

Pearson Edexcel International GCSE Languages

International GCSE Spanish
Developing and Maximising Students'
Speaking, Writing, Listening and
Reading Skills



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Aims and objectives

Explore strategies to meet students' needs and maximise their potential related to the:

- speaking unit, with a focus on building student confidence and spontaneity
- writing paper
- reading paper
- listening paper

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Session agenda

- Strategies and activities to support the International GCSE speaking unit, with a focus on building pupil confidence and spontaneity
- Strategies and activities to support the International GCSE writing paper
- Strategies and activities to support the International GCSE Spanish Listening and Reading papers

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Welcome to Pearson

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Topics

Topic

A. Home and abroad

Sub-topics

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

B. Education and employment

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

C. Personal life and relationships

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

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D. The world around us

1 Environmental issues

2 Weather and climate*

3 Travel and transport

4 The media

5 Information and communication technology

E. Social activities, fitness and health

1 Special occasions

2 Hobbies, interests, sports and exercise

3 Shopping and money matters

4 Accidents, injuries, common ailments and health issues*

5 Food and drink

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

Speaking

Paper 3: Speaking

40 marks

8 – 10 minutes

Task A: students respond to questions on a picture of their own choice

Tasks B and C: students engage in a spontaneous discussion

Timing:

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

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Paper 3 Speaking – Task A

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

Students should select a suitable picture which

- relates directly to the chosen Topic Area.
- allows for a variety of approaches in the test
- depicts more than one person
- shows people interacting e.g. eating together, opening presents, playing in a team

Students should:

- ensure they can describe the people and what they are doing
- think about what has happened beforehand and what might happen later
- make links with the picture and the wider Topic Area

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Questions in picture-based discussion

Picture-based discussion	Question types	Prompts
<p>TEs must ask candidates five questions (plus allowed prompts).</p> <p>There are five types of questioning which TEs must cover in the order given.</p> <p>TEs must ask one question from each question type.</p>	<p>Type 1: A description of what is in the picture</p> <p>Type 2: Specific factual information about the picture</p> <p>Type 3: Past or future hypothesis</p> <p>Type 4: Opinions about the picture</p> <p>Type 5: Evaluation</p>	<p>The following three prompts in Spanish may be used:</p> <ul style="list-style-type: none"> • ¿Por qué (no)? • ¿Algo más? • ¿Es todo? <p>No other supplementary questions</p> <p>TEs must not deviate from these prompts.</p>

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Questions in picture-based discussion

The TE must ask

- the five types of questions
- the questions in the correct order.

Question 1: A description of what you can see in the picture

Question 2: Specific factual information about the picture (*E.g. select a person or persons in the picture and state what they are doing*).

Question 3: Past or future hypothesis (*This question requires the candidate to imagine a possible past or potential future event relating to the picture*).

Question 4: Opinions about the picture (*This question elicits the candidate's opinions on the picture and the topic*).

Question 5: Evaluation. The teacher/examiner elicits an evaluation from the candidate. (*This question moves away from the content of the picture and exploits the wider topic area*).

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Advice for teacher examiners

- Prepare, in advance of the test, the five questions about the picture
- Encourage the candidate, when necessary, to develop his/her answers
- Observe the timing, use a stopwatch or a timer
- Do not let the candidate speak for too long in answer to Q1 if this means the answers to Qs 2–5 will be rushed
- Ensure the candidate knows in the target language how to ask for a question to be repeated
- Do not correct a candidate's language during the test

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Modelling: Q1 Describe the picture

In this photo we can see some young people playing football. One team is wearing blue T-shirts and white shorts and the other team yellow T-shirts and black shorts. [I think] the blue team players look sad because the yellow team has just scored a goal and are now in the lead. The players in the yellow team are very happy - they are jumping in the air and waving their arms. We can see this is a mixed team - so there are both girls and boys playing. In my opinion this is a good idea as girls and boys have different skills and talents and so the team is stronger overall.



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Speaking Tasks B & C

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Candidate order	Task A	Task B	Task C
	*Candidate selected	Pearson Edexcel allocated	Pearson Edexcel allocated
	Picture-based discussion	Conversation 1	Conversation 2
Candidate 1	Topic A	Topic E	Topic D
	Topic B	Topic D	Topic E
	Topic C	Topic B	Topic A
	Topic D	Topic C	Topic B
	Topic E	Topic A	Topic C
Candidate 2	Topic A	Topic D	Topic B
	Topic B	Topic A	Topic C
	Topic C	Topic E	Topic D
	Topic D	Topic B	Topic E
	Topic E	Topic C	Topic A
Candidate 3	Topic A	Topic B	Topic E
	Topic B	Topic D	Topic A
	Topic C	Topic A	Topic B
	Topic D	Topic E	Topic C
	Topic E	Topic C	Topic D
	Topic A	Topic E	Topic C
	Topic B	Topic C	Topic A

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Questions for Tasks B and C

Conversations on topics

TE uses the randomisation grid provided by Pearson to determine which topic is to be examined in:

1. Task B conversation 1 and
2. Task C conversation 2

Tes do not choose the topics for these two conversations

Tes should:

- Ask open questions
- Ask questions at a level appropriate to candidates' ability
- Link questions to the previous response as far as possible
- Elicit a range of tenses structures and vocab
- Elicit opinions and justifications
- Provide candidates with an opportunity to expand

Timings:

- Tes should respect timings
- Tasks B and C should not exceed minutes (3 mins – 3 mins 30 seconds each)
- Excess candidate material will not be assessed.

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Questions for Tasks B and C

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

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Sample questions

Topic A: Home and abroad

¿Has visitado algún país extranjero? Háblame de tu visita.

¿Qué vas a hacer en tus próximas vacaciones?

¿Por qué es importante viajar a otros países?

Si tuvieras mucho dinero, ¿qué tipo de vacaciones harías?

Topic B Education and employment

Describe un momento / un evento especial (para ti) en tu instituto.

En tu opinión ¿cuál es la asignatura más importante? ¿Porque?

¿Cómo describirías a un estudiante ideal?

Si fueras director de tu instituto, ¿qué te gustaría cambiar?

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Sample questions

Topic C: Personal life and relationships

¿Cómo te llevas con los miembros de tu familia?

Describe un fin de semana ideal. ¿Qué harías?

¿Qué cualidades debe tener un buen amigo/ amiga?

¿Cómo eras de niño / niña? Y ¿cómo eres ahora?

Topic D: The world around us

¿Utilizas mucho la tecnología? ¿Porque?

¿Tienes una dieta sana?

Dime tu opinión de las redes sociales.

¿Cómo será el transporte público en el futuro?

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Tips for candidates

- Vary your vocabulary – try not to repeat the same words too many times
- Try to avoid using too many basic words - think of less common words
- Try to vary the structures you use and include more complex structures
- Remember to use past, present and future time references
- Develop your ideas

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Pronunciation

Pronunciation is key to developing students' confidence in speaking.

