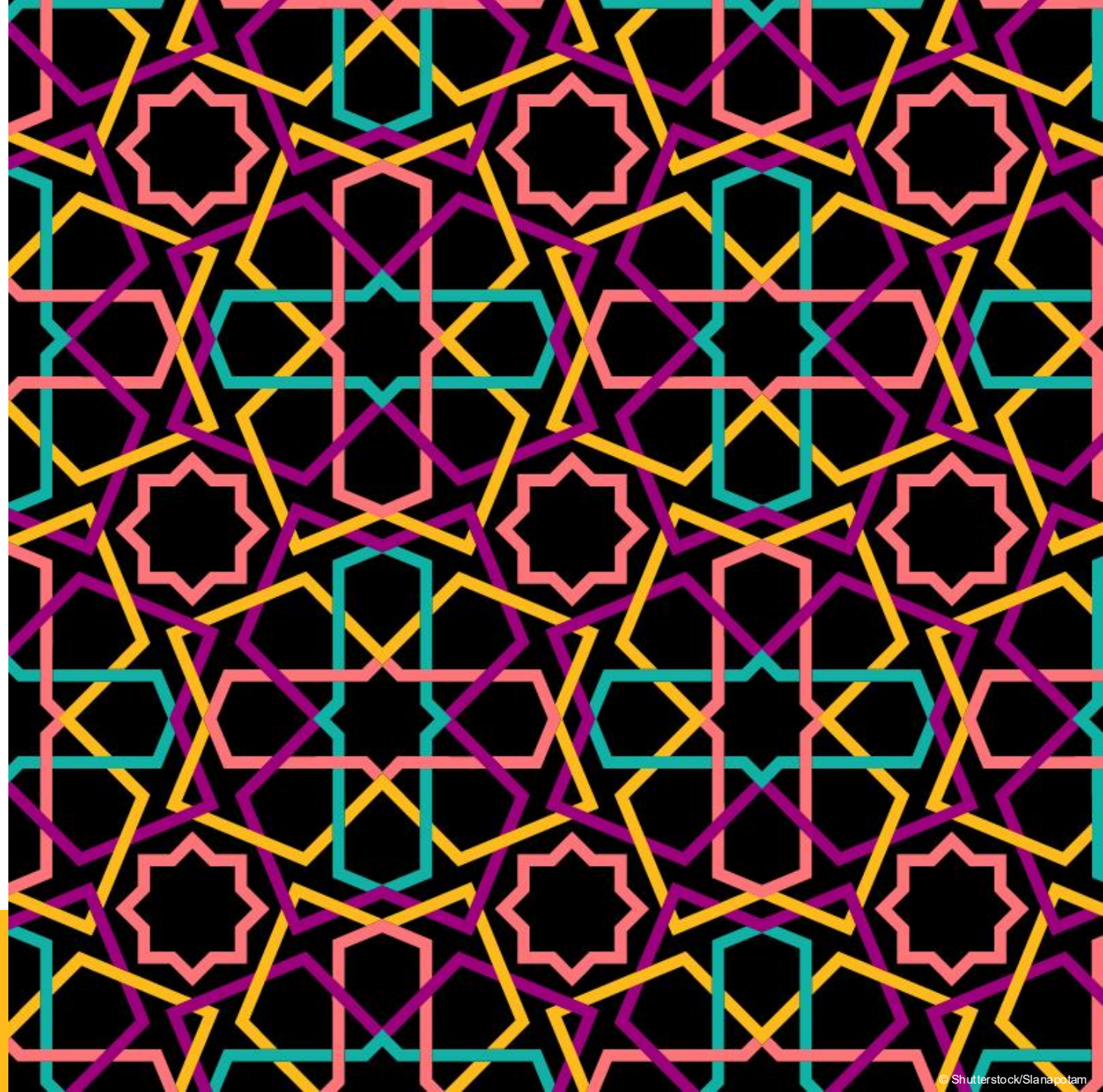


# GCSE Spanish (2024)

Mastering Dictation



# Agenda

- Welcome and introduction
- **Part 1** – Overview of the Dictation task, including SSCs
- Teaching and learning for the Dictation
- How to approach the task in the exam
- Dictation mark scheme
- **Part 2** – Unpacking exemplars (language specific)
- Resources, support and further training



# Today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs.
- Briefly explore teaching and learning approaches to prepare for the task.
- Consider techniques and approaches for successful transcription in the exam.
- 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 Dictation task

# What is the dictation task?

- Students are assessed on their ability to transcribe spoken language into written language.
- Students are rewarded for their accuracy of spelling, based on their knowledge and understanding of the sound symbol correspondences (SSCs) listed in the specification.
- Always the final task in the Listening paper.

# All about SSCs

## What are SSCs?

- SSC = sound symbol correspondence

## Where can I find them?

- Listed in Appendix 2 of the specification for each language

## Why are they in the specification?

- To ensure and assess that students learn the key differences between SSCs in English and the target language. (Sounds that are the same are not in the list)
- Note for Spanish the inclusion of stress patterns as part of the SSCs for Higher Tier.





