

# International GCSE

## Spanish (4SP0)

Teacher's guide

Issue 2

First examination 2014

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### *Acknowledgements*

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## Introduction

The Edexcel International General Certificate of Secondary Education (International GCSE) in Spanish is designed to be delivered in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

### About this guide

This guide is for teachers who are delivering, or planning to deliver, the Edexcel International GCSE in Spanish. The guide supports teachers in delivering the course content and explains how to raise the achievement of students. The guide:

- expands on the information on course requirements in the specification
- gives details of Assessment Objectives (AOs) and criteria
- provides support in developing students' listening and reading skills
- provides support in preparing students for the writing test
- gives guidance on the speaking test
- explains assessment procedures
- offers suggestions for a range of websites useful for delivery.

A substantial and comprehensive glossary of vocabulary will be published separately.



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## Why choose this qualification?

The Edexcel International GCSE in Spanish:

- enables students to demonstrate what they know, understand and can do
- provides a single tier of entry, which tests the whole ability range
- provides written assessments for listening, reading and writing skills
- provides a spoken language examination
- has been developed with rubrics in English and the target language
- has been developed with clearly defined lists of topic areas
- provides a foundation for Edexcel GCE AS and Advanced GCE in Spanish, and other equivalent qualifications.

For more information about this International GCSE and related resources, please go to [www.edexcel.com](http://www.edexcel.com).

# Support from Edexcel

We are dedicated to giving you exceptional customer service. Details of our main support services are given below. They will all help you to keep up to date with International GCSE.

## Website

Our dedicated microsite [www.edexcel.com/igcse2009](http://www.edexcel.com/igcse2009) is where you will find the resources and information you need to deliver International GCSE qualifications successfully. To stay ahead of all the latest developments, visit the microsite and sign up for our email alerts.

## Subject Advisor

The Subject Advisor service has been designed to support our language qualifications. The service will help solve your queries relating to our language qualifications and provide a means of sharing ideas, information and concerns.

To speak to a member of the Subject Advisor team for Languages, please call 0844 576 0035 (outside of the UK: +44 (0)1204 770696). You can also email the team at [TeachingLanguages@pearson.com](mailto:TeachingLanguages@pearson.com).

## Ask the Expert

To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of International GCSE and other Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at [www.edexcel.com/ask](http://www.edexcel.com/ask).

You may also be able to find answers to your questions by searching the Frequently Asked Questions (FAQ) database before you submit the question to us.

## Regional offices

If you have any queries about the International GCSE qualifications or if you are interested in offering other Edexcel qualifications, please contact your Regional Development Manager or [ServiceOperations@edexcel.com](mailto:ServiceOperations@edexcel.com) or go to: [www.edexcel.com/international](http://www.edexcel.com/international) for details of our regional offices.

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, can be arranged by Edexcel. Full details can be obtained from our website: [www.edexcel.com](http://www.edexcel.com).



# Section A: Qualification content

## Introduction

The International GCSE in Spanish is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

## Key subject aims

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop knowledge and understanding of the target language grammar and its practical application
- develop knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a foundation for further study of the target language or another language.

## Assessment and progression

- There are three single-tier papers. One single-tier paper assesses listening skills, one single-tier paper assesses reading and writing skills and one single-tier test assesses speaking skills.
- Grades available from A\* to G.
- First assessment in June 2014.
- Foundation for Edexcel GCE AS and Advanced GCE in Spanish, and other equivalent qualifications.

## Section B: Assessment

### Assessment overview

The table below is an overview of the assessment for this course.

We recommend that you make this information available to students to help ensure that they are fully prepared for, and know exactly what to expect, in the assessment of these papers.

### Papers 1, 2 and 3

The scheme of assessment consists of three single-tier components (Papers 1, 2 and 3), each targeted at grades A\* to G. Students are required to take all components. The examination papers assess the full range of achievement.

<b>Paper 1: Listening</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
4SP0/01 (Spanish)  Externally assessed	25	50	40 minutes (plus 5 minutes' reading time)	June examination series  First assessment June 2014
<b>Paper 2: Reading and Writing</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
4SP0/02 (Spanish)  Externally assessed	50	60 (30 for reading/ 30 for writing)	1 hour 30 minutes	June examination series  First assessment June 2014
<b>Paper 3: Speaking</b>	<b>Percentage</b>	<b>Marks</b>	<b>Time</b>	<b>Availability</b>
4SP0/03 (Spanish)  Externally assessed	25	40	Maximum of 10 minutes	June examination series  First assessment June 2014

## Assessment Objectives and weightings

### Papers 1, 2 and 3

	<b>% in International GCSE</b>
AO1: understand and respond to spoken language	25%
AO2: communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%
AO3: understand and respond to written language	25%
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	25%
<b>Total</b>	<b>100%</b>

## Assessment summary

<b>Paper 1: Listening</b>	<b>Description</b>	<b>Knowledge and skills</b>
<b>4SP0/01 (Spanish)</b>	<p>The examination will cover a range of topic areas selected from those listed in the specification. The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes, including pauses. All texts will be spoken by Spanish speakers.</p> <p>Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.</p> <p>The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will increase in length and will be tested through a range of question types, both verbal and non-verbal.</p> <p><b>Overall total: 50 marks</b></p>	<p>The Assessment Objective (AO) covered in this assessment is AO1: 25%</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• identify and note main points</li> <li>• deduce the meaning of words from context</li> <li>• extract specific details</li> <li>• identify points of view</li> <li>• show some understanding of unfamiliar language</li> <li>• recognise attitudes, emotions and opinions.</li> </ul>

<b>Paper 2: Reading and Writing</b>	<b>Description</b>	<b>Knowledge and skills</b>
<b>4SP0/02 (Spanish)</b>	<p>Paper 2 is a 1-hour and 30 minute examination. The total number of marks for the paper is 60, with 30 marks available for reading and 30 marks available for writing.</p> <p><b>Reading</b></p> <p>Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts and from different sources. It may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages and newspaper and magazine articles. The texts will relate to the topic areas in the specification.</p> <p>The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length.</p> <p>The questions require a combination of non-verbal responses and answers written in Spanish. Grammatical accuracy will not be assessed in this part of the paper.</p> <p><b>Writing</b></p> <p>In the first extended writing task (question 3b), students are required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and for knowledge and application of language according to the assessment criteria.</p>	<p>The Assessment Objectives (AOs) covered in this assessment are: AO2: 25% AO3: 25%</p> <p>For AO2, students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• identify and note main points</li> <li>• deduce the meaning of words from context</li> <li>• extract specific details</li> <li>• identify points of view</li> <li>• show some understanding of unfamiliar language</li> <li>• recognise attitudes, emotions and opinions</li> <li>• understand grammatical structures and functions, in context.</li> </ul> <p>For AO3, students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• use a register appropriate to the situation</li> <li>• show knowledge of a range of vocabulary in common usage</li> <li>• show knowledge of the grammar and structures prescribed in the specification</li> <li>• use the prescribed grammar and structures accurately.</li> </ul>

<b>Paper 2: Reading and Writing</b>	<b>Description</b>	<b>Knowledge and skills</b>
<b>4SP0/02 (Spanish)</b>	<p>In the second extended writing task (question 6), students will be required to select one writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in Spanish. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.</p> <p>The tasks for question 6 will encompass a variety of writing styles, such as narrative, descriptive, discursive and a range of formats such as a formal or informal letter, a report, an article, a page from a diary, the script of a speech.</p> <p>The 20 marks available for question 6 will be sub-divided into 10 marks for communication and content, 5 marks for knowledge and application of language, and 5 marks for accuracy.</p> <p><b>Overall total: 60 marks</b></p>	

<b>Paper 3: Speaking</b>	<b>Description</b>	<b>Knowledge and skills</b>
<p><b>4SP0/03 (Spanish)</b></p>	<p>The test will be divided into <b>two</b> sections – Section A and Section B. Each student chooses the topic area for Section A; the interviewer chooses <b>two</b> additional topic areas for the two conversations in Section B. Overall, each student will cover three of the five topic areas listed in the specification.</p> <p><b>Section A: Presentation and discussion based on a single picture</b></p> <ul style="list-style-type: none"> <li>• Maximum four minutes.</li> </ul> <p>Students will give a presentation for up to <b>one minute</b> on a picture they have chosen. A conversation with the interviewer will then follow for up to <b>three minutes</b>. The conversation must relate to the picture but may also include some questions prompted by the picture the student has chosen.</p> <p>The 20 marks available for this question are sub-divided into 10 marks for presentation, communication and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria in the specification.</p> <p>Students aiming at grade C or above will be required to:</p> <ul style="list-style-type: none"> <li>• give a personal interpretation of the scene</li> <li>• express opinions</li> <li>• use a variety of language and structures</li> <li>• respond imaginatively to the picture</li> <li>• discuss issues arising from the content of the picture.</li> </ul>	<p>The Assessment Objective (AO) covered in this assessment is AO4: 25%.</p> <p>For AO4, students will be assessed on their ability to:</p> <ul style="list-style-type: none"> <li>• show, in speech, a knowledge of a range of vocabulary in common usage</li> <li>• a knowledge of the grammar and structures prescribed in the specification</li> <li>• use the prescribed structures accurately.</li> </ul>

<b>Paper 3: Speaking</b>	<b>Description</b>	<b>Knowledge and skills</b>
<b>4SP0/03 (Spanish)</b>	<p><b>Section B: Two conversations</b></p> <ul style="list-style-type: none"> <li>• Maximum six minutes.</li> </ul> <p>Students will take part in two conversations with the interviewer on <b>two</b> separate topic areas. These topic areas will be different from the topic area students chose for Section A.</p> <p>Section B will last up to a maximum of <b>six minutes</b>, with approximately three minutes for each conversation.</p> <p>In order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.</p> <p>The 20 marks available for this part of the assessment are sub-divided into 10 marks for communication, interaction and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria in the specification.</p> <p><b>Overall total: 40 marks</b></p>	

## Using the mark scheme

The mark scheme gives the responses we expect from students. Indicative answers are given but during the examiners' standardisation process the mark scheme is updated and expanded to cover unexpected, correct student responses. It is recommended that you check the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) to find the most up-to-date mark scheme available.



# Section C: Planning and teaching

## Progression and differentiation

### Specification content

The specification content can be divided into **two** areas:

- 1 linguistic **structures**
- 2 **vocabulary** relating to the topic areas.

This section gives guidance on how these two content areas can be linked and how students can progress within a topic area.

You should first of all concentrate on training your students to recognise and use the topic-specific vocabulary in the minimum core vocabulary list, published separately. The five topics are divided into sub-topics which show the areas they cover. However, it is important that students develop language skills across topics, as well as within topics.