Tips:

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

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Speaking activities and strategies

Speaking activities used in lessons need to enable students to develop

- Confidence
- Spontaneity
- Complexity

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

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Reaction cards Activity

Disagree +
reason

Change
something

Agree +
reason

Past

Future

Add
something

I like/don't like family
celebrations

- Me gusta reciclar cosas en casa
- En mi opinión acampar es genial
- Creo que es importante comer con la familia.

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'Pick and Mix' Activity

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

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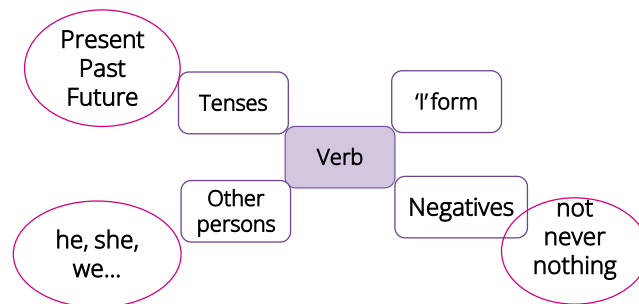
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Verbs

Can you change your verbs into different tenses in the I form?

Can you add a negative?

Can you use another person?



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Opinions and Points of view

good
interesting
fantastic
super
excellent
boring
terrible

Can you think of better adjectives?
Less basic adjectives?

Adjectives:

	TL	Alternative 1	Alternative 2
good			
bad			
boring			
interesting			
fantastic			
super			
rubish			

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Positive	Negative
entertaining	a waste of time
fascinating	disappointing
the best	(disappointed)
better	the worst
great	noisy
lively	busy
rewarding	irritating

In my opinion ...

I think that...

I find it...

I would say...

because

On the one hand...on the other hand...

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Writing

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Paper 2 Writing

Writing 40 marks

Three writing questions:

- Question 6: 60 - 75 words
- Question 7: 130 - 150 words
- Question 8: Grammar

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Writing Task Q6

SECTION B

Responde a **TODAS** las preguntas.

Mi dieta

6

desayuno

ayer

siempre

salud

Escribe entre 60 y 75 palabras **en español** sobre "Mi dieta". **Debes** utilizar todas las palabras mencionadas arriba.

(10)

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Q6: The short writing task

As in past series, the majority of candidates scored well here, but some candidates lost communication and content marks **as they failed to refer appropriately to all four stimulus words**.

The most problematic word for candidates was salud, which was either used as an adjective: mi dieta es muy salud or mistakenly interpreted as *salad*.

The other stimulus word that was not handled well was ayer. Candidates often followed this with a present tense or even near future verb.

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Communication and Content

Q6 The candidate should have referred to the following bullet points:

- desayuno
- siempre
- ayer
- salud

Maximum of 4 if one bullet not addressed.

Maximum of 3 if two bullets not addressed.

Maximum of 2 if three bullets not addressed.

Candidate scores 0 if no bullets have been addressed.

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Writing Task Q7

Students write 130 - 150 words in response to the question

They must address four bullet points.

Opción 1 (a) Escribe un correo electrónico a tu amigo(-a) español(a) sobre unas vacaciones recientes. Debes mencionar:

- *dónde pasaste las vacaciones*
- *lo que hiciste con tu familia al llegar*
- *tu opinión sobre hacer actividades con tu familia*
- *el alojamiento en que te quedarás en unas vacaciones futuras.*

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

- a description using the past tense (bullets 1 and 2)
- opinion and justification (bullet 3)
- use of future tense or future intent (bullet 4)

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Examiners were impressed by the quality of candidates' writing.

Candidates had a range of vocabulary and structures suitable for the topic area and there were some lovely examples of complex language used to give opinions, justify and narrate events. Some candidates were also able to use both the preterite and imperfect tense.

However, many candidates failed to discuss the first day. They talked more generally about their holidays activities and did not include what they did al llegar.

There were also lapses in the last bullet in which they described a future holiday with no reference to accommodation.

At times, it was clear that some candidates were writing a pre prepared essay and were not addressing the bullet points.

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Communication and content

The candidate should have referred to the following bullet points:

- dónde pasaste las vacaciones
- lo que hiciste con tu familia al llegar
- tu opinión sobre hacer actividades con tu familia
- el alojamiento en que te quedarás en unas vacaciones futuras.

Maximum of band 7-8 if one bullet is not addressed.

Maximum of band 5-6 if two bullets are not addressed.

Maximum of band 3-4 if three bullets are not addressed.

Candidate scores 0 if no bullets have been addressed

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Planning sheet

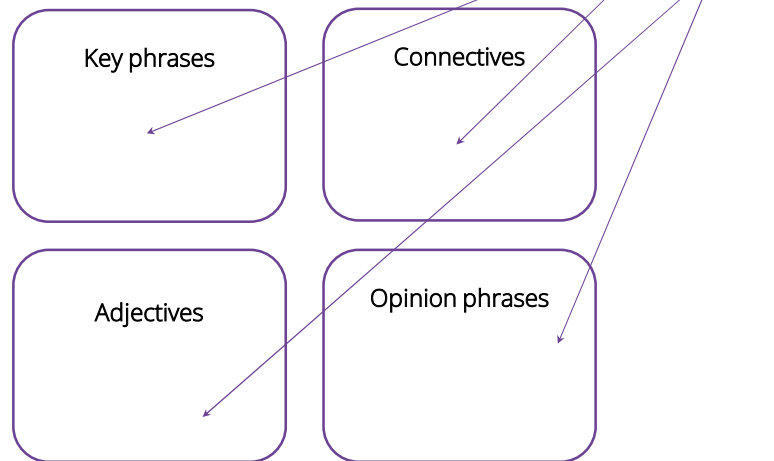
Students fill in the boxes or the Teacher gives particular words to use

	What does the bullet point expect me to write?	What tense is it in?	What language can I use here?	What complex language can I use here?	How can I include another tense?
1					
2					
3					
4					

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Tu opinión sobre el reciclaje

Planning task...



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Writing activities and strategies

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

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Unjumble the sentences

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

Support 1:

I like to spend my time with my friends

Support 2:

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

Support 3:

A mícon mis.....

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Answers, adaptation and options

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

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

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

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Improve my sentences

Yesterday I went to the cinema.

Past

My best friend is called Ana.

Future

I would like to study German.

but...

because

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Think of complexity...

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

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Question 8

El trabajo

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

Los trabajos con un futuro

Si tú (a) [buscar] un trabajo, debes recordar que algunos trabajos son menos (b) [necesario] ahora que en el pasado. Hace 30 años, trabajar en una agencia de viajes pagaba un (c) [bueno] salario y (d) [dar] la posibilidad de viajar. Ahora, ya que los viajeros (e) [reservar] sus vacaciones en línea, no se necesitan agentes. Igualmente, hay cada vez más bancos en Internet, por eso cajero de banco es (f) [otro] profesión que desaparecerá.

