

INTERNATIONAL GCSE

Spanish (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Spanish (4SP1)

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Introduction

This getting started guide provides an overview of the new Pearson Edexcel International GCSE in Spanish qualification, to help you to get to grips with the changes to content and assessment, and to help you understand what this means for you and your students.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

Planning – In addition to the relevant section in this guide, we will provide a course planner and an editable scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard – Sample assessment material will be provided.

Tracking student progress – Results Plus provides the most detailed analysis available of your students' exam performance. It can help identify topics and skills where students could benefit from further learning. We will also offer examWizard, which is a free exam preparation tool containing a bank of past Edexcel exam questions, mark schemes and examiner reports for a range of GCSE and International GCSE subjects.

Support – Our subject advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas with each other. You can sign up to receive e-newsletters to keep up to date with qualification updates, and product and service news. Email our subject advisor: TeachingLanguages@pearson.com

Key features of the qualification

- Engaging topics suitable for all students

The new specification is based closely on the legacy specification with only necessary changes made to reflect trends in Modern Foreign Language assessment. The content is culturally relevant and sensitive.

- Clear and straightforward question papers

These include realistic and contextualised tasks based on authentic texts, including the introduction of a text from a literary source. Tasks types will be recognisable from series to series. Clear mark schemes will allow teachers and students to understand the assessment.

- Broad and deep development of skills

Students will be able to develop skills acquired at Key Stage 3. The new 9-1 system of grading will cater for a wide ability range whilst giving the most able students a realistic challenge.

- Enables progression

Students can progress from the International GCSE to Level 3 qualifications including the International A Level. Achievement in the International GCSE is broadly equivalent to Levels A2 and B1 of the Common European Framework of Reference for Languages.

What's new?

This new specification draws on the successful aspects of the legacy specification whilst introducing changes based on trends in modern foreign language testing in the UK and feedback from all parts of the international school, UK independent school and language teaching community.

The three papers of the legacy specification are maintained with equal weighting given to all four skills of listening, reading, writing and speaking. Assessment is linear with the first examination series in the summer of 2019.

Assessment is based on the five main Topic Areas listed in the specification. These are largely similar to the legacy specification. Whilst the Topic Areas of *Home and abroad* (A), *Education and employment* (B) and *Social activities, fitness and health* (E) are maintained, Topic Areas C and D have been renamed *Personal relationships* and *The world around us*. In essence, however, much of the content of the Topic Areas remains the same.

Detailed changes are as follows:

- Some sub-topics have been moved. *Weather and climate* and *Travel and transport* are now tested as part of Topic Area D; *Childhood* is now tested as part of Topic Area C; *Food and drink* is now tested as part of Topic Area E.
- Some sub-topics have been removed. *Religion* no longer features in Topic Area A, leaving *Customs* as a stand-alone sub-topic. *Current affairs and social issues* no longer features in Topic Area D.
- Some new sub-topics have been introduced. Topic Area B now includes *School rules and pressures*, *School trips, events and exchanges* and *Volunteering*. Topic Area C now includes *Role models* and *Relationships with family and friends*.

Rubrics in the listening, reading and writing examinations will be given only in the target language. These rubrics and suggested questions for the speaking examination will be given in the second person singular informal form.

Multiple-choice questions in the listening and reading examinations will have four rather than three options from which to choose the correct answer.

Changes to the assessment structure for each skill are as follows:

Listening

Weighting: 25%

Examination: 30 minutes plus 5 minutes reading time

Marks: 40

There is no change to the assessment aims for this paper. However, the paper is now based on a reduced number of recorded extracts with fewer marks. Candidates will hear each of seven extracts twice. As before, these will include monologues, dialogues or conversations between three speakers.

There will be an incline of demand within the listening examination. It will begin with shorter statements which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.

Reading

Weighting: 25%

Examination: c. 52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification.

The five reading passages placed together in Section A of Paper 2 (Reading and writing) will come from a range of authentic sources and will include task types which demand a variety of input from students, including multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

One text will be taken from a literary source with questions requiring note-taking from the text. Teachers should note that the text is simply a vehicle for testing language from a different genre than has been tested in the legacy specification. Literary knowledge will not be tested.

Writing and grammar

Weighting: 25%

Examination: c.52 minutes of the 1hr 45 mins available for the whole of Paper 2

Marks: 40

The assessment aims for this paper remain the same as in the legacy specification with the addition of “understand grammatical structures and functions, in context”.

The three writing and grammar questions in Section B are very similar to the two writing questions in the legacy specification with the following differences:

The writing tasks are now placed together in the paper, rather than separately as they were in the legacy specification.

Question 6 requires candidates to write 60 – 75 words of Spanish. This question is no longer based on a reading passage and the words given in boxes below the question are prescriptive rather than optional.

There continues to be a choice of three more challenging questions at Question 7 with a word count of between 130 and 150 words.

Question 8 is a grammar-based task which requires candidates to complete a text with the correct grammatical form of verbs or adjectives.

Speaking

Weighting: 25%

Examination: 8-10 minutes

Marks: 40 marks

The assessment aims for this paper are:

- 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 Section A students respond to questions on a picture of their own choice. Candidates will no longer give a presentation. They may select a picture from any sub-topic area excluding sub-topics A3 (*Services*), C3 (*Role models*), C5 (*Childhood*), D2 (*Weather and climate*) and E4 (*Accidents, injuries, common ailments and health issues*). These will not be assessed in Task A.

In Sections B and C candidates take part in a spontaneous discussion. The teacher/examiner will use the randomisation grid provided by Pearson to determine which topic is to be examined in Task B and Task C.

The timing of the tasks has changed to the following pattern:

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Content guidance

AO1 – Understand and respond, in writing, to spoken language

This Assessment Objective is tested in Paper 1, Listening, by means of seven recorded extracts of spoken Spanish. The paper begins with short recorded extracts which students match to a picture. In questions 3 and 7 students respond in writing to what they hear. There is an incline of difficulty throughout the paper.

Example from Sample Assessment Material

Transcript:

Los videojuegos

Pregunta 7

M2 La popularidad de los videojuegos ha crecido en los últimos años porque mucha gente se divierte jugándolos; las críticas también aumentan porque muchos dicen que fomentan la violencia. ¿Qué piensas, Natalia?

