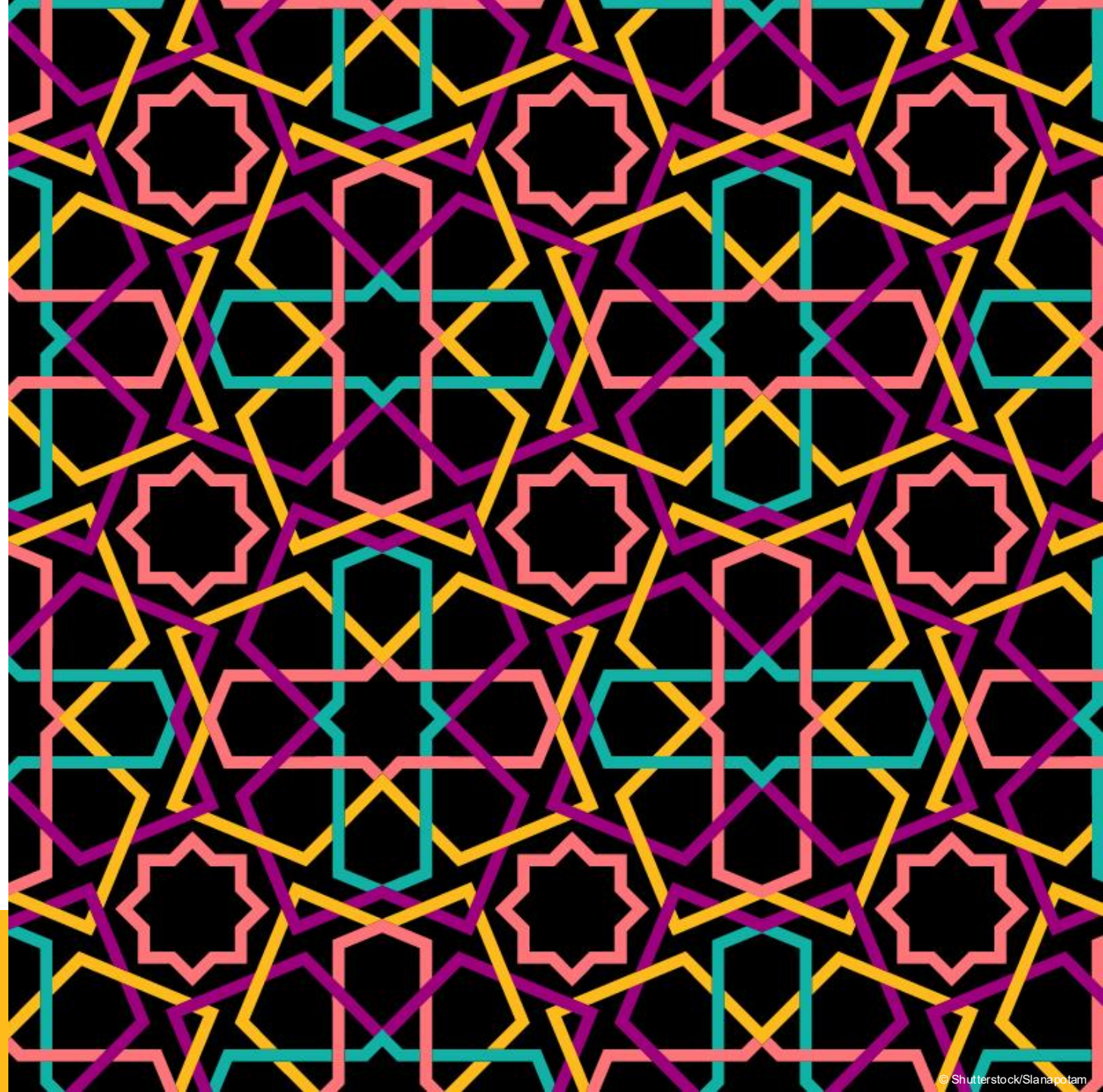




Pearson  
Edexcel

# GCSE Spanish (2024)

Unpacking the Writing  
Exam



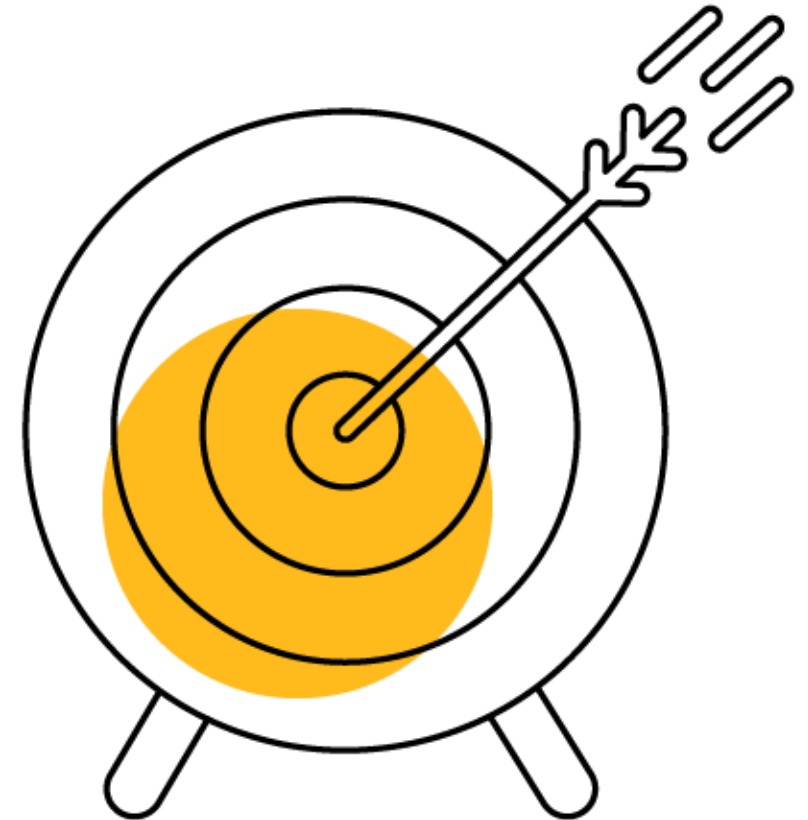
# Agenda

- Welcome and introduction
- Overview of the Writing papers (Foundation and Higher)
- Open-ended writing tasks, mark schemes and marking of exemplars
- Resources, support and further training
- Close



# Today's goals

- To recap the structure and key features of the Foundation and Higher Tier papers
- To increase familiarity with the open-ended writing tasks
- To understand the application of the mark schemes
- To practise marking exemplar material (language specific)
- To know how to access resources, support and ongoing training







# Overview of the Writing paper

# Paper 4, Writing

	Foundation Tier	Higher Tier
<b>Assessment time</b>	1 hour 15 minutes	1 hour 20 minutes
<b>Number of questions</b>	4 questions: 3 open response and 1 translation	3 questions: 2 open response and 1 translation
<b>Question 1</b>	Picture task, write <b>4 sentences</b> 8 marks	Open response, <b>informal</b> context Select <b>one of two</b> options 18 marks (80–90 words)
<b>Question 2</b>	Open response, <b>formal</b> context Select <b>one of two</b> options 14 marks (40–50 words)	Open response, <b>formal</b> context Select <b>one of two</b> options 22 marks (130–150 words)
<b>Question 3</b>	Open response, <b>informal</b> context Select <b>one of two</b> options 18 marks (80–90 words)	Translate <b>a short paragraph</b> from English into Spanish, 50 words minimum
<b>Question 4</b>	Translate <b>5 sentences</b> from English into Spanish, 35 words minimum	



# Open Ended Writing Tasks



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## Foundation Tier Question 2

# Foundation Tier – Question 2

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☐.

- 2 (a) Write an article about a music group you know.

You **must** include the following points:

- a description of the group
- your opinion of their music
- when you will next listen to music.