Hay trabajos que (g) [existir] en el futuro. Debes (h) [elegir] uno de estos. Afortunadamente, cuando yo salí del colegio, mis profesores me (i) [aconsejar] ser peluquero, una profesión que siempre seguirá (j) [ser] necesaria.

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Grammar Test Question 8

Candidates have to modify ten given words, is based on a text about jobs that will continue to be needed (or not) in the future.

This task is designed to give the strongest candidates the chance to shine, while also offering weaker candidates one or two places where they can score.

The elements where most candidates picked up points were the adjective manipulations in Q08(b) *necesarios* and (e) *otra*.

Many candidates also scored with regular present tense verb manipulations in Q08(a) *buscas* and (e) *reservan*. The use of infinitive in Q08(h) *elegir* was also correctly spotted by many.

The most challenging manipulation was Q08(j) *siendo* following the verb *seguir*. Only the most able candidates were able to score above 8 marks, with the average score being 5 and the most common score being only 3.

It was pleasing to see that this year there were fewer candidates who did not offer any answers to question 8.

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Reading and Listening

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Listening Paper

Paper	Length of assessment	Summary of assessment
Listening Marks: 40	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.

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Paper 2 Reading

- 1 hr 45 mins available for Paper 2 as a whole. Students may divide the time as they wish.

40 marks for Reading

Five reading passages in Spanish

One text will be taken from a literary source

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Different questions types for Listening and Reading

- Non-verbal question
- Multiple-choice questions
- Gap filling questions
- Note taking / short answer questions

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Non-verbal questions

- Candidates are required to differentiate between the content of various people's words.
- *Pon una equis en las 6 casillas adecuadas*
Candidates must cross **six** boxes only. If a candidate crosses more than six, one mark is deducted from the correct answers for each extra cross
- Q4 Listening - some inference to work out whether the statements of six speakers are in past, present or future time-frames or whether the opinions given are negative, positive or both.

Time frames could be indicated other than by tenses e.g. by the use of adverbs.

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Hacer deporte

4 ¿Son las opiniones **positivas**, **negativas** o **positivas y negativas**?

Pon una equis ☒ por cada persona.

	Opinión positiva	Opinión negativa	Opinión positiva y negativa
Ejemplo: Carla	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Río	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Maya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Omar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Alba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Damían	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Selina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 6 marks)

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Inference

Inference is required in the listening and reading papers.

The following activity may be helpful:

1. Students define and understand inference.
2. Once students understand inference, ask them to match up definitions and terms (maybe in their mother tongue) e.g:

- *pears and apples* = Fruit
- *Nothing ever stood in his way* = determined

3. Try some target language versions.

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Multiple choice questions

Students should

- be aware the questions follow the order of the text
- not jump to the wrong answer just because they hear/read a particular word in the text - there will most likely be reference to all four options in the text

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Pon una equis en la casilla apropiada.

Sofía Vergara

Cuando no tiene que trabajar en la televisión, la actriz se levanta a las 8 y empieza su día con un café y algo de comer, por ejemplo, un plátano.

Hace ejercicios: normalmente entrenamiento con pesas y correr. Cuando termina, toma un baño que puede durar una hora. "Por mi trabajo, tengo que lavarme el pelo cada día".

Answers: (a) C and (b) B

(a) Ella bebe café ...

<input type="checkbox"/>	A por la tarde.
<input type="checkbox"/>	B varias veces al día.
<input type="checkbox"/>	C con el desayuno.
<input type="checkbox"/>	D cuando trabaja.

(b) A Sofía le gusta bañarse ...

<input type="checkbox"/>	A por la noche.
<input type="checkbox"/>	B después de hacer ejercicio.
<input type="checkbox"/>	C antes de correr.
<input type="checkbox"/>	D rápidamente.

June 2023

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Gap-filling question

El transporte público

6 Escucha esta entrevista con la señora Muñoz. Escoge la letra correcta.

A	atascos	B	aumentado	C	trenes	D	autobuses
E	seguridad	F	empeorando	G	bajos	H	puntualidad
I	mejorando	J	ciudad	K	peatones	L	altos
M	reducido						

Ejemplo: Habla sobre el transporte en la ...	J
(a) Ahora, la situación está ...	
(b) En algunos lugares vemos muchos ...	
(c) Debe haber áreas sólo para ...	
(d) Hemos ... el número de autobuses.	
(e) Los trenes garantizan mayor ...	
(f) Los precios para viajar en tren son ...	

(Total for Question 6 = 6 marks)

M1: Sra. Muñoz, ¿cuál es la situación del transporte urbano después de los cambios recientes?

F1: Antes de hacer estos cambios estaba peor.

Answer

(a) mejorando

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Gap-filling questions

Train students to

- look for words which complete the grammatical pattern of each sentence accurately
- use their knowledge of grammar i.e. a masculine singular article will be followed by a masculine singular noun.
- identify synonyms or opposites

In some cases, some deduction/inference will be required to work out the correct answer

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Note-taking / short answer questions

Students should

- make short notes
- for Q7 Listening identify what is positive and what is negative and place the answers in the correct box
- not transcribe big chunks from the text

Students should be aware that

- quality of language is not assessed – unambiguous communication of the correct answer is
- it is not necessary to write long answers

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Las relaciones familiares

5 Lee el fragmento del texto sobre lo que recuerda un niño de sus padres.

Recuerdo a mis padres

De mi niñez no tengo precisamente buenos recuerdos. Mi padre, ya mayor cuando yo era niño, llevaba un estupendo bigote negro y yo le tenía un gran respeto y no poca admiración.

Mi madre no era amiga de los conflictos; en todos los años de su vida, yo no la oí gritar más que en una ocasión. Al contrario que mi padre, ella era larga y delgada y no tenía aspecto de buena salud.

