

Delegate Booklet

**Getting Ready to Teach the Pearson Edexcel
International GCSE Spanish (9-1) (4SP1) for
first assessment in May/June 2019**

17IBAL19

About this event

Course Title: Getting Ready to Teach the Pearson Edexcel International GCSE Spanish (9-1) (4SP1) for first assessment in May/June 2019

Course Code: 17IBAL19

Aims and Objectives of the event

- 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

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

Activity 1 - Listening Question 4

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

Purpose:

- To share ideas with other delegates on how to prepare candidates for this type of listening question
 - To discuss classrooms activities
 - To discuss how to teach verb tenses
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Task Listening: audio file for Question 4 Question Paper SAMs - Page 15

After listening to this question and looking at the question paper, share ideas with other delegates at your table on how to best prepare the candidates for this type of question and how to teach grammar generally.

Activity 2 - Writing Questions 6 and 7

How should candidates approach these questions?

Purpose:

- To discuss the Assessment Criteria for writing questions 6 and 7
 - To discuss with other delegates how should candidates approach these questions
 - To look at the 3 options for Q.7 (a) (b) (c) and discuss with other delegates the level of difficulty in each option
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Task Writing Questions 6 and 7 Assessment Criteria Specification Pages 17 to 19.

SAMs Page 36 Question 6 Page 38 Question

7 (a)

After looking at the Assessment Criteria and SAMS for the writing unit, discuss in your own group the assessment criteria and the activities you use to prepare candidates for the writing tasks.

Look at Q.7, Discuss the three options available and the levels of difficulty. Discuss which option you think most students will choose? And why?



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Activity 3 – Exemplar Marking Activity

Exemplar 1 Marks:

Exemplar 2 Marks:



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Activity 4 Speaking Task A - What should candidates do when selecting a picture?

Purpose:

- To discuss how to select the right picture.
- To share ideas on what candidates should do to prepare themselves for Task A (Speaking)

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- **Task** Give ideas on the sort of picture candidates should choose
The trainer will write all the ideas given on a flip chart

Give ideas on what candidates should do /anticipate in order to prepare themselves for Task A



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Activity 5 Speaking Task B and C – How do you prepare for the oral exam?

Purpose:

- To discuss the examiner's role in an oral exam.
- To share best practise. What should examiners do when they are conducting oral exams?
- To share ideas with other delegates on how to prepare the candidates for Tasks B and C.

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- **Task** Discuss what to do when conducting the oral exams (the type of questions, the use of different tenses, etc)

The trainer will write all the ideas given on a flip chart

Share ideas with other delegates at your table on how best to prepare the candidates.



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Activity 6 – Exemplar Marking

Activity Exemplar 1 Marks:

Exemplar 2 Marks:



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PERSONAL LEARNING

Things to do:

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-
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Things to avoid

-
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-
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Your ideas: