selected and prepared by student, but TE freedom to develop a natural conversation across contexts</p>	Description: 1.5–2 minutes* Conversation: 3–3.5 minutes*	Description: 2–2.5 minutes* Conversation: 5–5.5 minutes*
TOTAL	50		7–9 mins	10–12 mins

**Recommended*

What's new? What's not?

New	Not
Read aloud / SSCs	Role play (although the fact that it's transactional only is different)
Focus of picture task	Grade targets
Choice of pictures	Total timings of the exam
Transitions and rubrics in English	
Mark schemes (for RA and Picture task / conversation)	
Prep time	
Annotating	

Read Aloud



Read Aloud passage by tier

Foundation	Higher
Based in one of the 6 thematic contexts. Annotations permitted on cards. 1 minute practice out loud in exam room permitted. No repeat words in the passage. Same SSC list applies to both tiers. Assessed holistically.	
5 sentences	4 sentences
35–40 words	50–55 words
Straightforward structures, mainly present tense with possible simple conditional / near future.	More complex structures, mainly present tense with possible simple conditional / near future. Will contain an opinion.
Familiar vocabulary taken only from FT list (including on-list proper nouns).	More challenging vocabulary taken from both FT and HT lists (including on-list proper nouns).

Follow-on questions by tier

Foundation	Higher
Two straightforward unseen questions related to the content of the passage (*not* comprehension questions) Focus on student's own experience. Present tense or simple conditional.	
Q1 – like, using a set FT construction Q2 – opinion, using a set FT construction	Q1 – like, using a variety of constructions Q2 – opinion, using a set HT construction

One-word answers cannot be awarded full marks.

Read aloud mark schemes

HT:

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

FT:

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Follow up questions – mark scheme

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Roleplay

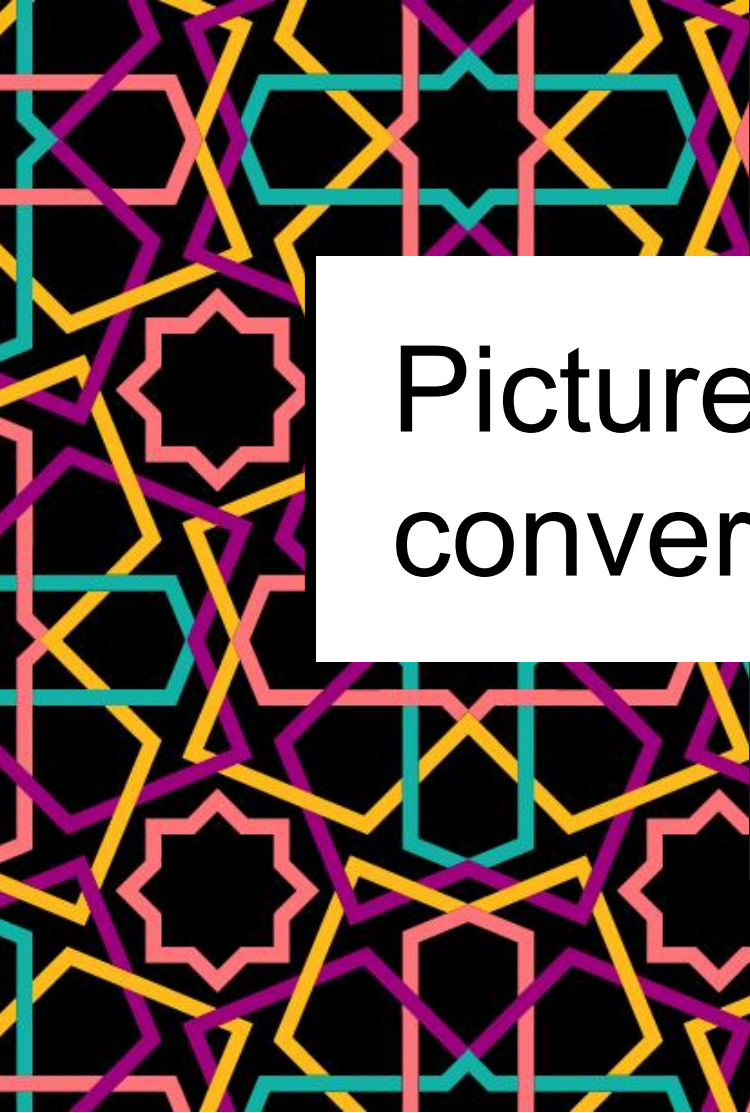



Roleplay by tier

Foundation	Higher
<p>Based in one of 10 transactional settings (published in specification). Defined range of interactions (published in specification). Formal context (but no expectation for candidates to use formal register). 5 prompts (in English). No prompt will rely on candidate producing a specific vocabulary item.</p>	
All prompts in present tense or simple conditional.	4 prompts in present tense or simple conditional; 1 future timeframe.
Candidates required to ask one question (always prompt 5)	Candidates required to ask two questions (always prompt 5 and one other, excluding prompt 1)

Role play mark scheme

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.