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

(a) ¿Cómo era su padre? (1)

Answer: (ya) mayor **OR** Llevaba/lleva/llevó/ tenía/ tiene (un estupendo) bigote

Accept: viejo/antiguo/ anciano Accept infinitive

Reject: (Un estupendo) bigote negro (no verb)

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Useful websites

Suggestions for possible research or for authentic reading or listening materials.

www.bbc.co.uk/languages/spanish
www.bbc.co.uk/education/subjects/z4dqxb
www.languagesonline.org.uk
www.lightbulblanguages.co.uk
www.yahoo.es
www.digitaldialects.com/Spanish.htm
www.donquijote.org/cultura
www.google.es
www.spain.info/es
http://zoomadrid.com
www.20minutos.es
www.buscarempleo.es
www.superpop.es
www.disfrutamadrid.com

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Pearson Edexcel International A Level Languages

International A Level Spanish
Developing and Maximising
Students' Speaking, Writing,
Listening and Reading Skills



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Session Agenda

- Unit 1 speaking
- Unit 3 speaking
- Unit 2 Writing
- Unit 4 Writing
- Listening and Reading
- Grammar

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Aims and objectives

- To consider the demands of the IAL Spanish speaking, writing, listening and reading
- To consider how best to prepare students for the IAL
- To consider strategies to develop these skills at IAL

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IAS General Topic Areas and subtopics

GTA 1: Youth Matters

Family relationships and friendships

Peer pressure and role models

Music and fashion

Technology and communication

GTA 2: Lifestyle, Health and Fitness

Food and diet

Sport and exercise

Health issues

Urban and rural life

GTA 3: Environment and Travel

Tourism, travel and transport

Types of natural disasters and weather

Climate change and its impact

Energy, pollution and recycling

GTA 4: Education and Employment

Education systems, schooling

Pupil/Student life

Volunteering and internships

Jobs and unemployment

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Speaking

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IAS Speaking test

The total duration must be between 8 and 10 minutes, as measured from when the TE starts to ask the candidate the first question in Section A

The candidate should attempt to speak for an equal amount of time in Section A and Section B

If Section A is completed in under 4 minutes, the TE should attempt to extend Section B until the total duration of the examination (8 minutes) has been met.

Excess candidate material (i.e. longer than 10 minutes) will not be assessed.

Students must inform the TE which two general topic areas they have chosen before the test via an Oral Topic Form (OR1), one copy of which must be given to the TE no more than three weeks in advance of the examination.

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Unit 1 IAS speaking Section A

Candidates

- prepare their two chosen general topic areas (GTAs)
- are given a stimulus card on a sub-theme from one of their GTA based on the randomisation grid.
- have 15 minutes immediately before the test to prepare the text. They may make notes (maximum one side of A4) and refer to them during the oral.
- answer 4 questions set by Pearson based on the stimulus text

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Unit 1 IAS speaking Section A

- Questions 1 and 2 focus on information in the text.
- Question 1 is based on the first paragraph of the text and candidates must give three pieces of information
- Candidates must manipulate the language of the card in order to answer Qs 1 & 2 correctly
- Qs 3 and 4 focus on wider knowledge of the topic area
- TEs must ask only the four questions provided by Pearson in the order given. The questions must not be reworded or paraphrased for the candidate
- Questions can be repeated once for the candidate.
- No supplementary questions may be asked.

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Unit 1 Speaking Card and questions

Teacher/examiner version



(Source: image © DMEPhotography/Getty Images)

El peso de la presión social

Entre la gente joven, la mayoría pertenece a grupos fijos en el colegio donde la presión social influye en la personalidad de una forma positiva o negativa. A veces lleva al individuo a sentirse incómodo consigo mismo y quizás, emprender actos o plantearse ideas que no había considerado antes.

Las actitudes de los adolescentes dependen de su aprendizaje y el entorno en el que han vivido. Por eso suelen ceder fácilmente a la presión aquellos jóvenes cuyos padres les han inculcado reglas rígidas, generando inseguridad, baja autoestima y rebeldía.

1. Según el primer párrafo, ¿cómo afecta a los adolescentes la presión social?
2. Según el artículo, ¿por qué es significativo el papel de los padres?
3. ¿Crees que los compañeros pueden tener una influencia positiva en los jóvenes? Explica tu respuesta.
4. En tu opinión, ¿por qué nos interesa la vida de la gente famosa?

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Section A Examiner Feedback

Youth matters: Cards 1A& 1B (El peso de la presión social)

In card 1A most students were able to offer three pieces of information in response to Q1. Candidates are expected to answer in their own words, showing an ability to manipulate the language.

There were 3 possible answers to Q2, but candidates were required to give only one.

Q3A: answered well by many candidates, who were able to outline the positive influence of peers on young people regarding study, homework and social behaviour. Some better candidates went on to outline the negative effects too.

Responses to Q4A included the idea of young people wanting to imitate famous people as well as it being a way of forgetting about their own mundane lives. Better candidates outlined how lives of the rich and famous presented on social media are not always what they seem and can lead to anxiety and depression in young people who imitate them.

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Section A mark grid

Mark	Understanding (stimulus specific): AO2
0	No rewardable material.
1	Limited answers to prescribed questions, demonstrating poor understanding of stimulus text.
2	Satisfactory answers to prescribed questions, demonstrating adequate understanding of stimulus text.
3	Detailed answers to prescribed questions, demonstrating good understanding of stimulus text and its wider implications.
4	Full and detailed answers to prescribed questions, demonstrating excellent understanding of stimulus text and its wider implications.

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Preparation for Unit 1 Section A

Qs 1 & 2: Give students a short text and ask them to write questions on it. They then ask their partner these questions or swap the text and questions with other students

Qs 3 & 4: In preparation for the extended answers, give students a topic and ask them to speak for e.g. one minute on that topic without stopping. They must include ideas and opinions

Ask one student to come up with a sentence about a specific topic. Then go round the class with each student offering another sentence about this topic, building on what the previous student has said

Aim is for students to become more confident when speaking and also to build up ideas and vocabulary useful in the exam

Practise manipulating the language of a text in order to answer the question – develops paraphrasing and use of synonyms

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Unit 1 IAS speaking Section B

- Candidates answer questions on the same topic area as that of the stimulus card, but the questions move away from the subject on the card to cover other aspects of the General Topic Area
- Candidates are expected to demonstrate evidence of reading and research into the topic area, for example by referring by name to newspaper or internet articles

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Section B (Examiner feedback)

The TE develops a discussion on the same GTA. If the TE asks questions on a different GTA, the candidate's ability to access the full range of marks for *Knowledge and understanding (General topic area)* will be restricted.

The topic of the stimulus card may be used as a starting point, but the TE should move to a more general discussion of the topic area and to discussion *of at least one other subtopic within this GTA*.

Candidates must show a clear understanding of the chosen topic and use the research they completed in advance of the examination, ideally citing sources used in their research

For a candidate to access the full range of marks, Section B must be a discussion, not a list of questions and answers. TEs should pick up on what candidates say to inform further questions and encourage the candidate to develop the points made where possible.

TEs must give candidates the opportunity to deal with questions suitable for AS level, i.e. to show they have progressed from Int GCSE. If all/some of Section B discussion centres around GCSE level questions leading to insufficient evidence of the level of challenge expected at AS level, the candidate may not be able to access the full range of marks for *Knowledge and understanding*.

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Section B assessment criteria

Mark	Knowledge and understanding (General topic area): AO1
7–8	Many relevant ideas and opinions, demonstrating good knowledge and understanding of general topic area.
9–10	Wealth of relevant ideas and opinions, demonstrating excellent knowledge and understanding of general topic area.

