



Preparing for the new GCSE Speaking Exam

Wednesday 22nd October 2025
1.00pm – 4.00pm

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Aims for the session

To meet like-minded language teachers and build a network outside your department.

- To unpack 'spontaneous speech' for the new specification.
- To share information about recent updates from AQA / Edexcel in regards to the unprepared elements of the speaking exam.
- To interrogate KS4 exemplar work with an opportunity to apply the new assessment criteria.
- To explore your progress with embedding spontaneous talk into your KS3 and KS4 curriculum. What's working? What's not working?
- To consider alternative approaches to support students to prepare for the speaking exams.
- To develop a clear action plan to support KS3 and KS4 students in the coming academic year.

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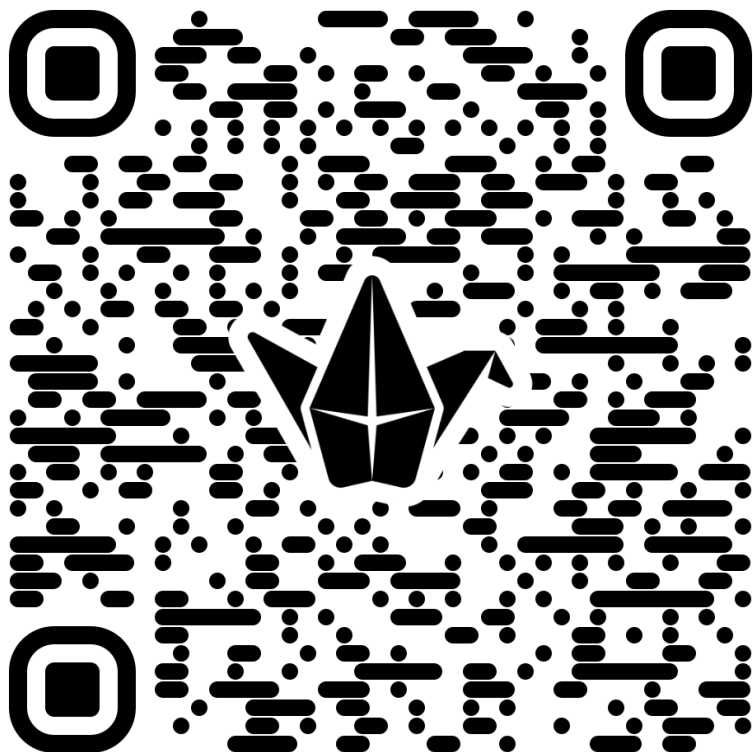
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Preparing for the new GCSE speaking exam

1.00 – 1.20	Welcome. Introductions. Underpinning Principles.
1.20 – 1.30	The reality in the classroom.
1.30 – 2.30	Engaging with AQA / Edexcel speaking assessment criteria
2.30 – 2.45	Break
2.45 – 3.15	Interrogating student exemplar work What would a good ‘unprepared’ conversation look like?
3.15 – 3.45	How can we prepare our students in KS3 and KS4?
3.45 – 4.00	Reflections, Action Planning and feedback

We want to hear your ideas



<https://padlet.com/jehetherington2/grand-union-ideas-board-ku73bruy6f1pelsx>

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Easy and High Impact:

Harder and High Impact:

Easy and Lower Impact:

Harder and Less Impact:

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Underpinning principles

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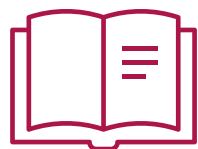
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Steven Fawkes. Definitions of speaking



saying = saying words, chorusing, reading aloud ✓



talking = listening and responding



Speaking = engaging in GCSE / A-Level style tasks ✓

Reframing spontaneity: what is meant by 'spontaneity' for the new specification?

AQA Old specification: assessment criteria wording

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Explicit reference to and awarding of marks for spontaneity

AQA New specification: assessment criteria wording

Level	Mark	AO3
5	5	- Wide variety of vocabulary and structures. - There may be a few minor errors. Few or no major errors when more complex language is attempted.
4	4	- Very good variety of vocabulary and structures. - Some minor errors. Some major errors when more complex language is attempted.
3	3	- Good variety of vocabulary and structures, but with occasional repetition. - Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.
2	2	Good variety of vocabulary and structures, but with some repetition.

No reference to marks for spontaneity as this is implicit

Reframing spontaneity: what is meant by 'spontaneity' for the new specification?

Edexcel old specification: assessment criteria wording

0	No rewardable material
1–3	- Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question - Short, undeveloped responses, many incomplete - Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	- Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question - Short responses, any development depends on teacher prompting - Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	- Occasionally able to respond spontaneously with some examples of natural interaction although often stilted - Occasionally able to initiate and develop responses independently but regular prompting needed - Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	- Responds spontaneously to some questions, interacting naturally for parts of the conversation - Sometimes able to initiate and develop the conversation independently,

Explicit reference to and awarding of marks for spontaneity

Edexcel New specification: assessment criteria wording

AO3: Linguistic knowledge and accuracy	
Mark	Descriptor
4	- Some variety of vocabulary and grammatical structures, occasional use of complex language. - Generally successful use of three timeframes. - Generally accurate use of language; some minor errors, there may be an occasional major error.
3	- Occasional variety of vocabulary and straightforward grammatical structures. - Some successful use of at least two timeframes, occasional slip in more complex constructions. - Some clear and accurate use of language; some major and minor errors.

No reference to marks for spontaneity as this is implicit



Instructions for the conduct of the exams Summer 2026

DRAFT Speaking text extract (for reference with the
Getting to grips with the new speaking test training
course)

Reflect: why is spontaneous-
speaking still a necessary skill for
students to demonstrate?

Part 2 – Reading Aloud

“After reading the text out loud during the test, candidates will take part in a short unprepared conversation on the topic of the text. There are four compulsory, unseen questions set on the topic of the text which teacher-examiners must ask exactly as they are written in the Teacher’s Booklet.”

Part 3 – Photo Card and follow up conversation.

The second part of this task is an unprepared conversation. This conversation can be based on any one, any two or all three of the topics from the theme specified on the Candidate's card and in the Teacher's Booklet.

“Teacher-examiners are not permitted to exclusively use the same list of questions with every candidate and any instances of this will be followed up.”



Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish (2024)

Specification

First teaching September 2024

First certification from 2026

Reflect: why is spontaneous-speaking still a necessary skill for students to demonstrate?

Task 1: Read aloud (12 marks)

Read aloud a short text and undertake a short, unprepared interaction relating to the text. In the read aloud task itself students will be assessed on their pronunciation and in the short interaction that follows students will be assessed on their communication. The task card will be allocated by Pearson.