Picture task and conversation

Picture task and conversation by tier

Foundation	Higher
<p>Choice of two colour pictures to describe from same thematic context (same pictures for FT / HT). Always asked to describe PEOPLE, LOCATION, ACTIVITY Two compulsory follow-on questions, based on student experience, related to the pictures. Starting subject for conversation. Expectation to cover present, past and future timeframes in conversation</p>	
Description recommended time 1.5–2 minutes Conversation recommended time 3–3.5 minutes	Description recommended time 2–2.5 minutes Conversation recommended time 5–5.5 minutes
Questions in present tense.	Q1 in present tense (matches Q2 at FT); Q2 in past tense.
Mark schemes overlap at FT 5–6/7–8 and HT 1–2/3–4	

Picture description

Candidate STIMULUS

Picture task FPT14

Thematic context: Travel and tourism

Picture 1



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Picture 2



1755901085 - © Pressmaster/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Picture description

French

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

German

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

Spanish

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente / las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

Conversation

Candidate STIMULUS

Picture task FPT14

Thematic context: Travel and tourism

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



1755901085 - © Pressmaster/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. ~~One-word answers will not be sufficient to gain full marks.~~

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

Picture description mark scheme FT

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	<ul style="list-style-type: none"> Two or more bullet points addressed. Ideas are generally developed, to describe different, relevant aspects of the picture. Response is generally comprehensible; some messages may be unclear. 		4	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures. Generally accurate use of language; some minor errors, there may be an occasional major error.
3	<ul style="list-style-type: none"> Two or more bullet points addressed. Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down. 		3	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures. Some accurate language; errors occur, some of them major.
2	<ul style="list-style-type: none"> One or more bullet point(s) addressed. Occasional, brief development of ideas to describe different, relevant aspects of the picture. Some parts of the response are comprehensible; the message sometimes breaks down. 		2	<ul style="list-style-type: none"> Limited variety of vocabulary and grammatical structures. Limited accuracy in the language; frequent errors both major and minor.
1	<ul style="list-style-type: none"> One or more bullet point(s) addressed. Little or no development of ideas to describe different, relevant aspects of the picture. Limited parts of the response are comprehensible; the message often breaks down. 		1	<ul style="list-style-type: none"> Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.		0	No rewardable material.

Picture description mark scheme HT

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	<ul style="list-style-type: none"> All three <u>bullet</u> points addressed. Consistent, detailed development of ideas to describe different, relevant aspects of the picture. <p>Response is easily comprehensible; it is rare that the message is not immediately clear.</p>		4	<ul style="list-style-type: none"> Wide range of relevant vocabulary and grammatical structures. Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> All three <u>bullet</u> points addressed. Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 		3	<ul style="list-style-type: none"> A variety of relevant vocabulary and grammatical structures. Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> Two or more <u>bullet</u> points addressed. Ideas are generally developed, to describe different, relevant aspects of the picture. Response is generally comprehensible; some messages may be unclear. 		2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures. Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> Two or more <u>bullet</u> points addressed. Some development of ideas to describe different, relevant aspects of the picture. <p>Response is comprehensible in some parts; the message may occasionally break down.</p>		1	<ul style="list-style-type: none"> Occasional variety of vocabulary and grammatical structures. Some accurate language; errors occur, some of them major.
0	No rewardable material.		0	No rewardable material.

Compulsory questions mark scheme (both tiers)

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Conversation mark scheme FT

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> Gives some relevant responses to questions. Develops ideas with some extended sequences of speech. Response is generally comprehensible; some messages may be unclear. 	4	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, occasional use of complex language. Generally successful use of three timeframes. Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	<ul style="list-style-type: none"> Gives occasional relevant responses to questions. Develops ideas with occasionally extended sequences of speech. Response is comprehensible in some parts; the message may occasionally break down. 	3	<ul style="list-style-type: none"> Occasional variety of vocabulary and straightforward grammatical structures. Some successful use of at least two timeframes, occasional slip in more complex constructions. Some clear and accurate use of language; some major and minor errors.
4–6	<ul style="list-style-type: none"> Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. Development of ideas is limited; brief responses which the speaker may not be able to sustain. Limited parts of the response are comprehensible; the message sometimes breaks down. 	2	<ul style="list-style-type: none"> Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. Limited success with timeframes. Limited accuracy with language; many major and minor errors.
1–3	<ul style="list-style-type: none"> Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. Little or no development of ideas; very brief responses, which the speaker can often not sustain. Isolated parts of the response are comprehensible; the message frequently breaks down. 	1	<ul style="list-style-type: none"> Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. Minimal success with timeframes. Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.

Conversation mark scheme HT

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> Gives consistently relevant responses to questions. Develops ideas throughout with consistently extended sequences of speech. Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures, frequent use of complex language. Consistently successful use of three timeframes. Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> Gives frequently relevant responses to questions. Develops ideas with frequently extended sequences of speech. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> A variety of vocabulary and grammatical structures, some use of complex language. Frequently successful use of at least two timeframes. Accurate use of language; some minor errors.
4–6	<ul style="list-style-type: none"> Gives some relevant responses to questions. Develops ideas with some extended sequences of speech. Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, occasional use of complex language. Generally successful use of at least two timeframes. Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	<ul style="list-style-type: none"> Gives occasional relevant responses to questions. Develops ideas with occasionally extended sequences of speech. Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and straightforward grammatical structures. Some successful use of timeframes, occasional slip in more complex constructions. Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

AO2 grids

Addressed (Bullet points): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Students may address the task bullet points in any order.

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.



AO3 grids

Complex language includes features such as:

- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.



Application of mark schemes to exemplar material (Spanish)

Read aloud and follow-on questions – FT



What marks would you give?

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes sociales.

Student: *Soy fan de Internet.
Me gusta estar en línea.
Prefer... prefiero escuchar la música con mi móvil. Uso mi ordenador para
aprender lenguas nuevas.
También, es fácil chatear con mis amigos españoles por las redes
sociales.*

Teacher: ¿Qué te gusta hacer en línea?

Student: *Un año.*

Teacher: ¿Qué te gusta hacer en línea?

Student: *TikTok.*

Teacher: Y ¿qué piensas de las redes sociales?

