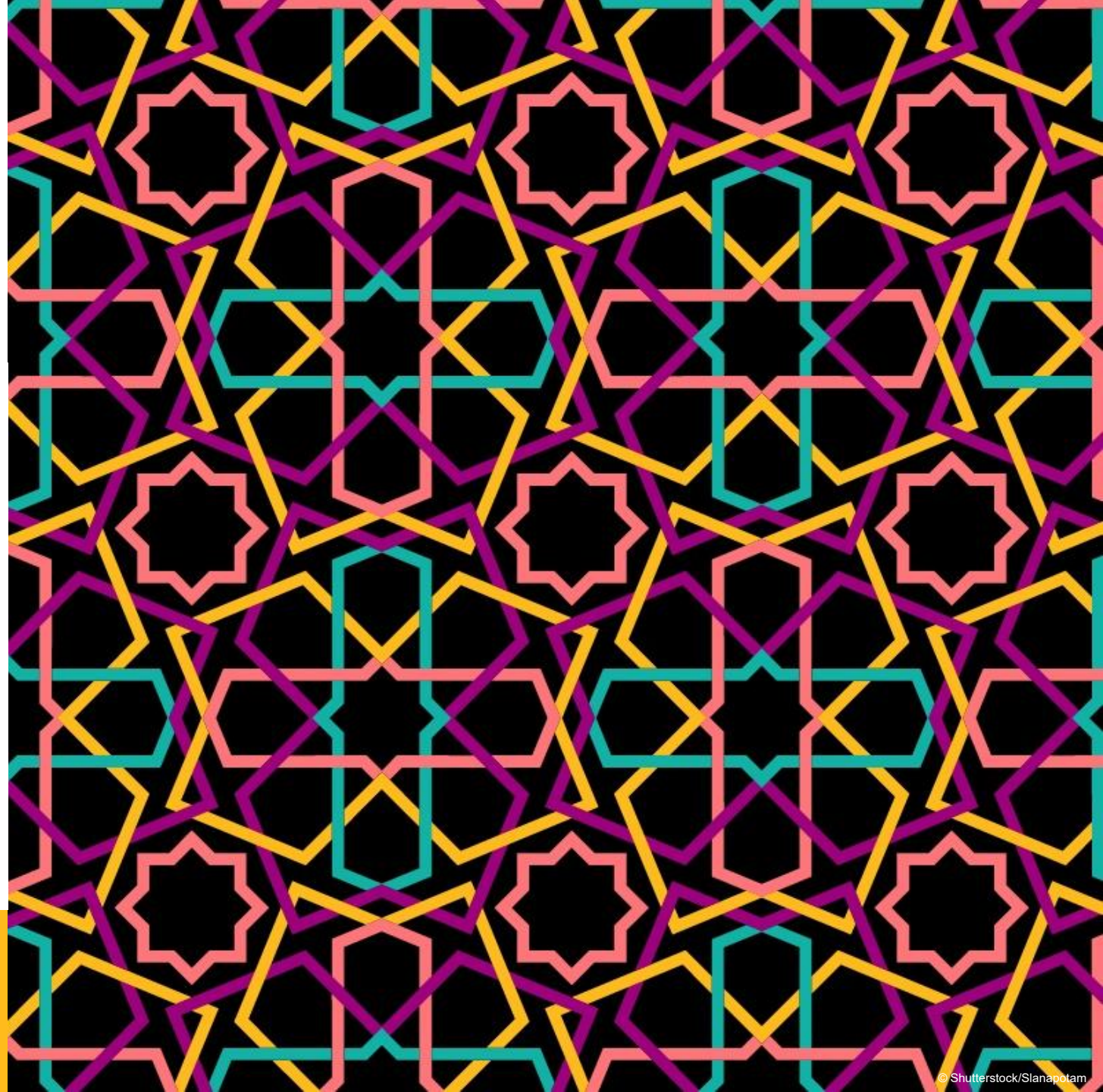




Pearson  
Edexcel

# Conducting the Speaking Exam

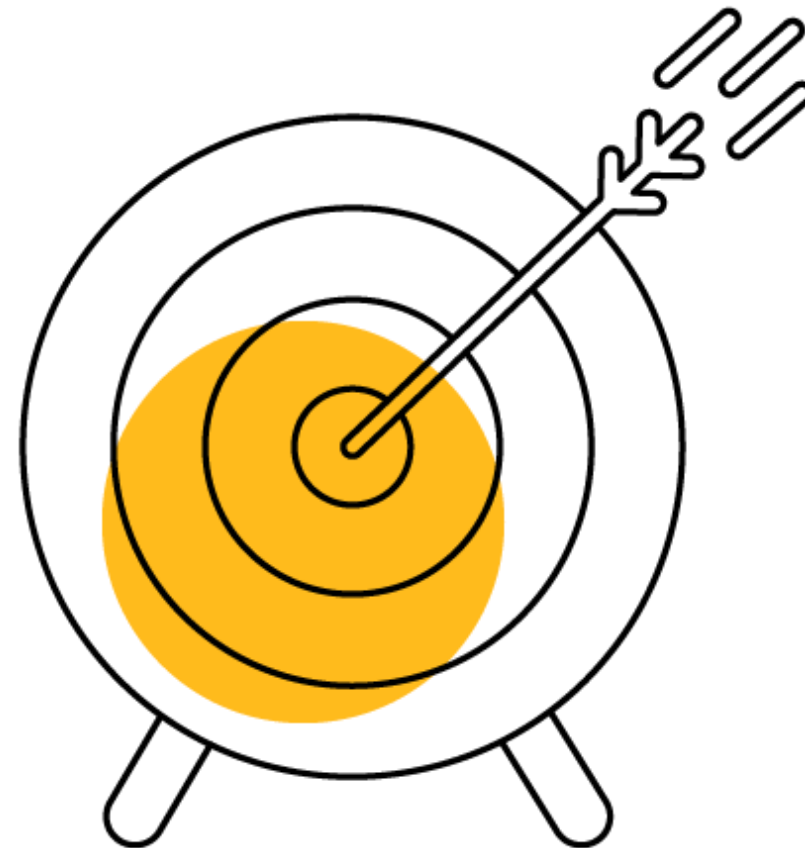
GCSE Spanish (2024)



# Aims and objectives

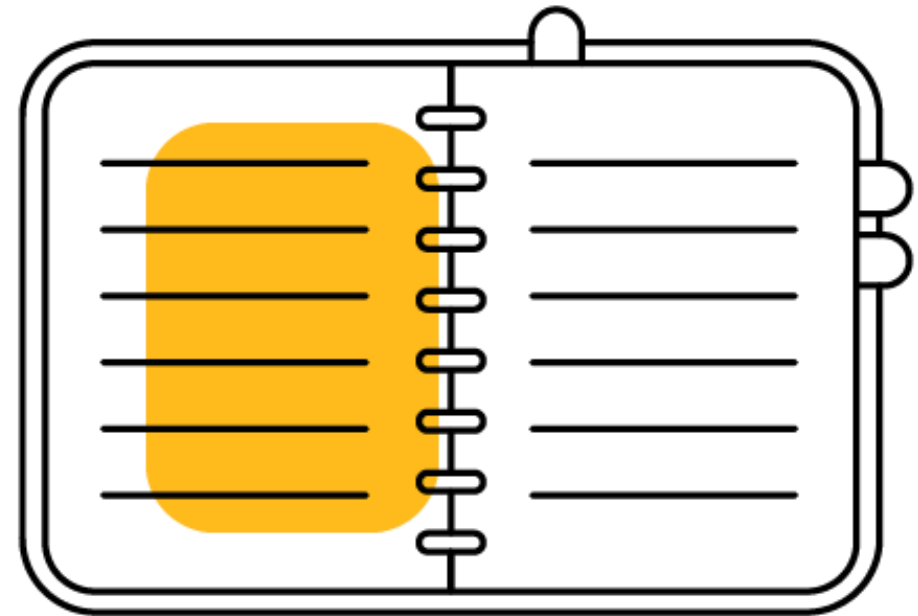
Delegates will:

- review the speaking requirements in the GCSE Spanish (2024) specification
- consider the conduct of each individual task in the assessment
- explore the role of the teacher-examiner in conducting the speaking assessment and understand the must and must nots when conducting speaking assessments
- be signposted to the full range of Pearson Edexcel support available.



# Agenda

- Format and timings
- Preparation time and candidate notes
- Role of teacher-examiner
- Read aloud
- Role play
- Picture task
- Administration
- Support





# Format and timings

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

# Specification thematic contexts and transactional settings

## Thematic Contexts

(for Read aloud and Picture task)

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

## Transactional settings

(for Role play)

- Café / Restaurant
- Shop / market / shopping centre
- Hotel
- Train station
- Tourist Information Office
- Cinema / theatre / concert hall
- Campsite
- Leisure centre
- Doctor's surgery / hospital
- In town

# Preparation time

Candidates must be allowed 15 minutes' total preparation time under supervised conditions to prepare for the read aloud, role play and picture task.

- 14 minutes of preparation time must be:
  - immediately before the candidate's scheduled examination
  - used to prepare all 3 tasks.
- During this preparation time, candidates must not:
  - make notes on the stimulus cards provided (apart from the read aloud card)
  - speak out loud
  - have access to dictionaries or other resources.

The final 1 minute of preparation time must be provided to all students once in the examination room. We recommend that candidates use this time to practise out loud words / phrases / sentences / the entire read aloud text. However, they can continue to prepare in silence if they wish.



# Candidate notes

Candidates can:

- make notes relating to all 3 tasks during their supervised preparation time.
- make notes directly onto their read aloud card to assist their pronunciation\*
- use one sheet (two sides) of A4 paper to record their notes. The candidate's name, number and centre number must be recorded on the A4 sheet
- refer to their notes during the assessment.

