

# PEARSON EDEXCEL INTERNATIONAL GCSE (9-1)

## **French, German and Spanish**

CONDUCTING THE SPEAKING EXAM  
- ONLINE EVENT

Event code: 4FR1-19IO1

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First teaching in 2017, first assessment in 2019.

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# Aims and Objectives

- Review the speaking requirements in the specifications.
- Explore the role of the teacher/examiner in conducting the speaking assessment.
- Understand the must and must nots when conducting speaking assessments.
- Discuss ways to encourage spontaneous speaking within the oral exam.
- Listen to exemplars to understand good practice.



# Session Agenda

- 16.00 Slides 1–4 Introduction, Poll to get to know the delegates
- 16.10 Slides 5–15 International GCSE features and overview of speaking exam
- 16.20 Slides 16–20 Task A
- 16.40 Slides 21–23 Task B
- 16.55 Break
- 17.00 Slides 24–25 Interaction and Spontaneity
- 17.15 Slides 26–28 Listening to an oral exam
- 17.45 Slide 29 Sharing best practice
- 17.55 Slide 30+ Any questions? Support, training and thanks
- 18.00 Close



# Poll to get to know the delegates



1. Are you teaching the current Pearson Edexcel International GCSE specification?
2. What are the key reasons for session attendance?
3. What is the single most important thing you hope to take away from the session?

The logo features a large white circle centered on a teal background. The background is decorated with a repeating pattern of dark teal slanted bars and dots. Inside the white circle, the text "Pearson Edexcel" is written in a dark teal, sans-serif font.

**Pearson Edexcel**

# About Pearson Edexcel

**Pearson is the world's leading learning company.** Our mission is to help people make progress in their lives through learning – because we believe that learning opens up opportunities, creating fulfilling careers and better lives.

- ❖ **Qualifications:** our qualifications and assessments help to educate millions of people worldwide.
- ❖ **Support:** we provide innovative textbooks, curriculum materials, multimedia learning tools, IT platforms, professional development.
- ❖ **Impact:** At the core of everything we do is the desire to make a measurable impact on improving people's lives through learning.

**Edexcel is part of Pearson Education and is the UK's largest awarding body.**

- ❖ **Worldwide recognition:** over 150 years of international education experience, more than 3.4 million learners in 70+ countries. Over 9 million scripts marked annually, with exceptionally reliable results.



# **International GCSE Features**



# 9-1 grading scale

## Awarding

- The grading system is changing, but our commitment to awarding grades that accurately reflect learner exam performance remains the same.
- We set new grade boundaries (minimum number of marks needed to achieve each grade) for each assessment of each qualification.

## Benefits

- Greater differentiation across levels of attainment, e.g. 2 grades where the current C grade is.
- Rewards truly outstanding achievement with the grade 9.
- Provides more information about student attainment to help progression to A Level.
- Same scale for Pearson Edexcel GCSE and International GCSE allows for clear comparison with English standards, unlike old A\* to G grading.