Student: *Es importante.*

Read aloud

AO3: Knowledge and accurate application of vocabulary

Pronunciation is generally clear and comprehensible. There is a minor lapse in SSC, with 'aprender' however this has no impact on the message. The student corrects themselves when pronouncing 'prefiero', which is perfectly acceptable.

The best-fit approach results in this response being placed in the 7-8 mark band for AO3, knowledge and accurate application of vocabulary; it is not showing any elements of the band below so the candidate is awarded full marks.

Read aloud
8 out of 8 marks

Follow-on questions

There is no rewardable communication.

The first response has to be assessed as it is a complete answer. The teacher (incorrectly) repeated the question because they knew that the answer was incorrect, offering the student a second chance. This gives the student an unfair advantage over other students and is not allowed. The student can therefore not be rewarded for their second answer.

0 marks

The response is partially communicated. We can interpret a positive opinion, however, due to the singular use of the third person of the verb 'ser', rather than the plural, the response causes some ambiguity, almost as though the sentence is incomplete.

1 mark

Questions
1 out of 4 marks

Read aloud and follow-on questions – HT



What marks would you give?

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio y que son menos activos que antes.

Teacher: The test will now begin. Please read the text.

Student: *Cada miércoles, intento jugar al voleibol.
Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.
Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.
Pienso que le...la mayoría de los jóvenes no hace suficienteo... suficiente ejercicio y que son menos áctivos que antes.*

Teacher: ¿Qué te gusta hacer para mantenerte en forma?

Student: *Para mantenerte en forma, me gustaría jugar al tenis y ya que mis amigos jugarlo y dirían que es muy divertido y...*

Teacher: Y, ¿cuál es tu opinión de hacer deportes en equipo?

Student: Er...

Teacher: ¿Cuál es tu opinión de hacer deportes en equipo?

Student: *No me gusta hacer deportes en un equipo ya que...como...como el equipo hace...no...se puede hacer muy bien, pero el equipo puede hacer mucho más mal.*

Read aloud

AO3: Knowledge and accurate application of vocabulary

Pronunciation is consistently clear and comprehensible. There are no lapses in SSCs that have any impact on the message. The candidate self-corrects 'suficiente' to say 'suficiente' and therefore the error is discounted.

The best-fit approach results in this response being placed in the 7-8 mark band for AO3, knowledge and accurate application of vocabulary. As there are no elements of the band below due to consistency in clarity of pronunciation, the candidate was awarded full marks.

Read aloud
8 out of 8 marks

Follow-on questions

The response is partially communicated with some ambiguity. A positive opinion about tennis is expressed and a justification fairly well attempted. However with the use of the second person in 'mantenerte' and the use of the conditional, the message is not fully clear.

1 mark

The response is partially communicated with some ambiguity. A negative opinion is expressed but the justification is too unclear and, despite the candidate's attempts to restart, the reason remains too undistinguishable.

1 mark

Questions
2 out of 4 marks

Picture description (Higher Tier)

Picture 2





AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	<ul style="list-style-type: none">• All three bullet points addressed.• Consistent, detailed development of ideas to describe different, relevant aspects of the picture. Response is easily comprehensible; it is rare that the message is not immediately clear.		4	<ul style="list-style-type: none">• Wide range of relevant vocabulary and grammatical structures.• Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none">• All three bullet points addressed.• Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture.• Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.		3	<ul style="list-style-type: none">• A variety of relevant vocabulary and grammatical structures.• Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none">• Two or more bullet points addressed.• Ideas are generally developed, to describe different, relevant aspects of the picture.• Response is generally comprehensible; some messages may be unclear.		2	<ul style="list-style-type: none">• Some variety of vocabulary and grammatical structures.• Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none">• Two or more bullet points addressed.• Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down.		1	<ul style="list-style-type: none">• Occasional variety of vocabulary and grammatical structures.• Some accurate language; errors occur, some of them major.
0	No rewardable material.		0	No rewardable material.

Teacher: Describe the picture.

Student: *Hay tres personas – dos mujeres y un hombre. La mujer de derecha está llevando un ca..una camiseta azul y un dental marrón. La mujer en la en el ezquierda está pagando para algo. Y la el hombre es muy alto y tiene peyo gris. Hay un en un supermercado y, sí.*

Teacher: ¿Algo más?

Student: *Sí, la mujer en la derecha ten, tienes un bolso.*

Teacher: Sí, y ¿algo más?

Student: *Sí... No.*

Picture 2



AO2 – Response to stimulus

What mark would you give?

2 out of 4 marks

- The three bullet points are **addressed** as there is relevant mention of people, activity and location. The activity and location are only briefly mentioned but this is focused on under 'development.'
- The student offers limited **development** in the response, and only in relation to the people. All three people are mentioned with one of the women described as wearing a blue T-shirt and supposedly an apron in 'La mujer de derecha está llevando un ca...una camiseta azul y un dental marrón'). The action of the other woman is described in 'La mujer en la en el izquierda está pagando' and the man is described in the phrase 'el hombre es muy alto y tiene peyo gris'. There is also a reference to a handbag, but it is unclear. The student could have described more about the clothing and physical features or ages of the trio. There is no development about the location or what they are doing. The student could have described the supermarket (its size, how modern it is etc...) and that people are buying food, talking, smiling. For development, the response falls in mark band 1
- Some parts of the response are **comprehensible** though the message sometimes breaks down due to incorrect wording or pronunciation, e.g. 'un dental marrón', 'tiene peyo gris' and also 'la mujer en la derecha ten, tienes un bolso' do not convey the right messages. As such, it falls in mark band 2 for comprehensibility.

The best-fit approach results in this response being placed in the mark band 2 for response to stimulus. To have scored higher the student would need to describe the picture and events more fully.