F1 Creo que hay muchos padres que pasan mucho tiempo jugando a los videojuegos con sus hijos, mejorando así las relaciones familiares entre ellos. Sin embargo, debido a los videojuegos, los jóvenes tienen cada vez menos contacto social cara a cara. Hay científicos que indican que es una pena que no se incentiven más los videojuegos porque estos pueden contribuir a que los jóvenes tengan una mejor memoria. También hay varios estudios que demuestran que los videojuegos ayudan a tomar decisiones con rapidez. Una crítica es que los videojuegos son costosos y así esta actividad no es nada barata. ¿Qué opinas tú, Jaime?

M1 Algunos psicólogos dicen que los jóvenes que juegan a los videojuegos se concentran por largos períodos y aprenden a solucionar problemas difíciles, algo que puede ser útil en la vida diaria. Sin embargo, creo que es muy malo porque algunos jóvenes no pueden parar de jugar a los videojuegos. Las consecuencias de esto son serias, los jóvenes abandonan las obligaciones escolares diarias y muestran síntomas de depresión y ansiedad.

A Getting started for teachers

Question paper:

Los videojuegos

- 7 Escucha lo que dicen Jaime y Natalia sobre los videojuegos. Escribe **en español** los aspectos positivos y los aspectos negativos que mencionan. No necesitas escribir frases completas.

	Aspectos positivos	Aspectos negativos
Ejemplo: Jaime	divertidos	violentos
Natalia	(a) (b)	(b)
Jaime	(d) (e)	(b)

This question, the most demanding in the paper, requires candidates to extract information from an extended piece of recorded Spanish. The challenges lie in selecting the correct information as a positive or negative aspect.

It should be noted that students do not need to answer in full sentences. So a positive aspect might be given as *ayudan a recordar más*; or a negative aspect as *son costosos*. As illustrated here, targeted lifts are permissible.

This question tests all the strands of listening which are listed for AO1:

- 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.

Teachers should encourage students at this level to listen for detail. Thus a positive for Natalia would be *ayudan a tomar decisiones con rapidez*, rather than just *ayudan a tomar decisiones*.

Further examples of this type of note-taking question can be found in the legacy specification.

Listening activity 1

Transcript:

Mi vida

Pregunta 3

F2 Tengo 15 años, soy alemana pero vivo en Bolivia desde el año 2014. Mi padre es ingeniero, trabaja con un grupo de ayuda. Por su trabajo hemos visitado muchos lugares diferentes. Este país es muy atractivo porque tiene unos paisajes maravillosos y lugares históricos muy interesantes.

Los veranos vamos a Berlín donde vive mi hermana mayor que está casada y tiene hijos. Las actividades que más me gusta hacer allí durante las vacaciones son pasar tiempo con mis sobrinos que son muy graciosos y jugar al ajedrez, el cual es el pasatiempo favorito de toda mi familia.

Question paper:

Mi vida

- 3** Escucha lo que dice Ana sobre su vida. Completa la tabla **en español** o usando números cuando sea necesario.

Ejemplo: Edad: 15 ños.

(a) Llegó a Bolivia en: **(1)**

(b) Profesión del padre: **(1)**

(c) Lo que le gusta de Bolivia: **(2)**

(d) Actividades favoritas: **(2)**

This activity requires students to make short notes in Spanish, usually just one word or a number such as a time or a date. They must listen for distractors and process the information to select the correct answer. Occasionally there may be more than one correct answer as in (c). Students are not penalised for wrong spelling as long as the word is recognisable.

Listening activity 2

Transcript:

Mi instituto

Pregunta 4

F1 ¿Ahora, hay un nuevo director en tu instituto?

M2 Sí, es el Señor Terán.

F1 ¿Qué otros cambios habrá en el futuro en tu instituto?

M2 Tendremos más alumnos porque el edificio será más grande. Para los deportistas será fantástico porque pronto podremos usar el nuevo gimnasio y la piscina.

F1 ¿Cómo era tu instituto en el pasado?

M2 Diferente porque muchos profesores han dejado el instituto. También el año pasado se suspendieron los intercambios con institutos franceses.

F1 ¡Qué lástima! Y ¿qué está pasando ahora?

M2 Bueno, estudiar inglés y francés es aún muy popular. Y ahora tenemos varias actividades extraescolares, vemos películas extranjeras y escuchamos música.

Question paper:

Mi instituto

- 4 ¿Qué pasaba antes, qué pasa ahora y que pasará en el futuro? Pon una equis **en una casilla solamente, por cada opción.**

	Pasado	Presente	Futuro
Ejemplo: el director	[]	[X]	[]
(a) los estudiantes	[]	[]	[]
(b) los maestros	[]	[]	[]
(c) los clubes	[]	[]	[]
(d) las instalaciones	[]	[]	[]
(e) los idiomas	[]	[]	[]
(f) los viajes	[]	[]	[]

This activity in which students have to decide who says what from a choice of three speakers highlights the need to learn related vocabulary items, e.g. *la escuela, escolar, extraescolar*.

Teachers should encourage students to listen to the whole recording first before choosing the correct answers. In this sort of question, some activities are mentioned twice or three times and students must be able to determine, for example, who likes the activity rather than dislikes it.

Listening activity 3

Transcript:

Trabajos de verano

Pregunta 5

F1 Rafa nos cuenta su experiencia.

M1 Como los empresarios empiezan a contratar personal temporal en mayo, en cuanto vi el anuncio en abril me presenté en las oficinas porque pienso que es mejor que llamar por teléfono. Trabajé en este sector el verano pasado y creo que por eso tuve éxito.

F1 Háblame de tu trabajo.

M1 Trabajo en una inmobiliaria. No necesito ninguna formación profesional pero es esencial que me comunique con los clientes extranjeros en sus idiomas cuando los llevo a visitar las diferentes casas. Para mí, esto es mejor que estar en la oficina delante de un ordenador todo el día.

Tengo un buen horario, trabajo los días de la semana de 9 a 5 y estoy contento porque gano un sueldo y también recibo una muy buena comisión cuando vendo las casas. Además, nunca se sabe, pero cuando termine mis estudios quiero solicitar un puesto fijo en esta compañía.

Question paper:

Trabajos de verano

5 ¿Qué dice Rafa?

Pon una equis [X] en las **6** casillas adecuadas.

Ejemplo: Rafa hable de ...

[] **A** instituto.

[] **B** familia.

[] **C** colegas.

[X] **D** empleo.

(a) Solicitó el puesto ...

(1)

- ☐ **A** por internet.
- ☐ **B** en persona.
- ☐ **C** por correo.
- ☐ **D** por teléfono.

(b) Consiguió este trabajo porque ...

(1)

- ☐ **A** mandó muchas solicitudes.
- ☐ **B** recibió formación laboral.
- ☐ **C** tenía experiencia.
- ☐ **D** solicitó el puesto en mayo.