# Dictation format – FT

12 You are going to hear someone talking about their friend.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

**Example:** Soy \_\_\_\_\_ una \_\_\_\_\_ persona  
\_\_\_\_\_ agradable \_\_\_\_\_.

1. Mi \_\_\_\_\_ amiga es \_\_\_\_\_.

2. Pero a \_\_\_\_\_ es \_\_\_\_\_.

3. Le gusta \_\_\_\_\_ la \_\_\_\_\_.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

**Example:** \_\_\_\_\_ Vive en el centro \_\_\_\_\_.

4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Total for Question 12 = 10 marks)

Introduction sentence explains the subject of the dictation

The example will link to the subject

Sentence 1: Two gaps – each to be filled with one word from the vocabulary list

Sentences 2 and 3: Two gaps - one to be filled with one word from the vocabulary list, the other to be filled with **one word from outside vocabulary list**

The example will link to the subject

Sentences 4, 5 and 6: Open sentences, all words from the vocabulary list

# Dictation format – HT

The rubric explains the subject of the dictation

You are going to hear someone talking about shopping.

The example links to the subject

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word in Spanish.

Example: *Mi pasatiempo favorito es comprar.*

Sentence 1: three gaps - two to be filled with words from the vocabulary list, **one to be filled with one word from outside the vocabulary list**

1. En internet \_\_\_\_\_  
\_\_\_\_\_ a \_\_\_\_\_.

2. Gasto mi \_\_\_\_\_ en  
\_\_\_\_\_ y \_\_\_\_\_.

Sentence 2: three gaps – one to be filled with a word from the vocabulary list, **two to be filled with words from outside the vocabulary list**

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, in Spanish.

Example: *También voy de tiendas.*

The example links to the subject

3. \_\_\_\_\_  
\_\_\_\_\_.

4. \_\_\_\_\_  
\_\_\_\_\_.

5. \_\_\_\_\_  
\_\_\_\_\_.

6. \_\_\_\_\_  
\_\_\_\_\_.

Sentences 3, 4, 5 and 6: Open sentences, all words from the vocabulary list.

