

PEARSON EDEXCEL INTERNATIONAL GCSE (9–1)

Developing and
maximising pupils'
speaking and writing
skills (French,
German and Spanish)

Event code: YFR01-20IO3

First teaching in 2017, first assessment in 2019



Aims and objectives

- Acquire a range of practical strategies and activities to develop speaking and writing skills
- Explore strategies and activities to meet your pupils' needs and maximise their potential
- Share good practice



Session agenda

16.00 Introduction, Poll to get to know the delegates

16.10 Overview of speaking exam Task A

16.20 Overview of speaking exam Task B

16.30 Speaking activities and strategies

16.55 Break

17.00 Speaking activities and strategies

17.15 Overview of writing exam

17.20 Writing tasks

17.30 Writing activities and strategies

17.50 Complexity Sharing best practice

18.00 Thanks – End of session



Poll

- What do your pupils enjoy about speaking and writing activities?
- What do they find the most challenging?



Paper 3 Speaking

Paper

Paper 3

- Speaking
- Marks 40

Length of assessment

- 8–10 minutes

Summary of assessment

- In Section A students respond to questions on a picture of their own choice
- In Sections B and C candidates take part in a spontaneous discussion.
- The timing of the tasks is now:
 - Task A: 2 to 3 minutes
 - Task B: 3 to 3 minutes 30 seconds
 - Task C: 3 to 3 minutes 30 seconds.



Paper 3 Speaking – Task A

<p>Picture-based discussion</p> <p>Students select a picture.</p> <p>Time: 2–3 minutes</p>	<p>The picture must contain:</p> <ul style="list-style-type: none">• people• objects• interactions. <p>The picture must not contain:</p> <ul style="list-style-type: none">• any text that could support students in their responses.	<p>Teacher/examiners (TEs) may not practise Task A with students using the chosen picture they will be using in the test.</p> <p>Teacher/examiners may use other pictures on the same topic to practise.</p>
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Questions in picture-based discussion

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



Discussion 1



Questions for the second part of the oral exam – Tasks B and C

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> <ol style="list-style-type: none">1. Task B conversation 1 and2. Task C conversation 2. <p>TEs do not choose the topics for the two conversations.</p>	<ul style="list-style-type: none">• ask open questions• ask questions at a level appropriate to candidates' ability• link questions to the previous response as far as possible• elicit a range of tenses structures and vocab• elicit opinions and justifications• provide candidates with an opportunity to expand	<ul style="list-style-type: none">• TEs should respect timings• Tasks B and C should not exceed 7 minutes (3 mins – 3 mins 30 seconds each)• Excess candidate material will not be assessed.



Questions for the second part of the speaking exam

- Ask open questions
- Make sure candidates are confident using past, present and future time frames
- Ask questions at an appropriate level of the candidates' ability
- Elicit a range of structures and vocabulary
- Elicit opinion and justifications
- Provide candidates with an opportunity to expand



Topics

Topic

A. Home and abroad

Sub-topics

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- 3 Services (e.g. bank, post office)*
- 4 Customs
- 5 Everyday life, traditions and communities

B. Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans

C. Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- 3 Role models*
- 4 Relationships with family and friends
- 5 Childhood*



Topic Areas

D. The world around us

- 1 Environmental issues
- 2 Weather and climate*
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology

E. Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- 4 Accidents, injuries, common ailments and health issues*
- 5 Food and drink

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



Speaking activities and strategies

The speaking activities used in lessons need to enable pupils to develop their...

- Confidence
- Spontaneity
- Complexity

Pupils need to use the language as building blocks and to extend their sentences from simple to connected to complex.



Pronunciation

Pronunciation is one of the key ingredients to develop pupils' confidence in speaking.

Tips:

- Teach pronunciation rules
- Consolidate every lesson
- Focus on key sounds in lessons
- Use other activities to introduce/revisit the rules
- Get the pupils to think about decoding how a word will sound
- Practise pronunciation before a speaking activity



Discussion 2 – Pronunciation

- How much time do you dedicate to pronunciation?
- Do you have particular activities you would like to share with us?



Examples of speaking activities

- Modelling
- Reaction cards
- Pick and mix



Modelling

Describe the picture.

In the photo there are [several people]. They [are playing volleyball]. [The men] [on the right] are wearing [blue t-shirts and white shorts].

I don't like [volleyball] because I think that it is [too difficult].



Modelling

Sur la photo il y a [deux] [hommes] et [deux]
[femmes]. [Une femme] porte [une robe] [rouge].
Ils [jouent au tennis].
Moi, je n'aime pas [le tennis] parce que je pense
que c'est [difficile].