All notes made during preparation time must be kept secure in the centre until the end of October in the year the assessment is completed, after which time they must be securely destroyed.

\*Under no circumstances should candidates make notes on the role play and picture task stimulus cards.

# Conducting the exam

- Recording of the exam must start *before* the candidate begins their 1-minute preparation time in the examination room. Teachers should state the candidate number at the start of the recording.
- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, '**The test will now begin; please read the text**' once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate has the opportunity to access the maximum number of marks available.
- The speaking assessment tasks must be conducted in the prescribed order.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.



# Role of the teacher-examiner

Teacher-examiners must:

- conduct the tasks in the following order
  1. Read aloud
  2. Role play
  3. Picture task
- use the sequencing tool provided by Pearson for the allocation of the cards
- keep an eye on the time to ensure the candidate has enough time to complete all the tasks
- give the candidate the best opportunity to show what they can do.



# The sequencing tool

A new sequencing tool is being introduced for this qualification to replace the old sequencing grids.

The sequencing tool will allocate the cards for each student for all three tasks.

This process will start two working weeks prior to the start of the speaking assessment window.

The first allocation will be a randomized choice of two thematic contexts for the picture task for each student, from which they must pick one. The random allocation of read aloud and role play cards will take account of the thematic context selected for the picture task (i.e. to ensure that there is no overlap with read aloud).

**Full training on this tool will be provided later this year.**

# The sequencing tool

Home > Manage Task Assignment

STEP 1: Select the details for the entries you wish to manage

Qualification Type	Exam Series / Availability Window	Subject	Paper
GCSE (9-1) ▼	Summer 2026 ▼	FRENCH SPEAKING (H) ▼	1H ▼

NEXT



Home > Manage Task Assignment

## 1. Selected entries

GCSE (9-1) | Summer 2026 | FRENCH SPEAKING (H) | 1H

STEP 2: Select the learners you wish to manage

Learner ID:	Learner:	Tier	Task 1	Task 2	Task 3	
0025	Euan Gordon	Higher				⋮
0026	Sophie Culley	Higher				⋮
0034	Darren Rafter	Higher				⋮
0666	Geraint Davies	Higher				⋮

ALLOCATE

# The sequencing tool

Home > Manage Task Assignment

## 1. Selected entries

GCSE (9-1) | Summer 2026 | FRENCH SPEAKING (H) | 1H

STEP 2: Select the learners you wish to manage

Learner ID:	Learner:	Tier	Task 1	Task 2	Task 3	
0025	Euan Gordon	Higher				⋮
Learner ID:	Learner:	Tier	Task 1	Task 2	Task 3	
0026	Sophie Culley	Higher				⋮
Learner ID:	Learner:	Tier	Task 1	Task 2	Task 3	
0034	Darren Rafter	Higher				⋮
Learner ID:	Learner:	Tier	Task 1	Task 2	Task 3	
0666	Geraint Davies	Higher				⋮

ALLOCATE

Home > Manage Task Assignment

## 1. Selected entries

GCSE (9-1) | Summer 2026 | FRENCH SPEAKING (H) | 1H

## 2. Selected learners

Two learners from the list of four were chosen

STEP 3: Select the thematic context for Task 3 from the options presented

### Learner

Euan Gordon

Darren Rafter

### Thematic Context

☐ My personal world ☒ Media and technology

☒ Media and technology ☐ Travel and tourism

BACK

DOWNLOAD

SAVE

# The sequencing tool



[HOME](#) [MANAGE TASK ASSIGNMENT](#) [DOWNLOADS](#)

Home > Manage Task Assignment

## 1. Selected entries

GCSE (9-1) | Summer 2026 | FRENCH SPEAKING (H) | 1H

## 2. Selected learners

Two learner/s from the list of four were chosen

## 3. Selected Thematic Context

Two learner/s from the list of two were assigned a thematic context

STEP 4:: Sequence saved

<b>Learner ID:</b> 0025	<b>Learner:</b> Euan Gordon	<b>Tier</b> Higher	<b>Task 1</b> HRA1	<b>Task 2</b> HRP5	<b>Task 3</b> HPT12	:
<b>Learner ID:</b> 0026	<b>Learner:</b> Sophie Culley	<b>Tier</b> Higher	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	:
<b>Learner ID:</b> 0034	<b>Learner:</b> Darren Rafter	<b>Tier</b> Higher	<b>Task 1</b> HRA5	<b>Task 2</b> HRP6	<b>Task 3</b> HPT10	:
<b>Learner ID:</b> 0666	<b>Learner:</b> Geraint Davies	<b>Tier</b> Higher	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	:

The full task assignment details will only be displayed once the Theme Allocation window has closed, shortly before the Speaking Assessment window opens

ALLOCATE



# Read Aloud



# Read aloud

The purpose of the read aloud is to assess communication through:

- the accurate application of Sound symbol correspondences (SSCs) from the specified list published in Appendix 2 of the specifications
- clear, comprehensible pronunciation (NOT accent).