Write your answer **in Spanish**. You should aim to write between 40 and 50 words.

(14)

If you answer Question 2(b), put a cross in the box ☐.

- (b) Write an article about tourist places where you live.

You **must** include the following points:

- description of a tourist place in your area
- your opinion of this place
- where you will visit in future.

Write your answer **in Spanish**. You should aim to write between 40 and 50 words.

(14)

- Choice of clear, accessible tasks
- Both tasks have the same format – writing an article, but different subject matter
- Article is a formal context but no requirement to use a formal register
- Three bullet points, which **must** be covered to meet assessment criteria
- Clear requirement to use future reference
- Clear information about length of task
- Assessment – 9 marks for AO2 and 5 marks for AO3





# Foundation Tier – Question 2 – Assessment AO2

AO2: Response to stimulus	
Mark	Descriptor
7-9	<ul style="list-style-type: none"><li>• All three bullet points addressed</li><li>• Some development of ideas</li><li>• Most of the response is comprehensible; some messages may be unclear.</li></ul>
4-6	<ul style="list-style-type: none"><li>• Two or more bullet points addressed</li><li>• Limited development of ideas</li><li>• Some parts of the response are comprehensible; the message sometimes breaks down.</li></ul>
1-3	<ul style="list-style-type: none"><li>• One or more bullet point addressed</li><li>• Little or no development of ideas</li><li>• Few parts of the response are comprehensible; the message often breaks down.</li></ul>
0	<ul style="list-style-type: none"><li>• No rewardable material.</li></ul>

3 key features assessed in the response –  
bullet points, development, comprehension

- Clarity re minimum number of bullet points addressed
- Development of ideas – to what extent has the student addressed the bullet point requirement by adding further details?
- Comprehension – do the errors impact on how the examiner comprehends the information written by the student?