Task 2: Role play (10 marks)

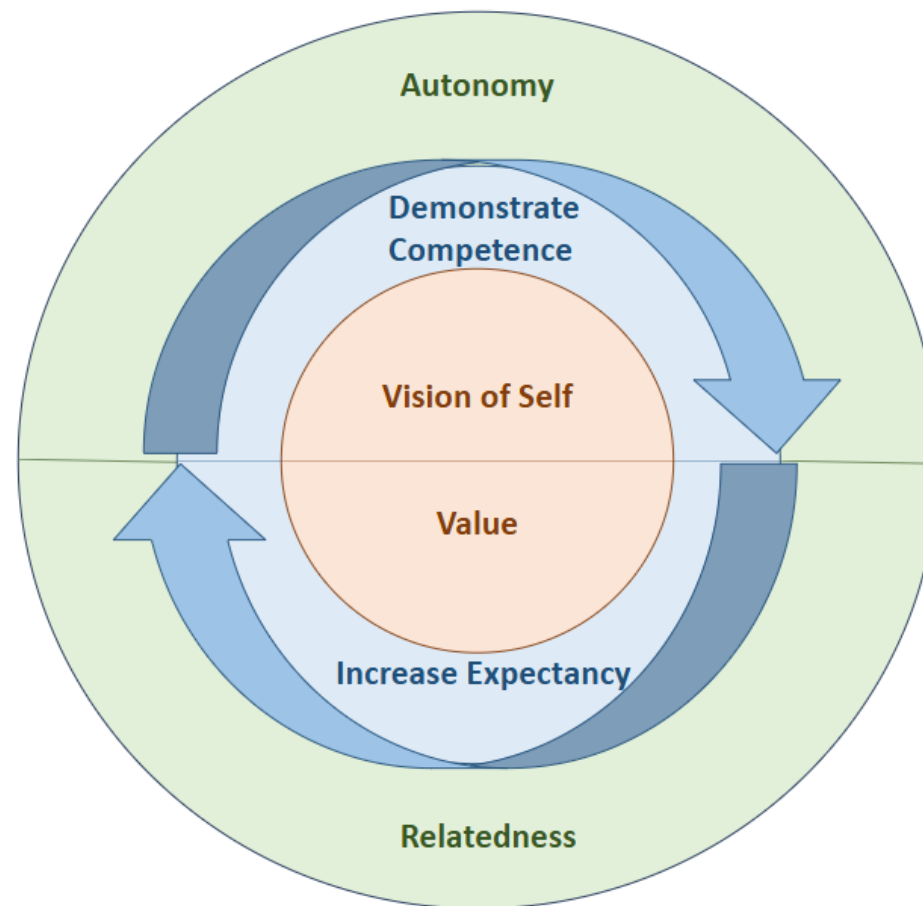
Undertake a transactional role play, in a setting taken from the defined list on pages 16–18. The task card will be allocated by Pearson.

Task 3: Picture task (12 marks) with conversation (16 marks)

Students select their thematic context for Task 3 in advance of the assessment. Students select one option from a choice of two of the six thematic contexts. The two options will be randomly generated by Pearson. The task card will be allocated by Pearson.

Describe a picture stimulus, related to the selected thematic context. Students have a choice of two pictures on the stimulus card. Answer two compulsory questions related to the subject matter of the picture, then move on to a short unprepared conversation developed from the same thematic context.

Increasing intrinsic motivation for language learning.



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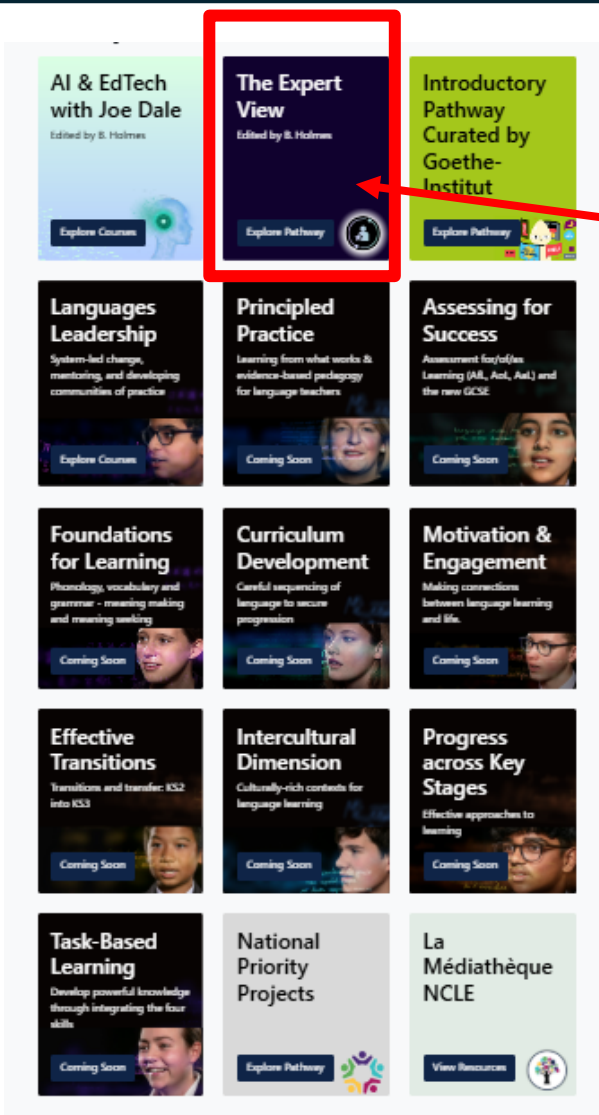
Welcome to LEO Language Educators Online

NCLE has developed a free on-demand professional learning platform for Language teachers and leaders called Language Teachers Online. Or LEO for short! The platform provides:

- The latest research into Language Teaching and Learning
- An opportunity to see what this might look like in the classroom with recently recorded footage from French, Spanish and German classrooms across the country.
- Flexible learning pathways, in bite-sized chunks and it's completely free!