Marking principles:

- Marked holistically, which means that pronunciation of all words in the text count towards the outcome
- Marked on how clear and comprehensible students' pronunciation is despite anglicised accents



# Read aloud

- Pearson will set 6 different read aloud cards (1 card per thematic context) for each tier.\*
- The read aloud card will be randomly allocated by the sequencing tool. It will be a different thematic context from the picture task.
- All rubrics are in English.
- Teacher cards contain instructions on how to conduct the read aloud and the exact questions to ask.

\* Each centre will be provided enough cards for students to be able to make notes on the read aloud cards





# Candidate card

Rubric in English.

Text in target language with space to annotate on the card.

Clear instructions in English.

## Read aloud

A Colombian friend has written to you about their lifestyle.

Read out the text below to your teacher.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- 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.

# Follow-on questions

Each read aloud is followed by two straightforward unprepared questions, which:

- only appear on the teacher card (they must be unprepared by the candidate)
- are related to the content of the passage (\*not\* comprehension questions)
- focus on student's own experience
- will be in the present tense or simple conditional
- will always be one LIKE and one OPINION, using set format.

## FT

Q1 ¿Qué te gusta (hacer / comer / mirar etc)..?

Q2 ¿Qué piensas de...?

## HT

Q1 likes / dislikes / preferences using a variety of straightforward constructions

Q2 ¿Cuál es tu opinión sobre...?

**One-word answers cannot be awarded full marks.**



# Follow-on assessment criteria

## Marking principles

- Utterances marked for communication only.
- One word answer cannot be awarded full mark.
- Do not credit candidate responses to amended or unscripted questions.
- Do not credit candidate responses to repeated questions following an initial incorrect response.



# Teacher card

Clear instructions in English.

Candidate's text reproduced for ease.

Follow-on questions with instructions.

## Instructions to the teacher

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

## Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta comer?*

Q2. *¿Qué piensas de hacer actividades deportivas con amigos?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

# Read aloud: teacher-examiner

Teacher-examiners **must**:

- allocate the read aloud stimulus card according to the sequencing tool
- give the candidate 1 minute additional preparation time in the exam room, which may be used to practise the read aloud out loud
- start recording at the beginning of the additional 1 minute
- indicate to the candidate when the extra minute starts and finishes
- at the end of the 1 minute say '**The test will now begin; please read the text**' before proceeding to the assessed task
- take the read aloud card from the candidate as soon as finished and **before** asking the follow-on questions.

Teacher-examiners **must not**: correct the candidate's pronunciation or interrupt the candidate either during the additional preparation time or the test, apart from to signal the end of the preparation time and to start the assessment.



# Follow-on questions: teacher-examiner

Teacher-examiners **must**:

- retrieve the read aloud stimulus card from candidates before starting asking the follow-on questions
- ask the set questions exactly as presented.

Teacher-examiners **may**:

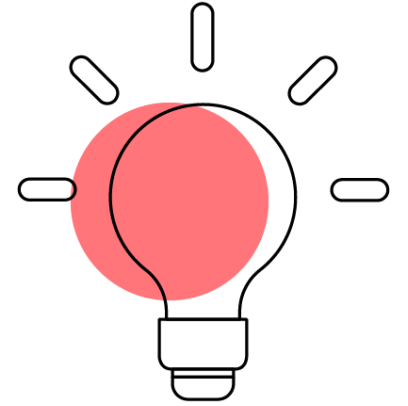
- repeat the set questions twice (i.e. utter three times in total) if the candidate asks for them to be repeated or doesn't respond.

Teacher-examiners **must not**:

- re-phrase the set questions
- repeat the question if the candidate answers incorrectly
- ask any supplementary questions.



# Read aloud quick quiz!



1. How many different read aloud cards will there be per tier?  
a. 6      b. 12      c. 16
2. When should you start recording the speaking exam?
3. What must teacher-examiners do once the candidate has finished reading the passage, but before asking the follow-on questions?
4. True or False? The follow-on questions test the candidate's understanding of the passage.
5. How many times in total can the teacher-examiner ask each follow-on question?  
a. twice      b. three times      c. four times
6. True or false? Follow-on questions are marked for communication only, not linguistic knowledge and accuracy.





# Role play



# Role play

The purpose of the role play is to assess communication through:

- understanding and responding, including the ability to ask questions
- interacting through realistic transactional settings known in advance

Marking principles:

- marked for communication only

# Role play

- Pearson will set 6 different role plays per tier, each on a different transactional setting from the 10 listed in the specifications.
- The role play card will be randomly allocated by the sequencing tool.
- All rubrics are in English.
- Teacher cards contain instructions on how to conduct the role play and the exact questions to ask.
- Each role play opens with an introduction from the teacher who then asks the first question.