Modelling



Reaction cards

Activity

Disagree+
reason

Change
something

Agree+
reason

Past

Future

Add
something

I like/don't like family
celebrations

- Moi, j'aime faire du recyclage à la maison.
- Ich denke, Zelten ist toll.
- Creo que es importante comer con la familia.



‘Pick and Mix’ Activity

- A My last school visit
- B A family celebration
- C The Olympic Games
- D My role model

1 unfortunately	2 great	3 I went	4 I had to	5 I would like to
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Discussion 3

- Which of the three activities/strategies would you like to use?
- Would you like to share other activities that you use with your pupils?



Paper 2 Reading and Writing

Paper	Length of assessment	Summary of assessment
<ul style="list-style-type: none">• Paper 2• Reading• Marks: 40 <ul style="list-style-type: none">• Writing• Marks :40	<ul style="list-style-type: none">• 1hr 45 mins available for the whole paper.• Students can divide the time as they wish.	<ul style="list-style-type: none">• Five reading passages in Spanis• One text will be taken from a literary source• Three writing questions• Questions 6 and 7 require candidates to write 60–75 words and 130–150 words.• Q8 Grammar question



Writing Task Q6

6

SECTION B

Une excursion en famille

hier

opinion

visite

restaurant

Tu écris une réponse de 60 à 75 mots **en français** au sujet d'une excursion en famille.
Tu dois employer tous les mots ci-dessus.

(10)



Writing Task Q7

Write 130–150 words in response to the question addressing four bullet points.

The students should be guided towards the main focus of each bullet point.

For example in this task, the bullet points suggest:

- **un evento en el parque que produjo mucha basura:** a description using the past tense (e.g. a fair/fun run/demonstration)
- **quién es responsable de limpiar el parque:** opinion and justification with reference to the third person
- **lo que tú harás para solucionar el problema de la basura:** use of future tense or future intent
- **tu opinión sobre el reciclaje:** opinion and justification.



Writing Task Q7

Schreib einen Bericht über deinen letzten Urlaub.

Du musst Folgendes erwähnen:

1. details von deinem letzten Urlaub
2. was dir am besten gefallen hat
3. warum Urlaub wichtig ist
4. deine Pläne für einen billigen Urlaub.



Planning sheet

Pupils fill in the boxes or teacher gives them particular words to use

	What is the bullet point saying?	What tense is it in?	What language can you use here?	What complex language can you use here?	How can you include another tense?
1					
2					
3					
4					



Ton opinion sur le sport

Planning task...

Pupils fill in the boxes or teacher gives them particular words to use.

Key phrases

Connectives

Adjectives

Opinion phrases



Discussion 4 – Planning sheet

- Do you use planning sheets in your class?
- How do your pupils approach Q6 and Q7, writing an essay?



Writing activities and strategies

- Unjumble the sentences
- Answers and adaptation
- Improve your sentences



Unjumble the sentences

Musikfeste / sind/ zu / Ich / glaube, /

Sechzehnjährige / jung / für

Me / tiempo / mis / gusta / pasar / a / mí / con /

amigos

moi / sport / bonne / de / je / garantit / rester /

pense / le / que/ en / santé



Unjumble the sentences

Me / tiempo / mis / gusta / pasar / a / mí / con / amigos

Support 1:

I like to spend my time with my friends

Support 2:

A...m.....me.....pasar.....con.....
....

Support 3:

A mícon mis.....



Answers and adaptation

Ich glaube, **Sechzehnjährige** sind zu jung für

Musikfeste

A mí me gusta **pasar tiempo** con **mis amigos**

Moi je pense que **le sport** garantit de rester en bonne
santé



Options

A mí me gusta **pasar tiempo con mis amigos**

A mí me gusta	pasar tiempo	con	mis amigos
No me gusta	ir de compras	sin	mi hermana
	ir al cine		mis padres
			mi familia



Improve my sentences

Yesterday I went to the cinema.

Past

My best friend is called Ana.

Future

I would like to study German.

but...

because



Think of complexity...

- Identify your basic and advanced language for your students
- Design activities in which some of the basic language is not going to be allowed
- Set weekly targets about using or not using particular words
- Always encourage ways to improve a sentence/paragraph by adding or substituting
- Refer to the List of Common Vocabulary in the Specification and select lesser used verbs/adjectives/adverbs...



Discussion 5

- How do you deal with complexity?
- Which activities/strategies would you like to use?
- Would you like to share other activities that you use with your pupils?



**Thank you for attending and
participating in this session.**



ALWAYS LEARNING