The level of linguistic demand is determined by the linguistic structures. Therefore, a sub-topic such as 'environmental issues' in listening or reading might be assessed at a fairly simple level through a simple interview giving factual information using simple structures or, at a more demanding level, through a longer and more detailed text about a specific issue.

On the following pages we give you ideas on the kinds of activity you might wish to include when preparing your students for this qualification. Each activity takes a sub-topic from the specification. 'Prior knowledge' refers to areas with which students are already likely to be familiar. Activities are graded within each skill area. The first activity in each box would be suitable for less able students, but could also be an introductory activity for the more able. The second and third activities in each box represent an increasing level of demand.

## Topic area A: Home and abroad

### Sub-topic: Weather and climate

#### Prior knowledge

- Vocabulary – use the minimum core vocabulary list (published separately) as a guide.
- Days of the week, months, time, numbers, adjectives.
- Landscape, town, names of places/countries.

<b>Suggested activities</b>	
Listening	<ul style="list-style-type: none"><li>• Match weather symbols to spoken words or phrases.</li><li>• Recognise sentences from a recorded weather report and match with text.</li><li>• Note down in the target language, details from a recorded weather report or identify locations from a radio broadcast.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Sequence a text to match a set of weather/seasons/climate symbols.</li><li>• Read an account of weather conditions (severe/unusual) and match up paraphrased sentences.</li><li>• Read a narrative centred on weather conditions with questions in target language.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Write about typical weather in your country (present tense).</li><li>• Write a weather diary for a week and comment in past tense about how the weather decided what you did on those days.</li><li>• Describe a holiday which was spoiled by bad weather or terrible climate (real or imaginary).</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Briefly describe the weather today or at a certain season.</li><li>• Have a conversation about a holiday destination – including what weather/climate you expect there and what you feel about it.</li><li>• Use a picture showing an extreme type of weather and have a conversation about it. Say what you feel about this type of weather and how it affects people.</li></ul>

## Topic Area B: Education and employment

### Sub-topic: Work/careers

#### Prior knowledge

- Vocabulary – use the minimum core vocabulary list (published separately) as a guide.
- Days of the week, months, time, numbers, adjectives.
- Jobs and places of work.
- Basic letter format: salutation and endings.

Suggested activities	
Listening	<ul style="list-style-type: none"><li>• Listen to a recorded advertisement for jobs and match to pictures.</li><li>• Listen to a radio advertisement for a job; identify a set number of correct statements from a list which might involve minimal paraphrasing.</li><li>• Listen to someone talking about a particular job and note advantages and disadvantages in the target language.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Match pictures to short job advertisements.</li><li>• Read a letter offering employment; identify a set number of correct statements from a list of phrases which involve paraphrasing.</li><li>• Read an account written by someone who recently returned from working abroad; recognise positive and negative attitudes; summarise in the target language.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Write about the jobs people in your family do.</li><li>• Prepare a word-processed CV adding key information (such as 'previous experience', 'linguistic skills', 'interests') to a prepared template.</li><li>• Respond to a job advert giving details of past experience, future plans and reasons for interest; include a word-processed CV.</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Answer simple questions on the jobs people in your family do.</li><li>• Working with a partner, conduct a short interview for a real or imagined job; make a recording of the interview.</li><li>• Make a phone call to find out details about a summer job. Give reasons for wanting the job and some details about yourself.</li></ul>

## Topic area C: House, home and daily routine

### Sub-topic: Food and drinks

#### Prior knowledge

- Vocabulary – use the minimum core vocabulary list (published separately) as a guide.
- Days of the week, months, time, numbers, adjectives.
- Food items, simple restaurant and kitchen vocabulary.

<b>Suggested activities</b>	
Listening	<ul style="list-style-type: none"><li>• Listen to a description of meals and match to pictures.</li><li>• Listen to a description of food that people like/dislike. Tick correct statements from a list.</li><li>• Listen to a radio programme about the preparation of a recipe. Put a list of statements into the correct order.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Match a statement of who drinks a specific drink to relevant pictures.</li><li>• Read a description of helping in the kitchen. Put a list of statements into the correct order.</li><li>• Read an account of a disastrous visit to a restaurant; answer questions in the target language.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Write (and word process) a menu for a celebration meal.</li><li>• Write an email to a friend overseas describing typical meals in your country</li><li>• Write an article describing your experiences in hotels and restaurants during a recent holiday. Include your opinions.</li></ul>
Speaking	<ul style="list-style-type: none"><li>• With a partner, discuss the composition of an ideal menu.</li><li>• With a partner, try to agree on what you like and do not like about school meals.</li><li>• Talk with a partner about a picture showing people at a celebratory meal. Describe the meal, say why you were celebrating and how you felt about it.</li></ul>

## Topic area D: The modern world and the environment

### Sub-topic: The media

#### Prior knowledge

- Vocabulary – use the minimum core vocabulary list (published separately) as a guide.
- Dates, present tense, adjectives.
- Countries, cultural information.