(c) Para este trabajo se necesita...

(1)

- ☐ **A** poder conducir.
- ☐ **B** hablar lenguas.
- ☐ **C** saber informática.
- ☐ **D** estar en la oficina.

(d) Rafa trabaja ...

(1)

- ☐ **A** a tiempo parcial.
- ☐ **B** horarios flexibles.
- ☐ **C** media jornada.
- ☐ **D** a tiempo completo.

(e) A él le pagan ...

(1)

- ☐ **A** muy poco.
- ☐ **B** un sueldo fijo.
- ☐ **C** muy bien.
- ☐ **D** sólo el sueldo mínimo.

(f) En el futuro él ...

(1)

- ☐ **A** quiere continuar en esta empresa.
- ☐ **B** quiere concentrarse en sus estudios.
- ☐ **C** no sabe qué va a hacer.
- ☐ **D** prefiere hacer otro trabajo.

Teachers should prepare students for this question type by encouraging them to listen for gist and to consider the options carefully before choosing the correct answer. For example, (d) required students to have understood that working the days of the week from 9 to 5 means full time.

Suggested additional activity: In groups, pupils conduct a “brainstorm” activity, where each group has to identify/suggest one way (with an example) of how to pin down options within a response e.g. Listening for a target verb, use of negative or adverb. They should already be largely familiar with this process by the start of KS4, but refreshing this process in advance of a listening/reading task is productive and helps to avoid pitfalls.

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

This Assessment Objective is tested in Section B of Paper 2. Question 6 requires a short piece of writing on a familiar topic of between 60 and 75 words. Students must respond to the four ideas given in boxes below the title, although other ideas may be introduced. Question 7 is an extended piece of writing from a choice of three questions requiring 130 to 150 words of Spanish. Four bullet points are given to help structure the response; these must be addressed in the answer. Question 8 is a gap-fill grammar exercise which assesses students’ understanding of grammar. They are required to complete a text with the ten correct forms of verbs and adjectives.

Example from Sample Assessment Material

7 Elige **una** de estas tareas y escribe entre 130 y 150 palabras **en español**.

(a) Escribe un artículo sobre la basura para el periódico local. Debes mencionar:

- un evento en el parque que produjo mucha basura
- quién es responsable de limpiar el parque
- lo que tú harás para solucionar el problema de la basura
- tu opinión sobre el reciclaje.

This example of an extended writing task is based on Topic Area D, sub-topic *Environmental issues*. The bullet points will help students to structure their essay and to access the full range of marks by including a range of tenses and opinions.

When preparing candidates for this task, teachers should guide them 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.

Teachers should advise students to avoid repetition of content and language within their response.

Suggested additional activity: A differentiated syntax activity, followed by a marking activity and a marking task.

A) A total of 15 (5 green, 5 amber, 5 red) envelopes of between 6 and 15 words are distributed around the classroom – Designated teams of e.g. 4 students need to construct as many sentences as possible with the words in their envelope and jot them down, with a view to having a maximum of 12 sentences to support the subsequent completion of a written task.

B) The subsequent activity would involve the 4 students writing up the 5 GREEN phrases on small whiteboards and having to stand in a line, with the simplest sentence holder on the left of the line and the most difficult sentence holder on the right. Students must give justifications and these could be challenged perhaps. The same approach is then carried out with amber and red sentences, with more confident pupils being asked towards the end of the process.

C) The teacher devises a writing task, linking the bullet points to the assessment criteria, so that students may determine what is required for a given mark. This could be preceded by a task where pupils must place cut up grids in the correct ascending mark order.

Writing activity 1 from the SAMs

Mi sábado

6

tareas domésticas

familia

por la tarde

sábado pasado

Escribe entre 60 y 75 palabras **en español** sobre “Mi sábado”. **Debes** utilizar todas las palabras mencionadas arriba.

This shorter writing task is based in Topic Area C, sub-topic *Daily routines and helping at home*. The words in boxes could lead towards a response such as:

Me levanto a las diez, me ducho y desayuno en la cocina. Tengo que hacer los deberes y ayudar con las tareas domésticas. Toda la familia ayuda. No me gusta fregar los platos, prefiero pasar la aspiradora o sacar la basura. Por la tarde, salgo con mis amigos porque es más interesante. El sábado pasado fui de compras y compré un regalo para mi abuela.

Writing activity 2 from SAMs

7 Elige **una** de estas tareas y escribe entre 130 y 150 palabras **en español**.

(c) Escribe una entrada en tu blog sobre el dinero. Debes mencionar:

- tu opinión sobre si los padres deberían darles dinero a sus hijos
- para qué necesitan dinero los jóvenes
- qué hiciste con tu dinero la semana pasada
- qué harás para ganar dinero en el futuro.

This extended writing task is based on Topic Area E, sub-topic *Shopping and money matters*. Students can use their knowledge of the familiar topic to answer the question, but must adapt learned language to address the demands of the bullet points as they are worded.

Teachers should ensure that students are aware of the need in this question to write more complex Spanish. They should be prepared to use the widest range of structures they can, focusing on a range of tenses, complex sentences and using a variety of good vocabulary. In addition they should be prepared to give a variety of opinion and justification and to use linking words and phrases to help the essay flow.

Writing activity 3

Suggested additional activity to support the task below:

Gap-fill verb tables are a useful transitional task, as the correct responses are worked out in isolation – students populate a grid of partially (circa 25%) completed verb forms (present, perfect, imperfect, future, conditional) in the 1st person singular, then progress to one which contains only 3rd person singular, then 3rd person plural, with the fourth grid containing a mixture of the above.

This equally lends itself to the principles around adjectival endings.

This may be consolidated by the use of contextualisation tasks which may include using a related text for a colour highlighting task – matching subjects + verbs, adjectives + nouns, as tasks like the one below require pupils to relate the target word to another element of the sentence, not necessarily the preceding/following word.

- 8 Corrige las palabras **(a)–(j)**. Deben estar de acuerdo con la frase. ¡Ojo! No es siempre necesario cambiar las palabras.

Durante los años **(a) [difícil]**, cuando un adolescente **(b) [comenzar]** a adquirir responsabilidades de adultos, los modelos de conducta a emular pueden ser muy importantes. Los adolescentes los **(c) [necesitar]** porque con ellos, pueden **(d) [obtener]** la perspectiva **(e) [necesario]** para triunfar más tarde en la vida.