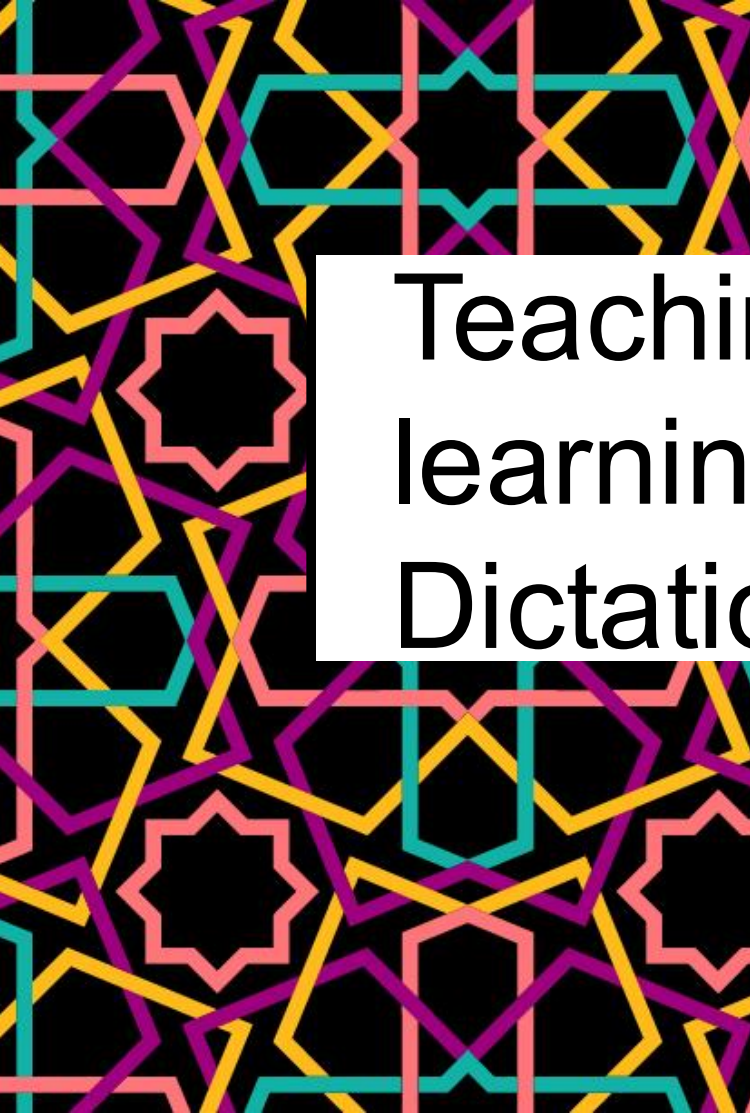

Sentences 5 & 6 may be longer and contain more demanding grammatical structures



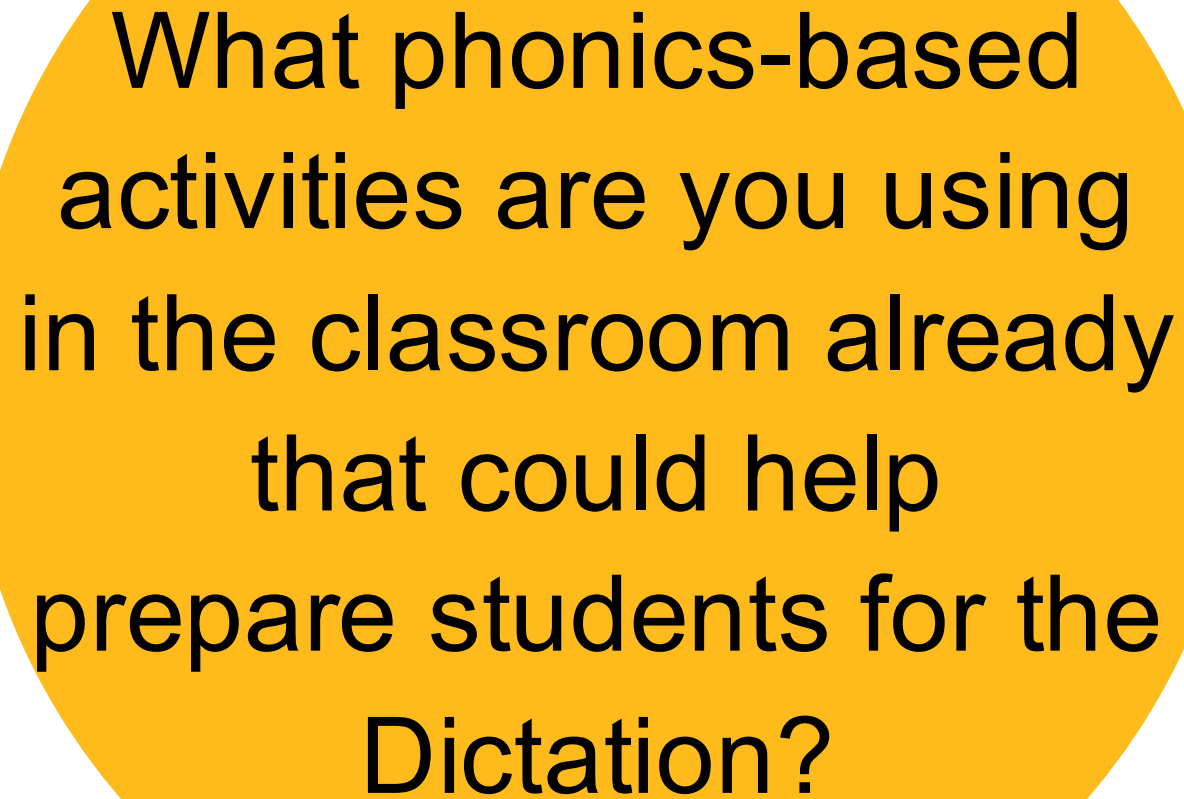
# Dictation grammar parameters

- **Foundation tier:**
  - present tense or the familiar conditional
  - immediate future
  - a future timeframe such as *mañana* with the present tense
  - use the first- or third-person singular with verbs
- **Higher tier:**
  - present tense or the familiar conditional
  - immediate future
  - a future timeframe such as *mañana* with the present tense
  - use the first- or third-person singular **and plural** with verbs

**Grammar is not assessed in the dictation.**



# Teaching and learning for the Dictation

A large yellow circle is centered on a white background. Inside the circle, the text "What phonics-based activities are you using in the classroom already that could help prepare students for the Dictation?" is written in a black, sans-serif font. The text is arranged in six lines, centered horizontally within the circle.

What phonics-based  
activities are you using  
in the classroom already  
that could help  
prepare students for the  
Dictation?



# Ideas for classroom activities

1. Visual supports in the classroom
2. Eliminating mother-tongue English interference by highlighting differences
3. Bingo games
4. Multi-choice sheets for sound recognition
5. Decoding activities – recognising & reproducing / mark-up activities / decode and explain
6. Chunking for longer words



Using visual support



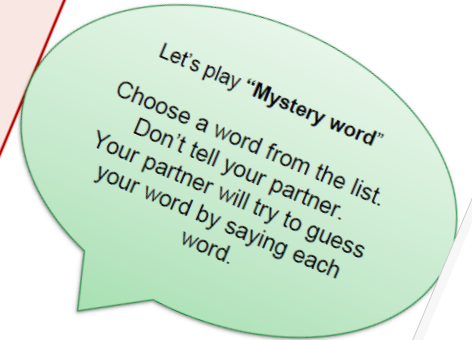
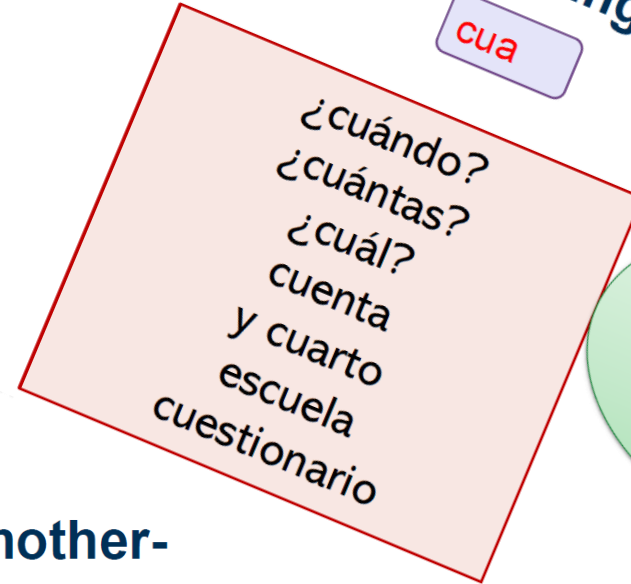
c



Recognising & reproducing key  
sounds – decoding

cua

cue



## Working to eliminate mother-tongue interference

- In Spanish you need to say every letter – except h
- Don't think in English when you pronounce Spanish
- This is really important when the Spanish word looks like an English one

Try these five words:

1. come
2. sale
3. chocolate
4. radio
5. hay



# Ideas for homework tasks

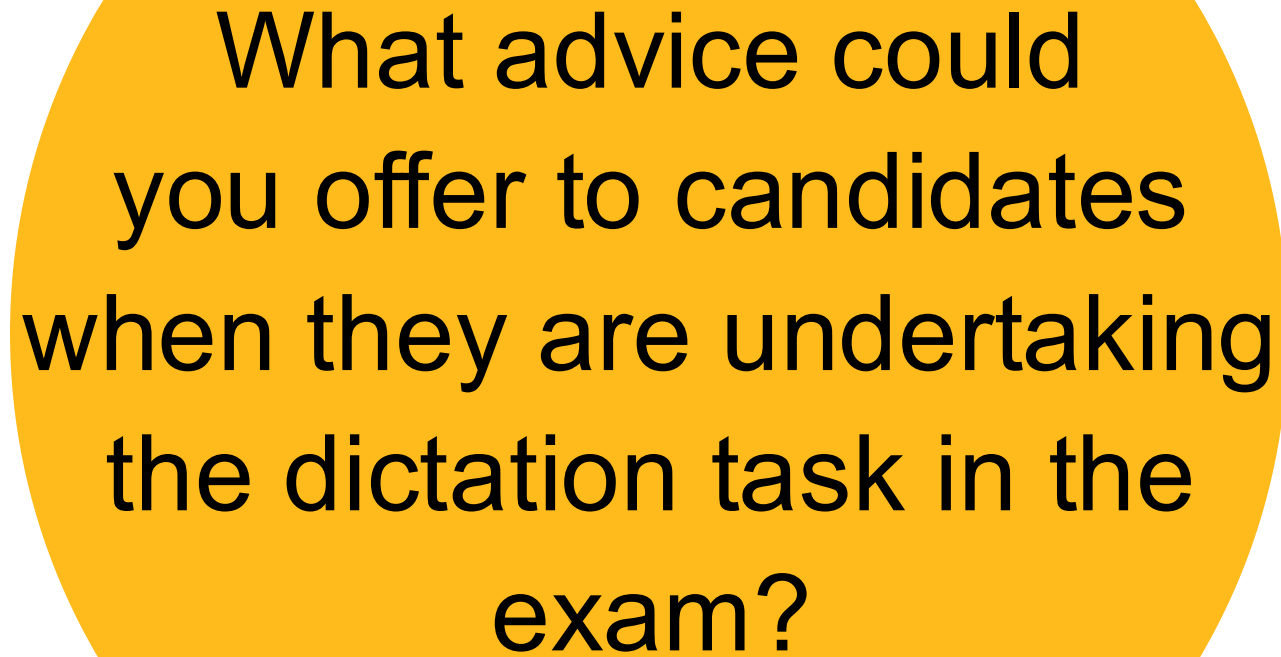
- Chunk/decode a list of words that they have been given, which could include complex or unfamiliar words.
- Practise saying a list of words with help of audio file; record themselves, and reflect on easiest and most difficult sounds.
- Listen to audio file of a few sounds and find words with the same sounds (from a list or prior knowledge).
- Annotate a set of sentences to mark intonation, stresses etc as appropriate to your language.
- Flipped learning activities to prepare for the next lesson.





In the exam



A large yellow circle is centered on a white background. Inside the circle, the text "What advice could you offer to candidates when they are undertaking the dictation task in the exam?" is written in a black, sans-serif font. The text is arranged in five lines, centered horizontally within the circle.

What advice could  
you offer to candidates  
when they are undertaking  
the dictation task in the  
exam?

# How students are supported in the exam

- The subject of the Dictation is given – all sentences are from that subject, and are linked, so students already have a framework for the task.
- All off-spec words appear in the gap-fill section of the text – this supports students with scaffolding for the off-spec words, so that they can use the words given to help them with renditions of the words in the gaps.
- All words in the full-sentence transcription will be on-spec words from the vocabulary list.
- There won't be repetitions of sounds / word families e.g. *viajar* / *viaje*, apart from small essential words like *una*!





# What approaches / techniques can they use?

- Be clear about how many words they need to write overall – if they have too many / too few, something isn't right!
- Consider / write down options where the sound could be made by different SSCs before deciding on the most appropriate / probable.
- Consider the context – speculate on the meaning of the sentence within the subject stated and what possible words could be spoken.
- Consider the word class – e.g. if it comes after el / la it's normally a singular noun; if it comes after los / las it's likely a plural noun etc.
- Check that the word is recognisable.
- Check that (as far as they can tell) the sentence makes sense.

# Marking points

- Clarity – make sure the examiner can clearly read what is intended.
- Accents (at Higher tier, for accents that denote stress patterns) - make sure it is clear if one is being used, e.g. on the letter 'i'.
- Alternatives – if two or more alternatives have been left in the transcription, the examiner will mark the first one only.
- Crossing out – if a word has been crossed out and replaced, it is the replacement word that will be considered, even if the crossed-out word is spelled correctly.





# Dictation mark scheme



# How is the dictation marked?

- Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs).
- The number of rewardable words will then be given a mark on a sliding scale of 0 to 10.
- Exemplification is provided in the SAMs to help teachers see how to use the mark scheme.