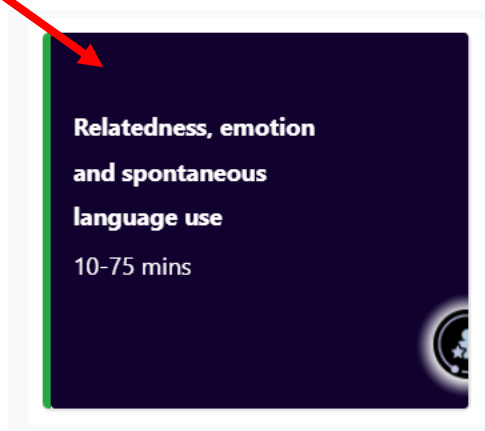


Language teachers and leaders can sign up to access LEO

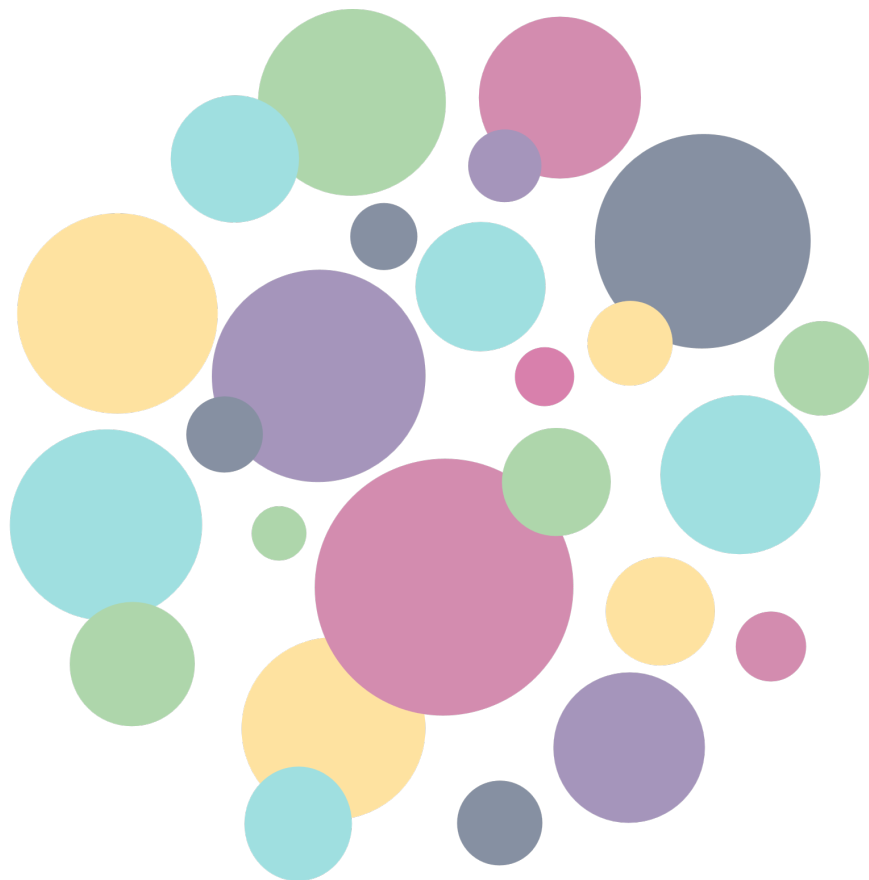


1. Click on expert view

2. Click on the first tile.
Relatedness, emotion and
spontaneous language use.



3. Watch short videos, consider your own
provision and reflect on next steps.



The reality in the classroom

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Poll:

What approach are you planning on taking to prepare your students for the unprepared elements of the speaking exam?

- 
- a) Continue as before. Prepare answers to a list of speaking questions. Learn off by heart.
 - b) Identify two or three key questions for each topic. Work intensively on these questions in lessons.
 - c) Support students to develop their ability to answer questions spontaneously, lead the conversation and include three clauses in their answers.
 - d) Not sure yet. Need some advice.

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Engaging with the AQA speaking assessment criteria

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Key Messages from AQA Trust Leads Training Day

- The total length of time for the speaking exam is the crucial component, rather than the length of time of the different component parts.
- Max 9 mins for foundation. Max 12 mins for higher.
- If the role play, read aloud + follow up questions and the photo description can be done efficiently this leaves more time for the unprepared conversation.
- Marking will stop at the end of 9 mins (F) or 12 mins (H). If the candidate is part way through a response, marking will stop at the end of answer.

Role Play

- Foundation. Each answer must have one conjugated verb.
- Higher. When two verbs are required. This is indicated on the card.
- Extra information after the initial answer is irrelevant.
- A statement + and you counts as a question. J'aime bien le foot. Et toi?
- The question needs to be in the interrogative case (ie have a question mark at the end). Tell me about your favourite film = not a question – 0 marks. What is your favourite film? = A question. If there is a verb = 2 marks.

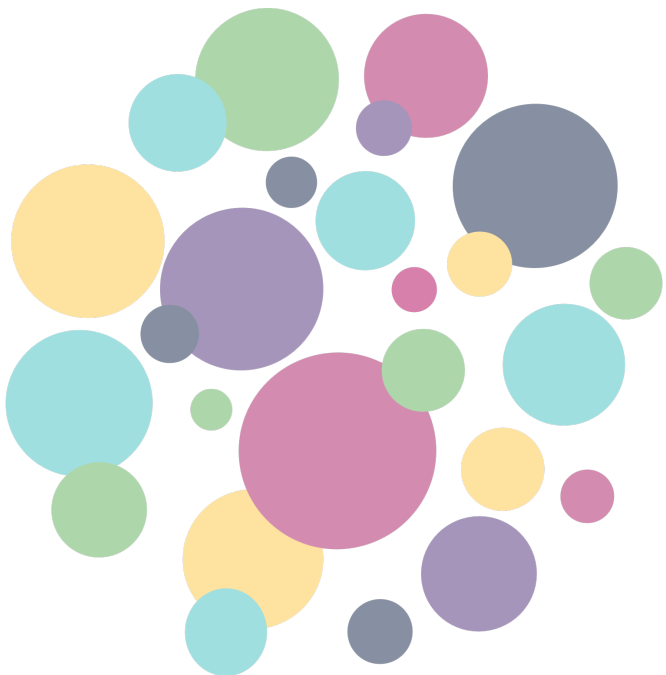
Marking the Role-play – general principles

2 marks	1 mark	0 marks
- A clear response containing a verb. - A clear response followed by additional/irrelevant information or followed by very unclear language (major grammatical error or mispronunciation). - Clear but irrelevant information followed by a clear response. - A response that is clear despite containing minor grammatical errors or minor mispronunciations. - For the question task – a statement or opinion followed by ‘what about you?’.	- A clear response without a verb. - Use of an infinitive in place of a finite verb. - A mispronunciation that delays communication, but something is conveyed. - Use of a verb in the incorrect time frame. - Very unclear language (major grammatical error or mispronunciation) followed by a clear response. - One detail given with or without a verb in a task requiring two details.	- A verb conjugated in the incorrect person. - A mispronunciation that prevents communication, e.g. which produces a different or incomprehensible word. - For the question task – an imperative phrase, e.g. ‘tell me about your favourite film’. - A response that is totally unrelated to the task, e.g. a clear disadvantage in response to a task requiring an advantage.

Read Aloud



- Acknowledgement that the French read aloud task presents a great challenge than in other languages.
- The candidate can re-start their reading aloud attempt multiple times. The final attempt will be marked.
- Individual words can be repeated. The final attempt at the individual word will be marked.
- Examples of major pronunciation errors are listed in the specification. This is not exclusive. It's likely additional 'major errors' will be identified after each exam series.
- Candidates can use words or chunks of language from the read aloud passage to answer the unprepared questions if appropriate.
- Candidates can't annotate the read aloud card. Implications for preparation in the classroom.



**How do you currently prepare
students for the roleplay and read
aloud tasks?**



**Do you need to modify your
approach? If so, how?**

Photo card



- If the candidate only talks about 1 photo, there will be a one-mark deduction.
- If the mark awarded is 1, no deduction will be made.
- Good practice to say, in the first 1, there is... In the second photo, there is...
- Candidates can use the structure there is + a series of nouns.
- Each plausible noun, or additional piece of information about the noun will count as 1 piece of information. There is a cute, brown dog = 3 pieces of information.
- If the candidate talks about something that is not in the picture, this won't be credited.
- All photos are in black and white. Plausible colour references will be credited.
- Incorrect adjective position won't impact on clarity of the message.

Photo card. Foundation.

Response to the content of the photos – assessment criteria including additional detail

Foundation tier

Level	Mark	AO2
5	5	- Quite a lot of information is conveyed. - Information may lack clarity from time to time.
4	4	- Some information is conveyed. - Information lacks clarity from time to time.
3	3	- Some information is conveyed. - Information lacks clarity from time to time and occasionally messages break down.
2	2	- Little information is conveyed. - Messages regularly break down.
1	1	- Very little information is conveyed. - Messages regularly break down or the very little language produced is barely understandable.
0	0	Does not meet the standard required for Level 1 at this tier.