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Preparation for Section B

Allocate a topic and each student must give

- 3 facts and/or 2 sets of figures about that topic
- 5 items of vocabulary specific to the topic area
- 5 items of topic specific vocab beginning with e.g. t

Practise

- extended answers e.g. speak for 30 seconds and developing arguments e.g. because/furthermore
- demonstrating evidence of research of the topic area by referring to news articles and by giving facts and figures
- Learn and use 'useful' phrases to help to express the points made

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Ideas for practising vocabulary

- Give students a topic. How many words relating to that topic can they list in one minute?
- Give students a letter of the alphabet. How many words beginning with that letter can they list in one minute?
- Gap-fill vocabulary
e.g. e _ _ r _ _ m _ _ t (environment)
- 'Lotto' or 'Bingo' using topic specific vocabulary
- Online tools such as Quizlet

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Make a list of useful phrases

- Please repeat the question
- In my opinion
- Firstly ... secondly ...
- On one hand ... on the other hand ...
- Finally ...
- Many people think that ...
- I read in the newspaper "Le

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Unit 3 IA2 speaking

Section A

Candidates

introduce and debate a controversial issue they have chosen must provide evidenced research to support their arguments need to use the language of argument and debate

Section B

Candidates discuss at least two further unpredictable issues

80

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IA2 General Topic Areas and subtopics

GTA 5: Technology in the Spanish-speaking world

Scientific advances
Technological innovations
Impact on life and environment

GTA 6: Society in the Spanish-speaking world

Migration
Equality
Politics
Customs

GTA 7: Ethics in the Spanish-speaking world

Beliefs
Law and order
Moral issues (e.g. euthanasia, adoption, genetic modification)

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Preparation for Unit 3 Section A Chosen issue

- Choose a suitable issue for debate
- Research this issue
- Note sources of information
- Find facts and figures to support arguments
- Practise using the language of debate and argument
- Practise giving extended answers

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Section A: debate

- Students choose any issue – no need for it to relate to any of the GTAs but it must not be based on the topic/literary work/film studied for Unit 4
- Examples of suitable statements which make the stance clear: *University education should be free to all* or *The ban on smoking in public places is wrong.*

Students

- must conduct their own research
- are assessed on the breadth and depth of their research in their presentation. *As such, students should mention Spanish-language newspaper and magazine articles, online written sources, journals, literary texts and any other suitable Spanish-language written source that can be referenced*
- may refer to other authentic Spanish-language sources in the debate. These include films, television, radio, online audiovisual material and interviews
- have approximately one minute to outline their stance on their chosen issue followed by approximately four minutes debate on the issue

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Section B further issues

The TE must introduce *at least two further issues* for discussion. Candidates must not know which issues - these are the unpredictable elements of the exam TE should cover a range of issues for discussion across the centre

Candidates are rewarded for their ability to respond to spoken language. TE's questions must be sufficiently challenging linguistically and conceptually so candidates can access the full range of marks

The unpredictable issues must be linked to the GTAs. All students at IA2 must have covered the *seven GTAs* to some degree

Unpredictable issues which relate to the four IAS/IAL general topic areas do not have to refer to Spanish-speaking culture, although they may. However, issues which relate to the three IA2 specific general topic areas must refer to Spanish-speaking culture.

Candidates are not expected to produce very detailed or specialised knowledge in the follow-on unpredictable discussions.

Students have approximately 6 to 8 minutes' discussion time for the unpredictable issues

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Phrases for argument and debate

In advance of the oral exam, students should make and learn a list of phrases they can use to argue and to defend a point of view e.g.

- In my opinion
- I read in El Pais that ...
- I do not agree. I believe that ...
- It is obvious that ...
- I agree with those who say that ...
- An expert in this field, (name) said in 2019
- I would suggest the opposite is true ...
- I cannot agree with the idea that ...

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Practising these phrases for argument and debate

These phrases can be the basis for practice in class.

Ideas or practice include:

- Give students a phrase from this list and ask them to make a sentence using it.
- Set up mini-debates on different issues between two students, each of whom takes a different point of view. Students must then maintain the debate as long as they can, opposing each other's points of view.
- As for Unit 1, students need to learn and practise the vocabulary they need to discuss different issues. The same ideas for learning vocabulary in U1 can be used to do this.

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Ideas for developing accuracy of language

- Practise aspects of pronunciation students find difficult e.g. the letter 'j'
- Give students sentences or a text to read out where all verbs are in the infinitive or all adjectives are in the masculine singular form. They must say the sentences using the correct form of the verbs and the adjectives.

E.g.

Usually on Saturdays my brother (to go) ___ to the stadium where he (to play) ___ tennis but last week he (to go) ___ to the cinema where he (to watch) ___ a film.

- Give students a pronoun and a verb in the infinitive. They must conjugate this verb in e.g. the present, perfect, imperfect, future and conditional:

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Ideas for developing range of language

Synonyms: How many different ways can you find to say e.g. In my opinion?

Opposites: What is the opposite of e.g. to agree, to allow, to clean, to destroy etc.

Words: Give students a word. They say a word beginning with each letter of that word. Each word they say must relate to the original word in some way

POLICE

P	people
O	order
L	law
I	integrity
C	criminal
E	enemy

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Spontaneity and development

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AO1: Spontaneity and Development

Unit 1 16 marks out of 40

Unit 3 20 marks out of 40

The candidate is rewarded for:

- degree of spontaneity
- initiative and development
- engaging with examiner

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Spontaneity and development (IAS)

Mark	Spontaneity and development: AO1
0	No rewardable material.
1–4	<ul style="list-style-type: none"> Minimal spontaneity. Cannot develop responses. Often fails to respond or needs regular prompting. Very reliant on examiner's language.
5–8	<ul style="list-style-type: none"> Some examples of spontaneity. Limited development of responses. Some hesitation in more complex areas. Difficulty with some questions.
9–12	<ul style="list-style-type: none"> Many examples of spontaneity. Some development of responses. Responds usually without undue hesitation. Deals adequately in most situations.
13–16	<ul style="list-style-type: none"> High incidence of spontaneous, fluent discourse. Detailed development of responses. Able to respond readily to all questions. Develops and sustains discourse well.

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Spontaneity and development

TE interventions (questions, brief statements, instructions, comments etc.) should always develop flexibly and build logically on what candidates have said.

Candidates should not be allowed to produce rehearsed speeches; they should be encouraged to speak independently and spontaneously.

Candidates who repeat pre-learnt or memorised material should be encouraged to produce more spontaneous discourse.

