

# EDEXCEL INTERNATIONAL GCSE (9-1)

Getting Ready to Teach the  
Pearson Edexcel  
International GCSE in  
Spanish for first assessment  
in May/June 2019

## GETTING READY TO TEACH

Event code: 17IBAL19

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First teaching in 2017, first assessment in 2019.

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# Aims and Objective

- Consider the key changes from 4SP0
- Consider the structure, content and assessment of this qualification through examining each of the papers in detail, and the support available to guide you through these changes
- Discuss the speaking assessment, ensuring centre requirements are fully understood
- Explore possible teaching and delivery strategies for the new qualification
- Learn about the new 9-1 grading scale



# Session Agenda

Time	Item
9.30 – 10.00	Welcome Tea & Coffee
10.00	Agenda & Introductions
10.15	Overview of the new specification
10.35	Listening Paper 1
11.25	Writing Paper 2
12.20	Lunch
1.10	Reading Paper 2
1.45	Speaking Paper 3
2.45	Sharing best practice: Resource and technology
3.05	9-1 Grading Scale
3.20	Any questions
3.25	Support and Training
3.35	Finish



# Overview of the new specification



# Key changes from 2019

## NEW

- Rubrics in the listening, reading and writing examinations will be given only in the target language
- Multiple-choice questions in the listening and reading examinations will have four rather than three options from which to choose the correct answer
- Some new sub-topics have been introduced: School rules and pressures, School trips, events and exchanges, Volunteering, Role models and Relationships with family and friends

## GONE

- Some sub-topics have been removed.: Religion, Current affairs and social issues

## MOVED

- Some sub-topics have been moved and are now tested as part of another Topic Area



# The main topic areas

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



# Paper 1 Listening

- Examination: 30 minutes plus 5 minutes reading time
- Seven recorded extracts in spoken Spanish with an incline of difficulty throughout the paper
- Task types include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.
- 40 marks



# Paper 2 Reading and Writing

- 1hr 45 mins available for the whole paper. Students can divide the time as they wish.
  - Five reading passages in Spanish. One text will be taken from a literary source with questions requiring note-taking from the text.
  - Three writing and grammar questions. Question 6 requires candidates to write 60 – 75 words. Question 7 requires 130 - 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.



Reading 40 marks Writing 40 marks



# Paper 3 Speaking

-In Section A students respond to questions on a picture of their own choice.

-In Sections B and C candidates take part in a spontaneous discussion.

-The timing of the tasks is now:

Task A: 2 to 3 minutes

Task B: 3 to 3 minutes 30 seconds

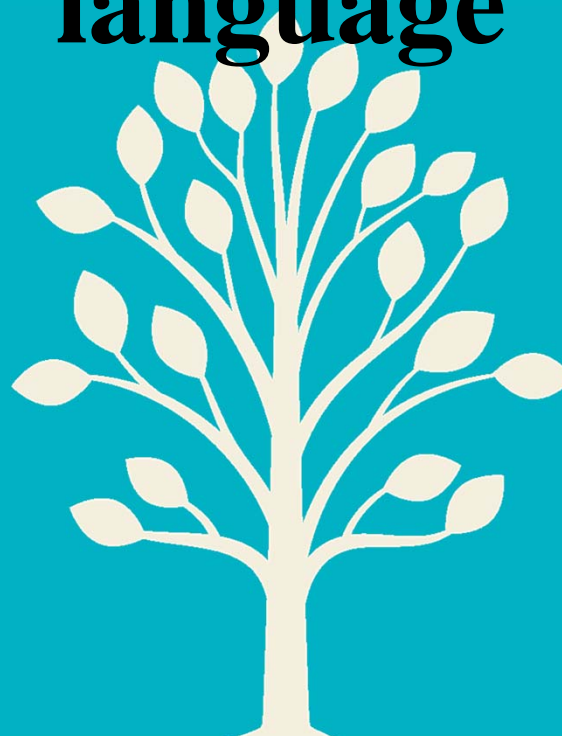
Task C: 3 to 3 minutes 30 seconds.