Foundation tier additional detail		
Level	Mark	Minimum pieces of clear information
5	5	9
4	4	7
3	3	5
2	2	3
1	1	1
0	0	0

Foundation:
9 clear pieces of information to access the top band.

Photo card. Higher

Response to the content of the photos – assessment criteria including additional detail

Higher tier

Level	Mark	AO2
5	5	- A lot of information is conveyed. - Information is always conveyed clearly.
4	4	- A lot of information is conveyed. - Information is nearly always conveyed clearly.
3	3	- Quite a lot of information is conveyed. - Information is nearly always conveyed clearly.
2	2	- Quite a lot of information is conveyed. - Information may lack clarity from time to time.
1	1	- Some information is conveyed. - Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

Higher tier additional detail		
Level	Mark	Minimum pieces of clear information
5	5	15
4	4	13
3	3	11
2	2	9
1	1	7
0	0	0

Higher:
15 clear pieces of information to access the top band. Incorrect / unclear information will limit access to the top band.



**Initial reactions / thoughts to
photocard assessment criteria -
Padlet**



**Do you need to modify your
approach? If so, how?**

Reflect: Consider your existing mnemonics / strategies for preparing students for speaking. Should these be altered?



PALMO structure: describing a photo

P eople - En la foto hay personas
.....

A ction - Está / están -ando/-iendo (verb)
.....

L ocation - Está / están en
.....

M ood - (no) parece / parecen
.....

O bservation - se puede ver
.....

LO: to practise photocard skills

1. Was gibt es auf dem Foto?

Observe: Auf dem Foto gibt es eine Familie; einen Mann, eine Frau und zwei Kinder. Sie sind in einem Park.

Looks: Die Kinder haben lange blonde Haare und der Vater ist sehr groß. Sie tragen Sportkleidung. Ich finde das Foto schön, weil der Park grün ist.

Doing: Die Familie läuft im Park. Die Kinder lächeln.

Infer: Die Familie sieht glücklich aus. Meiner Meinung nach sind sie fit und gesund.



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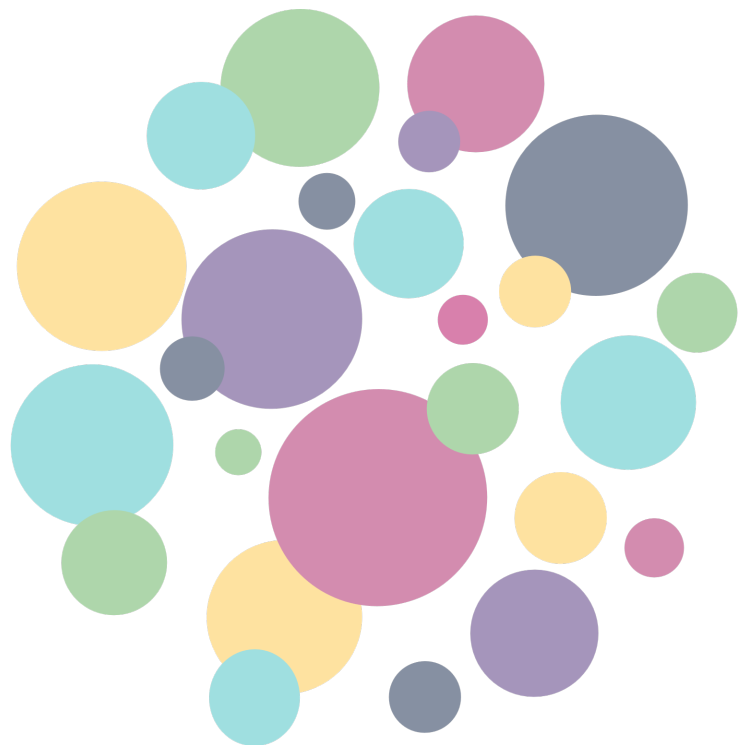


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What would a good unprepared conversation look like for AQA?

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Unprepared Conversation

- There is a significant difference between the unprepared conversation in this spec and the general conversation from the previous spec.
- Students do not choose a preferred theme. This is determined by the sequencing chart.
- If students present pre-learned monologues this will limit their mark.
- “Students will be rewarded for a much more simple conversation.”
- Students must also give clear answers to a certain number of questions with either good development (F) or extended development (H).
- Teachers may wish to have a range of ‘starter’ questions per topic which cover different aspects and use a selection of these in the test for individual learners. Learners must not know these questions in advance.
- Teachers must not exclusively use the same list of questions for every student.

Unprepared Conversation

- This updated guidance ensures AQA meets the requirement for an unprepared conversation as specified in the DfE Subject Content.
- The approach promotes a genuine conversation rather than over-reliance on long pre-learnt monologues.

Part 3: Unprepared conversation – assessment criteria

Foundation tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13–15	- Quite a lot of information is conveyed. - Regular good development of responses. - Information may lack clarity from time to time.
4	10–12	- Some information is conveyed. - Some good development and regular minimal development of responses. - Information lacks clarity from time to time.
3	7–9	- Some information is conveyed. - Regular minimal development of responses. - Information lacks clarity from time to time and occasionally messages break down.
2	4–6	- Little information is conveyed. - Limited responses with occasional minimal development. - Messages regularly break down.
1	1–3	- Very little information is conveyed. - Limited responses. - Messages regularly break down or hardly anything is said.
0	0	Does not meet the standard required for Level 1 at this tier.

Foundation tier

Level	Mark	AO3
5	5	- Good variety of vocabulary and structures, but with some repetition. - There may be frequent minor errors. Some major errors may occur even in basic language.
4	4	- Some variety of vocabulary and structures, but with regular repetition. - Frequent minor errors and some major errors in most responses to questions.
3	3	- Limited variety of vocabulary and structures with regular repetition. - Very frequent minor and frequent major errors in most responses to questions.
2	2	- Very limited variety of vocabulary and structures with regular repetition. - Very frequent minor and very frequent major errors in nearly all responses to questions.
1	1	- Hardly any variety of vocabulary and structures. - Minor and major errors in all responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Part 3: Unprepared conversation – assessment criteria

Higher tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

Level	Mark	AO1
5	13–15	- A lot of information is conveyed. - Consistent good development with regular extended responses. - Information is always or nearly always conveyed clearly.
4	10–12	- A lot of information is conveyed. - Consistent good development with some extended responses. - Information is conveyed clearly, but with occasional lapses.
3	7–9	- Quite a lot of information is conveyed. - Consistent good development with occasional extended responses. - Information is generally conveyed clearly.
2	4–6	- Quite a lot of information is conveyed. - Regular good development of responses. - Information may lack clarity from time to time.
1	1–3	- Some information is conveyed. - Some good development and regular minimal development of responses. - Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

Higher tier

Level	Mark	AO3
5	5	- Wide variety of vocabulary and structures. - There may be a few minor errors. Few or no major errors when more complex language is attempted.
4	4	- Very good variety of vocabulary and structures. - Some minor errors. Some major errors when more complex language is attempted.
3	3	- Good variety of vocabulary and structures, but with occasional repetition. - Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.
2	2	Good variety of vocabulary and structures, but with some repetition.
		Frequent minor errors. Some major errors which occur even in basic language.
1	1	- Some variety of vocabulary and structures, but with regular repetition. - Frequent minor errors and some major errors in most responses to questions.
0	0	The language does not meet the standard required for Level 1 at this tier.