# 9-1 grading scale

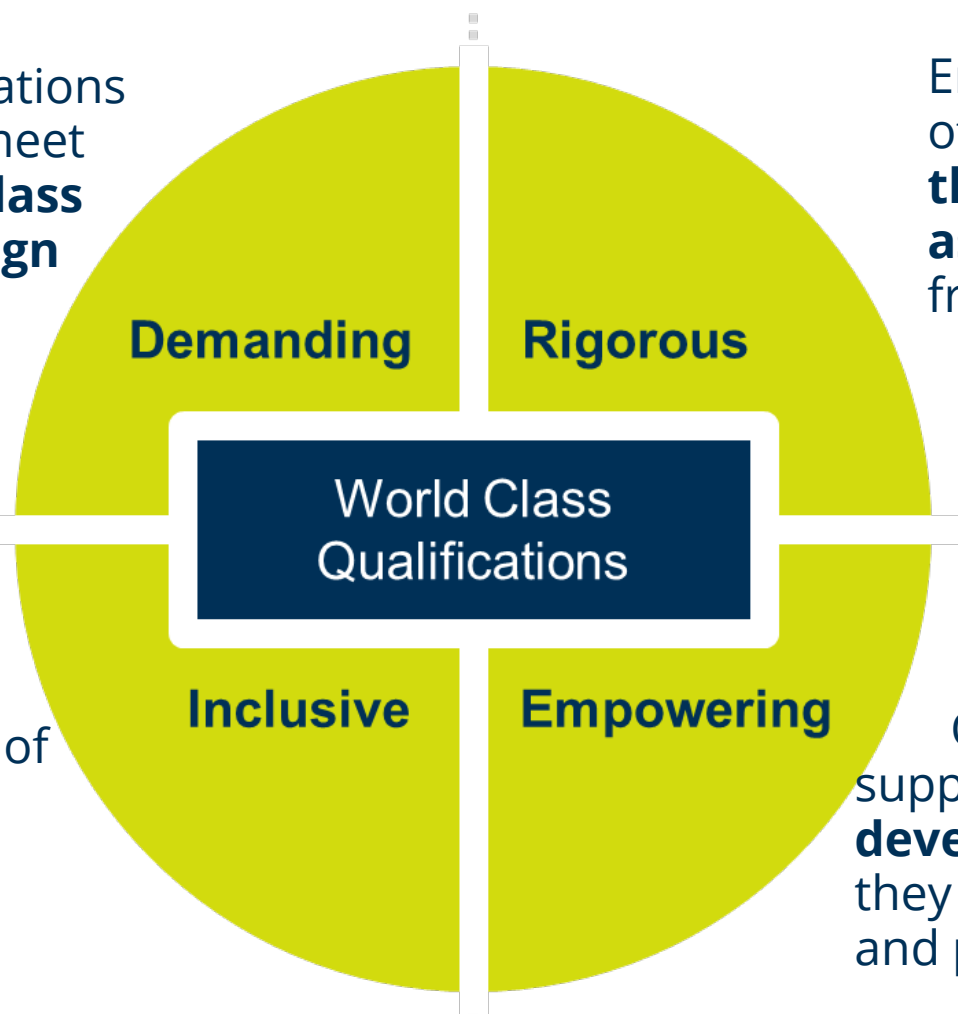
	NEW GRADING STRUCTURE	CURRENT GRADING STRUCTURE
<p>The new <b>grade 9</b> represents a new level of attainment and has been introduced to differentiate your top performing students.</p> <p>The bottom of the <b>grade 7</b> broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	A
<p>There's greater differentiation in the middle of the scale, with <b>three new grades 6, 5 and 4</b> rather than two grades (B and C).</p> <p>The bottom of the <b>grade 4</b> broadly aligns with the bottom of the grade C.</p>	6	B
	5	C
	4	
	3	D
<p>The bottom of the <b>grade 1</b> broadly aligns with the bottom of the grade G.</p>	2	E
	1	F
	U	G
		U



# World-class qualifications

All Edexcel qualifications are developed to meet Pearson's **World Class Qualification design principles**

Developed using an understanding and benchmarking of **all educational systems**

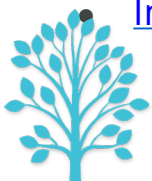


Endorsement of educational **thought-leaders and assessment experts** from across the globe

Qualifications that support young people to **develop the capabilities** they need to **progress** and prosper in their lives

# Supporting transferable skills

- Our transferable skills framework underpins the design of all Pearson Edexcel international qualifications and their supporting resources across IPLS, International GCSE and International A Level.
- Ensures our assessments target the skills students need for successful progression.
- Increasing our support where these skills **naturally** occur through the teaching, learning and assessment.
- Pearson materials and mapping will support you in identifying and developing the acquisition of these skills in students across the full curriculum.
- <https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/General/Transferable-Skills-Information-Pack.pdf>  
[International GCSE F/G/S mapping document](#)



# Paper 3: Speaking



# Speaking: overview

**AO4:** Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

**Assessment:** the speaking assessment is made up of three tasks (A, B and C).

**Tasks** must be conducted in consecutive order.

**Skills:** students must be able to:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics.

In each conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.

Three distinct topics must be examined across Tasks A, B and C.



# Format and timing



## **Task A:**

- 2-3 minutes.
- Candidates are required to answer five questions about a picture.
- 12 marks.

## **Tasks B and C:**

- 3-3.30 mins each.
- These conversations are on two different topic areas, determined by the grid supplied by Pearson.
- 28 marks in total over tasks B and C.

# Topics



- A. Home and abroad
- B. Education and employment
- C. Personal life and relationships
- D. The world around us
- E. Social activities, fitness and health

\*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3 Speaking.

# Paper 3 Speaking – Task A

## Picture-based discussion

Students select a picture from any sub-topic area **excluding** sub-topics

A3, C3, C5, D2 and E4.

**Time:** 2-3 minutes

The picture **must** contain:

- people
- objects
- interactions.

The picture must **not** contain:

- any text that could support students in their responses.

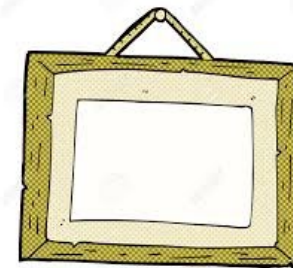
Teacher/examiners (TEs) may **not** practise Task A with students using the chosen picture they will be using in the test.

Teacher/examiners may use other pictures on the same topic to practise.





# Selecting a picture



Students should take care selecting a suitable picture that will allow for a variety of different approaches to be taken in the test and that relates directly to the chosen Topic Area.

When choosing the picture they should:

- ensure there is more than one person
- ensure they can describe the people in the picture and what they are doing
- ensure there are objects (e.g. luggage, books, phones) that they can relate to activities
- select a picture in which the people are interacting (e.g. eating together, opening presents, playing in a team)
- think about what has happened beforehand and what might happen later. Make links with the picture and the wider Topic Area.

# Questions in Picture-based discussion

Picture-based discussion	Question types	Prompts
<p>TE must ask candidate <b>five</b> questions (plus allowed prompts).</p> <p>There are <b>five</b> types of questioning which TE must cover in the order given.</p> <p>TEs must ensure they ask <b>one</b> question from each question type.</p>	<p><b>Type 1:</b> A description of what is in the picture</p> <p><b>Type 2:</b> Specific factual information about the picture</p> <p><b>Type 3:</b> Past or future hypothesis</p> <p><b>Type 4:</b> Opinions about the picture</p> <p><b>Type 5:</b> Evaluation</p>	<p>The following three prompts in the target language) may be used:</p> <ul style="list-style-type: none"><li>• Why/why not ?</li><li>• Anything else ?</li><li>• Is that all ?</li></ul> <p>No other supplementary questions.</p> <p>TEs must <b>not</b> deviate from these prompts.</p>



# Advice for teacher/examiners

- Ensure that the candidate chooses a suitable picture for Task A.
- Prepare, in advance of the test, the five questions you will ask about the picture.
- Encourage the candidate, when necessary, to develop his or her answers (using only the allowed prompts: Why? Why not? Anything else? Is that all?) so that the Task A lasts between 2 and 3 minutes.
- Observe the timing, use a stopwatch or a timer.
- Ensure that the candidate has the opportunity to respond to all five questions within the 3 minutes allowed for this task.
- Do not let the candidate speak for too long in answer to question 1 if this means that the answers to questions 2-5 will be rushed.
- Make sure that the candidate knows how to ask, in the target language, for a question to be repeated.
- Do not correct a candidate's language during the test.

# Assessment criteria for Task A

Communication and content	8
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Linguistic knowledge and accuracy	4
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<b>Total marks</b>	<b>12</b>
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# Tasks B and C - Conversations

Conversations on topics	TEs should:	Timings:
<p>TE uses the randomisation grid provided by Pearson to determine which topic is to be examined in:</p> <p>1. Task B conversation 1</p> <p>and</p> <p>2. Task C conversation 2.</p> <p>TEs do not choose the topics for the two conversations.</p>	<ul style="list-style-type: none"><li>• ask open questions</li><li>• ask questions at a level appropriate to candidate's ability</li><li>• link questions to the previous response as far as possible</li><li>• elicit a range of tenses structures and vocabulary</li><li>• elicit opinions and justifications</li><li>• provide candidates with an opportunity to expand.</li></ul>	<ul style="list-style-type: none"><li>• TEs should respect timings</li><li>• Tasks B and C should not exceed 7 minutes (3 mins to 3 mins 30 seconds each)</li><li>• Excess candidate material will not be assessed.</li></ul>



# Advice for teacher/examiners

- Ask open questions.
- Make sure that candidates know the question words, so that their answer is relevant to the question.
- Make sure that candidates listen out for the time frame of the question, so that they answer appropriately.
- Make sure candidates are confident using past, present and future time frames.
- Ask questions at an appropriate level for the candidate's ability.
- Elicit a range of structures and vocabulary.
- Elicit opinion and justifications.
- Provide candidates with an opportunity to expand.

# Assessment criteria: Tasks B and C

Communication and content	12
Interaction and spontaneity	8
Linguistic knowledge and accuracy	8
<b>Total marks</b>	<b>28</b>

# Interaction and spontaneity



## What is spontaneous speaking?

Spontaneous talk is unscripted speech, in which teachers/examiners do not know exactly what language students will produce, and vice versa. The speaker, student or teacher, has something to say only as a result of having heard and understood what has been said to him/her. Spontaneous talk is therefore **both** listening and speaking; it is communicative language use, as distinct from language rehearsal.