# How is the dictation marked?

## Foundation tier

- Exactly 20 words to be transcribed
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 20 to a mark out of 10

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

## Higher tier

- Exactly 30 words to be transcribed
- Each word is assessed as rewardable or non-rewardable
- Grid to convert mark out of 30 to a mark out of 10

Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

# Rewardable words

- Words spelled exactly as in the transcript
- In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. Examples of **sound spellings** that will be rewarded:
  - /b/ written with b or v, e.g. *vibir* instead of *vivir*, *vastante* instead of *bastante*
  - /ll/ written with y or ll, e.g. *yevar* instead of *llevar*
  - /ge/ and /je/ e.g. *jente* instead of *gente*
  - /gi/ and /ji/ e.g. *jirar* instead of *girar*



# Non-rewardable words

- Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *gitarra* instead of *guitarra*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound. Examples of sound spellings that will not be rewarded:

*gitarra* instead of *guitarra*

*dansa* instead of *danza*

*huntas* instead of *juntas*

*passar* instead of *pasar*

double consonant when the SSC is affected ll (*calla, cala*) rr (*pero, perro*)

*gerra* instead of *guerra*

*vethes* instead of *veces*



*pequenyó* or *pequeno* instead of *pequeño*.

*addictivo* instead of *adictivo*

- Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *sonyadorra* (*soñadora*) outside of the sentence *a veces es soñadora*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.
- (HT only) Spellings which do not follow associated rules for key stress positions, i.e. incorrect use or omission of accents.







# Application of mark schemes to exemplar material (Spanish)

# Foundation tier exemplar

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

*Example: Mi colegio es grande.*

1. La ..... comienza a las .....
2. Estudio ..... y .....
3. La ..... es .....

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

*Example: Me gusta mucho estudiar.*

4. ....  
.....
5. ....  
.....
6. ....  
.....

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

*Example: Mi colegio es grande.*

1. La escuela comienza a las ocho.
2. Estudio arte y japonés\*.
3. La geografía\* es aburrida.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

*Example: Me gusta mucho estudiar.*

4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

\* Non-vocabulary list words

# Foundation Tier Transcription 1

1. (La) escuela (comienza a las) ocho.
2. (Estudio) arte (y) jabones.
3. (La) geographia (es) aburrida.
4. 4. Siempre hago mis deberes.
5. 5. La clases es pequeña.
6. 6. Mi profesor de ciencias es estricto.

What marks would  
you give?

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

*Example: Mi colegio es grande.*

1. La escuela comienza a las ocho.
2. Estudio arte y japonés\*.
3. La geografía\* es aburrida.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

*Example: Me gusta mucho estudiar.*

4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

\* Non-vocabulary list words



# Foundation Tier Transcription 2

1. (La) escuela (comienza a las) ocho.
2. (Estudio) arte (y) japonés\*.
3. (La) geografía (es) aburrida.
4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

What marks would  
you give?

You are going to hear someone talking about school.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

*Example: Mi colegio es grande.*

1. La escuela comienza a las ocho.
2. Estudio arte y japonés\*.
3. La geografía\* es aburrida.

Sentences 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

*Example: Me gusta mucho estudiar.*

4. Siempre hago mis deberes.
5. La clase es pequeña.
6. Mi profesor de ciencias es estricto.

\* Non-vocabulary list words





# Higher tier exemplar

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: *Mi pasatiempo favorito es comprar.*

1. En internet .....  
..... a .....
2. Gasto mi ..... en  
..... y .....

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: *También voy de tiendas.*

3. ....  
.....
4. ....  
.....
5. ....  
.....
6. ....  
.....

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: *Mi pasatiempo favorito es comprar.*

1. En internet encuentro gangas\* a menudo.
2. Gasto mi dinero en perfumes\* y maquillaje\*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: *También voy de tiendas.*

3. Me gustaría ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

# Higher Tier Transcription 1

1. (En internet) encuentro ganga (a) menudo.
2. (Gasto mi) dinero (en) perfumes (y) maquillaje.
3. Me gustaria ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

*Example: Mi pasatiempo favorito es comprar.*

1. En internet encuentro gangas\* a menudo.
2. Gasto mi dinero en perfumes\* y maquillaje\*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

*Example: También voy de tiendas.*

3. Me gustaría ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

What marks would  
you give?

# Higher Tier Transcription 2

1. (En internet) encuentro gangas (a) a menudo.
2. (Gasto mi) dinero (en) perfumez (y) maquillaje.
3. Mi gustaria ir a las barajas.
4. No mi imperta hacer colars.
5. La ropa di segunda manno es porpular.
6. La perfiero porque es muy erconomika.

You are going to hear someone talking about shopping.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

*Example: Mi pasatiempo favorito es comprar.*

1. En internet encuentro gangas\* a menudo.
2. Gasto mi dinero en perfumes\* y maquillaje\*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

*Example: También voy de tiendas.*

3. Me gustaría ir a las rebajas.
4. No me importa hacer colas.
5. La ropa de segunda mano es popular.
6. La prefiero porque es muy económica.

What marks would  
you give?

# Dictation Quick Quiz!

1. How many marks in total?
2. What's the breakdown for gap fill v full sentences in FT and HT?
3. Are sentences thematically linked or random subjects for each?
4. How many non-vocab list words are in each the FT/HT?
5. What are the two categories for 'rewardable' words?