AO3 – Linguistic knowledge and accuracy

What mark would you give?

1 out of 4 marks

- Although the student does use some different verbs in the present tense to describe the people e.g. 'está llevando', 'está pagando' and 'hay,' the response shows limited **variety** of vocabulary and grammatical structures. This is largely because the brevity of the response does not enable the student to show a wide range of language. The response falls in mark band 1 for variety of vocabulary and grammatical structures.
- The response is limited in **accuracy** with errors in several sentences e.g. with verb conjugation ('tienes un bolso' instead of 'tiene'), and verb formation; ('Hay un en un supermercado' rather than 'están en un supermercado'). For accuracy, the response sits in mark band 1.

The best-fit approach results in this response being placed in mark band 1 for linguistic knowledge and accuracy. To score higher, the student would need to include a wider variety of language. The brevity of the response prevented them from achieving this.

Compulsory questions (Higher Tier)

Teacher: ¿Qué piensas de trabajar en un supermercado?

Student: *Creo que trabajar en supermercado es bien porque esperan tiene..tengo experiencias laborales.*

Teacher: Sí sí muy bien. Y dime, ¿qué compraste ayer?

Student: *Ayer com ... comprí, compró euh, agua y pan.*



The response is partially communicated. A positive opinion is expressed in the first phrase but the second part of the answer makes the response somewhat ambiguous.
1 mark

The response is fully communicated. Regardless of confusion with tenses, 'Ayer...agua y pan' communicate fully what the candidate bought yesterday.
2 marks

Conversation (Higher Tier)

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING FOR THE FUTURE**, for example: *Para ti, ¿cuál es la asignatura más importante?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.



The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste ayer durante la hora de comer?*

(future tense) *¿Te gusta la idea de ser profesor/a en el futuro?*

What marks would you give?

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> Gives consistently relevant responses to questions. Develops ideas throughout with consistently extended sequences of speech. Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures, frequent use of complex language. Consistently successful use of three timeframes. Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> Gives frequently relevant responses to questions. Develops ideas with frequently extended sequences of speech. Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> A variety of vocabulary and grammatical structures, some use of complex language. Frequently successful use of at least two timeframes. Accurate use of language; some minor errors.
4–6	<ul style="list-style-type: none"> Gives some relevant responses to questions. Develops ideas with some extended sequences of speech. Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> Some variety of vocabulary and grammatical structures, occasional use of complex language. Generally successful use of at least two timeframes. Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	<ul style="list-style-type: none"> Gives occasional relevant responses to questions. Develops ideas with occasionally extended sequences of speech. Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> Occasional variety of vocabulary and straightforward grammatical structures. Some successful use of timeframes, occasional slip in more complex constructions. Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

AO1 – Response to spoken language in speech

- The student gives frequently **relevant** answers across a range of aspects within the chosen ‘Studying and my future’ thematic context, with a cross-over into the subjects of music and tourist attractions. However, there are instances where the response gets a little lost and drifts off the point e.g. ‘Mi asignatura favorita es las matemáticas porque Cuando s ... cuando se mayor estaba ... cuando se jóven’, or is not quite correctly answered e.g. ‘me gustaría estudiar teatro porque me gustaría ir a Nueva Yorke con mi colegio enseñar sobre actores famosos’. The incorrect verb hinders clarity in the response and it’s not totally clear if the candidate has fully understood the question. For relevance, the response sits within the 7-9 mark band.
 - The student **develops** some ideas by mainly giving simple opinions/justifications or additional pieces of information e.g. ‘... porque mi profesor es muy malo’, and ‘... porque me gustaría trabajar con números’. There are some extended sequences of speech, for example when talking about their favourite subjects (‘Mi asignatura favorita es las matemáticas ...’ to ‘... mis notas son muy malo’) and when talking about what they want to do when they finish their exams, e.g. ‘Después de mi exámenes, me gustaría a un festivul ...’ to ‘... es sería fantástica’. For development, the response falls within the 4-6 mark band.
 - Overall, the response is generally **comprehensible** but there are some messages which are unclear due to incorrect vocabulary and expression, e.g. ‘estaba muy fácil y no me gusta mi química’. Some messages even break down such as ‘Cuando se jóven (?)’ and ‘me gustaría sería un banco’. There are some linguistic errors which are accounted for in AO3. For comprehensibility, the student sits at the lower end of the 4-6 mark band.
- The best-fit approach results in this response being placed in the middle of the 4-6 mark band with a mark of 5 for response to spoken language. The relevance of response sits within the 7-9 mark band (frequently relevant) but the student would need to produce more extended sequences of speech and be more successful in developing answers without ambiguity to gain a higher mark. Overall, the student did quite a good job in keeping the conversation flowing but tended to cut answers short when they realised that their answers were unclear.
- What mark would you give?
- 5 out of 12