<b>Suggested activities</b>	
Listening	<ul style="list-style-type: none"><li>• Match people to their favourite TV programmes based on a previously recorded interview.</li><li>• Listen to a radio advert about a forthcoming event and fill in missing details in a gapped transcript.</li><li>• Listen to a radio broadcast or TV news item of a major sporting/entertainment event or coverage of a topical issue; recognise positive and negative attitudes; summarise in the target language.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Match headlines/captions to visuals of news items/events.</li><li>• Match headlines/captions to short texts of news items or recent events.</li><li>• Choose the most appropriate headline/caption for a selection of news items/descriptions of personalities or recent events.</li><li>• Complete sentences about a film/programme reviewed in a newspaper article.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Write a short email describing a favourite television or radio programme.</li><li>• Write a short article about a visit to the cinema.</li><li>• Write an article for your exchange partner's school magazine about a film just released in your country. Say why you do or do not like it.</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Conduct a simple survey to find out opinions on current television programmes.</li><li>• Answer questions about a recent or forthcoming event.</li><li>• Talk about a picture from a newspaper depicting a recent event. Include some opinions about it.</li></ul>

## Topic area E: Social activities, fitness and health

### Sub-topic: Shopping and money matters

- Vocabulary – use the minimum core vocabulary list (published separately) as a guide.
- Days of the week, months, time, numbers, adjectives.
- Shops and shopping activities.

<b>Suggested activities</b>	
Listening	<ul style="list-style-type: none"><li>• Listen to someone describing which shop they go to on different days of the week. Answer by ticking the correct picture from a choice of three for each day.</li><li>• Listen to instructions on what to buy tomorrow. Answer by ticking correct pictures from a list.</li><li>• Listen to a description of a shopping expedition. Give very brief answers in the target language to show comprehension of purchases, emotions and opinions.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Read a shopping list and tick relevant pictures.</li><li>• Read a short account of a visit to a bank. Identify a set number of correct statements from a list of phrases which involve paraphrasing.</li><li>• Read a longer account of an argument over money (with parent, sibling) and answer questions in the target language to show comprehension of details, emotions and opinions.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Write a short email explaining how you spend your pocket money.</li><li>• Write a letter thanking someone who has given you some money. Say what you will do with the money.</li><li>• Write (and word process) a report describing how you collected money for a charity and what you will do with the money.</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Explain how you like to spend your pocket money.</li><li>• Explain how you spent a present of money and why.</li><li>• Discuss your attitude towards money now and in the future when you will be earning money.</li></ul>

# Target language testing

## Introduction

The examination papers use a combination of symbols, pictures and target language prompts or questions, as described in the specification. All questions are set in the target language and require either a non-verbal response (box ticking, filling in a letter or a number) or a response in the target language.

## Preparing students for target language assessment

Course books and other teaching materials, such as those found on the internet, offer opportunities to practise target language assessment. There is a list of useful websites on page 29.

## Rubrics

Rubrics are in the target language and also in English. Clear, concise instructions for tasks in all papers are designed to support students of all abilities.

## Test types

Students will encounter a wide variety of test types in each of the papers, as listed in the specification. It is essential to give students regular practice and to train them to respond to all test types across the topic areas.

## Points for guidance

- a Where objective test types are used (ticking boxes, filling in a letter, number), an example will generally be given. Students should be taught to look at the example. **Answers used in the example will not be used again in the same question.**
- b Where answers in the target language are required for listening and reading comprehension tasks, it is important that students give easily comprehensible responses. That is, the accuracy of language will not be considered provided that the meaning is clear.
- c Where students have to read questions or instructions in the target language, the language used will be kept as simple as possible and will be less demanding than the language used in the text that is being tested.
- d Where students have to match pictures, headlines or captions to text, there will often be extra pictures, headlines or captions, for example six short texts matched with six out of seven titles.
- e For note taking or summary, students will always be given guidance. This guidance could take the form of a grid to complete, points to list or paragraph headings.

## Training students in listening skills

In the listening test, students will be required to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions (grade C and above).

You should train your students to:

- make the best use of the five minutes' reading time by:
  - reading the questions and working out what they have to do
  - looking at the titles, subtitles and contexts of each question, to identify the topics and the kind of vocabulary likely to be encountered
  - deciding what kind of answer is needed (for example a place, a number, a day)
  - concentrating on the question forms ('who'/'when'/'where'/'why'? etc) to work out what kind of information is required. So if the question is 'When?', they could expect to hear: a time, a date, a day, an expression of time such as today, tomorrow, this evening
- look at the example
- note the number of marks available – this will tell them how much detail they need to give
- listen not only for individual items of vocabulary but also for sequences of language
- recognise time indicators, for example 'yesterday', 'tomorrow'
- make connections between nouns, verbs and adjectives and recognise the target-language pronunciation of cognates and near cognates
- identify opinions and key concepts and draw conclusions
- listen for negatives, comparisons and 'qualifiers', for example 'a lot', 'few', 'sometimes', 'rarely' or 'very'
- remember that the answers are heard in the order in which they are required, ie the answer to the first question will be heard before the answer to the second question, etc
- answer concisely and unambiguously where an answer in the target language is required.

Students should be given regular opportunities to practise the various test types. Most textbooks incorporate the different types of test. Numbers, dates, prices, times and the alphabet should be practised on a regular basis.



## Training students in reading skills

In the reading sections of the test, students will be required to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions (grade C and above)
- understand grammatical structures and functions, in context.

You should train your students to:

- look at the context, title, subtitles (they will give students a clue to the type of vocabulary that they are about to read) and visuals
- read the questions carefully
- deduce meaning from the context and/or by applying grammatical knowledge
- look for cognates and near cognates and be aware of 'faux amis'
- give detailed responses that answer the question fully but which are also concise and unambiguous
- identify opinions and key concepts and draw conclusions
- look out for negatives, comparisons and 'qualifiers', for example 'a lot', 'few', 'sometimes', 'rarely' or 'very'
- look for tenses and time indicators
- answer every question and check that the amount of information given (or the number of ticks) matches the mark allocation for the question
- remember that the answers are presented in the order in which they are required, ie the answer to the first question will be provided in the text before the answer to the second question, etc
- write clearly and legibly.