# Any questions?





# Resources and support

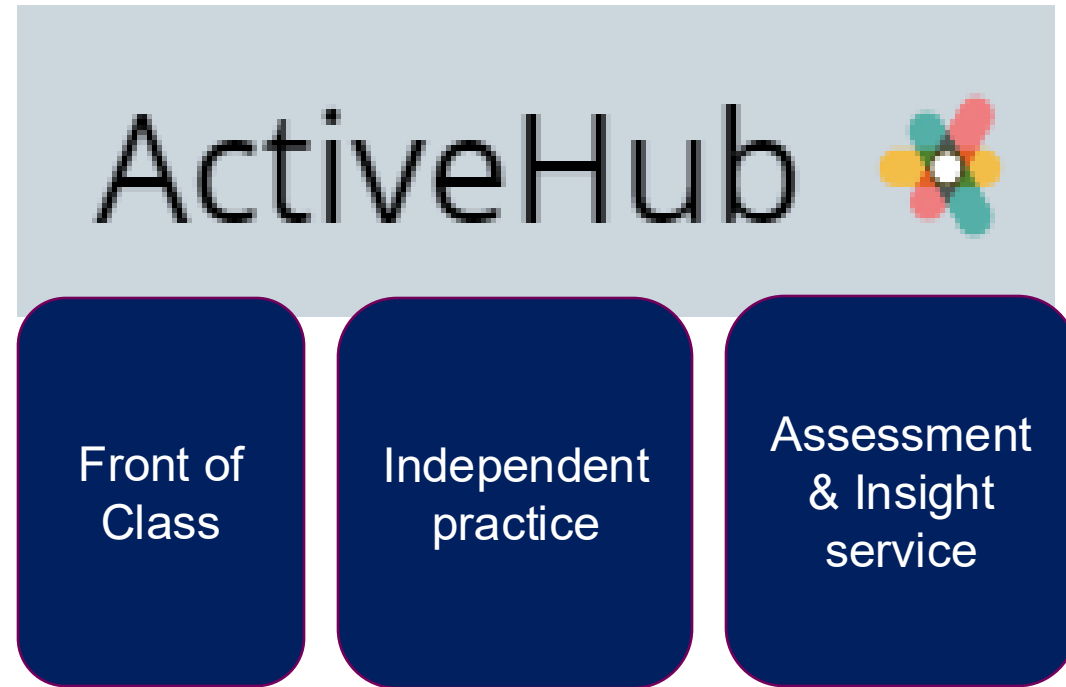
# GCSE resources from Pearson



Higher  
Tier  
Student  
Book



Foundation  
Tier  
Student  
Book



Pearson scheme of work



## Phonics PPTs

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

Practise the word **dangereux**. Listen and repeat.

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

## 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

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

Exemple: Nous jouons / (jouons) / j'ai joué à des jeux en ligne. We play online games.

- Je regarde / regardes / regardes des clips vidéo.
- Elle télécharge / télécharges / télécharge de la musique.
- Tu parles / parles / parles avec tes amis.
- Ils partagent / partages / partages des photos.
- 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 passer.

- Elles communiquent sur les réseaux sociaux.
- Nous achète des vêtements en ligne.
- Mon frère tchatte avec ses amis sur GamesChat.
- Ma mère pense qu'Internet est dangereux.

## 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	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 parle / I talk		



**Answers – Ex. 1 Écouter**

- b
- f
- c
- a
- d
- 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

**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.

- Les émissions de télé-réalité
- Les émissions de sport
- Les séries
- Les vidéos amusantes d'animaux
- Les vidéos de cuisine
- Les films d'action
- Les films de science-fiction

a Column Brook 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).

## Audio files and transcripts

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

**Audio transcript** (Page 7 Exercise 2)

- 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.
- 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!
- 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.

## Skills worksheets

**1 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.

chose / joué / trop / ils jouent / affreux / je parle  
beaucoup / tu télécharges / parfois / tout le temps  
j'envoie / loufoques / la regarde / dangereux  
ils passent / réseaux sociaux

In French, final 'e' and final consonants like -g, -k, -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.  
– Aes-tu aussi regardé 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	hasardément	virus	e-mail
envoyer	télécharger	vidéo	chanson	image
tolérer	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.