AO3 – Linguistic knowledge and accuracy

- The student demonstrates occasional **variety** of vocabulary using different opinion phrases ('pienso que', 'a mí', 'creo que'), intensifiers ('muy', 'demasiado'), and straightforward grammatical structures as well as the ability to link sentences with conjunctions ('y', 'pero', 'con' and 'porque'). The vocabulary used is quite straightforward and some of it is repeated e.g. 'me gustaría' is used several times, but the student is able to vary language enough to use it for different purposes such as clarifying timeframes in the example, 'El próximo año, después de mi exámenes, en el futuro'. The response sits within mark band 1 for variety.
- There is some successful use of **timeframes**, including past and future timeframes such as 'me gustaría estudiar' and 'fui'. However, there are occasions where tenses are not formed correctly, e.g. 'cuando se(a) mayor' instead of 'cuando era menor', where the incorrect tense is used e.g. 'mi madre dije que', and where two timeframes conflict with each other and cause confusion e.g. 'es muy aburrido y no le gusto'. Therefore, it does not meet the 'generally successful' requirement and the response is placed in mark band 1 for use of timeframes.
- There is some **accurate** language in certain parts of the conversation, sometimes whole sentences, e.g. 'el año pasado fui a Salamanca con mi escuela,' and other times sentences contain minor errors that do not interfere with what the student is trying to express, e.g. 'mis reglas está demasiado estrictos. Creo ... pienso que ellos necesitan menos reglas.' However, the build-up of minor errors makes the language unclear at times. Examples of these include inaccuracies with adjectival agreement, incorrect gender, verbs ('mis reglas está') and some more serious errors, mainly with the verbs and tenses e.g. 'estaba', 'hici', 'necesitan', 'enseñar'. Use of timeframes have already been commented on. The response sits within mark band 1 for accuracy.

The best-fit approach results in this response being placed in mark band 1 for linguistic knowledge and accuracy. To score more highly the student would need to use some more complex grammatical structures and a wider range of vocabulary rather than repeating the same structures. The student would need to take more care with using the correct time frames and make sure they are using verbs in all sentences. The student did quite well in being able to manipulate language sufficiently to make themselves understood most of the time.

What mark would you give?

1 out of 4



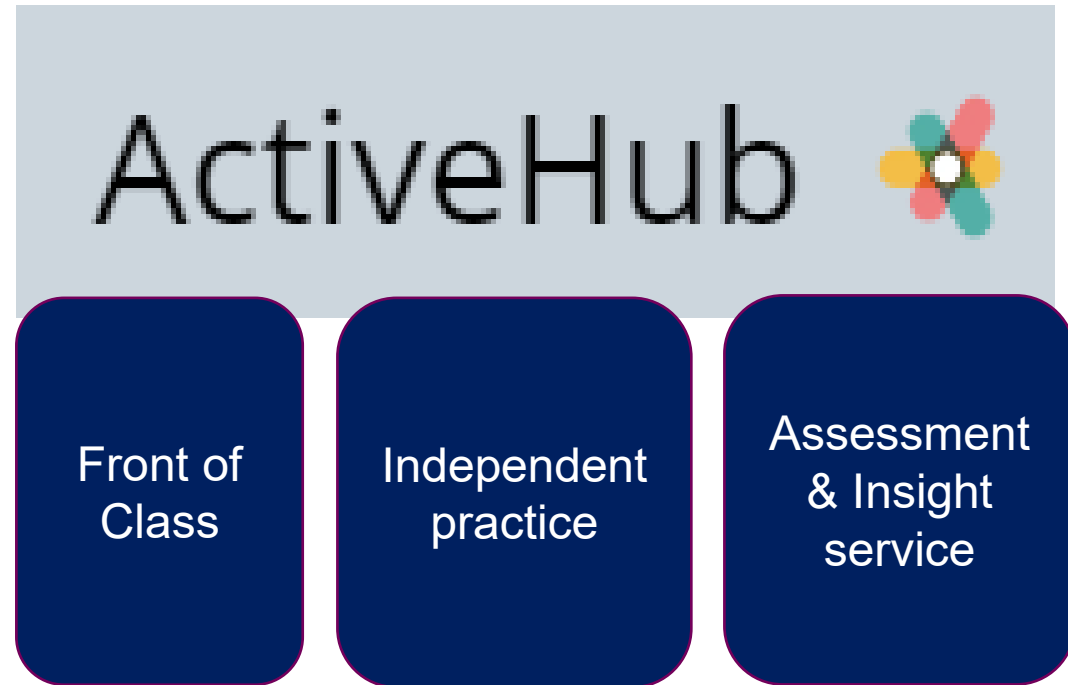
Resources and support

GCSE resources from Pearson



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Student
Book

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Tier
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Pearson scheme of work

Phonics PPTs

Phonics: silent final consonants **silent verb endings**

Practise the word *dangereux*. Listen and repeat.

dangereux 

In French, the final consonants **-s**, **-t** and **-x** are usually silent. The verb endings **-e**, **-es** and **-ent** are also silent.

Listen and repeat the words.

1 avis	7 parfois
2 vêtement	8 tout
3 jeux	9 affreux
4 regarde	10 parle
5 joues	11 envoie
6 téléchargent	12 achètent

Sentence builder grids

Ma vie en ligne

Qu'est-ce que tu fais en ligne?
What do you do online?

J'écoute / I listen to	du rap / rap de la musique / music des chansons / songs	avec mes écouteurs / with my headphones.
Je télécharge / I download	du rap / rap de la musique / music des chansons / songs	
Je regarde / I watch	des clips sur TikTok / clips on TikTok des clips / clips des photos / photos des selfies / selfies	avec mon ami / with my friend.
Je partage / I share		
Je parle / I talk		



3 Qu'est-ce que tu regardes?

Writing skills – Ce que j'aime regarder

A Draw a line to match the key words to the correct English translation.

- 1 Les émissions de télé-réalité
- 2 Les émissions de sport
- 3 Les séries
- 4 Les vidéos amusantes d'animaux
- 5 Les vidéos de cuisine
- 6 Les films d'action
- 7 Les films de science-fiction

a Column break Series
b Sports programmes
c Action films
d Cooking videos
e Science fiction films
f Funny animal videos
g TV reality shows

B Read Céline's email to Christophe about her viewing habits. Complete it using the words below.

regarder la télé réel de sport chaînes
ordinateur cinéma télé-réalité un grand écran émissions

Bonjour Christophe!