Again, students should be given regular opportunities to practise the various types of test.

## Training students in writing skills

Details of the writing test requirements can be found in the specification. The assessment criteria give detailed information of what is expected from students.

You may find it helpful to:

- link writing tasks with oral preparation
- use the grade descriptions and assessment criteria to make students aware of how to access the higher marks
- encourage students to learn spellings
- encourage students to read in Spanish to improve accuracy
- teach students to allow time to check their writing
- teach students how to check their work methodically by reading it several times and looking for different possible mistakes each time (adjective agreements, verb endings, etc).

The following advice and guidance is for students aiming for grade C and above:

- read the instructions carefully
- check that all bullet points are covered (if applicable)
- ensure that the style of writing used is appropriate
- demonstrate ability to use a wide range of vocabulary and idiom
- include time references/tenses
- link sentences by using time indicators and other links
- express and justify ideas and points of view
- try to use comparisons
- be aware that a degree of sophistication is needed for the higher marks
- avoid repetition, as this does not show off a range of syntax and/or vocabulary
- try to show more complex structures, such as use of conjunctions, pronouns, subordinate clauses, tenses, verb forms, etc
- check spellings, taking care to write accents correctly
- check verb forms; a common error is to use the infinitive instead of the conjugated form
- look carefully at work that has been marked, note any mistakes and work out what was wrong.

# Training students for the speaking test

## Introduction

The aim of the speaking test is to give students as much opportunity as possible to perform to the best of their ability. In the first part of the test, students are expected to present a picture of their choice relating to one of the five topic areas, and to engage in a discussion about the picture with the centre-appointed interviewer. In the second part of the test, students are expected to take part in conversations based on **two** other topics chosen by the interviewer at the time of the test.

For the conversations, students will cover two topics. The interviewer will select both topics. For each student, the interviewer must also ensure that there is no overlap of subject matter across the various sections of the test. The discussion based on the student's picture and the two conversations chosen by the interviewer must be based on three out of the five broad topic areas.

The interviewer must ensure that all topics are evenly covered across the centre.

Section	Timing	Test type	Topics	Total marks
Section A	1 minute maximum	Presentation on a picture	Student's free choice of topic	<ul style="list-style-type: none"> <li>• Presentation, communication and fluency (10 marks)</li> <li>• Knowledge and application of language (5 marks)</li> <li>• Accuracy (5 marks).</li> </ul> Total for Section A: 20 marks
	3 minutes maximum	Discussion		
Section B	3 minutes maximum for each of the two topics (total of 6 minutes)	Conversation	Interviewer chooses <b>two</b> further topics	<ul style="list-style-type: none"> <li>• Communication, interaction and fluency (10 marks)</li> <li>• Knowledge and application of language (5 marks)</li> <li>• Accuracy (5 marks).</li> </ul> Total for Section B: 20 marks

Students have a free choice of the first topic area (the main theme of their chosen picture). The theme of the pictures can be the same for an entire teaching cohort, but each picture must be different. Ideally, students will select their own picture for Section A.

## Preparation of students

Throughout the course, students will be developing and improving their skills through a variety of classroom activities such as role play, question and answer exercises, presentations and discussions.

Students may also have been encouraged to make recordings of their own conversations and interactions. Those aiming for grade C and above will be expected to express opinions and use a variety of structures, including a range of tenses.

The suggestions that follow are intended to support you and your students in preparing for both sections of the speaking test.

## Section A: Presentation and discussion based on a picture

It is recommended that students choose their own picture in advance of the examination. The students effectively choose the topic of the first discussion. If students cannot choose their own picture, it is recommended that you give your students a choice of pictures.

Pictures for the presentation should include objects, people and interaction to give students at the lower end of the ability range the opportunity to give an appropriate level of relevant information and description. For students aiming at grade C and above, their chosen picture should enable them to use a range of tenses and to narrate, extrapolate, and justify as well as to express opinions.

The picture should enable students to use as wide a range of vocabulary and structures as appropriate to their ability.

**The theme of the pictures can be the same for an entire teaching cohort, but each picture must be different.**

Students have the opportunity to introduce their chosen topic briefly (no longer than one minute) to enable them to make a confident start. After this initial presentation, the discussion – based on the picture and its theme – should develop in a natural way. The discussion must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. Students should be trained to show these skills and the interviewer should ask questions that allow students to demonstrate them.

The presentation and ensuing discussion will be assessed in accordance with the assessment criteria given in the specification. Students must be aware of the demands of the assessment criteria to achieve the grade they are targeting.

## Section B: Conversations

As for Section A of the speaking test, the two conversations are intended to encourage as natural an exchange as possible between student and interviewer.

The interviewer must choose both topics from the four remaining main topic areas and is free to develop any related conversation sub-topic(s). Examples of possible sub-topics are identified in the following grid. Students could talk about all relevant sub-topics or focus on just one.