Higher

Part 3: Unprepared conversation – marking guidance

Marking guidance – Foundation tier

As regards development of answers:

Good development	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Minimal development	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.
Limited response	A response which answers the question without any extra information: - How many subjects do you study? - (I study) ten (subjects).

As regards clarity of response:

Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.
Messages break down	Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.

Marking guidance – Higher tier

As regards development of answers:

Extended response	A response which contains at least three clauses (a piece of information that includes an appropriate verb): - What do you do at the weekend? - I go to the cinema with my friends and we watch action films. I love action films.
Good development	A response which contains two clauses (a piece of information that includes an appropriate verb): - What do you think about social media? - I don't like social media because it's boring.
Minimal development	A response which adds a piece or pieces of information, for example in the form of a noun or adjective: - What do you eat in order to stay healthy? - (I eat) vegetables and fruit.

As regards clarity of response:

Conveyed clearly	The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.
Lacks clarity	Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication.

“Minimal Development”

1 x clause with two pieces of
information

1. **Me gusta** estudiar inglés y francés.
2. **Je suis allé** au cinema pour voir un film.
3. **Ich komme** gut mit meinem Bruder **aus**.

vs “Limited Development”

A plausible answer to the question.

1. Inglés
2. Voir un film
3. Mein Bruder

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“Good development”

x2 clauses that contain a verb (F/H)

1. **Me gusta** estudiar / porque **es** importante para mi futuro.
2. **Je suis allé** au cinéma / et **c'était** amusant.
3. **Ich komme** gut mit meinem Bruder **aus**, und **wir spielen** oft Fußball.

vs

“An extended response”

x3 clauses that contain a verb (H)

1. **Me gusta** estudiar / porque **es** importante para mi futuro / **hace falta** repasar.
2. **Je suis allé** au cinéma / et **c'était** amusant / et **j'ai vu** mes amis.
3. **Ich komme** gut mit meinem Bruder **aus**, und **wir spielen** oft Fußball. Jedoch **kann er nervig sein**.

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Foundation:

Level	Mark	AO1
5	13–15	- Quite a lot of information is conveyed. - Regular good development of responses. - Information may lack clarity from time to time.
4	10–12	- Some information is conveyed. - Some good development and regular minimal development of responses. - Information lacks clarity from time to time.
3	7–9	- Some information is conveyed. - Regular minimal development of responses. - Information lacks clarity from time to time and occasionally messages break down.
2	4–6	- Little information is conveyed. - Limited responses with occasional minimal development. - Messages regularly break down.
1	1–3	- Very little information is conveyed. - Limited responses. - Messages regularly break down or hardly anything is said.
0	0	Does not meet the standard required for Level 1 at this tier.

Higher:

Level	Mark	AO1
5	13–15	- A lot of information is conveyed. - Consistent good development with regular extended responses. - Information is always or nearly always conveyed clearly.
4	10–12	- A lot of information is conveyed. - Consistent good development with some extended responses. - Information is conveyed clearly, but with occasional lapses.
3	7–9	- Quite a lot of information is conveyed. - Consistent good development with occasional extended responses. - Information is generally conveyed clearly.
2	4–6	- Quite a lot of information is conveyed. - Regular good development of responses. - Information may lack clarity from time to time.
1	1–3	- Some information is conveyed. - Some good development and regular minimal development of responses. - Information lacks clarity from time to time.
0	0	Does not meet the standard required for Level 1 at this tier.

Part 3: Unprepared conversation – worked FT example

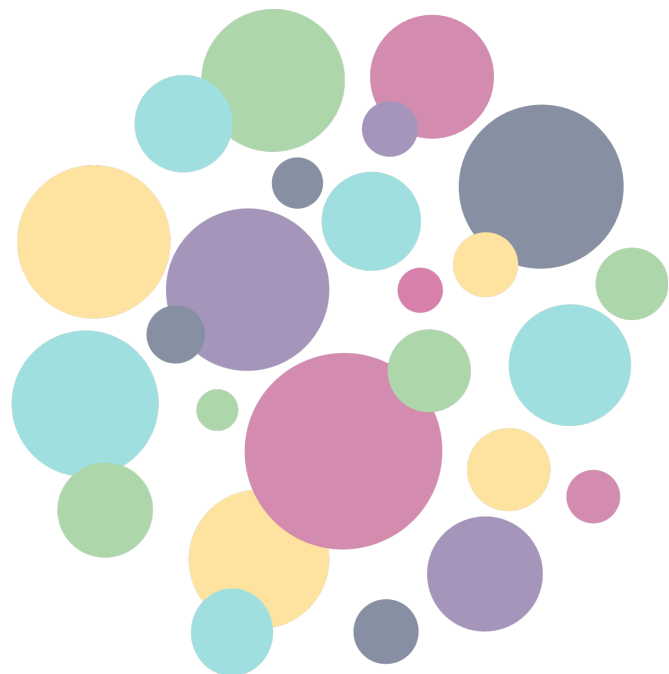
Step 4 -Make a judgement on how clear the information was.

Start with the same band as the 'information band'	Which mark to award ...
The clarity exceeds the requirements of the information band.	Award the top mark in the information band.
The clarity meets the requirements of the information band.	Award the middle mark in the information band.
The clarity meets the requirements of the band below the information band.	Award the bottom mark in the information band.
The clarity meets the requirements of a band two below the information band.	Award the top mark in the band below the information band.
The clarity meets the requirements of a band more than two bands below the information band.	Award the middle mark in the band below the information band.

So a performance which is in the 10-12 band for 'information' but the clarity strand fits the descriptor in the 13-15 band would be awarded 12 marks for AO1 (the top mark in the band).



**What does this mean for your
approach to preparing for the
conversation? First thoughts.**



Break

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Interrogating Student Exemplar Work

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**Look at the Foundation Spanish and
Higher French exemplars from AQA.
What marks would you award to
each of these students?**

Student E, Card B (Foundation tier) Spanish – Transcript

Limited response / Minimal development / Good development

1. *Vamos a hablar del tema tres, la comunicación y el mundo a nuestro alrededor.*

Háblame de tus vacaciones pasadas.

En el año pasado, fui a las Unidos Estados con mi familia.

2. *Y, ¿qué hiciste en los Estados Unidos?*

En el Estados Unidos, fuimos a la playa y el statue de libertidas.

3. *¿Te gustó?*

Sí.

4. *Y, en tu opinión, ¿las vacaciones son importantes?*

Sí, importante porque es relajante.

5. *Y, ¿qué planes tienes para el próximo año?*

El año próximo, voy a ir a la Escocia.

6. *Y, ¿tú vives en Escocia?*

No, vivo en el Londres.

7. *Y, ¿cuál es tu opinión sobre Londres?*

Londres es suidad grande y es muy animado.

8. *Y, ¿qué hay en Londres para los jóvenes?*

En Londres hay muchas parques y restaurantes para los jóvenes.

9. *Y, ¿qué hiciste tú en tu ciudad recientemente?*

Recientemente en Londres fui a la cine con mis amigos.

10. *¿Qué película viste?*

Vimos la película de Inside Out 2.

11. *Y, ¿te gustó?*

Sí.

12. *Y, ¿tienes algún plan con tus amigos en tu ciudad para el próximo fin de semana?*

El fin de semana próximo, yo y mis amigos vamos a ir a la Thorpe Park.