40 marks.



# **Paper 1**

## **A01 – Understand and respond, in writing, to spoken language**



# Looking at the SAMs, Paper 1:

Listening Example 1: Please refer to the Sample Assessment Materials - Page 15 – Question 4.

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



# Looking at the SAMs, Paper 1:

## Activity 1

Listening Example 1: Please refer to the Sample Assessment Materials - Page 15 – Question 4.

How will you prepare your candidates for this type of question?



# Looking at the SAMs Paper 1:

Listening Example 2: Please refer to the Sample Assessment Materials - Page 19 – Question 7.

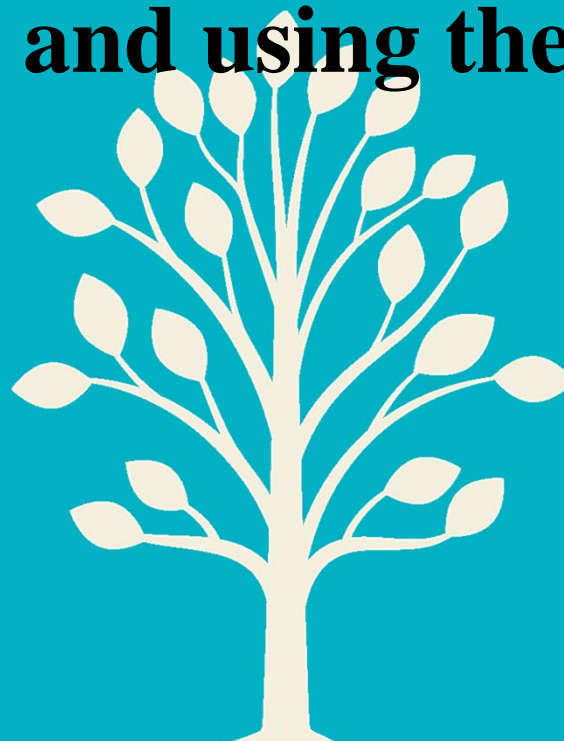
– Los videojuegos. Escucha lo que dicen Jaime y Natalia sobre los videojuegos. Escribe en español los aspectos positivos y los aspectos negativos que mencionan. No necesitas escribir frases completas.

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.



## Paper 2

**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**



# Looking at the SAMs Paper 2:

Writing Example 1:

Please refer to the Sample Assessment Materials -  
Page 36 – Question 6

Candidates write between 60 and 75 words and must  
use the words given.



# Looking at the SAMs, Paper 2:

Writing Example 2:

Please refer to the Sample Assessment Materials -

Page 38 – Question 7 (a)

Candidates write between 130 and 150 words and must use the words given





# Looking at the SAMs, Paper 2:

## Activity 2

-Writing examples 1 and 2 : Please refer to the Sample Assessment Materials - Questions 6 and 7

How should candidates approach these questions?



# Activity 3

Apply the Mark Scheme to Exemplar 1 and Exemplar 2.



# Q8 in Paper 2

Writing Example 2:

Please refer to the Sample Assessment Materials - Page 41 – Question 8

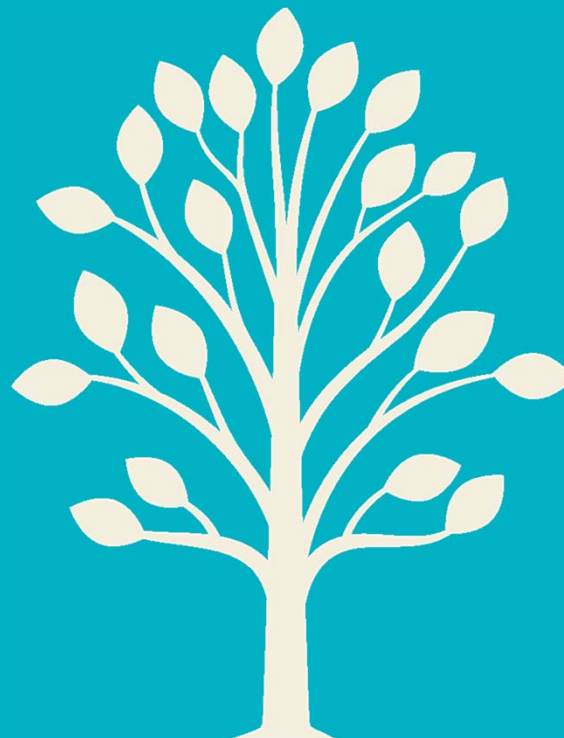
In preparation for this task, students could be encouraged to:

- read texts and highlight the subject, direct or indirect object
- identify the tense of each verb in a text
- learn tenses of modal verbs e.g. *soler* , *querer*
- learn a list of nouns that have a less than obvious gender (e.g. *la mano*, *el problema*)
- learn short - form adjectives – (apocopated adjectives) *grande* – *gran*, *bueno* - *buen*



# **Paper 2**

## **A03 – Understand and respond, in writing, to written language**



# Looking at the SAMs Paper 2:

Reading Example 1: Please refer to the SAMs Question 1  
Page 24: ¡Tu propio canal de YouTube!

Question 1 is the easiest question in the reading paper. This is a multiple choice question with four options



# Looking at the SAMs Paper 2:

Reading Example 1 Please refer to the SAMs Question 5 :  
La niñez.

This question is based on an extract from a literary text but requires no prior knowledge of the text and is not based on literary understanding

The question requiring answers written in Spanish is marked for comprehension only.

Teachers should prepare students by encouraging them to read the whole passage and think about the overall meaning before answering individual questions.



# Inference

Inference may be required at some point within the reading examination.

For those students needing to review this skill, the following activity may be helpful:

- Give a definition of inference in their mother tongue:  
e.g. An opinion made or a conclusion reached based on the information you have.
- Give examples  
.Ask students to match up definitions + terms in their mother tongue, e.g. Determined – Nothing ever stood in his way.
- Do the same exercise as above in Spanish



## **A04**

**– 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.**





# The format of the assessment.

Task A is a discussion based on 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. \* Please refer to the Specification page 22

The speaking assessment:

- is conducted internally.
- is externally assessed.
- must be conducted entirely: in Spanish.
- all three tasks must be completed in consecutive order.
- must be conducted in one continuous session.
- all tests must be recorded



# Task A

Teachers must ensure they ask each student one question from each of the following types.

- Question type 1: A description of what you can see in the picture
- Question type 2: Specific factual information about the picture.
- 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
- Question type 4: Opinions about the picture This question elicits the candidate's opinions on the picture and the topic.
- Question type 5: Evaluation. This question will move away from the content of the picture and exploit the wider topic area.



# Task A

- Teachers should ask the five questions in the order they are given in the previous slide.
- 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.



# **Speaking: Task A**

## **Activity 4**

**What should candidates do when selecting a picture?**



# **Speaking: Tasks B and C**

## **Activity 5**

**How do you prepare for the oral exams?**



# How do you prepare for the oral exams Excel

## What is spontaneous speaking?

- unscripted speech
- teachers do not know exactly what language students will produce, and vice versa.
- The speaker, student or teacher, has something to say only as a result of having heard and understood what has been said to him/her.
- it is communicative language use, as distinct from language rehearsal.

Teachers should prepare their students to interact naturally rather than to answer a set of pre-prepared questions.



# Activity 6

Apply the Mark Scheme to Exemplars 3 and 4.