# Foundation Tier – Question 2 – Assessment AO3

AO3: Linguistic knowledge and accuracy	
Mark	Descriptor
5	<ul style="list-style-type: none"><li>• Some variety of vocabulary and phrases</li><li>• Simple grammatical structures with some variety, some linking of sentences with conjunctions</li><li>• Some accurate language, mostly minor errors.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Limited variety of vocabulary and phrases</li><li>• Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions</li><li>• Limited accurate language; errors occur, some of which may be major.</li></ul>
1-2	<ul style="list-style-type: none"><li>• Minimal variety of vocabulary and/or phrases in isolation</li><li>• Minimal use of simple grammatical structures, likely to be repetitive</li><li>• Minimal accuracy in the language, frequent errors both major and minor.</li></ul>
0	<ul style="list-style-type: none"><li>• No rewardable material.</li></ul>

3 key features assessed in the response – variety of language, grammatical structures, accuracy

- Variety of vocabulary and phrases.
- Use & variety of grammatical structures including use of conjunctions to write longer sentences
- Accuracy with focus on minor & major errors.

# AO3 Errors

## Errors (AO3 grids: all questions)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Spelling (slight)	Voy a colegio en bicicletta	Spelling (significant)	Me gusta beber aqua
Gender	Trabaja en un oficina en la centro	Relative pronouns	Mi jardín, quien tiene flores, es grande
Accents (missing)	Estudio ingles y espanol	Accents (incorrect)	Tengo un trabajó en un supermercado
Contractions	Mi colegio está cerca de el hospital	Vocabulary	Mi amiga canta muy bueno
Word order (incorrect)	Hacer deberes es no divertido	Constructions	No llevo bien con mi hermana En invierno siempre es mucho frío
Mother-tongue interference	Vivo en una bonita casa	Mother-tongue interference	Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco	Tenses (inappropriate)	Esta noche voy a veo una película en casa



# AO3 Errors

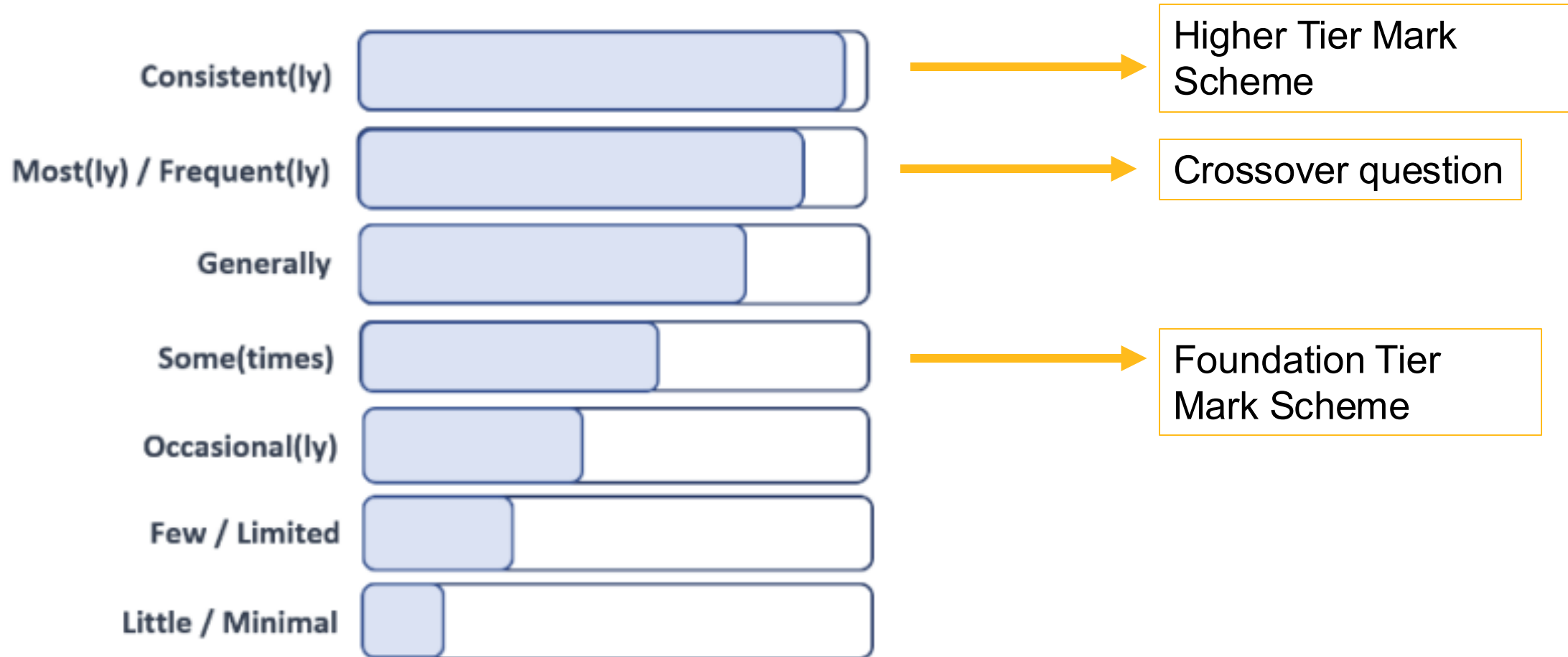
Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días
Spelling (misleading)	Me gusta la nación y baloncesto
Tenses (incorrect)	El sábado pasado iré al cine con amigos
Incorrect verb formation	Podo ir de compras esta tarde Sabo que es muy interesante
Vocabulary	Me gusta tener divertido
Use of infinitive instead of conjugated verb	María ir al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago tus deberes para prepararse para su examen
Mother-tongue interference	Mi hermano's habitación Hay un museum en el pueblo

# Hints and tips

- Consider the answer as a whole.
- Look at the Assessment Objectives separately.
- After deciding which descriptors most closely match the answer and place it in that band.
- Be positive! Look to reward rather than penalise.
- Concentrate on the overall quality.
- Avoid focusing disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest.
- Use a best fit approach for defining the band.
- Once decided on a band, decide on a mark within the band.
- Award marks towards the top/bottom of the band depending on how the answer evidences the descriptors.