13. *¡Interesante! Y, ¿qué opinas de las tecnologías?*

La tecnología es muy útil para los estudios.

14. *Y, ¿tú usas las redes sociales?*

Sí.

15. *Y, ¿cuál es tu aplicación favorita?*

Mi aplicación favorita es TikTok porque es divertido.

16. *Entonces, en tu opinión, ¿cuáles son las ventajas y desventajas de la tecnología?*

El ventaja del tecnología es ... hay muchas vídeos de educaciones. ... Sin embargo, hay muchas deventajas, por ejemplo, es adictavos.

17. *Y, ¿tú pasas mucho tiempo en tu ordenador?*

Sí.

18. *¿Tú piensas que los jóvenes pasan, en general, más tiempo con su ordenador?*

Sí, los jóvenes pasar muchos tiempo a la el tecnología.

19. *¡Interesante! Y, háblame un poquito más de los deberes. ¿Utilizas la tecnología para los deberes?*

Sí, sí.

20. *¿Te ayuda?*

Sí, sí.

21. *Y, si tuvieras que elegir una red social, ¿cuál es tu red social preferida?*

¿Puedes repetir?

22. *¿Cuál es tu red social o tu aplicación favorita?*

Mi aplicación favorita es TikTok.

Card B (Foundation tier) Spanish – Commentary

AO1

- The student gives at least one piece of clear information in response to **13 questions**.
- The student uses 3 responses showing **good development** (two clear clauses containing appropriately used verbs).
- 5 responses showing **minimal development** (two pieces of information without a verb or with only one verb).
- The 7-9 band is the highest band where both the number of questions answered clearly, and the development of responses, are met.
- The remainder of the responses are classes as **limited responses**.

We now consider the clarity of the information. Information is mostly conveyed clearly throughout the conversation, with information lacking clarity from time to time (e.g. *el statue de libertadas, es adictavos, los jóvenes pasar mucho tiempo...*).

As the overall clarity and the number of questions answered clearly exceed the requirements for the 7-9 band, as do the three responses showing ‘good’ development, which are not required for the 7-9 band, the top mark in the band is awarded.

9 marks out of 15

AO3

- The student uses the past, present and future time frames correctly during the conversation, using three tenses (present, preterite and immediate future). There is no requirement for students to use a minimum number of time frames in this specification, however the use of multiple time frames and tenses will contribute to the variety of structures used. Students demonstrating a sufficient variety of structures using only one time frame will still have access to the full range of marks available.
- There is regular repetition of *es* and *sí* amongst the more varied language. Errors are mostly minor, with a couple of more major errors which delay or prevent communication.
- This is a borderline performance with elements of both levels 4 and 5, however on balance a mark of 4 is awarded given the repetitive nature of the language in places.

4 marks out of 5

TOTAL = 13 out of 20 marks.

Card R (Higher tier) French – Transcript

Minimal development / Good development / Extended response

1. Tu habites où?

Dans une petit village

2. Dans quelle region?

Le nord-est ... d'Angleterre

3. Décris ta maison

Ma maison est située à la campagne et se trouve quinze kilomètres de Durham

4. C'est une grande maison?

C'est assez grande. Ils ... ils sont trois étages. Nous avons une cuisine, une salle de manger et un salon... Et j'ai ma chambre où j'ai mon lit, une commode et mon ordinateur.

5. Tu aimes ta maison?

Oui et non. J'aime la maison mais c'est très calme où je habite. Il n'y a pas beaucoup faire.

Quelquefois c'est ennuyeux.

6. Il y a un Jardin?

Il y a deux jardins

7. Et la ville de Durham, c'est intéressant?

Oui. On trouve là magasins, restaurants, cinémas et théâtres. ... Il y a ... la rivière qui traverser la ville et on peut faire des promenades en bateau.

8. Est-ce que la pollution est un problème dans la ville?

Un peu, oui. La circulation est un problème spécialement dans l'été. L'air est une peu pollué.

9. Que fais-tu pour aider l'environnement?

Je fais du recyclage ... et ... ma famille et moi utilise les transports en commun si possible. Hier nous avez pris le bus pour aller à Newcastle.

10. Est-ce que le tourisme est important dans ta région?

Oui, c'est très important. Il y a beaucoup de choses à visiter comme la cathédrale qui sont très impressionnante et la château. On peut visiter musées aussi.

11. Tu aimes visiter des musées?

Pas tellement, non. L'histoire ne m'intéresse pas. Je suis plutôt sportif.

12. Parle-moi d'un voyage que tu as fait récemment.

Le weekend dernier, j'ai allé à York avec ma copine. Nous avons pris le train et nous avons arrivé à dix heures. Nous avons fait des achats à la centre-ville. Je suis acheté un nouveau pull.

13. Vous avez mangé dans un restaurant?

Oui, un restaurant italien.

14. Qu'est-ce que vous avez mangé?

Nous avons mangé une pizza et comme dessert j'ai choisi une glace.

15. Et après?

Après, nous avons allé pour une promenade dans la ville. Nous avons visité le vieille quartier qui je m'appelle The Shambles. C'était super.

16. Tu as mentionné ton ordinateur. Comment est-ce que tu utilises ton ordinateur?

J'utilise mon ordinateur pour faire mes devoirs. Je regarde aussi des films et ... je utilise il pour faire de la musique.

17. Que penses-tu de la technologie?

Très utile

18. Il y a des désavantages?

Il y a des dangers comme le cyberharcèlement. Et certains jeunes passent trop temps utilisant leur téléphone portable. C'est mal pour la santé.

19. Tu as une appli favorite?

Oui, mon appli favorite est Tiktok parce que c'est amusant. Je regarde Tiktok tous les chaque jours.

20. Tu avais quel âge quand tu as reçu ton premier téléphone portable?

J'avais neuf ans, je pense. Mes parents a limité mon usage de la technologie. Je n'étais pas d'accord avec ça. C'était nul.

Card R (Higher tier) French – Commentary

AO1

The student answered **20 questions**. All of their responses contained clearly communicated ideas.

- 10 responses are classified as **Extended responses**
- 5 responses are classified as having **Good development**
- 2 responses are classified as having **Minimal development**
- The response meets the criteria of the top band in terms of the number of questions answered clearly and in terms of development.
- When we consider the clarity of their responses, we find that information was nearly always conveyed clearly, although there were occasional lapses.
- Errors were made in some perfect tense verb forms and other structures, as well as the occasional mispronunciation of words which, on occasion, affected communication.
- On balance a mark of 13 is awarded.

13 marks out of 15

AO3

There is a good variety of vocabulary and structures with no repetition. There are some minor errors and some major errors, and these are not only in attempts at more complex language.

There is much that is good: the student used a range of persons of the verb; more complex language in terms of finite-plus-infinitive verb structures, adjectives, adverbs to help structure ideas and sequence events and *où* to create subordinate clauses. However, some errors impact on communication. On balance, 3 marks are awarded.

3 marks out of 5



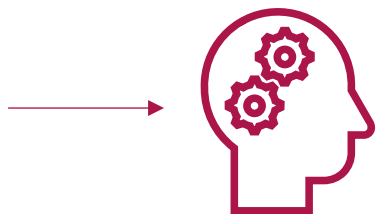
What is your understanding of how to secure the top-band marks when reflecting on length and quantity of individual responses?