J'aime _____ (1) un peu de tout mais je préfère les
_____ (2) musicales. Je regarde souvent des clips sur des
_____ (3) de musique et je regarde aussi
(4) le soir ou le week-end. Je ne regarde jamais les émissions de _____ (5)

Skills worksheets

Ma vie en ligne

Speaking confidence – Preparing for the read-aloud task (independently)

A Practise reading aloud the words below. Remember to pay attention to the silent endings in bold.

chêne jouit trop ils jouent affreux je parle
beaucoup tu télécharges parfois tout le temps
envoie loufoque la regarde dangereux
ils passent réseaux sociaux

In French, final 'e' and final consonants like -s, -t and -x are silent. The verb endings -e, -es and -ent are also silent.

B Read the dialogue. Underline all silent final 'e', circle the silent final consonants and highlight the silent verb endings. Then practise reading the text aloud.

Est-ce que tu utilises beaucoup ton portable?
Oui, j'utilise mon portable tous les jours.
Qu'est-ce que tu fais en ligne?
Je joue à des jeux avec mon meilleur ami. Et toi, est-ce que tu joues en ligne?
Non, mais je regarde tout le temps des vidéos amusantes.
Les films aussi regardent des clips sur YouTube.

C French cognates look like English words but are pronounced differently. Find ten cognates in the box and practise pronouncing them in your best French accent.

Internet	écran	harcèlement	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tablettes	achat	jeunesse	portable	identité
victime	vol	temps	communiquer	jeux

D Look at the pairs of phrases below. Underline the phrase in each pair that uses a liaison. Then practise reading all phrases aloud.

des apples / des jeux
les vêtements / les achats
c'est trop intéressant / c'est trop génial
sans portable sans écran
c'est formidable / c'est excellent
je joue aux jeux / je joue aux jeux en ligne

In French, if silent final consonants are followed by a word that begins with a vowel, they are pronounced. This is called a liaison, e.g. *hip → très important*

Grammar quiz worksheets

1 Ma vie en ligne

Grammar quiz – The present tense of regular -er verbs

A Read the grammar box on the left. Then complete the verb table with the correct present tense endings.

There are many regular -er verbs in French. Remember that they work like this in the present tense:

je joue	tu joues	il/elle/on joue	nous jouons	vous jouez	ils/elles jouent
I play	you (sg) play	he/she/it plays / we play	we play	you (pl or polite) play	they play

regardez (to watch)

1 je regard	I watch
2 tu regard	you (sg) watch
3 il/elle/on regard	he/she/it watches / we watch
4 nous regard	we watch
5 vous regard	you (pl or polite) watch
6 ils/elles regard	they watch

B Circle the correct form of the verb in these sentences. Then translate the sentences into English.

Exemple: Nous joue / jouons / jouent à des jeux en ligne. We play online games.

- 1 Je regarde / regardes / regardes des clips vidéo.
- 2 Elle télécharge / télécharges / télécharge de la musique.
- 3 Tu aimes / aimes / aimes tes amis.
- 4 Ils partagent / partages / partages des photos.
- 5 Vous cherchez / cherchez / cherchez des idées.

C Circle the verb mistakes in these sentences and then write out the correct versions.

Exemple: Mes copains (passé) beaucoup de temps sur Internet. passent

- 1 Elles communiquant sur les réseaux sociaux.
- 2 Nous achetés des vêtements en ligne.
- 3 Mon frère tablettes avec ses amis sur GamesChat.
- 4 Ma mère passant qu'Internet est dangereux.

Remember that *quand* (when) is used to change y to ie in the je, tu, il/elle/on and ils/elles forms.

Audio files and transcripts

1 Tu as du temps à perdre? – Fêtes et jeux

Audio transcript (Page 7 Exercice 2)

- 1 – Pardon. Les dix jours sans écran à ton avis, c'est une bonne idée, ou une mauvaise idée?
– À mon avis, c'est une bonne idée. C'est assez amusant.
- 2 – Et toi? Tu es d'accord? Les dix jours sans écran, c'est une bonne idée?
– Non, je ne suis pas d'accord. À mon avis, c'est une mauvaise idée! C'est ennuyeux et c'est complètement nul!
- 3 – Tu es d'accord? À ton avis, c'est une bonne idée?
– Oui, je suis d'accord. À mon avis, c'est une très bonne idée – c'est très intéressant.

Answers – Ex. 1 Écouter

- 1 b
- 2 f
- 3 c
- 4 a
- 5 d
- 6 e

1 – Qu'est-ce que tu fais en ligne?
– Je télécharge et j'écoute des chansons sur mon portable.

2 Je parle avec ma famille en Tunisie, en Afrique, et je partage des photos.

3 – Qu'est-ce que tu fais en ligne?
– Je cherche des idées, et puis parfois, j'achète des vêtements et d'autres choses.