# Candidate card

Clear instructions and rubrics in English.

Five prompts in English. No prompt will rely on a specific piece of vocabulary.

**Setting:** At the doctor's surgery

**Scenario:**

- You go to the doctor.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

**Task:**

1. Say why you want to see a doctor.
2. Say how long you are in Spain for.
3. Say where you are staying.
4. Say when you want to see the doctor.
5. Ask a question about the opening hours.



# Teacher card

Clear instructions and rubrics in English.

Teacher script in target language. This must be read exactly as printed.

Prompt 5 at both tiers will always require the candidate to ask a question.

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You go to the doctor. I will play the part of the receptionist and will speak first.

1	<b><i>Buenos días. ¿Cómo puedo ayudarle?</i></b> Allow the candidate to say why they want to see a doctor.
2	<b><i>Vale. Y ¿durante cuánto tiempo está aquí en España?</i></b> Allow the candidate to say how long they are in Spain for.
3	<b><i>Vale. Y ¿dónde se queda?</i></b> Allow the candidate to say where they are staying.
4	<b><i>De acuerdo. Y ¿cuándo quiere usted ver a la doctora?</i></b> Allow the candidate to say when they want to see the doctor.
5	<b><i>Vale. ¿Tiene una pregunta?</i></b> Allow the candidate to ask you a question about the opening hours. <b><i>Give an appropriate brief response.</i></b>



# Role play: teacher-examiner

Teacher-examiners **must**:

- allocate the role play stimulus card according to the sequencing tool
- introduce the scenario at the start of the role play
- read the prompts exactly as presented
- take the stimulus card from the candidate at the end of the task.

Teacher-examiners **may**:

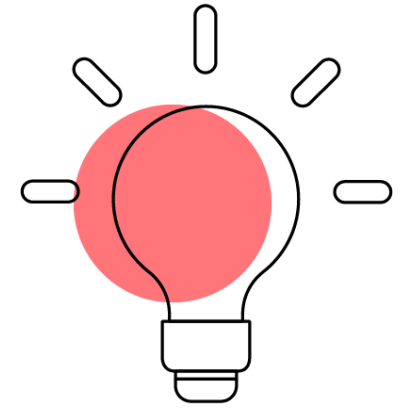
- repeat the prompt questions twice (i.e. utter three times in total) if the candidate asks for them to be repeated or doesn't respond.

Teacher-examiners **must not**:

- re-phrase the set prompts
- repeat the prompt if the candidate answers incorrectly
- ask any supplementary questions.



# Role play quick quiz!



1. How many different role play cards will there be per tier?  
a. 6      b. 10      c. 12
2. How does the role play start?
3. What will prompt 5 require the candidate to do?
4. True or False? Questions and responses must all use the formal register.
5. How many times in total can the teacher-examiner read each prompt?  
a. twice      b. three times      c. four times
6. True or false? If the candidate responds incorrectly to a prompt, you can ask it again.



# Picture task





# Picture & Conversation Task

## 2 weeks before:

- Thematic context for this task selected by student from a randomised choice of two

## Preparation time:

- Student sees photo card and **chooses one of the two** pictures on it
- Prepares notes on: **people, activity, location**
- Photos the same for FT and HT

## Photo description:

- TE invites student to describe
- TE prompts available for each of the elements (people, location, activity) that must be covered.

## Photo questions:

- TE asks **2 compulsory questions** related to content of selected picture and candidate's own experience
- Qs will elicit likes, preferences, everyday routines etc
- FT Qs: both present tense or one conditional
- HT: Q1 matches FT Q2, Q2 in past tense

## Conversation task:

- **Compulsory starter subject** with suggested question in present tense
- Suggested questions in past and future timeframes.
- Conversation can move freely from the starter subject, both within the thematic context prepared by student and/or beyond.



# Picture task

The purpose of the picture description is to assess communication, clarity and linguistic & grammatical accuracy through:

- producing extended descriptions from the picture stimulus.

The purpose of the compulsory questions is to assess communication through:

- answering unprepared questions related to the picture stimulus but drawing on the student's own experience.

The purpose of the conversation is to assess communication, clarity and variety & accuracy of vocabulary and grammatical structures through:

- responding to teacher questions.

Marking principles:

- **Picture description** is marked for response to stimulus and LKA (linguistic knowledge and accuracy)
- **Compulsory questions** are marked for communication only
- **Conversation** is marked for response to questions, and LKA





# Picture task

- Pearson will set 18 different picture tasks for each tier, three for each thematic context.
- The cards will be randomly allocated by the sequencing tool, according to the thematic context pre-selected by the candidate.
- All rubrics are in English.
- Teacher cards contain instructions on how to conduct the picture task, the exact compulsory questions to ask, and the mandated starting topic for the conversation.



# Picture description and compulsory questions assessment criteria

## Picture description

**Response to stimulus** – examiners listening for:

- all three bullet points addressed
- development of ideas to describe different relevant aspects of the picture (no personal opinion)
- clear, comprehensible message.