### Suggested sub-topics

Topic areas	Suggested themes from the sub-topic areas
A – Home and abroad	<ul style="list-style-type: none"> <li>• Region/town in target-language countries either visited or researched by the student.</li> <li>• Holidays.</li> <li>• Travelling.</li> </ul>
B – Education and employment	<ul style="list-style-type: none"> <li>• School life and routine.</li> <li>• Future plans.</li> <li>• Work/careers.</li> </ul>
C – House, home and daily routine	<ul style="list-style-type: none"> <li>• Home and domestic routine.</li> <li>• Family.</li> <li>• Friends.</li> <li>• Food and drink.</li> </ul>
D – The modern world and the environment	<ul style="list-style-type: none"> <li>• Environmental issues.</li> <li>• TV, film, radio, newspapers, magazines.</li> <li>• Technological advances.</li> </ul>
E – Social activities, fitness and health	<ul style="list-style-type: none"> <li>• Hobbies, interests, sports and exercise.</li> <li>• Shopping.</li> <li>• Health issues.</li> </ul>

Sample assessment questions are provided for each main topic area, covering all levels of ability. They are neither exhaustive nor prescriptive but are intended as a guide to the type of questions the interviewer might ask and the breadth of coverage appropriate to the topic area.

There is inevitably some overlap between topics and the interviewer should not feel that the divisions are so rigid that they might inhibit a natural conversation, for example 'hobbies and interests' (social activities, fitness and health) may overlap with 'TV' (the modern world – media).

All students should be given the opportunity through practice and preparation to achieve optimum results. Students at the lower end of the ability range will need to be given opportunities to show what they can do in a supported situation.

The interviewer is free to develop any related conversation sub-topic or sub-topics that relate to the main topic areas. The choice, number and use of sub-topics is at the interviewer's discretion. There is no requirement to develop any additional sub-topics to those listed, although this is permissible.

For example, an interviewer who has chosen the main topic area 'Education and employment' as a topic of conversation may wish to focus on school or to extend the conversation by giving a student the opportunity to talk about future plans. The decision to restrict questioning to one sub-topic or to open up the conversation to different sub-topics depends on the experience and ability of the students and on the depth of response they can offer.

Consequently, it is important to identify all potential topic/sub-topic areas and to earmark them for exploitation in the centre's scheme of work.

It is also important to tell students that the discussion is assessed separately from the two conversations and that a poor performance in the discussion need not affect the marks for the conversations and vice versa.

## **Preparing for the conversations**

You may find the following suggestions useful in preparing for the conversation section of the speaking test:

- familiarise your students with all the main topic areas and identify sub-topics
- build up banks of questions and practise them
- consolidate structures, vocabulary and idioms used in speaking practice through writing tasks on various topics
- use tenses and express opinions
  - reinforce use of past and future tenses and expressions of opinion through activities based on surveys, questionnaires and interviews
  - train students to expand their ideas, to see advantages and disadvantages, and to use such expressions as 'on the one hand', 'on the other'
- where appropriate, encourage students to listen to radio and watch TV.

It must be emphasised that the conversations should retain a level of spontaneity. Rote learning of prepared questions does not encourage a natural conversation. When practising with students it is important that you vary the wording and the order of questions.

## Conducting the conversations

### Exemplar questions

The sample assessment papers contain guidance on the type of questions that might be suitable for the full ability range.

In the specification the assessment criteria for conversations give details of likely student performance across the range in terms of communication and language. You may find the points below useful as you prepare, or the interviewer prepares, for conducting the conversations in the speaking test.

### Students aiming for grades G, F or E

#### Points to avoid

- Asking questions that can be answered with yes or no (closed questions).
- Using Anglicisms in an attempt to get a response.
- Duplicating questions: How old is your brother? How old is your sister? etc.
- Using overcomplicated phrasing of questions.

#### Positive strategies

- Give personal examples to prompt response.
- Provide simple extensions.

### Students aiming for grades D or C

#### Points to avoid

- Asking too many simple questions, which limit the potential for student response.
- Accepting without intervention a pre-learned description or catalogue of events.

#### Positive strategies

- Give students opportunities to respond in past or future tenses by reacting to information as well as by asking a direct question.
- React positively to students' readiness to demonstrate a good degree of preparation but be ready to interrupt a monologue to enable the student to show their ability to expand or offer an opinion.
- Phrase the questions to give students the opportunity to use complex sentences and a range of vocabulary.

## Students aiming for grades B, A or A\*

### Points to avoid

- Limiting student performance at the highest level by engaging too enthusiastically in the exchange and talking more than the student.
- Failing to ask searching questions that allow the student to show their full potential and to demonstrate the level of response needed to access the higher marks.
- Persisting with a question that the student has failed to understand; students are often thrown by this.

### Positive strategies

- Express interest in any questions asked by the student but turn them back to the student; it is their performance that is being assessed.
- Ask students open-ended questions to encourage wide-ranging responses.

### General advice for the interviewer

- Keep to the time limits (maximum four minutes for Section A and six minutes for Section B).
- The two conversations should be of equal length (ie three minutes each).
- Keep the assessment criteria in mind to ensure that students are given a chance to perform at the highest possible level, according to their ability.
- Announce the change of topic (in the target language).
- Use the suggested questions in the sample assessment papers as a guide only.
- Avoid closed questions.
- Give students the opportunity to use tenses other than the present and to express and justify opinions.
- Encourage students aiming for grade C and above to expand beyond a simple reply to each question and to aim for a natural conversation.
- Allow students to take the initiative but intervene if a student tries to recite pre-learned material.
- Listen carefully to the student's answers and relate subsequent questions to the information acquired.
- Try to link questions – sudden changes are confusing, especially to less-able students.
- If a question is not understood after one repetition, move on to another question; further questions may just confuse or discourage the student.
- Never correct a student's language, however inaccurate.
- Show an interest in the student's responses; comment and respond naturally, but briefly, to what the student says.