Unprepared Conversation

- Working through the earlier elements of the speaking exam as efficiently as possible is important.
- This will allow more time for the unprepared conversation.
- Students will need to be able to understand or infer meaning of a wide range of questions.
- Teachers can use 'short' follow up questions to get minimal development / limited development responses from the student to increase the number of clear answers.
 - What did you do last weekend?
 - I went to a concert with my friends. It was incredible and I'd like to see the band again.
 - Which band did you go to see?
 - Take That.
 - What's your favourite type of music?
 - Pop music.

Language Acquisition

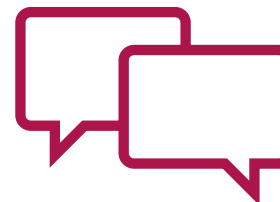
Comprehensible
Input



Interaction



Output



Error Correction



Smith, Conti. (2023) Language Teacher Toolkit.

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What would a good unprepared conversation look like?

- Script out a WAGOLL of an unprepared conversation either at foundation or higher level in French, German or Spanish.
- Think about the questions you could ask for the current topic you are working on and some likely answers.
- It might be helpful to imagine how a specific student in your class would go about answering these questions.
- Consider any speaking questions you might have already introduced to your students and the follow up questions you could add in to make it feel more like a real conversation.

Look carefully at the conversation. What do you need to include in lessons for students to be able to take part in a similar conversation?

Reflect: Based on what you know so far, how can your curriculum resourcing best prepare students for the unprepared conversation?

Family and relationships:

1. Wie kommst du mit deiner Familie aus? (How do you get on with your family?)

Ich komme gut (nicht) mit meinem Vater / meiner Mutter / meinen Eltern aus
I (don't) get on with my dad / my mum / my parents
 ,weil er / sie.....ist. *because he / she is...*
 weil er / sie.....sind. *because they are...*

2. Was hast du letztes Wochenende mit deiner Familie gemacht? (What did you do with your family last weekend?)

Wir sind ins Kino / ins Restaurant / in den Park gegangen *We went to the cinema/a restaurant/the park*
 Es war... *it was*

2. ¿Qué hiciste con tu familia recientemente? (Past)

What did you do with your family recently?

Recientemente fui a la plaza / fui de compras / fui al teatro con mi familia.
 Recently I went to the town square / I went shopping / I went to the theatre with my family.

Lo pasé bien dado que me llevo bien con mi familia / mi familia es la mejor.
 I had a good time because I get on well with my family / my family is the best.

La semana próxima vamos a ver un concierto / un espectáculo / una película. ¡Qué emocionante / entretenido!
 Next week we are going to watch a concert / show / film. How exciting / entertaining!

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Moderation – 5 mins



**Summary of strategies to share with
students – 5 mins (post on Padlet)**



Engaging with the Edexcel speaking assessment criteria

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Speaking at a glance

	Marks	Task details	Foundation	Higher
Preparation			14 mins + 1 min in privacy	
Task 1: Read Aloud	12 (8+4)	- Read aloud (8 marks) 2 straightforward questions related to content (4 marks)	1.5–2 minutes*	2–2.5 minutes*
Task 2: Role play	10	Roleplay	1–1.5 minutes*	1–1.5 minutes*
Task 3: Picture task	28 (8+4+16)	- Picture description (8 marks) 2 straightforward questions related to content (4 marks) - Conversation (16 marks) Situated in thematic context selected and prepared by student, but TE freedom to develop a natural conversation across contexts	Description: 1.5–2 minutes* Conversation: 3–3.5 minutes*	Description: 2–2.5 minutes* Conversation: 5–5.5 minutes*
TOTAL	50		7–9 mins	10–12 mins

**Recommended*

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Read Aloud

Foundation	Higher
Based in one of the 6 thematic contexts. Annotations permitted on cards. 1 minute practice out loud in exam room permitted. No repeat words in the passage. Same SSC list applies to both tiers. Assessed holistically.	
5 sentences	4 sentences
35-40 words	50-55 words
Straightforward structures, mainly present tense with possible simple conditional.	More complex structures, mainly present tense with possible simple conditional. Will contain an opinion.
Familiar vocabulary taken only from FT list (including on-list proper nouns).	More challenging vocabulary taken from both FT and HT lists (including on-list proper nouns).

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Role play

Foundation	Higher
Based in one of 10 transactional settings (published in specification). Defined range of interactions (published in specification). Formal context (but no expectation for candidates to use formal register). 5 prompts (in English). No prompt will rely on candidate producing a specific vocabulary item.	
All prompts in present tense or simple conditional.	4 prompts in present tense or simple conditional; 1 future timeframe.
Candidates required to ask one question (always prompt 5)	Candidates required to ask two questions (always prompt 5 and one other, excluding prompt 1)

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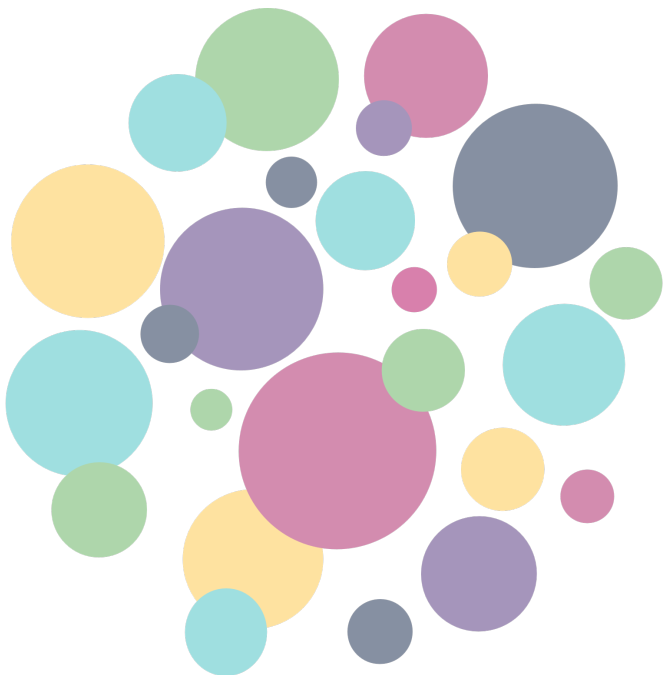


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**How do you currently prepare
students for the roleplay and read
aloud tasks?**



**Do you need to modify your
approach? If so, how?**

Picture task

Foundation	Higher
Choice of two colour pictures to describe from same thematic context (same pictures for FT / HT). Always asked to describe PEOPLE, LOCATION, ACTIVITY Two compulsory follow-on questions, based on student experience, related to the pictures. Starting subject for conversation. Expectation to cover present, past and future timeframes in conversation	
Description recommended time 1.5–2 minutes Conversation recommended time 3–3.5 minutes	Description recommended time 2–2.5 minutes Conversation recommended time 5–5.5 minutes
Questions in present tense.	Q1 in present tense (matches Q2 at FT); Q2 in past tense.
Mark schemes overlap at FT 5–6/7–8 and HT 1–2/3–4	