# Differentiation terms within the mark scheme





# Applying the mark scheme

~~En~~ En mi zona esta situado al lado de río. Está rodeado sierra. Tiene unos impresionantes paisajes naturales. El clima es seco, llueve a menudo en primavera. Es mi lugar favorita, es conocida por una zona muy pintoresca. Se puede estar mucho tiempo al aire libre y aprovechar el buen tiempo. Se puede ver edificios de estilos muy diferentes. Habrá nubes y las temperaturas será variable.

En el futuro voy a ir Dubai. Si hace un mucho calor voy a hacer windsurfing. Por otro lado voy a ir de compras ya que hay actividades muchas al centro comerciales, ir de compras me hace sentir relajando.

(b) Write an article about tourist places where you live.

You **must** include the following points:

- description of a tourist place in your area
- your opinion of this place
- where you will visit in future.

Write your answer **in Spanish**. You should aim to write between 40 and 50 words.

(14)

# What mark did you give?

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"><li>• All three bullet points addressed</li><li>• Some development of ideas</li><li>• Most of the response is comprehensible; some messages may be unclear.</li></ul>	5	<ul style="list-style-type: none"><li>• Some variety of vocabulary and phrases</li><li>• Simple grammatical structures with some variety, some linking of sentences with conjunctions</li><li>• Some accurate language, mostly minor errors.</li></ul>
4-6	<ul style="list-style-type: none"><li>• Two or more bullet points addressed</li><li>• Limited development of ideas</li><li>• Some parts of the response are comprehensible; the message sometimes breaks down.</li></ul>	3-4	<ul style="list-style-type: none"><li>• Limited variety of vocabulary and phrases</li><li>• Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions</li><li>• Limited accurate language; errors occur, some of which may be major.</li></ul>
1-3	<ul style="list-style-type: none"><li>• One or more bullet point addressed</li><li>• Little or no development of ideas</li><li>• Few parts of the response are comprehensible; the message often breaks down.</li></ul>	1-2	<ul style="list-style-type: none"><li>• Minimal variety of vocabulary and/or phrases in isolation</li><li>• Minimal use of simple grammatical structures, likely to be repetitive</li><li>• Minimal accuracy in the language, frequent errors both major and minor.</li></ul>
0	<ul style="list-style-type: none"><li>• No rewardable material.</li></ul>	0	<ul style="list-style-type: none"><li>• No rewardable material.</li></ul>

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# Foundation Tier Question 3 /Higher Tier Question 1



# Foundation Tier Question 3/Higher Tier Question 1

Choose either Question 3(a) or Question 3(b)

If you answer Question 3(a), put a cross in the box ☐ .

- 3 (a) Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

If you answer Question 3(b), put a cross in the box ☐ .

- (b) Write a letter to your friend about sport.

You **must** include the following points:

- when you do sport
- your opinion of a sport with reasons
- what you did to be healthy last week
- an activity that you want to do in the future.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

In both options the form requested, 'write a letter to your friend' remains the same, but the 'subject matter' changes to focus students' decision making on their preferred subject.

Four bullet points, with requirement to use an opinion with justification, past and future timeframes clearly indicated. These bullet points always follow this pattern.

13 marks for AO2 and 5 marks for AO3.

# Foundation Tier Q3 / Higher Tier Q1 Assessment

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Frequent development of ideas</li> <li>Response is comprehensible; an occasional message may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language</li> <li>Generally successful use of three timeframes</li> <li>Generally accurate language; some minor errors, there may be an occasional major error.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>Three or more bullet points addressed</li> <li>Some development of ideas</li> <li>Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Occasional variety of vocabulary and grammatical structures; occasionally extended sentences</li> <li>Some successful use of at least two timeframes</li> <li>Some accurate language; mostly minor errors with some major errors.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Occasional, brief development of ideas</li> <li>Some parts of response are comprehensible; the message sometimes breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Limited variety of vocabulary and grammatical structures; short, simple sentences</li> <li>Limited success with timeframes</li> <li>Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Little or no extra detail added to ideas</li> <li>Limited parts of response are comprehensible; the message often breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>		

# Applying the mark scheme

¡Hola! ¿cómo está?  
Mi escuela es muy enorme pero no muy bonito. Tiene muchos clases, laboratorios, hay un hermoso <sup>biblioteca</sup> ~~libro~~ pero no me gusta leer <sup>libros</sup>. Hay un grande edificio y un pequeño edificio. Uno es más moderno. Tenemos dos comedors, eran feo y antiguo.

En mi opinión, mi favorita asignatura es historia porque es muy interesante y divertido. Mi profesora es muy simpático y emocionante. Ayudó me, y la asignatura es muy fácil.

La semana pasada mi mejor amigo y yo fuimos a la biblioteca en la centre de ciudad. Estudiemos muchos matemáticas porque el próximo jueves tenemos examine. También jugé el baloncesto con mi hermano era muy divertido y relajante.

3 (a) Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

Después del insti en martes, fuimos con mis padres a la restaurante porque es mi madre's cumpleaños. También, fuimos tiendas con mis amigas. Me gustaria jugaros futbol pero mis amigos no te gusta. Si tuviera la oportunidad practicara el baloncesto con mi amigo hermano.



# What mark did you give?

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Frequent development of ideas</li> <li>Response is comprehensible; an occasional message may be unclear.</li> </ul>	5	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language</li> <li>Generally successful use of three timeframes</li> <li>Generally accurate language; some minor errors, there may be an occasional major error.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>Three or more bullet points addressed</li> <li>Some development of ideas</li> <li>Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Occasional variety of vocabulary and grammatical structures; occasionally extended sentences</li> <li>Some successful use of at least two timeframes</li> <li>Some accurate language; mostly minor errors with some major errors.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Occasional, brief development of ideas</li> <li>Some parts of response are comprehensible; the message sometimes breaks down.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Limited variety of vocabulary and grammatical structures; short, simple sentences</li> <li>Limited success with timeframes</li> <li>Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Little or no extra detail added to ideas</li> <li>Limited parts of response are comprehensible; the message often breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>		

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## Higher Tier Question 2

# Higher Tier Question 2

- In both options the form requested, 'write a blog' remains the same, but the 'subject matter' changes. A blog is a formal setting but no requirement to use formal register.
- Four bullet points, with requirement to use an opinion, past and future timeframes clearly indicated.
- Increased demand – from an 'opinion' to expressing 'pros and cons'
- Increased number of words 130–150
- 17 marks for AO2 & 5 marks for AO3

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☐.

2 (a) Write a blog about music.

You **must** include the following points:

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

Write your answer **in Spanish**. You should aim to write between 130 and 150 words.

(22)

If you answer Question 2(b), put a cross in the box ☐.

(b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

Write your answer **in Spanish**. You should aim to write between 130 and 150 words.

(22)



# Higher Tier Question 2 Assessment

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Consistent development of ideas</li> <li>Response is easily comprehensible; it is rare that the message is not immediately clear.</li> </ul>	4-5	<ul style="list-style-type: none"> <li>A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language</li> <li>Consistently successful use of three timeframes</li> <li>Consistently accurate language: any errors are minor.</li> </ul>
11-13	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Frequent development of ideas</li> <li>Response is comprehensible; the occasional message may be unclear.</li> </ul>	2-3	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, some extended sentences; some complex language</li> <li>Generally successful use of at least two timeframes</li> <li>Generally accurate language; mostly minor errors, occasional major errors.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>Three or more bullet points addressed</li> <li>Some development of ideas</li> <li>Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.</li> </ul>	1	<ul style="list-style-type: none"> <li>Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language</li> <li>Occasional success with timeframes</li> <li>Some accurate language; frequent errors, some of them major.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Occasional, brief development of ideas</li> <li>Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Limited development of ideas, any extra detail is likely to be very brief</li> <li>Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>		
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>		

# Applying the mark scheme

If you answer Question 2(b), put a cross in the box ☒ .

(b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

Write your answer **in Spanish**. You should aim to write between 130 and 150 words.

(22)

Me gusta pasar mi tiempo libre con mi familia. Solemos ir ~~al fin de~~ los fines de semana. Solemos ir al cine o al parque. Prefiero ir al cine ~~por~~ porque me interesa en muchas películas.

~~Me~~  
Me gusta salir con ~~un~~ muchos amigos. Pienso que es bastante emocionante. ~~El~~ semana La semana pasada fui al parque con ~~ocho~~ siete amigos y jugamos al fútbol ¡Fue fenomenal! Sin embargo ~~no~~ me lleva con unos amigos. Están muy lentos.

Ayer mi familia y yo fuimos al grande restaurante. Comí una hamburguesa y patatas fritas y en mi opinión fue delicioso. Sin embargo, mi hermano comió un pollo y arroz. Piensa que fue no bueno nada. También fue mucho dinero.

La semana proxima voy a hacer muchos deberes porque tengo unos exámenes en el verano. Pero mi hermano va a ver muchas películas. Piensa que las comedias son el mejor porque son muy divertidas.



# What mark did you give?

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Consistent development of ideas</li> <li>Response is easily comprehensible; it is rare that the message is not immediately clear.</li> </ul>	4-5	<ul style="list-style-type: none"> <li>A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language</li> <li>Consistently successful use of three timeframes</li> <li>Consistently accurate language: any errors are minor.</li> </ul>
11-13	<ul style="list-style-type: none"> <li>All four bullet points addressed</li> <li>Frequent development of ideas</li> <li>Response is comprehensible; the occasional message may be unclear.</li> </ul>	2-3	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, some extended sentences; some complex language</li> <li>Generally successful use of at least two timeframes</li> <li>Generally accurate language; mostly minor errors, occasional major errors.</li> </ul>
8-10	<ul style="list-style-type: none"> <li>Three or more bullet points addressed</li> <li>Some development of ideas</li> <li>Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.</li> </ul>	1	<ul style="list-style-type: none"> <li>Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language</li> <li>Occasional success with timeframes</li> <li>Some accurate language; frequent errors, some of them major.</li> </ul>
5-7	<ul style="list-style-type: none"> <li>Two or more bullet points addressed</li> <li>Occasional, brief development of ideas</li> <li>Some parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>	0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-4	<ul style="list-style-type: none"> <li>One or more bullet point addressed</li> <li>Limited development of ideas, any extra detail is likely to be very brief</li> <li>Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>		
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>		





# Resources and support

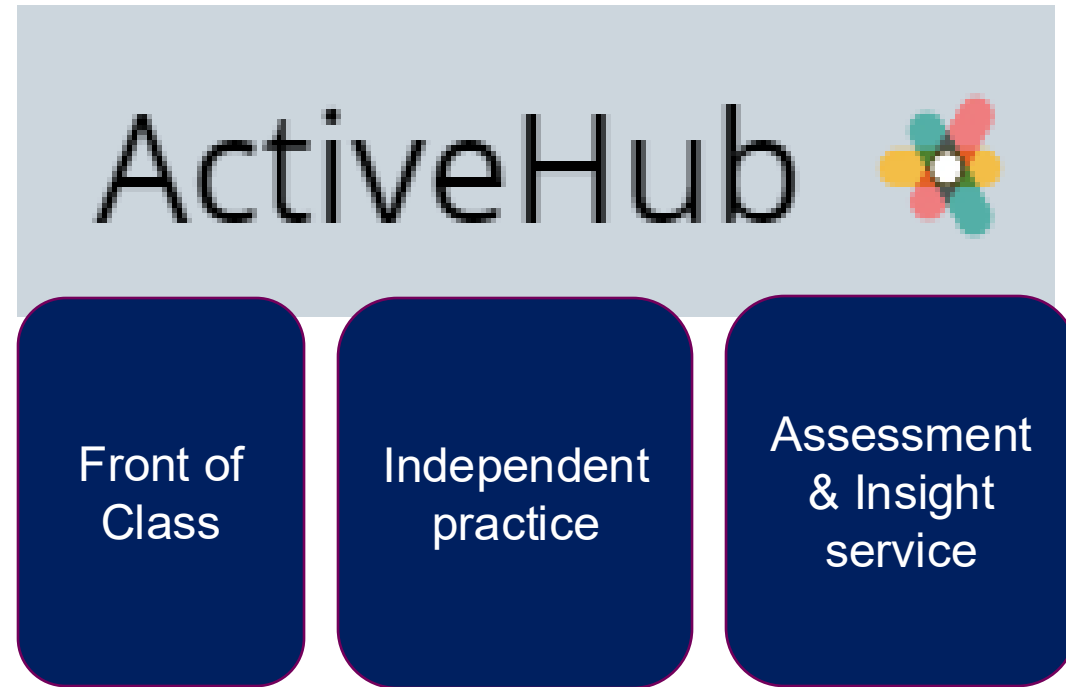
# GCSE resources from Pearson



Higher  
Tier  
Student  
Book



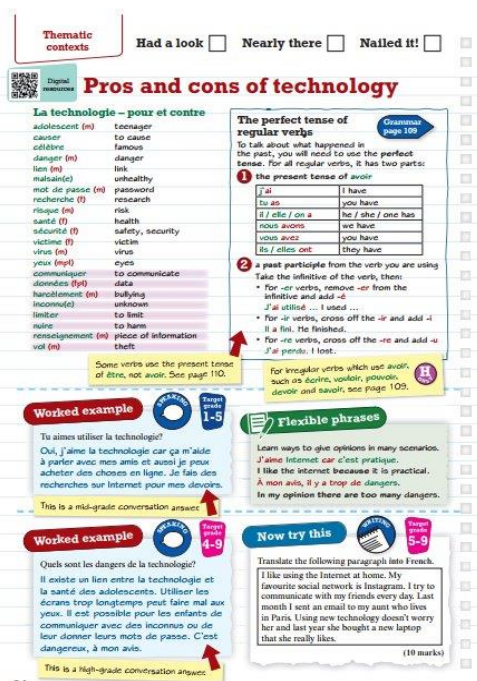
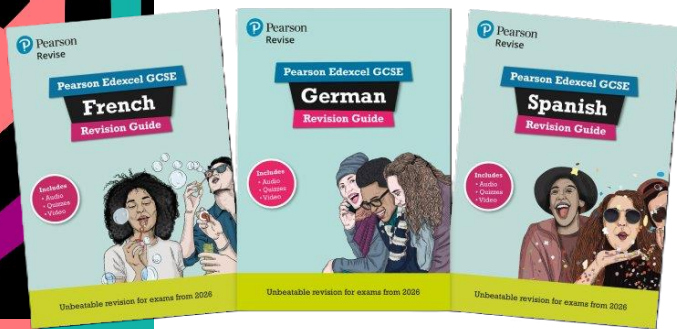
Foundation  
Tier  
Student  
Book



Pearson scheme of work



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- **Videos** on key assessment points and grammar
- **Vocab flashcards** for self-testing of every word on the vocab list. Plus, students can create their own.