Taken from UNIT 1: Spoken Expression and Response
Instructions to teacher/examiner

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Spontaneity and development

- Candidates must speak spontaneously and develop their answers
- Candidates demonstrate *spontaneity* by responding naturally to unpredictable questions. They should not recite large amounts of pre-learned material during the exam. They should listen to TE questions and use their knowledge of topic-related material and language to formulate a spontaneous answer.
- To score in a high band for development, candidates must develop their answers and take the initiative rather than waiting for the TE's next question. They should push the conversation forward themselves.
- Students need to practise these skills

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Encouraging spontaneity and development Teacher/Examiner role

The TE should

- listen to what the candidate says and use this to inform the next question
- encourage the candidate to give more detail and to expand on what s/he says

The TE shouldn't

- stick to a pre-prepared list of questions
- allow candidates to recite large chunks of pre-learned material during the discussion
- Useful phrases for encouraging spontaneity and development:

Why do you say that ...?

What do you mean by ...?

Can you tell me a bit more about ...?

Can you give me an example of ...?

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Ideas for encouraging spontaneity and development in the classroom (i)

Teachers are advised to make such exercises a regular part of lessons. They can represent a good 10-minute activity for the beginning or end of a lesson:

- Give students a topic (and a subtopic). They have 30 seconds to write down 10 words or phrases linked to the topic. Then they must speak for one minute about the topic without stopping while another student times them.
- Give one student a sentence (e.g. *I read in the newspaper yesterday that 85% of the population is against testing on animals*). The next student has to add to this a sentence that makes sense (e.g. *'I was not surprised by this figure'*) and so on round the class, with each student adding a sentence.

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Ideas for encouraging spontaneity and development in the classroom (ii)

Each student writes a question on a piece of paper e.g. *Why is important to study at university?* Collect in the pieces of paper, hand them out at random. Each student must then answer the question they are given. A minimum time for their answer could be given

Students take on the role of the TE using the questions on slide 33: Why do you say that ...? What do you mean by ...? etc. students talk to each other, with one taking the role of the TE and prompting the other student(s) to speak for as long as they can about a chosen topic.

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Writing

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IAS Writing

- The four bullet points follow a logical sequence. Candidates are advised to address them in the order given and develop them appropriately
- Address all elements of each question: marks for Communication and Content will be limited if a bullet point is either not fully addressed or is omitted
- Avoid digression from the stipulated content. Multiple ideas can be presented and developed as long as they relate to the bullet points
- Information should be conveyed clearly and unambiguously – there may be occasional minor errors which do not interfere with comprehension.

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SECTION C

Writing

9 Contesta la pregunta en esta sección.

Los móviles

El teléfono inteligente se ha convertido en un elemento indispensable en nuestras vidas. Las posibilidades que nos ofrecen las nuevas tecnologías móviles han provocado que, con el paso del tiempo, pasemos cada vez más tiempo pendientes del teléfono. Para mucha gente se ha convertido en una costumbre echarle un vistazo a menudo. De hecho, España es el quinto país del mundo en el que la gente pasa más tiempo pegada a su móvil.

(Source from: https://www.elconfidencial.com/tecnologia/2017-05-26/movil-uso-exceso-espana-salud-enganchados-smartphone_1389117/)

Escribe un artículo sobre los móviles. Se recomienda escribir entre 240–280 palabras en español.

Debes mencionar:

- por qué los móviles se han vuelto tan indispensables.
- cómo usaste tu móvil ayer.
- unos consejos para padres de niños que quieran un teléfono inteligente.
- lo que deberíamos hacer para evitar el uso excesivo de los móviles.

(40)

June 2022

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IAS Writing

- Address the 4 bullet points without digression - present ideas which relate to each of the bullet points and develop them.
- Express ideas in a logical sequence
- Convey information coherently, clearly and unambiguously (occasional minor errors which do not interfere with comprehension)
- Wide range of vocabulary and grammatical structures used appropriately and effectively e.g. good knowledge on the use of pronouns, use of the subjunctive, varied examples of different tenses e.g. imperfect, perfect, future and conditional.
- Accuracy is very good with very few errors

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IA2 Writing

11 Literatura – Esquivel: Como agua para chocolate

EITHER

- (a) Explica el uso de los símbolos en la novela. Analiza cómo ayudan estos símbolos a comunicar mensajes al lector.

OR

- (b) Describe las diferencias entre Rosaura y Gertrudis. Analiza cuál de sus dos hermanas tiene mayor influencia en la vida de Tita.

Address both parts of the question: i.e. the description/explanation aspect AND the evaluation - the second and more challenging part of the question.

Essays which omit the *analiza* aspect of the question score in the lower mark bands for Critical analysis, organisation and development (AO3).

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IA2 Writing

- Write a brief plan and follow it. Ensure both parts of the question are addressed in the plan
- Write an introduction relevant to the question. The introduction should give the reader an idea of how the essay will approach the question and sets out the aspects of the topic that will be considered. Avoid general information irrelevant to the question
- Write a conclusion which summarises the essay content but also gives an individual response to the question, a personal interpretation.
- Avoid giving a plot summary of the text/film without including points of view and analysis.
- Pay attention to paragraphing and aim to keep one main idea per paragraph; not too much information in a single paragraph

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IA2 Writing

Show excellent factual knowledge of the novel: Good detail and supporting evidence throughout: use of quotations as evidence to support points of view about the text OR references to the *novel* which show an in-depth understanding and support the points of view expressed in the essay.

BUT: candidates should not try to include everything they know about a particular aspect of a work. Focus comments on the question.

Important not to stay in the descriptive, important to explore the ramifications of the facts presented. Address both the description and the analysis part.

coherent argument and is well-organised.

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Writing in general

- Candidates should write in a register appropriate to the task. Slang and informal language is not suitable for an examination essay.
- Take care over accents - a lack of accents can cause ambiguity and affect the clarity of the writing leading to lost marks
- Deploy a wide range of vocabulary and grammatical structures appropriately and effectively. E.g. pronouns, subjunctive, varied use of different tenses e.g. imperfect, perfect, future and conditional

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Listening and Reading

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Listening

- IAS: Section A of Unit and Unit IAL
Section A of Unit 4
- Students have control of the recording and can listen to it as many times as they wish
- Recommended time for Section A: 45 minutes
- 3 types of questions:
 1. Multiple choice
 2. Gap fill
 3. Short answers

Reading

- IAS: Section B Unit 2
IAL Section B Unit 4
- 2 question types:
 - (i) Multiple choice
 - (ii) Short answer
- Grammar question

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Multiple choice listening question

The student hears:

Hace tres años, con su pareja de dos décadas, dio la bienvenida a sus gemelos (A). Vive en aislamiento en Miami. Su avión privado (D) le permite moverse a escondidas, dejándose ver solo cuando él quiere

(d) Enrique valora mucho ...

<input type="checkbox"/>	A su vida familiar.
<input type="checkbox"/>	B su música.
<input type="checkbox"/>	C su intimidad.
<input type="checkbox"/>	D su fama.