Inna, una actriz rumana dice, “A muchos jóvenes les **(f) [gustar]** la idea de ser famosos, pero no es la fama la que importa sino **(g) [trabajar]** con pasión. Mi sueño siempre era hacer voces y ahora estoy **(h) [trabajar]** en un proyecto de animación con Cartoon Network que **(i) [ser]** lanzado el año próximo. Antes de morir, mi padre me **(j) [decir]** que todo es posible ¡y es verdad!”.

(a) **(1)**

(b) **(1)**

(c) **(1)**

(d) **(1)**

(e) **(1)**

(f) **(1)**

(g) **(1)**

(h) **(1)**

(i) **(1)**

(j) **(1)**

Teachers should note that the form of the word in brackets does not necessarily have to change. Students have to take note of the context to establish the correct form. In this example, the verb forms in (d) and (g) remain the same.

In preparation for this task, students could be encouraged to:

- read texts and highlight the subject, direct or indirect object
- identify the tense of each verb in a text
- learn the present and imperfect tense of modal verbs
- learn a list of nouns that have a less than obvious gender (e.g. la mano, el problema)
- learn which adjectives may need to be apocopated
- choose, from a choice of three, the correct word to be inserted in a similar text.

AO3 – Understand and respond, in writing, to written language

This Assessment Objective is tested in Paper 2, Reading, by means of five reading passages in Spanish with varied appropriate task types. Whilst the paper begins with a relatively straightforward question requiring grid completion or a matching exercise, it moves towards more challenging questions which require a written response in Spanish in Question 5. One question is based on a literary text but requires no prior knowledge of the text or indeed any literary knowledge or vocabulary.

Example from Sample Assessment Materials

La niñez

5 Lee el fragmento del texto. Quico habla con su hermano mayo.

El caramelo

-¡Juan! – dijo Quico mostrándole el Chupa Chups®.

-¡Mira!

Juan levantó sus profundos ojos negros, que se iluminaron de súbito:

-¿De quién es?- dijo.

-Mío- dijo Quico.

-Dame un poco.

-No.

Juan introdujo una mano en el bolsillo de su pantalón y sacó un sucio pedacito de goma y dos monedas.

-Te doy la goma si me das un poquito- dijo.

Quico sonrió triunfalmente sacando la lengua y agitando el caramelo en el aire.

-Es mío- dijo-. Me lo dieron de regalo en la tienda.

De pronto, Juan se acercó a él, le quitó el Chupa Chups de la mano, lo mordió y se lo devolvió. Quico se enfureció y al tiempo que lloraba le dio a su hermano unas patadas. Súbitamente la puerta se abrió y entró como un huracán un vestido de flores rojas y verdes. Una voz, desde lo alto dijo:

-¿Qué escándalo es éste? ¿Puede saberse qué pasa aquí?

Quico y Juan se acusaban mutuamente y, por fin una mano emergió de las flores rojas y verdes, atrapó el Chupa Chups y dijo:

-Ahora para nadie; así todos contentos.

Al cerrarse la puerta hubo un silencio expectante. Súbitamente Quico gritó:

-¡No tendré otro, ahora me muero!

(Source: 'El príncipe destronado', Miguel Delibes, Ediciones Destino, S.a. (2010))

Contesta las preguntas **en español** basándote en el texto. No necesitas escribir frases completas.

(a) ¿Cómo se siente Juan al ver el Chupa Chups?

(1)

.....

.....

(b) ¿Por qué decide Juan sacar la goma de su bolsillo? Da dos ideas.

(2)

1.....

.....

2.....

.....

(c) ¿Cuánto había pagado Quico por el Chupa Chups?

(1)

.....

.....

(d) ¿Cómo se sintió Quico después de la acción repentina de Juan? Da dos ideas.

(2)

1.....

.....

2.....

.....

(e) ¿Quién es Juan?

(1)

.....

.....

(f) ¿Por qué pararon de pelear?

(1)

.....

.....

Teachers should note that this question based on an extract from a literary text requires no prior knowledge of the text and is not based on literary understanding. It is merely a vehicle for testing the skill of reading and understanding of language, in this example based on Topic Area C, sub-topic *Childhood*.

The question requiring answers written in Spanish is marked for comprehension only. Grammatical accuracy is not assessed, but the mark may be affected if the accuracy impedes communication. Students need not answer in full sentences. Teachers should prepare students by encouraging them to read the whole passage and think about the overall meaning before answering individual questions. In a question requiring an inferred answer as in (b), the response *Quico no quiere darle el Chupa Chups* is acceptable since it shows that the student has understood the question.

Suggested additional activity:

Inference may be required at this point within the examination. This is quite a complex skill in itself which will have been developed in mother tongue language lessons at an earlier stage. For those students needing to review this skill, the following activity may be helpful:

1. Ask students to define inference, as they may not know. It is helpful to be ready with a student -friendly definition, plus lots of exemplification.
2. Once students know/recall the meaning of inference, the actual task may be considered away from the context of the examination by asking students to match up definitions + terms in their mother tongue, then proceeding with Spanish versions e.g. Determined – Nothing ever stood in his way. The teacher may wish to **split** the above into easier steps, as this is one of the more difficult principles at International GCSE.

Suggested additional activity:

In terms of **recognition** tasks, this can be a little too elementary at this level if presented as a classroom task, so it may be combined with a syntax task/other. E.g. Using small whiteboards to unjumble the words of ten on-screen sentences which relate to the pros and cons of the internet. Students then categorise the **opinions**, according to positive / negative /relevant / irrelevant /other.

Emotions: This may be introduced/ reviewed / embedded at several levels:

1. Mime – A useful Assessment for learning (AFL) task, allows the teacher to check progress based upon visual judgements e.g. tired, afraid, happy, sad, surprised, bored. Powerpoint based clues can extend this to a broader range of emotional recognition, as many are similar.
2. Review – Thumbs up/down to indicate whether a positive/negative emotion term is on whiteboard
3. Emotional scenarios – Presented, one at a time on main whiteboard – pupils present one word response on small whiteboards in Spanish. e.g. Day before birthday = *excited*. This combines with activities covering “inference”.
4. Pairing/recognizing of “opposites” activities – as it is important to acquire opposites/ negatives from the perspective of examination responses.

Reading activity 1

El transporte del futuro from the SAMs

Viajar entre Nueva York y Tokio dura 14 horas, pero están trabajando en la Estrella, un avión que podrá hacerlo en cuatro horas. Cambiarán su forma y creen que de este avión escapará un 30% menos contaminación que de los aviones actuales.

En las calles ya hay un nuevo medio de transporte. Es un coche de tres ruedas que se llama el Elf. Es dos en uno: se utiliza igual que una bicicleta pero también tiene un motor eléctrico con una batería para cuando estás cansado. El Elf utiliza la energía del sol, casi no hace ruido y se puede aparcar en un espacio pequeño.

Además de ser bonitos, estos nuevos medios de transporte son buenos para el medio ambiente.

A contaminará	B Elf	C rápido	D avión
E grande	F diseño	G silencioso	H arruinará
I motor	J costará	K largo	L ayudará
M caro			

Ejemplo: El viaje a Tokio es...	K
(a) El avión será...	
(b) La Estrella tendrá un nuevo...	
(c) Viajar en avión ... menos en el futuro	
(d) El ... es una mezcla de dos tipos de transporte.	
(e) Viajar en el Elf ... el medio ambiente.	
(f) El Elf es...	

Teachers should prepare students for different registers of reading text, whether based upon factual or fictional texts. This factual text is based on the familiar topic of Travel and transport, but students have to read carefully for the details.

Reading activity 2

- 3 Pon una equis en las **8** casillas apropiadas. ¡Ojo! Es posible que unas afirmaciones o personas tengan **más de una** equis o **ninguna**.

Las reglas de mi instituto from the SAMs**Rosalía**

Debo estar bien presentada, sin maquillaje. Hay que tener el pelo lavado y peinado, así como las manos limpias. En invierno, puedo llevar un suéter blanco debajo de la camisa. En el comedor debo seguir las instrucciones.

Felipe

La entrada al instituto es a las 07:45. El instituto cerrará a las 08:00 en punto y ya no podré pasar; es mi obligación levantarme temprano para llegar a tiempo al colegio. Debo llevar el uniforme correcto incluso bufanda durante bajas temperaturas.

Carmen

Si olvido en casa un cuaderno, no podré llamar a mis padres. Mi comida debe ser suficiente para tener concentración al trabajar. Está prohibido dar o pedir el postre a mis compañeros. Debo llegar puntual a mis clases y trabajar duro.

	Rosalía	Felipe	Carmen
Ejemplo: La apariencia es importante.	[X]	[X]	[]
A. Debo comer bastante.	[]	[]	[]
B. No puedo comer la comida de mis amigos	[]	[]	[]
C. No debo llegar tarde.	[]	[]	[]
D. Soy responsable de todos mis materiales.	[]	[]	[]
E. Hay que trabajar sin hablar.	[]	[]	[]
F. Cuando hace frío llevo más ropa.	[]	[]	[]
G. La higiene es muy importante.	[]	[]	[]

The requirements of this familiar test type have been expanded to allow for greater variety of responses. Students will have to think carefully about the sentences below the text to establish whether they apply to one, two of none of the people above. In this example, C refers to both Carmen and Felipe whilst E refers to none of the three young people.

Reading activity 3

Accidente en medio del recreo from the SAMs

- 4 Escribe apuntes sobre el accidente. Completa la tabla con palabras en español o con números

Unos alumnos de entre trece y dieciocho años resultaron heridos, uno de ellos de gravedad, al caerse una chimenea.

El accidente se produjo el martes 8 de marzo alrededor de las diez y media cuando los alumnos estaban en la hora de recreo. Fueron llevados a la sala de primeros auxilios a cien metros. Allí dos de ellos, uno con golpes en la cara y otro con el brazo cortado, recibieron tratamiento.

El tercer accidentado fue transportado al Hospital de Santa Ana, donde lo operaron al día siguiente. La operación salió bien y la víctima está fuera de peligro. Actualmente el instituto está pidiendo donaciones para pagar el alojamiento de la familia que está a doscientos kilómetros de su hogar esperando a que el niño se recupere.

El director de la escuela confirmó que ya se demolieron las demás chimeneas para prevenir un accidente nuevo y negó que los niños estuvieran solos en el patio cuando ocurrió el incidente.

Ejemplo: Causa del accidente: una chimenea se cayó

- | | |
|-----------------------------------------|-----|
| (a) Hora del accidente: | (1) |
| (b) Heridas: | (2) |
| (c) Número de víctimas: | (1) |
| (d) Lugares de tratamiento: | (2) |
| (e) Fecha de operación: | (1) |
| (f) Cómo puedes ayudar: | (1) |
| (g) Distancia al hospital: | (1) |
| (h) Dónde ocurrió exactamente: | (1) |

Students are required to write notes in Spanish, usually a short phrase or simply one word will do. Targeted lifts are accepted.

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.

This Assessment Objective is tested in Paper 3. It is important that teachers familiarise themselves with the format of the assessment. Task A is a picture based-discussion about a picture which the student has chosen. Tasks B and C test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C. Information about the suitability of pictures is given separately in this guide; the importance of spontaneity in student response is reflected in the mark scheme.

Example from Sample Assessment Materials

Topic A – exemplar picture 1



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A2 – Holidays, tourist information and directions

1. Dame una descripción de la imagen, por favor.
2. ¿Qué ropa lleva el chico de la izquierda para sus vacaciones?
3. ¿Qué planes tienen los padres para el resto del día?
4. ¿Por qué es importante ir de vacaciones?
5. ¿Cuáles son las ventajas y desventajas de ir de vacaciones en tu propio país?

The five questions to be asked about the picture are determined by the teacher and must not be shared with students in advance of the examination. They require different levels of response. In the example above, the questions are aimed to elicit:

- description of what is shown in the picture (1),
- specific factual information about the picture (2),

- past or future hypothesis (3),
- a more general description of the benefits of holidays giving opinion (4)
- evaluation(5).

All questions can elicit extended responses. A good student might be able to respond as follows:

1. En esta imagen hay una familia en el aeropuerto. Creo que van de vacaciones, parecen muy felices.
2. Tiene una maleta y una mochila. Lleva ropa cómoda. Lleva vaqueros y una camiseta roja.
3. Probablemente van a ir a un hotel. Pienso que darán un paseo o nadarán en la piscina si hace buen tiempo
4. La vida es bastante estresante y por eso es importante ir de vacaciones porque puedes relajarte. También es bueno pasar tiempo con la familia.
5. Es más barato ir de vacaciones en tu propio país que ir al extranjero. Sin embargo, es más aburrido visitar tu propio país. En otros países puedes ver una nueva cultura y aprender una nueva lengua.

Further examples are given in the Sample Assessment Materials and in the following three examples.

Topic guidance

It is important to note that all Topic Areas can be assessed at any level. Teachers should guard against limiting their students to simple descriptive language, ensuring at all times that they are given the opportunity to access and produce abstract language. This involves moving on from the more concrete language of description learned at Key Stage 3 towards the language of justification required at a higher level. For example, students may be able to describe fitness activities, but at a higher level should also be able to explain why they are important, express their opinions about a variety of activities and justify their ideas.