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 of four students sitting on steps is shown. To the right, there's a feedback panel for 'Sentence B' and 'Sentence C'. For Sentence B, the user's answer is 'El chico con gafas lleva camisa roja.' and the corrected answer is 'El chico con gafas lleva camisa roja.' The feedback for Sentence B is 'Good' and includes two points: '1. The verb form should be lleva (he wears) instead of 'llevas' (you wear). The third person singular form is needed here.' and '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.' and the feedback is 'Great' and 'Well done! This sentence correctly uses the verb 'tienen' to describe what the people in the image are holding.'

**Try it all with free teacher access to Pearson Revise Online:**

<https://www.pearsonschools.co.uk/exampracticeassistant>

# Further training and resources

- 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, including Spotlight on Writing, Paper 4
- Training coming soon:
  - Self-paced training of Unpacking the Speaking and Unpacking the Writing courses
- Writing Guide [Paper 4, Writing – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE Spanish \(2024\) Pearson qualifications](#)

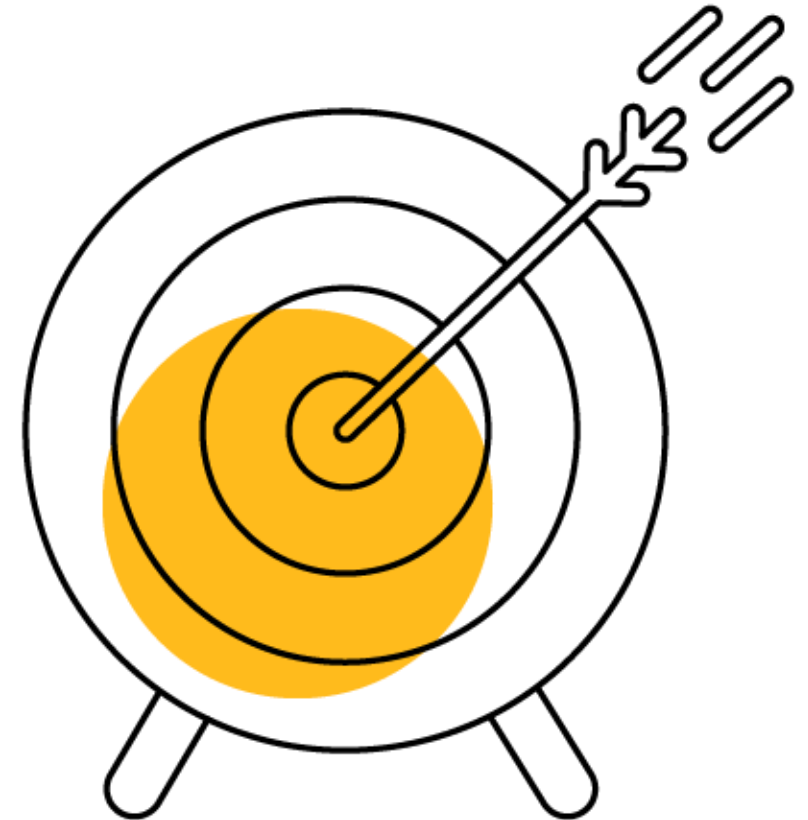


Any questions?



# Review of today's goals

- To recap the structure and key features of the Foundation and Higher Tier papers
- To increase familiarity with the open-ended writing tasks
- To understand the application of the mark schemes
- To practise marking exemplar material (language specific)
- To know how to access resources, support and ongoing training



# Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.

## Languages

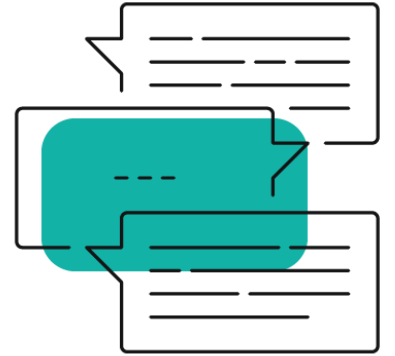
**Email:** [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)

**Phone:** +44 (0) 344 463 2535  
(Mon–Fri, 9.00–17.00)

[Book an appointment with your Subject Advisor](#)

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**Rebecca Waker**  
Languages



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## Facebook Teacher Groups

Be sure to also join our Pearson Edexcel Languages teacher group on Facebook. Created to give Languages teachers a private, professional space to have discussions. The group is managed by your Subject Advisor.