4 Je joue à des jeux contre ma meilleure amie.

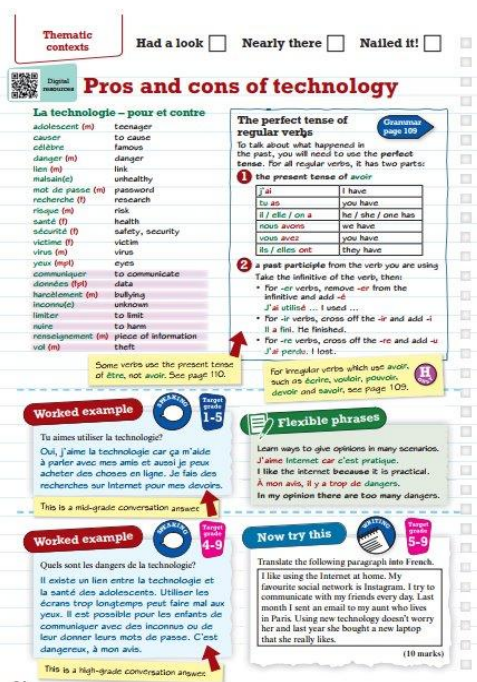
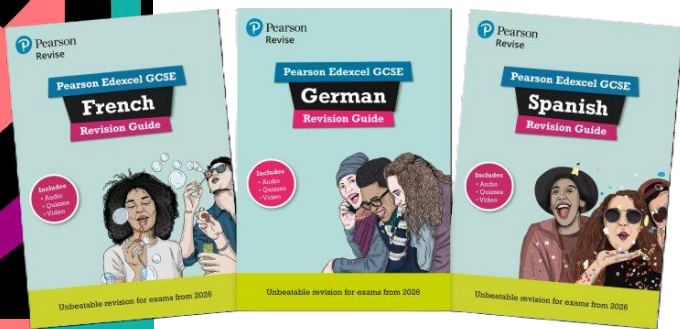
5 – Et toi? Qu'est-ce que tu fais en ligne?
– Je regarde des clips, et des vidéos amusantes.

6 J'envoie des messages à mes copains et copines.

Answer PPTs

Speaking confidence worksheets

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The screenshot displays the Pearson Edexcel GCSE Spanish (Exam 2026) interface. At the top, it says 'Pearson Edexcel GCSE Spanish (Exam 2026)' and 'Beta premium'. Below this, there's a navigation bar with 'Select question', 'View: Split', and 'Mindset: Encouraging'. The main content area is titled 'Photo description writing task (Foundation only)' and includes the instruction 'Describe the photo. Write four short sentences in Spanish. (8 marks)'. A photo shows four young people sitting on steps. To the right, there's a feedback section for 'Sentence B' and 'Sentence C'. For Sentence B, the user's answer is 'El chico con gafas lleva camisa rojo.', the corrected answer is 'El chico con gafas lleva camisa roja.', and the feedback is 'Good' with two points: 1. The verb form should be lleva (he wears) instead of 'llevas' (you wear). The third person singular form is needed here. 2. The adjective 'rojo' should be roja to match the feminine noun 'camisa'. In Spanish, adjectives must agree in gender with the nouns they describe. For Sentence C, the user's answer is 'Todos tienen libros.', the feedback is 'Great' with the comment 'Well done! This sentence correctly uses the verb 'tienen' to describe what the people in the image are holding.'

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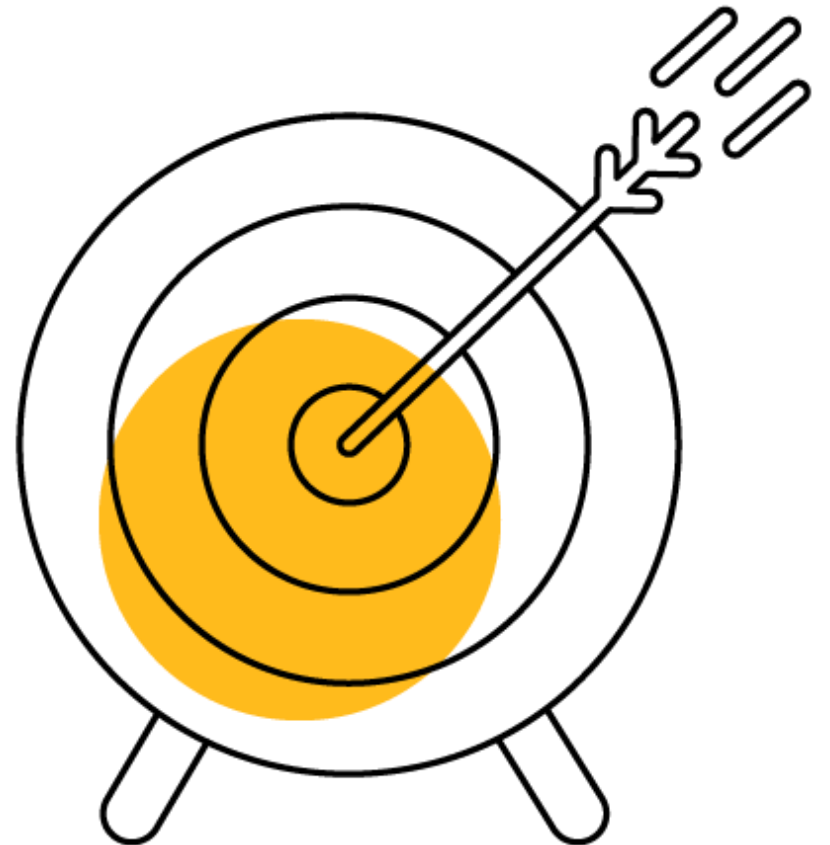
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- Training currently available on the [PD Academy](#):
 - GCSE 2024 '[How to conduct the speaking exam](#)' live and pre-record training
 - Drop-in clinics
 - New to Pearson Edexcel (which replaces our GRTT training)
 - Unpacking the Writing Exam / Unpacking the Speaking Exam
 - Effective Phonics Teaching for the Read Aloud and Dictation Tasks
 - Mastering Dictation
 - [YouTube playlist](#) of event recordings
- Training coming soon:
 - Self-paced training of Unpacking the Speaking and Unpacking the Writing courses, with marking training.
- Speaking Guide [Paper 1, Speaking – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE Spanish \(2024\) | Pearson qualifications](#)