Teachers should refer to the GCSE 'how to' guides available on our website for support with how to approach the content. These guides feature pedagogical rationale, strategies and practical activity suggestions to help with:

- answering questions in the target language
- classroom talk strategies
- guide to rubrics in Spanish
- incorporating culture into the MFL classroom
- vocabulary learning strategies.

Ideas on how to approach the themes and for activities within these themes are provided below. Note that these are suggestions only and are not prescriptive.

Topic Area 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

*Sub-topic A3 will not be assessed in Paper 3: Speaking.

As well as students describing their own past or future holidays, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a Spanish-speaking country which would then allow them to report back on travel costs, accommodation available and activities on offer in the chosen destination.

Authentic resources from websites such as TripAdvisor provide a wealth of information in the target language about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases, and finally students could write their own reports on a restaurant or hotel. Complaint letters to a hotel also allow students to explore more formal writing to describe problems.

Students could also collect literature about their own area and from that produce a website or brochure for Spanish-speaking tourists to encourage them to visit. Research can be conducted into traditional customs and traditions in the Spanish-speaking world.

Activity ideas:

- Research a Spanish-speaking holiday destination and plan travel, accommodation and activities for a visit.
- Photographs of holiday destinations can be used to practise the picture-based oral task.
- Read reports on TripAdvisor, etc. and students write their own report.
- Write a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a romantic holiday, a single traveller.
- Spontaneous discussion about preferred types of holidays and/or accommodation.
- Advantages/disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements/preferences.
- Write a newspaper article about a holiday which did not go well, e.g. an airport strike or a hotel with few facilities.
- Read postcards and match them with locations or pictures of holidaymakers.
- Watch videos from Spanish-speaking areas or cities to extend vocabulary and listening skills. Students could then produce their own voiceover commentary to photos of a Spanish-speaking area/city or their own area.
- Students allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Photographs of traditional festivals can be used to practise the picture-based oral task.

Topic Area B – Education and employment

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

Again students will have met many of the basic ideas from this topic in Key Stage 3 and should be able to converse about the different school subjects and their likes and dislikes.

When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many Spanish-speaking school websites provide an excellent resource for authentic material.

Particular features of schools in Spanish-speaking countries such as length of the school day, uniform and the grading system could also be opportunities for discussion.

Teachers may want to approach the topic of future plans through students' own aspirations but could also look at relevant webpages to find resources describing others' experiences, which will provide models for students to use in their own work. There are a number of useful websites about training, which teachers may find of use to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills. There are also websites where students can read volunteering (e.g. <http://www.voluntariosinternacionales.org/>).

Activity ideas:

- Authentic resources in the form of blogs or letters discussing aspects of the school system in Spanish could be used as reading comprehension and stimuli for discussion purposes.
- Research on school websites can produce timetables to compare the school day.
- Setting up links with Spanish-speaking schools for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school.
- *bbcmundo* has useful articles on education and *ver-taal.com* has exercises based on videos that could be used just to give students a better idea of school life in Spain or as a basis for developing listening comprehension skills.
- Students could draw up their ideal school rules – giving an opportunity for a spontaneous discussion in which they have to justify their chosen rules. This is also an opportunity to introduce or practise imperatives or obligation phrases like *se debe* and *hay que*.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- A group of students could carry out a research project of which areas of school life give the most pressure. They could present this as a wall display or as a mini-lecture.
- Students could choose a picture of a class trip to practise the picture-based oral task, making as many statements as they can about the picture in pairs.
- Students could research possible volunteering projects in Spain or Latin America and write imaginary letters of application explaining why they wish to volunteer in a certain area.
- Brainstorming positive and negative aspects of travelling during a gap year, going to university or undertaking work experience.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job. The text is broken up into lines which they have to reassemble to make a coherent paragraph.
- Ask Spanish-speaking students about their career/future aspirations and report back.

Topic Area C – Personal life and relationships

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

*Sub-topics C3 and C5 will not be assessed in Paper 3: Speaking.

Much of the language for this topic will have been introduced at Key Stage 3. However, it is important to move the level of demand forward to embrace more abstract language and more complex structures. For example, teachers should lead students away from simple descriptions of family members towards discussions about relationships within the family.

The topics of *Role models* and *Childhood* can be explored through reading and research online.

Activity ideas:

- Using historical or literary texts to identify and practise the preterit tense.
- Writing two diaries – one for this week and an imaginary one when the student was much younger.
- Using poetry and stories to expand ideas and develop vocabulary. Students write their own poems using adventurous adjectives. Or they could base their own poem or story on an animated film such as can be found on the *bbcbitesize* website in the materials for primary schools.
- Problem page letters dealing with family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Researching how students in the group help at home and giving their opinions about this; then holding a class debate about whether or not young people should help at home and whether there should be rewards or not.
- Creating a power point with pictures and written language to explain how a student's house has changed since it was built. This could focus on the perfect and present tenses.
- Practising interrogatives through role-play. Students adopt the persona of their favourite contemporary personality and the others formulate questions to ask about their life. This is then followed up with a written account of a role model.
- Students can practise the conditional tense by describing what their daily routine would be if they were in a Spanish-speaking country. This gives an opportunity to practise a grammatical construction in a culturally relevant setting.

Topic Area D – The world around us

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

*Sub-topic D2 will not be assessed in Paper 3: Speaking.

Teachers may again wish to access material on the internet to support their teaching of this theme. Websites such as <http://www.wwf.es/> and <http://www.peligrodeextincion.net/> contain useful material.

Many Spanish language television programmes are available online; <http://www.rtve.es/alacarta/> has a number of programmes with a transcription that runs alongside, making them a useful listening and reading tool.

Fun Twitter-style reading activities can be found on <http://zachary-jones.com/zambombazo/category/internet/>.

Activity ideas:

- Watching/reading weather forecasts online.
- Writing an imaginary weather report for 50 years from now, drawing together the sub-topics of *Weather and climate* and *Environmental issues*.
- Reading comprehension using publications from Spanish-speaking material about the environment.
- Writing about how environmentally friendly (or unfriendly) their home town is.
- Using links with a Spanish-speaking partner school to compare their town and the Spanish town with regard to the protection of the environment.
- Using literary texts as reading to expand vocabulary and writing their own poems such as acrostic poems using any of the *medio ambiente* vocabulary.
- A comparative study of public transport in a Spanish city and a city in the student's own country, weighing up the pros and cons of various means of transport.
- Watching a Spanish language film and writing a review.
- Discussion about preferred TV programmes or music through a diamond nine activity to encourage spontaneous talk: (http://www.classtools.net/_SEARCH/index.php?template=diamond9)
- Researching trends in the group about reading habits (e.g. traditional versus e-books, differences between male and female reading habits) and presenting the findings as a wall display or as a speech.