## **Assessment**

All speaking tests will be externally marked by Edexcel.

The two sections of the speaking test (Section A: presentation and discussion and Section B: two conversations) are assessed separately according to the assessment criteria published in the specification.

## **Administration**

A template copy of the candidate's cover sheet for the speaking test is included in *Appendix 2*.

## Application of grammatical knowledge and accuracy

One of the aims of this qualification is to develop knowledge and understanding of the grammar of the modern foreign language and the ability to apply it.

The linguistic structures, which students are expected to know and understand, are listed in the specification. The degree to which these are mastered will depend on the ability of the individual student. However, as far as possible, students should be encouraged to manipulate structures and language to suit a purpose and to express what they want to write or say.

Students should be taught how to structure the language, for example how to make statements, how to ask questions and how to develop the complexity of their language through using a range of tenses, the use of subordination, pronouns, adverbial and other phrases. They also need to be able to use language appropriately (for example correct register).

The way this is taught will depend on the centre and the style of the individual teacher and should be appropriate to students' needs.

Students should be trained to be as accurate as possible in both their writing and speaking in the target language. In their writing work this includes spellings, word endings and correct applications of grammatical conventions such as plurals and adjectival agreements. In their speaking, it includes pronunciation and intonation.

Students should also be trained to check their work thoroughly using the grammatical rules they have already learned and by consulting dictionaries to check spellings. All students, and in particular the less able, should be trained to check spellings copied from the board or a textbook and to use a dictionary to check spellings when they are not sure of their accuracy.

## Resources

Please note that while resources are correct at the time of publication, website addresses may change at any time.

### Textbooks

- Calvert M and Gonzalez Florido H – *iAsí!* (Nelson Thornes, 2005)  
ISBN 9780748791729 – a three-part course, including student’s textbooks and workbooks, a teacher’s book, a resource and assessment file, CDs to accompany each volume and a CD ROM
- De Sudea I and Knill C – *Español de Primero Segunda edición* (OUP, 2004)  
ISBN 9780199123933 – a two-part course including a student’s textbook, a teacher’s resource and assessment file and CDs to accompany each volume
- Ellis M and Martin R – *Aventura Nueva* (Hodder & Stoughton, 2004)  
ISBN 9780340868874 – a three-part course including student textbooks and workbooks, a teacher’s book, a resource and assessment file, CDs to accompany each volume and a CD ROM
- López Cascante J and O’Hare J – *iMola!* (Philip Allen, 2009) ISBN 9781844896233 – a single course book with teacher guide and CDs
- O’Connor N and Rainger A – *Caminos Segunda edición* (Nelson Thornes, 2003)  
ISBN 978-0748767847 – a three-part course, including a student’s textbook, a teacher’s resource and assessment file and CDs to accompany each volume

### Useful websites

There is a wealth of useful resources and excellent websites available for use in Spanish teaching and learning.

<a href="http://oye.languageskills.co.uk/intermediate/year10.html">oye.languageskills.co.uk/intermediate/year10.html</a>	Spanish vocabulary and grammar exercises
<a href="http://www.about.com/education">www.about.com/education</a>	Practical information and exercises
<a href="http://www.asisehace.net">www.asisehace.net</a>	Website provided by the Spanish department at Nottingham High School, England
<a href="http://www.atantot-extra.co.uk">www.atantot-extra.co.uk</a>	Vocabulary builder
<a href="http://www.audio-lingua.eu">www.audio-lingua.eu</a>	MP3 recordings in several languages
<a href="http://www.bbc.co.uk/languages">www.bbc.co.uk/languages</a>	Language learning practice
<a href="http://www.bbc.co.uk/schools/gcsebitesize/">www.bbc.co.uk/schools/gcsebitesize/</a>	Revision practice for GCSE students
<a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish">www.bbc.co.uk/schools/gcsebitesize/spanish</a>	Useful tips and guidance for students to use individually
<a href="http://www.camsoftpartners.co.uk">www.camsoftpartners.co.uk</a>	Information about using IT in the MFL classroom
<a href="http://www.cilt.org.uk">www.cilt.org.uk</a>	Links to teacher blogs and new ideas for teaching
<a href="http://www.cilt.org.uk/secondary/14-19.aspx">www.cilt.org.uk/secondary/14-19.aspx</a>	Video clips illustrating good teaching practice
<a href="http://www.cilt.org.uk/secondary/14-19/ict.aspx">www.cilt.org.uk/secondary/14-19/ict.aspx</a>	A menu of case studies and good practice using ICT

<a href="http://www.espanol.byki.com">www.espanol.byki.com</a>	Free online Spanish resources
<a href="http://www.espanolextra.com">www.espanolextra.com</a>	Online Spanish resources for teachers and learners
<a href="http://www.hellomylo.com">www.hellomylo.com</a>	Free Key Stage 3 and Key Stage 4 language learning resource
<a href="http://www.llas.ac.uk">www.llas.ac.uk</a>	Subject Centre for Languages, Linguistics and Area Studies
<a href="http://www.mdlsoft.co.uk">www.mdlsoft.co.uk</a>	Task Magic: authoring and interactive content creation tools for teachers
<a href="http://www.spanishrevision.co.uk">www.spanishrevision.co.uk</a>	Spanish revision and exercises
<a href="http://www.uni.edu/becker/Spanish3.html">www.uni.edu/becker/Spanish3.html</a>	Links to many Spanish websites

### **Search engines**

[www.google.es](http://www.google.es)  
[www.terra.es](http://www.terra.es)  
[www.yahoo.es](http://www.yahoo.es)

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# Appendix 1: Use of information and communication technology in Spanish

## Introduction

Information and communication technology (ICT) can be a very useful tool to improve student achievement in Spanish. The use of ICT should be seen as an integral part of teaching and learning and you should encourage students to become increasingly independent users of ICT within the centre and at home. The availability of software is expanding and you should encourage students to use it for home study and revision.