# Considering delivery strategies and sharing best practice

edexcel 

**Resources.  
Technology**





# The new 9-1 grading system



# 9-1 grading scale (1)

## Awarding

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

## Benefits

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



# 9-1 grading scale (2)

	NEW 9-1 GRADES	CURRENT A*-G GRADES
The new Grade 9 represents a new level of attainment and we've introduced this to really differentiate your top performing students.	9	A*
	8	A
The bottom of the <b>grade 7</b> aligns with the bottom of the grade A.	7	
	6	B
There's also greater differentiation in the middle range of grades, with <b>grades 4 to 5</b> being equivalent to the old grade B and grade C.	5	
So <b>grade 5</b> will be awarded to the top grade C performers and <b>grade 6</b> to the grade B performers.	4	C
	3	D
The bottom of the <b>grade 4</b> aligns with the bottom of the grade C.	2	E
	1	F
		G
The bottom of the <b>grade 1</b> aligns with the bottom of the grade G.	U	U



**Any questions?**





# World Class Qualifications

- Pearson's World Class Qualification design principles mean all Edexcel qualifications are developed to be **Rigorous**, **Demanding**, **Inclusive** and **Empowering**
- Externally approved by the Expert Panel for World Class Qualifications



# Transferable Skills

- Skills frameworks adapted to support design of new Edexcel International GCSEs
- Ensure learners acquire skills needed to access Higher Education and fulfilling careers



## Cognitive skills

Core skills brain uses to think, learn and reason – used to carry out any task.



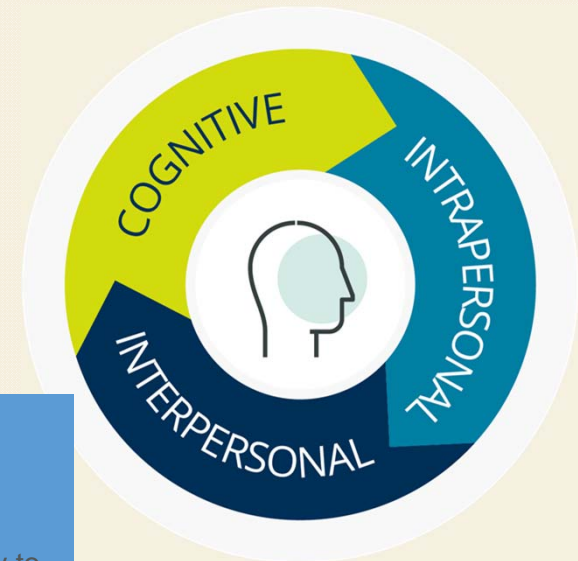
## Intrapersonal Skills

Emotional intelligence, ability to know, understand and manage own emotions and learning.



## Interpersonal Skills

Life skills used every day to communicate and interact with others, individually and in groups.







## Resources

We offer a range of free and paid for resources for International GCSEs. These have been designed to support teachers to improve learner outcomes



# Support overview

Support for  
all subjects

Getting Started  
Guide &  
Scheme of  
Work

Getting Ready  
to Teach Events

Subject  
interpretation of  
transferable  
skills

Subject Advisor

Results Plus

Regional  
Support  
Manager

Additional support  
for selected  
subjects

Curriculum  
Matched  
Publishing

Exemplar  
Marked  
Responses

Additional SAMs

Exam Wizard

Lesson Plans

Topic booklets





# Free support

**Getting Started Guide** *includes mapping of changes, content and assessment guidance, course planner and resource list*

**Editable Scheme of Work** *includes activities to support transferable skills development*

**Exam Wizard** *a free exam preparation tool containing a bank of past Edexcel exam questions*

**Results Plus** *free online service giving instant and detailed analysis of your students' exam and mock performance*

**Regional support manager** *access to a regionally based support manager for any query*

**Subject Advisor** *For any subject related query you have. Sign up to mailing list*

**Exemplar** *Marked student responses to SAMs questions*

**Additional SAMs** *An additional set of Sample Assessment Material available as a secure download*



# Hodder Education: Edexcel International GCSE Spanish (second edition)

[Student Book](#)

[Student eTextbook](#)

[Whiteboard eTextbook](#)

[Teaching and Learning Resources](#)

[Dynamic Learning Package](#)

[Teacher's CD-ROM](#)

[Grammar Workbook](#)



**For your subject specific enquiries**

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ALWAYS LEARNING