- A debate about the pros and cons of using social media in schools with two groups of students preparing either the pros or the cons.
- Students write an article about the importance of information technology in their life and how they envisage it changing in the future.
- Students take their own pictures of others using IT at school and present it to the group to practise the picture-based oral task. The others in the group consider which questions to ask for further information.
- Write a series of 'tweets' in the style of the 'twiccionario' activity on <http://zachary-jones.com/zambombazo/category/internet/>

Topic Area E – Social activities, fitness and health

- Sub-topics:
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 E4 will not be assessed in Paper 3: Speaking.

Again it is important with this Topic Area to develop language learned in previous years. The sub-topic of *Food and drink* for example should not be limited to descriptions of what students like to eat and drink, but may include details about the pros and cons of fast food or the merits of a healthy life style with plenty of exercise.

Students should be encouraged to think carefully about what sort of picture could be chosen as a basis for the picture-based oral task and may benefit from links with other students in Spanish-speaking schools who may be able to provide useful resources.

Useful information about special occasions in Spanish-speaking countries can be found on <http://www.donquijote.org/cultura/espana/sociedad/costumbres/el-cumpleanos-en-espana>. There are many websites advertising shopping centres, restaurants and sports venues. (e.g. <https://www.elcorteingles.es/>)

Activity ideas:

- Selecting a picture of a special occasion to practise the picture-based oral task.
- Designing a questionnaire for students in their own or a partner school to compare how birthdays etc are celebrated at home and in a Spanish-speaking country.
- Creating a short video blog about sporting interests in the group.
- Group activity discussing the cost of attending music or sporting events.
- Watching a sporting event in the target language as a listening comprehension.
- Writing a voiceover to a sporting event video extract.

- Comparing a UK shopping centre with a Spanish one.
- Writing an advertisement for a new shop or shopping centre.
- Creating a poll to determine the nature of shopping habits within the school and presenting the results orally to the class, highlighting differences between age groups, boys and girls etc.
- Designing a poster in Spanish to prevent injuries at school. This could be an opportunity to introduce imperatives.
- Writing an article or a pamphlet about the value of a healthy lifestyle.
- Comparing food and drink in their own country with a Spanish-speaking country.
- Selecting a picture of a family meal or picnic to use as a basis for the picture-based oral task.
- Give a demonstration of food preparation (e.g. making a sandwich) with a commentary.
- Write the recipe for a favourite dish or instructions for how to make a hot drink.

Speaking guidance

General information

- The speaking assessment is conducted internally and is externally assessed.
- It is worth 40 marks and comprises 25% of the qualification.
- The assessment must be conducted entirely in Spanish.
- Students must complete all three tasks in consecutive order.
- The assessment must be conducted in one continuous session.
- All tests must be recorded. Further instructions are given in the specification.

Use of notes

Students must **not** take notes with them into the examination. However, they should bring their picture for Task A.

Timings of the tasks

The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.

- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

In Task A students will answer questions on a picture. They will also discuss in Task B and Task C two further **different** topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper.

Task A

Students must choose their own picture for the test. Teachers should not allow all students in the centre to choose the same picture.

Teachers must prepare five questions to ask each student about their chosen picture, but must not share these questions with students before the test. The pattern of these five questions should follow the examples in the Sample Assessment Materials and the advice given in the specification:

Question type 1: A description of what you can see in the picture**Question type 2: Specific factual information about the picture**

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the candidate to imagine a possible past or potential future event relating to the picture. This is the opportunity to support the candidate in using additional tenses and time frames.

Question type 4: Opinions about the picture

This question elicits the candidate's opinions on the picture and the topic.

Question type 5: Evaluation

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

Teachers must ensure they ask each student one question from each of these five types. They should ask the questions in the order they are given above. The questions may be repeated if needed but they may not be rephrased.

Each question should normally be asked only once. However, questions may be repeated, but not rephrased. In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

- ¿Por qué (no)? — Why (not)?
- ¿Algo más? — Anything else?
- ¿Esto es todo? — Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.

Marks are awarded using the Assessment Grids for Task A given in the specification. Up to 8 marks are awarded for Communication and content; up to 4 marks are awarded for Linguistic knowledge and accuracy.

Tasks B and C

For **each** conversation (Tasks B and C) teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate's ability
- link the questions to the previous response as far as possible
- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

Marks are awarded using the Assessment Grids for Tasks B and C given in the specification. The marks are awarded globally over Tasks B and C. Up to 12 marks are awarded for Communication and content; up to 8 marks are awarded for Interaction and spontaneity; up to 8 marks are awarded for Linguistic knowledge and accuracy.

Examples of open questions which allow students the freedom to expand answers are:

- ¿Por qué es necesario ir de vacaciones cada año?
- ¿Qué importancia tiene el deporte en tu vida?
- ¿Cuáles son las ventajas y desventajas de libros electrónicos?
- ¿Cómo se puede reducir el estrés?
- ¿Qué aspecto de la vida escolar te gustaría cambiar?
- ¿Cómo celebraste tu último cumpleaños?
- En tu opinión, ¿cuáles son las características de un buen amigo o una buena amiga?
- ¿Hasta qué punto es importante tener un pasatiempo?

Examples of questions which are not suitable except for the weakest students or to enable the conversation to move on are:

- ¿Vives en la ciudad?
- ¿Tienes una hermana?
- ¿Cuál es tu asignatura favorita?
- ¿Te gusta el colegio?
- ¿Cómo se llama tu instituto?
- ¿Has participado en una visita escolar?
- ¿Usas un ordenador?
- ¿Es importante tener tiempo libre?
- ¿Vas de compras muy a menudo?
- ¿Sabes nadar?

Teacher-examiners will be aware of the linguistic level of their students and can prepare how best to begin each discussion. For example, for a very able student, the discussion on school may be initiated with a wide ranging question such as *¿Hasta qué punto es tu instituto un buen instituto?* A less confident student may need more support: the opening question might be *¿Qué te gusta de tu instituto?* Only the least able should be asked questions such as *¿Cómo se llama tu instituto?* / *¿A qué hora empieza el día escolar?*

Most importantly, teachers must allow the discussion to flow, responding to students' answers as naturally as possible whilst keeping in mind the requirements of the test. At no stage should a list of prepared questions be asked.