Review of today's goals

- Brief recap of what's new and what's not in the Speaking paper
- Increase familiarity with the individual tasks and mark schemes
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training



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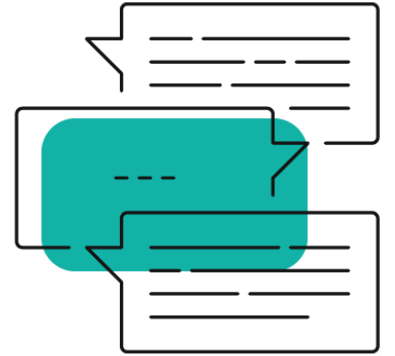
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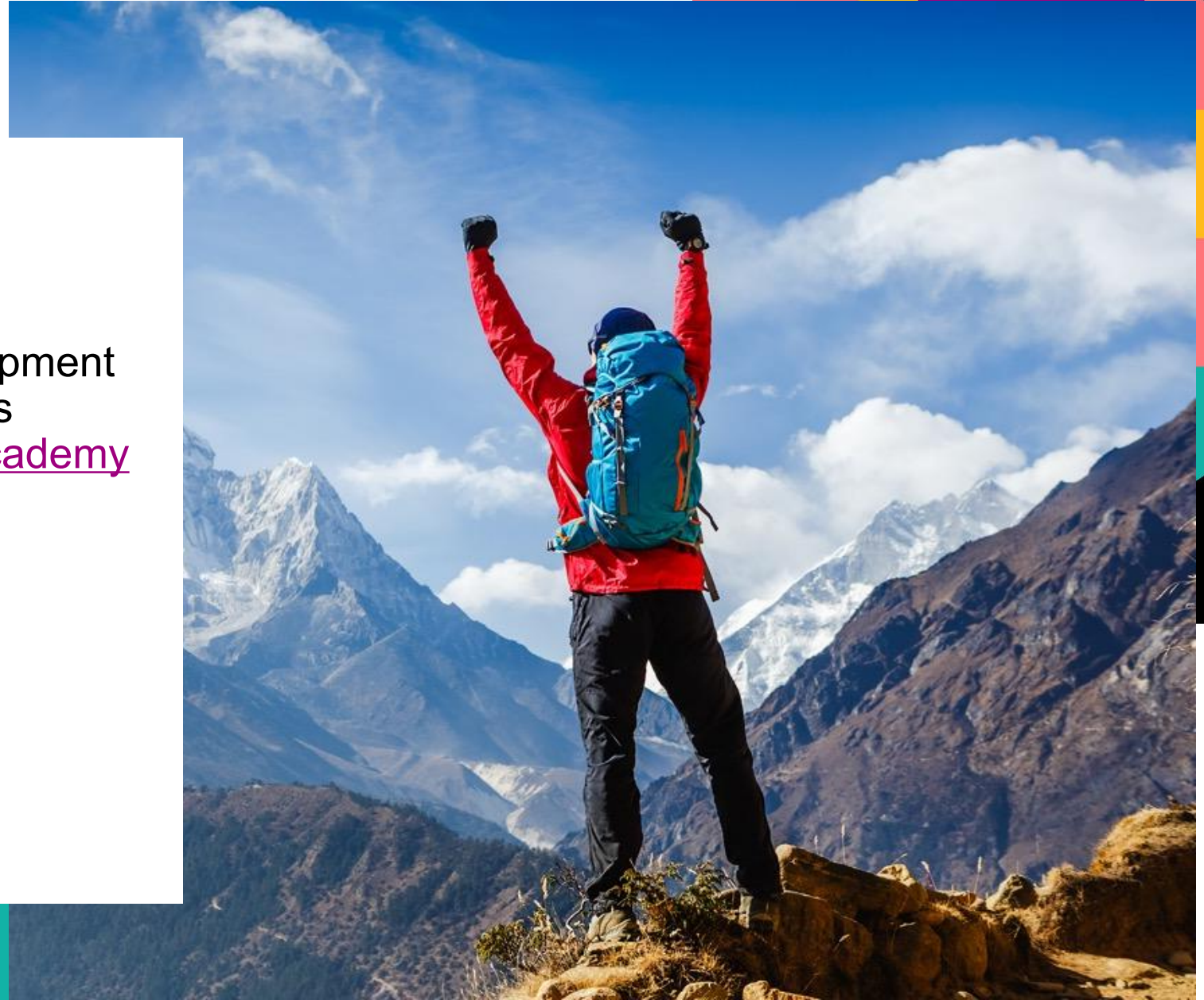
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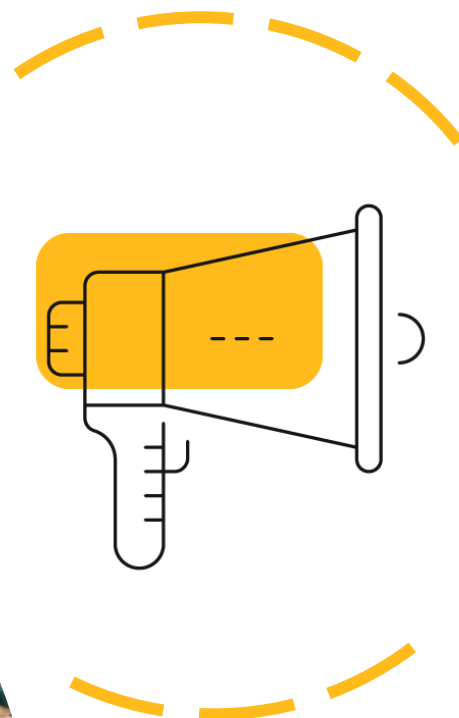
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