**Linguistic knowledge and accuracy** – examiners listening for:

- variety of vocabulary and grammatical structures
- accurate use of language.

**Compulsory questions** assessed for communication only.



# Candidate card

Picture 1



1662378625 - © BalanceFormCreative/Shutterstock

Picture 2



370769591 - © Sergey Novikov/Shutterstock

Two colour pictures –  
candidate chooses  
ONE to describe.

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 **Lifestyle and wellbeing**.

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.

Clear instructions  
and rubrics in  
English.



# Teacher card

Candidate pictures replicated for ease.

Clear instructions and rubrics in English.

Prompts to encourage candidate to develop relevant aspects of their description.

Compulsory questions to accompany the chosen picture.

Picture 1



1662378625-©BalanceFormCreative/Shutterstock

Picture 2



370769591 - © Sergey Novikov/Shutterstock

## Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

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?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

## Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

### Questions for Picture 1

- (a) ¿Qué prefieres comer?
- (b) ¿Qué bebes para estar sano/a?

### Questions for Picture 2

- (a) ¿Qué deportes practicas?
- (b) ¿Qué piensas sobre hacer deporte con amigos/as?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

# Picture description & compulsory questions: teacher-examiner

Teacher-examiners **must**:

- allocate the picture task stimulus card according to the sequencing tool
- ask the two compulsory questions as presented.

Teacher-examiners **may**:

- use the set prompts as presented to encourage the candidate
- repeat the set questions and prompts twice (i.e. utter three times in total) if the candidate asks for them to be repeated or doesn't respond.

Teacher-examiners **must not**:

- re-phrase the compulsory questions
- ask any supplementary questions
- deviate from the set prompts.



# Conversation

- Recommended timings

Foundation tier: 3–3.5 minutes

Higher tier: 5–5.5 minutes

- Free-flowing conversation which evolves according to what the candidate is saying.
- Conversation could stay within one thematic context, or move to different thematic contexts if natural to do so.
- A starter subject for the conversation is mandated on the teacher card and you **must** begin with this subject.



# Teacher card

## Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL WELLBEING**, for example: *¿Qué deportes haces con amigos/as?*
- 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 comiste ayer para ser sano/a?*

(future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

Mandatory starting subject with sample question.

Clear instructions and rubrics in English.

Suggested questions in past and future timeframes.

# Conversation assessment criteria

**Response to spoken language** – examiners listening for:

- relevant responses to questions
- development of ideas (additional detail, reasoning, justification and/or elaboration on key points).  
comprehensible and clear message.

**Linguistic knowledge and accuracy** – examiners listening for:

- variety and accuracy of vocabulary & grammatical structures
- successful use of timeframes.



# Conversation: teacher-examiner

Teacher-examiners' questions **should** allow candidates to:

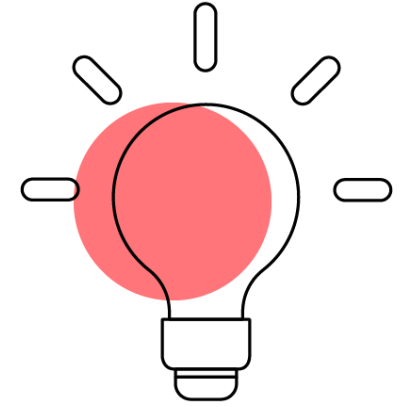
- develop ideas
- produce extended sequences of speech
- use a range of timeframes
- use a variety of grammatical structures and vocabulary.

Teacher-examiners **should not**:

- ask closed (yes/no) questions if possible
- talk too much
- encourage candidates to overly memorise and reproduce scripted answers.



# Picture task and conversation quick quiz!



1. How many different picture task cards will there be per tier?  
a. 6      b. 12      c. 18
2. True or False? Candidates only have to describe one of the two pictures on the card.
3. What three elements must be covered in the picture description?
4. How can teacher-examiners encourage candidates to extend or develop their description?
5. The conversation should start:
  - a. with a question from the thematic context
  - b. with a question about the picture
  - c. with a question from the mandatory starting topic
6. True or false? Clearly memorised / pre-prepared responses to the conversation are not allowed.





# FAQs

# FAQs

There is an FAQ document on the website here: [FAQs](#)

Examples of questions include:

- **In what order should we assess students for the speaking paper?**

*You are free to assess students in whatever order you wish. Students do not have to be assessed in any particular order, for example by student number or surname.*

- **During the preparation for the speaking exam, if the centre has one invigilator per student, is the student allowed to speak out loud during the 14 minutes' preparation time?**

*No. There has to be parity across all centres, so for the first 14 minutes of preparation time the student must be silent.*

- **For the picture task, does the student need to go beyond the vocabulary list to gain top marks?**

*No, students will be able to access the highest mark throughout all our papers without the need to use words beyond the vocabulary list.*

# Timings

There is a section of the FAQ document which deals with timings for individual tasks and the assessment as a whole.

e.g.