For further examples of appropriate questions, please see the *Sample Assessment Materials* document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Interaction and spontaneity

Teachers should prepare their students to interact naturally in Spanish rather than to answer a set of pre-prepared questions. The latter will lead to disappointing marks even for the best students. To encourage this the following types of activities could be used in the classroom:

Activity 1 – shopping

- Set up a role play scenario in which some teenagers have come home from a shopping trip. The parents are interested to find out what they have bought, the cost and what the shops were like. Each person can be assigned an attribute (e.g. *decepcionado*, *sorprendido*, *contento*) which they must try to convey in the role play.
- Give each student in the group some questions or vocabulary which they can use, but encourage them to think of their own questions and answers.
- Allow the improvised scene to run until it stops, then take time to evaluate the language used. One group could be the actors; another group the evaluators.

Activity 2 – The media

Based on the radio programme *Just a Minute*, pick a student to start talking about a topic e.g. el cine. The challenge is to speak for one minute without hesitation, repetition or deviation. If challenged correctly, the successful challenger takes up the topic and develops it.

The teacher should not interrupt to correct mistakes. However, the game could be recorded and other students could discuss how the participants could have improved their performance.

Activity 3 – Life in the town and rural life

Present groups of students with a series of pictures from the town or country. Encourage each group to come up with at least 3 things to say about each picture.

Allow them to write down the statements and discuss the value of each one at the end.

Photo Selection Guidance

The instructions in the Sample Assessment Materials are as follows:

Candidates will provide a picture that fulfils the criteria in the specification. The picture must contain the following elements:

- people
- objects
- interactions.

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

What to do when selecting a picture	What <u>not</u> to do when selecting a picture
<ul style="list-style-type: none"> • Ensure there is more than one person • Ensure you can describe the people in the picture and what they are doing • Ensure there are objects (e.g. luggage, books, phones) that you 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 	<ul style="list-style-type: none"> • Don't select a picture with no people (e.g. a house on its own) • Don't select a picture with little happening (e.g. a picture of a face) • Don't select a picture in which the people are not interacting (e.g. a group of unrelated individuals in an advertisement) • Don't select a picture of an object (e.g. a laptop) • Don't select a picture just because you like it • Don't select a picture which does not relate to the Topic Areas listed in the Specification or which comes from one of the "banned" sub-topics in the speaking test (e.g. <i>Role models</i> or <i>Weather and climate</i>)

Example of an unsuitable picture

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The picture of the *Sagrada Família* in Barcelona may be culturally relevant, but it does not meet the requirements of People, Objects and Interaction. There is little that the teacher could ask about this picture and the requirements of the test would not be met.

Example of a suitable picture

© Nikada / Getty Images

The picture of friends at a birthday party meets all the requirements of a Task A picture. The children are interacting by celebrating together; they may well have played some games or may be about to eat some cake and the picture can act as a springboard for a wider discussion about traditional celebrations, commercialism, healthy eating or about the wider importance of spending time with family and friends.

Suggested resources

Name of resource	Link if applicable	Topic or area of qualification this relates to	Notes
Hodder MFL resources. Available in May 2017	http://www.hoddereducation.co.uk/languages	All topics	<p>New MFL resources available from Hodder in 2017:</p> <p>Stretch and support your students with a differentiated approach to the Edexcel International GCSE courses, ensuring they have the key skills and knowledge to progress through the International GCSE and beyond.</p> <ul style="list-style-type: none">- Develop students' four key skills with a variety of topical stimulus material- Ensure students are prepared for the exam with exam style exercises and differentiated exam corners, containing top tips and sample answers throughout.- Teach and practise grammar using a step-by-step approach, with each spread focusing on one grammar point- Stretch more able pupils and encourage the progression required for further study at a level with activities.- Enhance students' cultural and international awareness with magazine sections throughout to provide variety and a different perspective- Support content from the Student's Book with recordings and transcripts on the Teacher's Resource and Audio CDs, as well as answers, teacher notes and editable vocabulary lists. This material can also be purchased as part of the Dynamic Learning platform.
BBCMundo	http://www.bbc.com/mundo/topics/	All Topic Areas	A useful website with news articles in Spanish
Languages.online	http://www.languagesonline.org.uk	All Topic Areas	A free language resource with lively exercises to practice grammar, vocabulary and comprehension

Zambombazo	http://zachary-jones.com/zambombazo/	All topic areas	Fun activities for grammar, vocabulary, reading and listening
Notes in Spanish	http://www.notesinspanish.com/	All topic areas	Lots of materials and exercises related to grammar and vocabulary
News in slow Spanish	https://www.newsinslowspanish.com/?switch	All topic areas	Contemporary texts read slowly with definitions of difficult vocabulary
spanishobsessed	https://spanishobsessed.com/category/intermediate-spanish-audio-and-podcasts/	All topic areas	Podcasts useful for listening comprehension and cultural awareness
Español-extra	http://www.espanol-extra.co.uk/	All topic areas	Games and activities to practise vocabulary, grammar and cultural knowledge
Teaching ideas	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials	Culture and literature	Free Pearson resources with ideas for teaching grammar and how to encourage cultural relevance in the classroom
Language Perfect	https://www.languageperfect.com/app/#/login	All topic areas	Vocabulary exercises and listening and reading activities based on short animations
Lightbulb Languages	http://www.lightbulblanguages.co.uk/resources-spanish.htm	Most topic areas and grammar	Exercises, presentations and games to practise grammar and vocabulary
ResultsPlus	ResultsPlus/qualifications.pearson.com/en/support/Services/ResultsPlus.html/All Topic Areas/		ResultsPlus is a free online results analysis tool for teachers that gives you a detailed breakdown of your students' performance in Edexcel exams.
examWizard	examWizard/qualifications.pearson.com/en/support/Services/examwizard.html/		All Topic Areas/ examWizard is a free online resource for teachers containing a huge bank of past paper questions and support materials to help you create your own mock exams and tests.

Introduction

Why study the Pearson Edexcel International GCSE in Spanish

This course will enable you 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
- 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
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

What do I need to know, or be able to do, before taking this course?

There are no prior learning requirements for this qualification.

Is this the right subject for me?

Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have?

You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed?

This course is assessed through 100% examination, including a written, oral and listening assessment testing reading, writing, speaking and listening skills.

What can I do after I've completed the course?

You can progress onto further study of Spanish and other language subjects at IAL and A Level, and then onto Higher Education.

What next?

Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html#>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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