Correct response: C

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Gap fill (Listening only)

Vivir en Bogotá tiene sus aspectos buenos y malos. La gente que realiza sus estudios y que solicita empleo en la capital colombiana está un paso por delante de otros candidatos que estudian en el resto del país. Bogotá cuenta con dos de las mejores universidades de toda Latinoamérica, aunque la mejor está en Santiago de Chile. Mucha gente viene a Bogotá por las mayores posibilidades laborales. Con esto no estoy diciendo que sea una de las mejores ciudades del mundo para trabajar, pero es una de las mejores dentro del continente.

Rellena los espacios en blanco con la expresión adecuada de la lista de abajo, según lo que oyes.

La vida en Bogotá

Al estudiar (a) Bogotá, uno se prepara mejor para el mercado laboral. Con respecto a las oportunidades de empleo, Bogotá compite con otras ciudades en la escena (b)

lucha por fuera de global impide
sudamericana anima a logra en

Answers

(a) en (fuera de)

(b) sudamericana (global)

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Short answers

M1: El fenómeno de hacer voluntariado vive un momento de alta popularidad entre los universitarios. Hoy Andrea, profesora americana, nos relata la experiencia que tuvo en su voluntariado de seis semanas en Guatemala.

F2: A mí me encanta viajar. Cuando era estudiante de secundaria fui de intercambio al paraíso de Costa Rica. Como consecuencia de esta experiencia, decidí centrarme en temas de agricultura sostenible y seguridad alimentaria en la universidad. Durante el tercer año empecé a sentirme cansada de estar en clase y quería ver todo con mis propios ojos y, a la vez, mejorar mis habilidades de habla española. Me habían ofrecido una beca, la cual me animó a realizar estudios en el extranjero.

Contesta las preguntas EN ESPAÑOL, utilizando tus propias palabras tanto como sea posible. No es necesario escribir frases completas.

Hacer voluntariado en el extranjero

(a) ¿Qué influyó en los estudios universitarios de Andrea?

(1)

(b) ¿Por qué decidió Andrea hacer voluntariado en el extranjero? Da **dos** ideas.

(2)

Answers

4a. Un intercambio (a Costa Rica).
 4b. Quería experimentar lo que había aprendido / Quería ver todo con sus propios ojos. (1)
 Quería mejorar su español (hablado). (1)
 Recibió una beca. (1)
 Estaba cansada de estar en clase. (1)

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Answering listening and reading questions – Advice for students (multiple choice and gap fill)

- Listen to the entire recording/read the whole text for each question in order to understand the gist of the text
- Read the questions and possible answers very carefully
- Listen to the recording/read the text very carefully before choosing the answer; do not jump to conclusions
- If you change your mind, indicate the answer you have chosen as correct very clearly

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Listening and reading – short answer questions Advice for candidates

- Listen to the entire recording/read the entire text in order to understand the gist of the text
- Know all question words – this helps ensure you're answering the question asked. Pay attention to the phrasing of the question
- Questions follow the order of the text.
- If there are two marks for a question, only one idea should be written on each line of the space: Order of elements
- Words or phrases from the text may be used in the answer, but lifts must be targeted – especially important in the Reading
- Quality of language is not assessed but correct and unambiguous communication of the targeted information is

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Listening and reading – short answer questions Advice for candidates

- Give the information the question asks for rather than copying directly from the text
- Most questions require candidates to manipulate the language of the text
- Some questions require candidates to read between the lines and infer meaning e.g. the question may ask what the attitude of a person is the direct answer is not in the text. Candidates have to understand, infer and explain in their own words.

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Developing listening and reading skills (i)

- When watching a film/video clip, switch on the Spanish subtitles: reading a text while listening to it at the same time can make it more accessible. This is also good for improving pronunciation.
- Give students the text of a song with some words blanked out. Students listen and fill in the missing words. If necessary, for extra support, the missing words can be given (on the board, or on the sheet) so that students have to choose the correct word.

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Developing listening and reading skills (ii)

- Spot the mistake: give students a text. The teacher reads out the same text, changing some of the details. Students listen for the differences and change their text to match what the teacher says.
- Dictation: The teacher reads out sentences or a text which students write down. First, read the entire text out loud, then read it again twice in small sections. This activity allows students to revise spellings and aspects of grammar such as verb endings and adjective endings.

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Developing listening and reading skills (iii)

Say what comes next:

The teacher reads out a text, stopping at certain points.

Students suggest a word or words that could come next e.g.

Global warming is a problem which ...

Many people think that young people ...

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Identifying words from context

Words that sound the same or very similar, but which have different meanings.
These will be different in every language.

Examples:

- Hecho Echo
- Abrazar Abrasar
- Bota Vota.
- Botar Votar
- Bello Vello
- Vaya Valla Baya
- Coser Cocer

Students identify from context which is the correct word.

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Understanding individual words

Work in pairs: Student 1 spells out the letters in a word (connected to current GTA) but mixes up the order of the letters. Student 2 must work out what the word is:

e.g.

Student 1 tbotemilemaleno

Student 2 embotellamiento

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Tips for students

- Students should know they do not need to understand every single word of a text; it can be enough to understand the gist of the subject of the text.
- Similarly, when students are answering questions on a text (listening or reading), they should read the title of the piece and the questions carefully before beginning to listen to the recording/read the text, as this will give them an idea about the subject of the text and its structure.

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IAS Q8 Grammar

Lee el siguiente texto y escribe la forma correcta de la palabra entre paréntesis. No siempre se requiere hacer un cambio en la palabra.

Los suplementos de Aora Health llegan a España. Es una empresa que se promociona como (a) [dedicar] a la creación de la alimentación futura. Nos explica que (b) [haber] diseñado unos productos para ayudar a (c) [disfrutar] de una vida larga y saludable, (d) [basarse] en la importancia de la alimentación para conseguirla.

8 (a) dedicada

8 (b) ha : 3rd person singular form of haber is required due to the verb explicar being singular, which refers back to una empresa in the previous sentence.

8 (c) disfrutar

8 (d) basándose Accept basandose

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IAS Q8 Grammar continued

Trabaja con investigadores bien (e) [conocido] y se han hecho estudios que (f) [demostrar] los resultados. Además, se centra en las personas para empoderarlas para que no sean solo los médicos quienes (g) [tomar] las decisiones.

8 (e) conocidos

8 (f) demuestran Accept demostraron

8 (g) tomen - the requirement to use the present subjunctive after para que

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IAS Q8 Grammar continued

Aora Día se lanzará al mercado pronto. Son unas pastillas (h) [eficaz] que tienen (i) [vario] funciones. Darán energía y aumentarán los efectos antioxidantes. Cada vez recurriremos más a la comida rápida o nos saltaremos comidas y, para compensar, estas pastillas nos (j) [aportar] los nutrientes que vamos a necesitar.

8 (h) eficaces

8 (i) varias

8 (j) aportarán Reject aportaran, aportan. Missing or added accents are tolerated unless their omission/addition changes the meaning of the word. The omission of the accent from the future tense here creates the imperfect subjunctive form of the verb aportar.