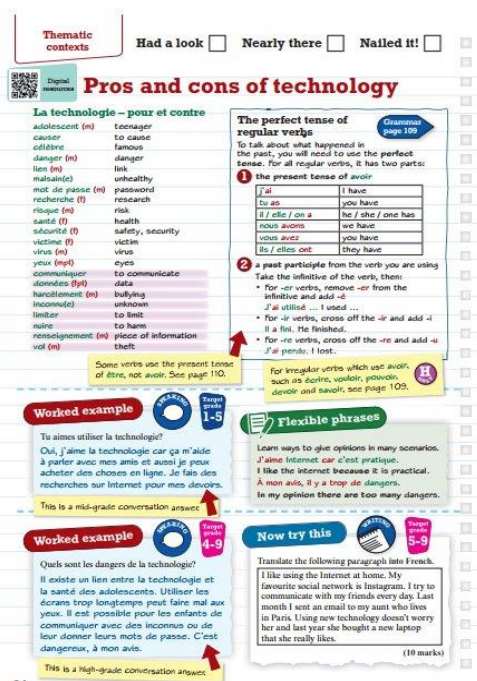
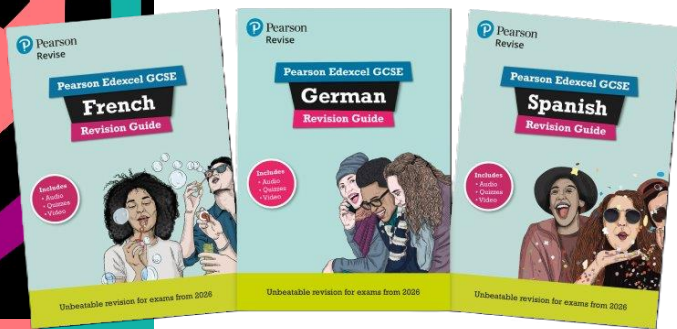
- des apple / des jeux
- les vêtements / les achats
- c'est trop intéressant / c'est trop génial
- sans portable sans écran
- c'est formidable / c'est intéressant
- je joue aux jeux / je joue aux jeux en ligne

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 + hop** = **hip.hop**.

## Speaking confidence worksheets



# What is Pearson Revise for GCSE MFL?



## Revision Guide for Spanish, French and German

**£3.50 (with 50% schools' discount)**

**Revision content for the entire specification**, including practice questions, exemplar responses and exam-focused hints and tips.

Plus:

- **Audio** for Speaking and Listening via QR code
- **Quizzes** for testing knowledge and vocab
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# Online revision tools included with the Revision Guide

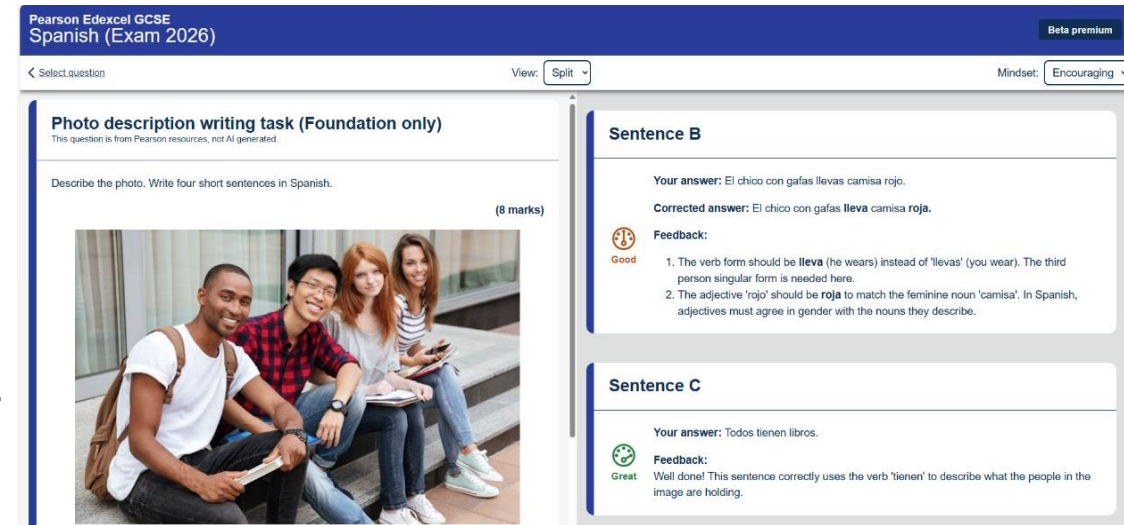
## Exam Practice Assistant

Automatic personalised marking and feedback of students' writing, without the delays of self-marking!

- **36 exam-style Picture Description tasks** (Foundation Writing paper) with personalised, expert-guided feedback.
- **3 feedback levels** to help build student confidence: Direct, Encouraging, and Accelerate.
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### Also included:

- **Online version** of Revision Guide
- **Audio** for Speaking and Listening via QR code
- **Quizzes** for testing knowledge and vocab
- **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.



**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](#):
  - Conducting the Speaking Exam – live and pre-record training
  - Drop-in clinics
  - New to Pearson Edexcel (which replaces our GRTT training)
  - Effective phonics teaching
  - Unpacking the Speaking Exam / Unpacking the Writing Exam
  - [YouTube playlist](#) of event recordings
- [Paper 2, Listening and Understanding – Teacher Guide](#) (guides available for all papers)
- Further exemplar material [Pearson Edexcel GCSE Spanish \(2024\) | Pearson qualifications](#)

# Review of today's goals

- Ensure delegates are clear about the demands of the Dictation task, including language-specific SSCs
- Briefly explore teaching and learning approaches to prepare for the task
- Consider techniques and approaches for successful transcription in the exam
- Understand the application of the mark schemes to exemplar material (language specific)
- Know how to access resources, on-going support and upcoming training





# Subject Advisor Support

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

## Languages

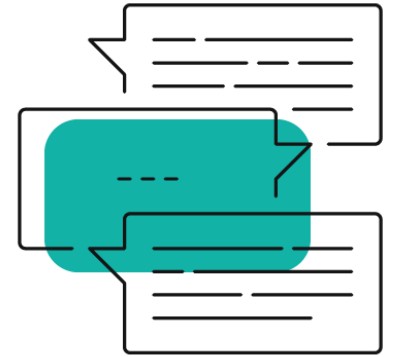
**Email:** [teachinglanguages@pearson.com](mailto:teachinglanguages@pearson.com)

**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

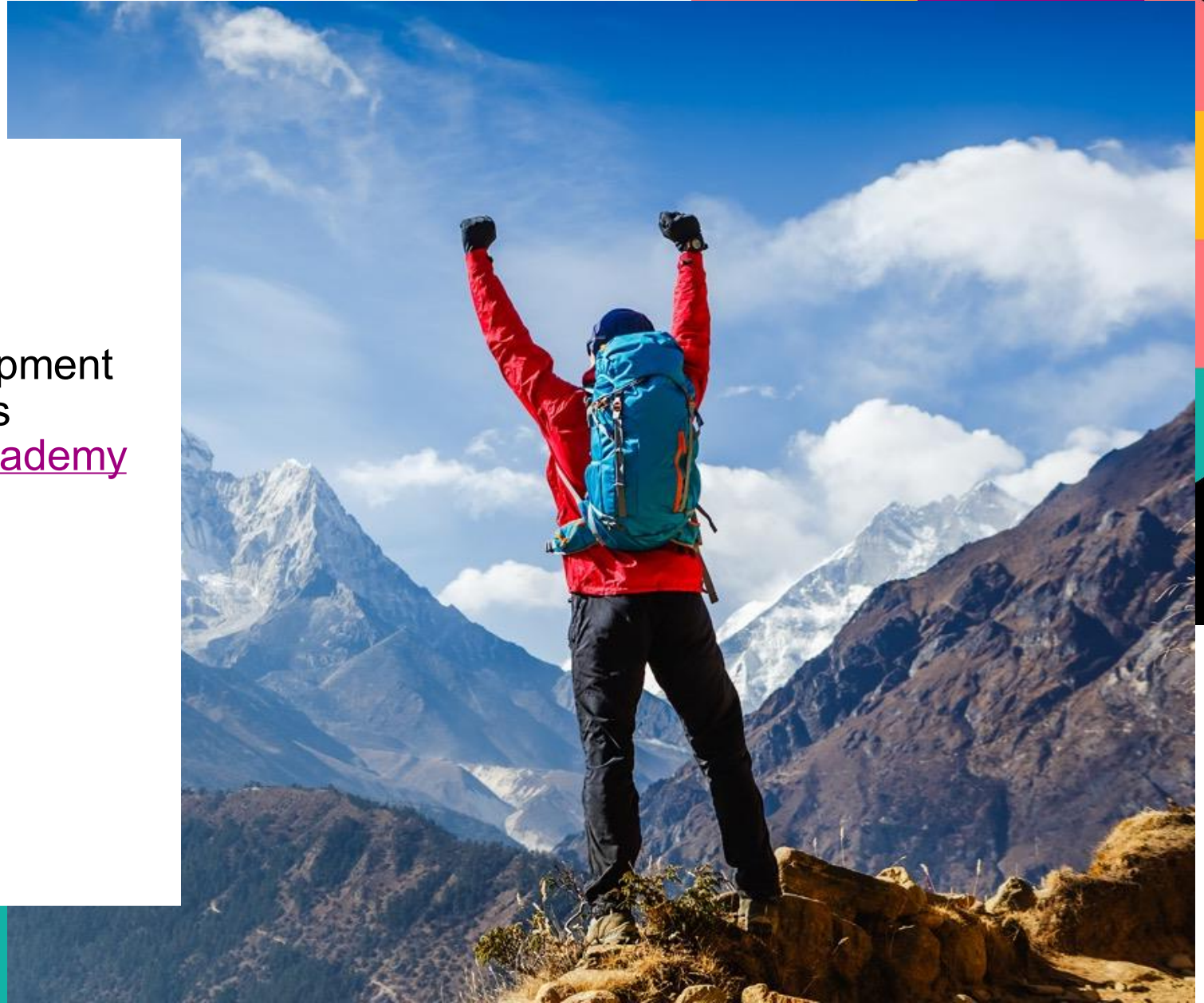
Be sure to also join our Pearson Edexcel Languages teacher group on Facebook. Created to give Languages teachers a private, professional space to have discussions. The group is managed by your Subject Advisor.

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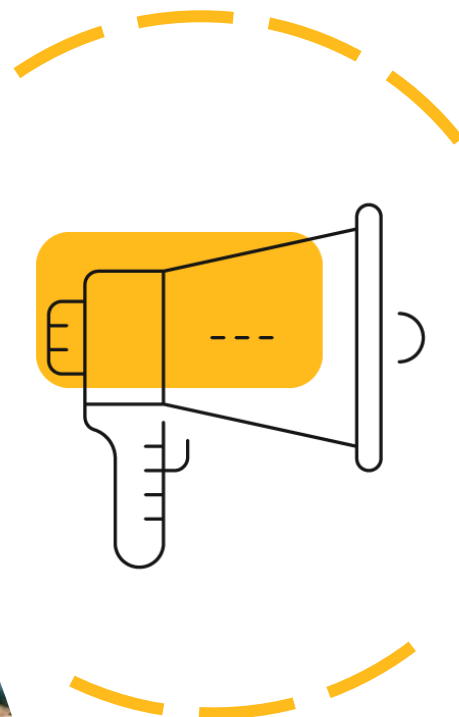


# Find out more

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.





Thank you for coming!



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