ICT helps students to develop a wider range of expression and addresses the need for access to a more extensive range of unfamiliar language (through reading and listening) and to a variety of materials from countries and communities where the languages are spoken. It is a very good motivator, allowing students to learn in a variety of ways best suited to their particular learning styles and enabling them to engage intensively with the target language. Most importantly, it provides a window on the world and allows students to hear native speakers.

## Making the most of ICT in this qualification

A range of ICT applications will be useful in preparing students for their International GCSE in Spanish.

## Developing knowledge and understanding of grammar and the ability to apply it

- ICT is an excellent tool for practising and consolidating all aspects of grammar. The *Resources* section on page 29 gives links to many useful practice exercises.

## Developing listening skills through ICT

- Access to authentic materials and a variety of topics via satellite TV or video clips on the web helps to develop more sophisticated listening skills. Video clips provide excellent paralinguistic clues to support comprehension. 'YouTube' clips can be linked directly to a data projector for viewing in class. Audio and video material that provides a printed version of the text as subtitles, which you can display or hide, is particularly useful.

## Developing reading skills through ICT

- Communicating via email provides immediate access to native speakers and brings the target language into the classroom. Online dictionaries are particularly useful for students who are accessing authentic texts via the web.
- Using foreign search engines such as Google.es enables students to search for suitable websites relating to a particular topic area or to expand their reading. Using search engines can be a useful way of developing skimming and scanning techniques.

- Favourite websites can be put on the school/college intranet/virtual learning environment (VLE) to avoid time spent searching through too much material and can be related to the different topic areas. These materials give greater variety and students can be encouraged to choose a text to read for general ideas.

### **Developing writing skills through ICT**

- Word processing software can be used to help students in redrafting their writing and improving its accuracy, quality and presentation.
- Grammar checkers are a useful tool to highlight mistakes and give reasons for mistakes. However, students should not become reliant on them; they are not infallible and, of course, they must not be used in any of the International GCSE assessments.
- Spellcheckers help with improving accuracy. The mistake is highlighted, so students first look at the error and are then given the correct version. (Again, these must not be used in International GCSE assessments.)
- Online dictionaries enable students to extend their writing skills, improve accuracy and extend their range of language and expressions.
- DTP (desktop publishing) packages, for example Adobe InDesign, together with authentic clip art and access to illustrations via the internet enable students to present information in a particular way with regard to an audience, combining graphics with text.
- Email can be used to share ideas and work with native speakers. Joint projects can be organised between schools and colleges with students collaborating on topics – this provides a real context for communication and an audience for writing. Email can also be used to request information about a specific area in the target language. School and college websites provide an excellent location for students to publish their work.

Text-manipulation software can be used as a guided writing tool before students produce a specific piece of written work.

### **Developing speaking skills through ICT**

- Generic multi-media presentation packages such as PowerPoint, are excellent tools for combining skill areas but also for putting together multi-media presentations in the target language.
- Using a video camera is a good motivator and a useful tool for enabling students to improve their learning performance in preparation for the International GCSE speaking test. Peer assessment of work allows students to assess communication and quality of language grades, making them more aware of the precision and accuracy required to reach the higher levels.
- Videoconferencing has enormous potential and provides an excellent medium for practising both speaking and listening skills through direct communication with native speakers, providing a real context for learning.



## Revision and study support

The broad range of Spanish software now available, and online learning services such as BBC Bitesize, enables students to practise aspects of language intensively with greater concentration both at home and at school.

### Top tips for using ICT in languages

- 1 Carry out short, limited projects, with clear goals and outcomes.
- 2 Target single ICT applications; don't try to use everything at once.
- 3 Be aware of student skills. If using new applications or new techniques, ensure that students have sufficient time to learn the new elements before applying them in the language context.
- 4 If possible, try to use authentic language versions of software.
- 5 Let students with higher-level ICT skills 'shine' – perhaps by teaching others how to use a piece of software.
- 6 Guide students to listen to selected target-language radio online or to watch TV clips online.
- 7 Email could be one of the best ways of encouraging students to use their language, but email projects must be prepared carefully with an opposite number in the Spanish-speaking school.
- 8 Make the most of multi-media. It gives students opportunities to practise speaking and listening, even with very basic software.
- 9 Use the school/college website to provide an international audience for your students' language skills.



## Appendix 2: Candidate cover sheet (Paper 3)

**To be completed by the centre-appointed interviewer:**

Centre name:		Centre number:		Language:	
Candidate name:		Candidate number:		Specification number:	
Date of speaking test:	Name of interviewer conducting test (Block capitals):			CD number:	Track number:

	Topic area	Sub-topic
<b>Section A</b>	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
<b>Section B, Conversation 1</b>	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
<b>Section B, Conversation 2</b>	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

### Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support professional development and training of centre interviewers and Edexcel examiners.

Signed (candidate): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (teacher): \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by the Edexcel Examiner:**

### Section A

Presentation, communication and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

### Section B

Communication, interaction and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

**May 2012**

**For more information on Edexcel and BTEC qualifications please  
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