- How strict are the timings for the speaking assessment as a whole?
- How strict are the timings for the individual speaking tasks?
- If a student completes the first two tasks more quickly than the recommended timings, should the conversation be extended to compensate?
- Does the teacher-examiner need to time the conversation task separately to the other tasks?



# Administration



# Administration

- The window for speaking assessments will be published on the qualifications website once available. See link for updates:  
<https://qualifications.pearson.com/en/subjects/languages.html>
- Teacher-examiners will be able to access the secure speaking materials three working days before the start of the assessment period.
- All oral assessments must be recorded digitally and uploaded to Pearson via the Learner Work Transfer (LWT) portal.
- Please see the [Administrative Support Guide](#) in the Forms and Administration area of the website



# Support



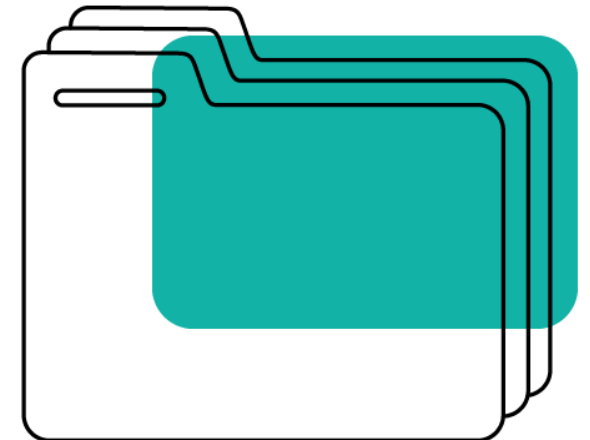
# Further training

- Training currently available on the [PD Academy](#):
  - '[How to conduct the speaking exam](#)' pre-record video
  - Unpacking the Speaking Exam
  - Effective Phonics Teaching for the Read Aloud and Dictation Tasks
  - Drop-in clinics
  - Unpacking the Writing Exam
  - Mastering Dictation
  - [YouTube playlist](#) of event recordings, including Spotlight on Writing, Paper 4
- Training coming soon:
  - Self-paced marking training for the Writing and Speaking exams



# Further resources

- Speaking crib sheet [Speaking exam crib sheet for teacher-examiners](#)
- Speaking paper guide [Paper 1, Speaking – Teacher Guide](#)
- Listening paper guide [Paper 2, Listening and Understanding – Teacher Guide](#)
- Reading paper guide [Paper 3, Reading and Understanding – Teacher Guide](#)
- Writing paper guide [Paper 4, Writing – Teacher Guide](#)
- Further exemplar material [Pearson Edexcel GCSE Spanish \(2024\) | Pearson qualifications](#)





# Subject Advisor Support

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

## Languages

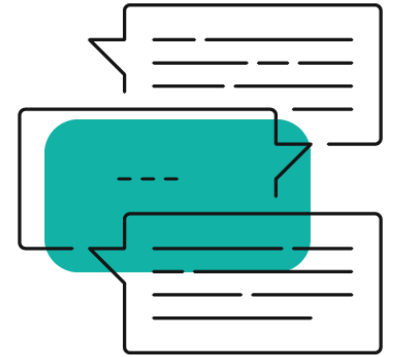
**Email:** [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)

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

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

[Sign up](#) to receive regular updates from your Subject Advisor on qualification news and support for your subject.

**Rebecca Waker**  
Languages



# Find us on Facebook

## Pearson Edexcel Facebook Page

Don't forget to follow us on Facebook for the latest updates about our qualifications. You can also find the latest updates from JCQ and Ofqual here too.

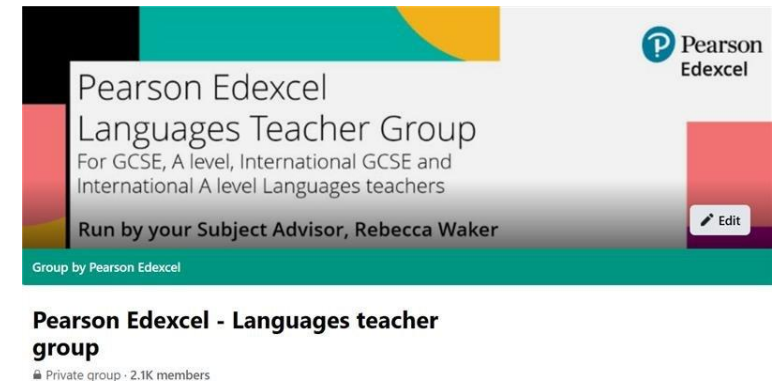
Click [here](#) to find our page, or scan this code