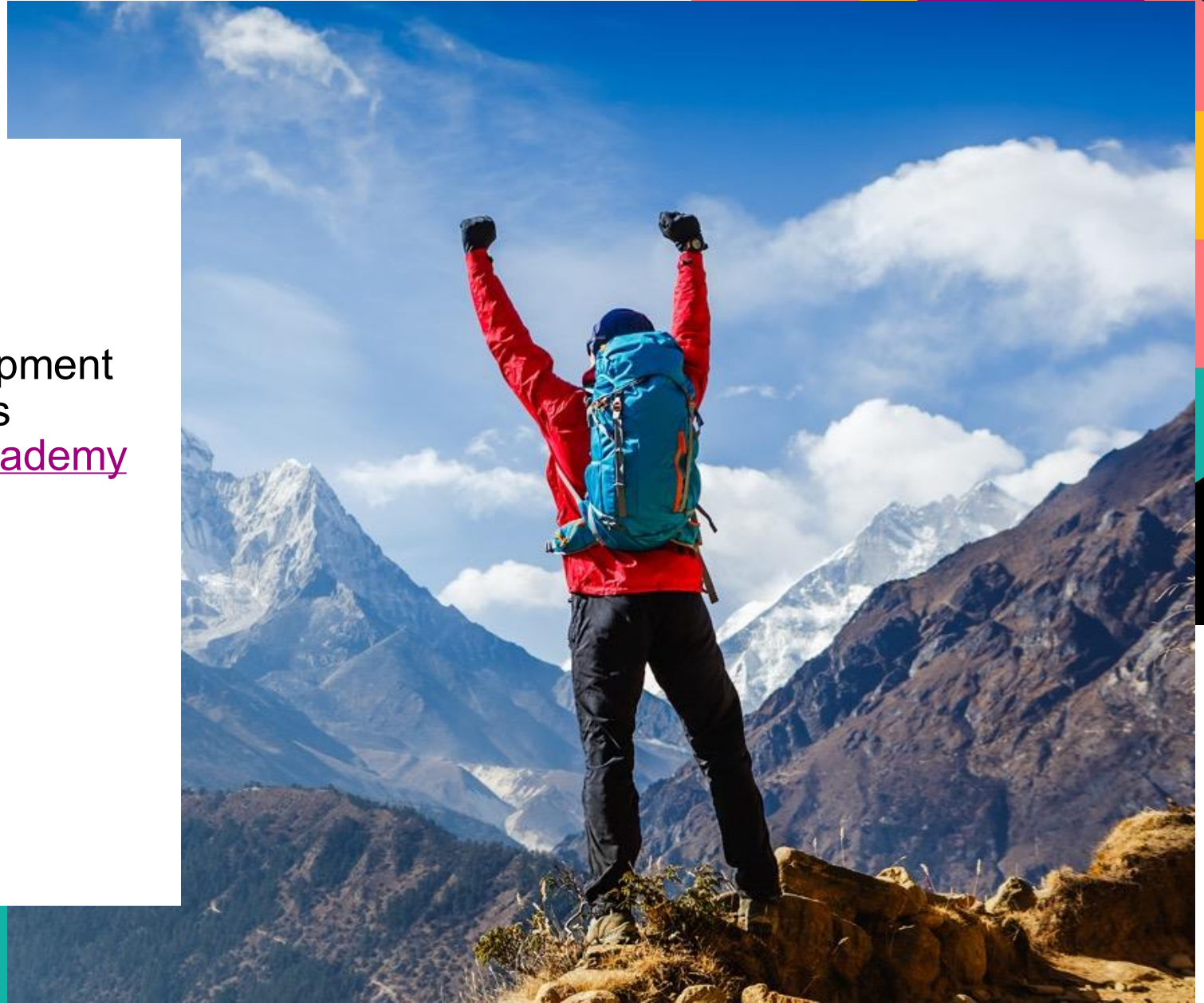
Click [here](#) to join the group, or scan this code

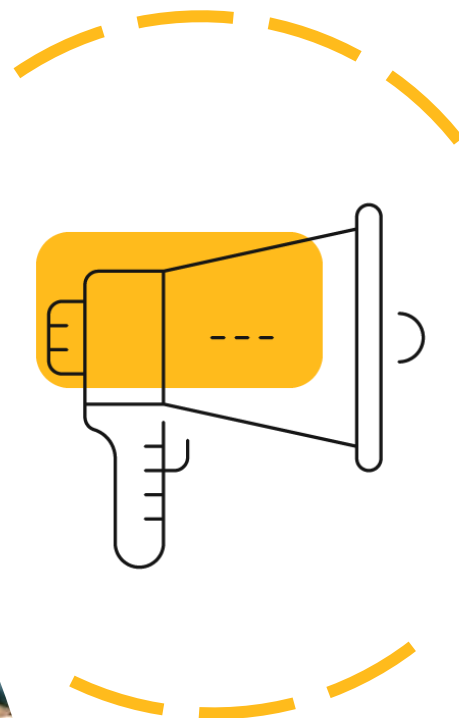




# Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



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