General point:

Where a reflexive verb is included in a task, the appropriate pronoun is part of the manipulation

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IA2 Q8

Q8

Cada vez que un famoso de éxito como Pau sale del armario de la dislexia, un niño con problemas de lectoescritura encuentra una motivación para seguir trabajando. Cuenta Manu, un alumno de primaria con dificultades para leer y escribir: "Me parece mal que se rían de ti porque, al que se ríe, también se le dará mal alguna cosa". Manu da con la clave. Nadie se considera menos inteligente por no haber sido agraciado con el don de cantar, por ejemplo.

(c) ... encuentra una motivación para seguir trabajando. (... le motiva ...) (1)
 Para
 encuentra algo que le motiva al seguir trabajando.

(d) ... también se le dará mal alguna cosa. (... dificultad con ...) (1)
 también tendrá ~~di~~ alguna dificultad con alguna cosa

(e) ... por no haber sido agraciado con ... (porque ...) (1)
 porque no ha sido agraciado con ...



ResultsPlus
Examiner Comments

Q08(c): A number of answers omitted 'encuentra' or used the infinitive, and lost the mark. The omission of 'a' or 'para' after 'motiva' lost the mark.

Q08(d): 'Tendrán' was not accepted as the verb in the original is singular.

Q08(e): A number wrote 'agradecido' instead of 'agraciado'. 'Han sido' did not score because the verb in the text is singular, agreeing with 'nadie'.

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IA2 Q8 Grammar

- IA2 Candidates should look for the emboldened phrases in the reading comprehension texts.
- Candidates need to consider the context of the original text when addressing this question. A successful response will demonstrate contextual understanding by ensuring the same message is conveyed after the applied manipulation
- All elements of the meaning of the original sentence must be included in the transformation.

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Support for Teachers

- Specifications for IAL French, German and Spanish
- Past exam material, including question papers, mark schemes, recordings of the listening tests and examiners' reports.
- Teaching and learning materials
- Forms and administrative support guides
- Exam dates
- Grade boundaries
- <https://qualifications.pearson.com/>

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Support

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Support for you at every stage

Free Resources and support	Planning, teaching and learning	Exam preparation and assessment	Results support
Getting Started Guide	✓		
Training Events (Face-to-Face & Online)	✓		
Subject Advisor Support	✓	✓	✓
Community Forums	✓	✓	✓
Schemes of Work	✓		
Skills Mapping	✓		
Sample Assessment Materials	✓	✓	
Examiner Reports	✓	✓	✓
Exemplar Marked Responses		✓	
Past Papers		✓	
examWizard		✓	
Mark Schemes		✓	
ResultsPlus Mock Exam Analysis		✓	
Results Plus		✓	✓
Access to Scripts Service (ATS)			✓

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Teaching and Learning Materials online

The screenshot displays the Pearson Edexcel International GCSE Spanish (2017) website. The main navigation bar includes 'Specification', 'Course materials', and 'News'. The page is titled 'International GCSE Spanish (2017)' and features the Pearson | Edexcel logo. A purple box highlights the 'Course materials' section, which includes filters for categories (Specification and sample assessments (4), Exam materials (120), Teaching and learning materials (60)), content type (All, Notice (1), Sample assessment material (2), Specification (1)), and format (All, PDF (3), ZIP (1)). The 'Specification and sample assessments (4)' section is expanded, showing 'Specification' and 'Sample assessment material'. The 'Specification' section includes a 'DOWNLOAD' button for the PDF (2.1 MB). The 'Teaching from: 2017' section mentions the 'External assessment from: 2019'. The 'Planning on teaching this qualification?' section provides links to 'Specification and sample assessments (5)', 'Exam materials (90)', 'Forms and administration (4)', and 'Teaching and learning materials (36)'. The 'Course materials' section includes links to 'Specification and sample assessments (5)', 'Exam materials (90)', 'Forms and administration (4)', and 'Teaching and learning materials (36)'. The 'Teaching support and training' section includes links to 'Training and professional development', 'Post results support', and 'The 5-1 grading scale explained'. The 'Published resources' section includes links to 'To support effective classroom delivery, we've developed a range of published resources for the Pearson Edexcel International GCSE (9-1), with progression, relevance and support at their core.' and 'Learn more (f)'. The 'News and updates' section includes links to 'March 2024 Languages Update | 1 March 2024', 'February 2024 Languages Update | 30 January 2024', and 'January 2024 Languages Update | 8 January 2024'.

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Support for Exam preparation and post results



- Free online results analysis tool for teachers.
- Provides a detailed breakdown of student performance in Pearson Edexcel exams.
- Identify topics and questions where the student could benefit from further learning and inform teaching strategies and approaches.
- Benchmark your school's performance against other Pearson Edexcel schools in your country.
- Not just a post-results tool: Mock exam results can also be fed into the system to produce analysis.
- Find student results analysis from their previous Pearson Edexcel school.
- ResultsPlus Direct gives your students access to their final grades and performance breakdown, wherever they are.
- Schools can sign up for free ResultsPlus account in just a few quick and easy steps: <https://qualifications.pearson.com/en/support/Services/ResultsPlus.html>

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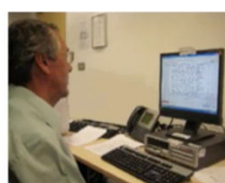
ResultsPlus



1.
Student
takes exam
on paper



2.
Exam papers
scanned



3.
Examiners
mark papers
online



4.
Performance
reports
shared

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examWizard

- A free tool for teachers which helps you make quick homework assignments, topic tests and mock exams.
- Questions tagged against unit, topic and assessment objective or simply choose a whole past paper.
- Use existing mark schemes for accurate marking.
- Use examiner report for insight.
- Most recent exam content available sooner.
- Use the results to understand where students need more support, informing teaching strategies.

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Access to Script (ATS) Online Portal

Access to Scripts (ATS) is a free online portal which allows teachers to immediately access electronically marked exam papers

Provides enhanced transparency and

- Offers transparent approach to marking process
- Provides better understanding of marking before requests for enquiries about results are made
- Provides excellent aid for teaching and preparing other cohorts for examinations by helping you to evaluate a student's performance on particular questions in relation to what they have been taught.



Available instantly from results day for all our examination series, for a defined window, you can view and download scripts which have been marked online free of charge from our Self-Service Portal.

For more information on ATS, and the post results windows, visit our post-results pages.

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Additional Paid Resource

Resource	Planning, teaching and learning	Exam preparation and assessment	Results support
Curriculum-matched Student Books with ActiveBooks	✓	✓	

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Pearson published resources

Student Book

Edexcel International GCSE (9-1): Spanish

Student Book

Edexcel International A Level: Spanish Teacher
Resource Packs

For more information and access
to samples visit:

www.pearson.com/international-schools



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Questions

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