Teachers should prepare their students to interact naturally in French, German or Spanish rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students.



# Interaction and spontaneity



7 – 8 band:

- Responds spontaneously and with ease to questions, resulting in natural interaction.
- Consistently able to initiate and develop the conversation independently.
- Able to sustain communication throughout, using rephrasing/repair strategies if necessary, to continue the flow.

**What is spontaneity in an assessment?**

**What do we mean by initiate and develop?**

**What are repair strategies?**

# Listen to a French exemplar



# Activity 1

## a) Task A: Picture-based discussion

- Is the picture appropriate?
- Does the Teacher-Examiner ask the 5 types of question?
- Does the Teacher-Examiner use only the allowed prompts?

## b) Task B: Conversations on topics

- Does the Teacher-Examiner ask a range of question types to allow the candidate to fulfil the assessment criteria?
- Does the Teacher-Examiner respect the timings?

## Activity 2

# Apply the Assessment criteria to a Speaking exemplar

The recording will be paused at end of Task A to mark this task before continuing with Task B.

# Sharing best practice

What teaching and learning strategies do you use successfully with your students for Paper 3 Speaking?



# Support



# Subject Features

**Reviewed and  
updated in light  
of UK GCSE  
changes**

**Clear and  
straightforward  
question papers**

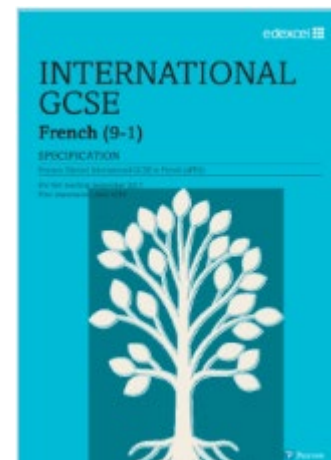
**Rewards  
outstanding  
academic  
achievement**

**Supports  
progression to  
A Level**

**Transferable Skills  
embedded**

**Dedicated  
textbooks  
available**

**Twitter:  
@PearsonMFLquals**





# Resources

We offer a range of free and paid-for resources **for International GCSE in French, German and Spanish**. They have been designed to support teachers to improve learner outcomes.

You can access free support for this subject [here](#)



## Support overview for International GCSE in French, German and Spanish

Getting Started Guide & Scheme of Work	Getting Ready to Teach Events	Subject interpretation of transferable skills
Subject Advisor	Results Plus	Regional Support Manager
Curriculum Matched Publishing	Exemplar Marked Responses	Additional SAMs
Exam Wizard	Lesson Plans	Community Forums



# Publishing for French, German, Spanish



The new resources have been developed specifically for international learners, with appropriate international content, making them engaging and relevant for all learners and allowing for learning in a local context, to a global standard.

- The 9–1 grading scale ensures a consistent international standard of qualification. The increase in levels of grading allows learners to achieve their full potential and make more informed decisions about their options for progression.
- Each Student Book provides 3-years access to an ActiveBook, a digital version of the Student's Book, which can be accessed online, anytime, anywhere, supporting learning beyond the classroom.
- These resources are based on the successful Studio, Viva and Stimmt courses, with a structured approach to grammar and vocabulary which supports independent language use.
- Cultural content that motivates and brings languages to life.
- Thorough exam preparation, practice and revision sections for every module include questions in the format of the assessments in the exam.
- Extra focus on the grammar task in the International GCSE exam, and plenty of 'Exam Hints' throughout support students in developing their exam technique.

Student Book: £30.80

Teacher Resource Pack: £77

Audio Pack: £250

These resources will publish in May / June 2020.

Sample chapters of the Student Books will be available online in December / January.

The books will be available online from May to help with planning purposes over the summer.



Please see the current resources available [here](#)



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps:

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





- A free tool for teachers which helps you with quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.



# Your dedicated Subject Advisor



Subject Advisor details

Your subject advisor is **Alistair Drewery**

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Twitter: **@PearsonMFLquals**

Sign up on the website for monthly newsletters from Alistair to stay on top of qualification updates, training, course materials and industry news.



# Other useful links

## 1. [Grade Boundaries](#)

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

## 2. [Examination Results Statistics](#)

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

## 3. [Progress to University](#)

Here you can find information and guidance about how to progress to universities worldwide with Pearson Edexcel qualifications.

## 4. [Access to scripts](#)

Make an informed enquiry about results (EARs) using our free access to scripts portal.





*Any questions?*

ALWAYS LEARNING