## 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.

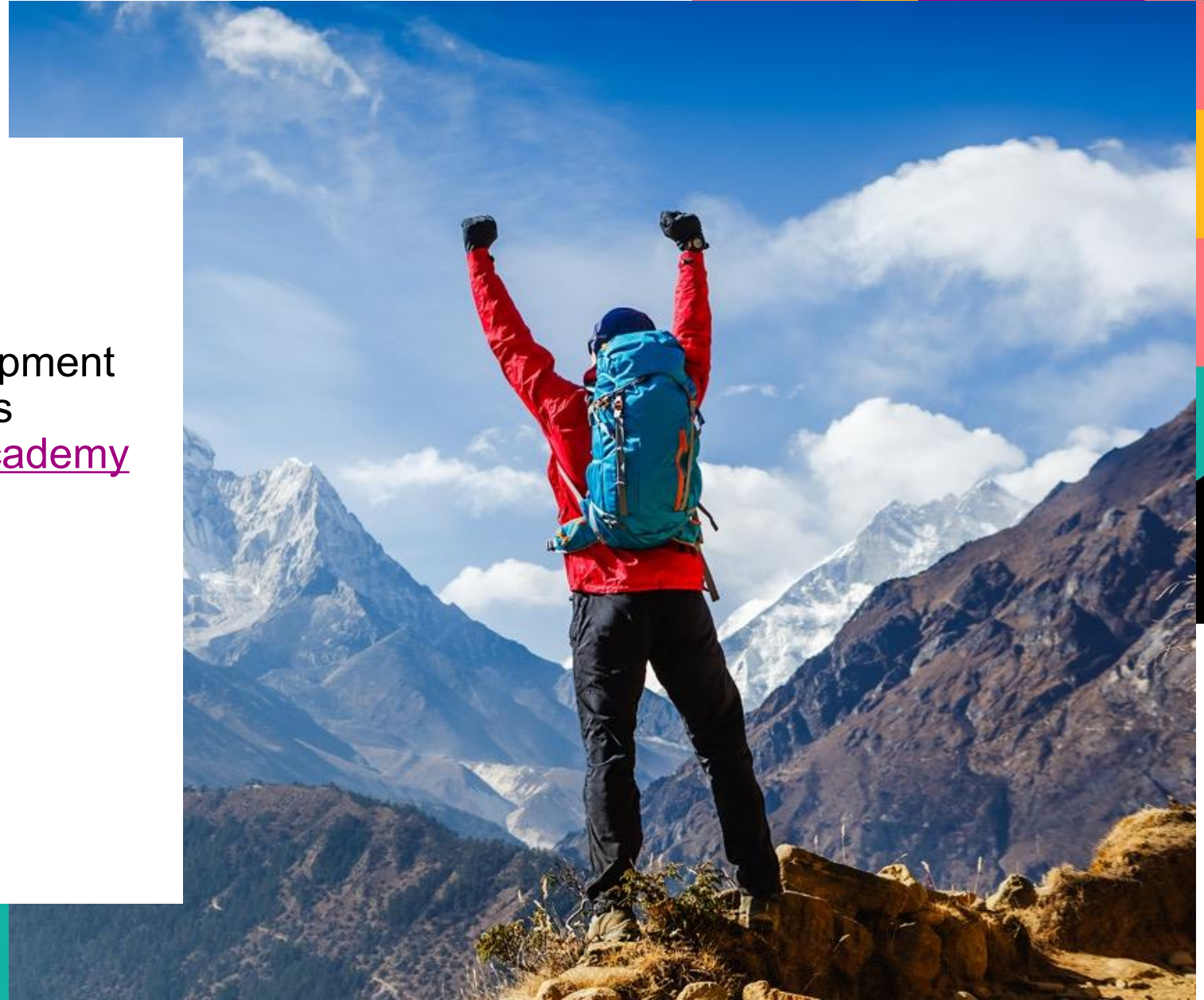
Click [here](#) to join the group, or scan this code

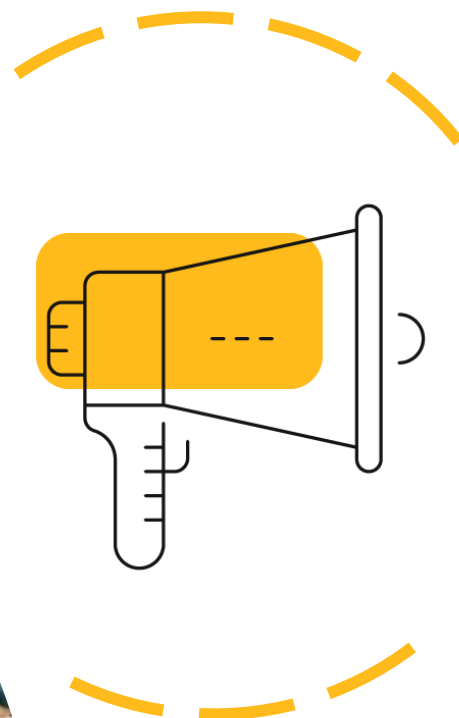




# Find out more

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.



Any questions?



Pearson