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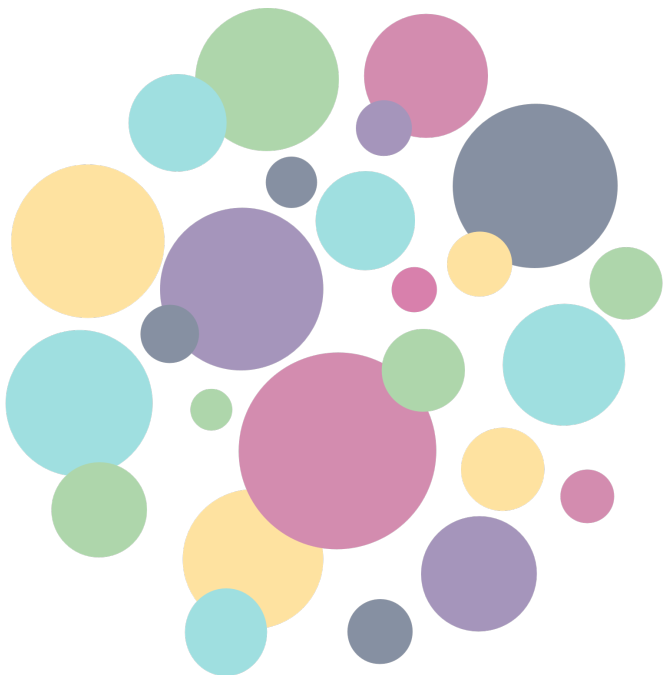


Picture task (foundation)

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	Descriptor		Mark	Descriptor
4	- Two or more bullet points addressed. - Ideas are generally developed, to describe different, relevant aspects of the picture. - Response is generally comprehensible; some messages may be unclear.		4	- Some variety of vocabulary and grammatical structures. - Generally accurate use of language; some minor errors, there may be an occasional major error.
3	- Two or more bullet points addressed. - Some development of ideas to describe different, relevant aspects of the picture. - Response is comprehensible in some parts; the message may occasionally break down.		3	- Occasional variety of vocabulary and grammatical structures. - Some accurate language; errors occur, some of them major.
2	- One or more bullet point(s) addressed. - Occasional, brief development of ideas to describe different, relevant aspects of the picture. - Some parts of the response are comprehensible; the message sometimes breaks down.		2	- Limited variety of vocabulary and grammatical structures. - Limited accuracy in the language; frequent errors both major and minor.
1	- One or more bullet point(s) addressed. - Little or no development of ideas to describe different, relevant aspects of the picture. - Limited parts of the response are comprehensible; the message often breaks down.		1	- Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. - Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.		0	No rewardable material.

Picture task (higher)

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	- All <u>three bullet</u> points addressed. - Consistent, detailed development of ideas to describe different, relevant aspects of the picture. Response is easily comprehensible; it is rare that the message is not immediately clear.	4	- Wide range of relevant vocabulary and grammatical structures. - Consistently accurate use of language, any errors are minor.
3	- All <u>three bullet</u> points addressed. - Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. - Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.	3	- A variety of relevant vocabulary and grammatical structures. - Mostly accurate use of language; some minor errors.
2	<u>Two or more</u> bullet points addressed. - Ideas are generally developed, to describe different, relevant aspects of the picture. - Response is generally comprehensible; some messages may be unclear.	2	- Some variety of vocabulary and grammatical structures. - Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<u>Two or more</u> bullet points addressed. - Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down.	1	- Occasional variety of vocabulary and grammatical structures. - Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.



**How do you currently prepare
students for the photo card?**

**Do you need to modify your
approach? If so, how?**

Reflect: Consider your existing mnemonics / strategies for preparing students for speaking. Should these be altered?



PALMO structure: describing a photo

P eople - En la foto hay personas
.....

A ction - Está / están -ando/-iendo (verb)
.....

L ocation - Está / están en
.....

M ood - (no) parece / parecen
.....

O bservation - se puede ver
.....

LO: to practise photocard skills

1. Was gibt es auf dem Foto?

Observe: Auf dem Foto gibt es eine Familie; einen Mann, eine Frau und zwei Kinder. Sie sind in einem Park.

Looks: Die Kinder haben lange blonde Haare und der Vater ist sehr groß. Sie tragen Sportkleidung. Ich finde das Foto schön, weil der Park grün ist.

Doing: Die Familie läuft im Park. Die Kinder lächeln.

Infer: Die Familie sieht glücklich aus. Meiner Meinung nach sind sie fit und gesund.



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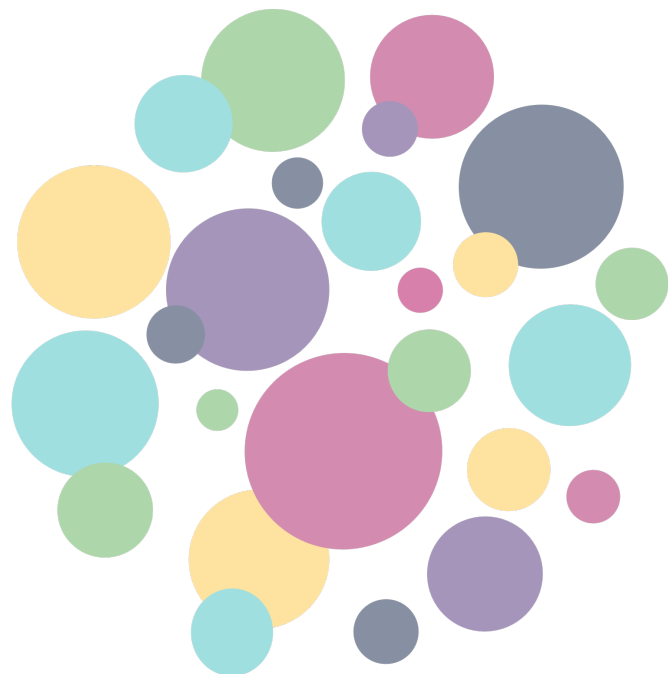


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Break

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Interrogating Student Exemplar Work

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Exemplar A - Conversation transcript

Teacher: ¿Qué reciclas normalmente?

Student: *Reiciclar plástico y papel.*

Teacher: Y, ¿dónde vives?

Student: *Me Vivo en Torquay, en Inglaterra, en la costa con mi madres y mi dos hermanos y mi gato. Mi casa está grande, moderno y hay grande cocina y un jardín. Vivir cerca de colegio.*

Teacher: ¿Cómo es el barrio?

Student: *Mi casa es moderno y es*

Teacher: Sí, pero, ¿cómo es el barrio?

Student: *El barrio es muy rui...doso y con muchos coches y mucho tráfico. Muchas personas yproblema.*

Teacher: ¿Entonces, hay problemas medioambientales? ¿Hay problemas con el medio ambiente?

Student: *Hay mucha polución y..... mucho basura en el parque y..... no me gusta.*

Teacher: Y, ¿Hay otros problemas en tu barrio? ¿Otros problemas?

Student: *Hay muchos sin techos, personas pobre y vivir en la calle.*

Teacher: ¿Vivir en la...?

Student: *Calle.*

Teacher: ¿Te gusta tu barrio?

Student: *Me chifla mi barrio porque amigos y hay una piscina.*

Teacher: ¿Qué hiciste con tus amigos el fin de semana pasado? ¿Dónde fuiste?

Student: *Fui a la piscina, y...nadamos.... en la piscina ycomamos pizza. Mis amigos Evie, James y Jack... Jake. Y fuimos a Evie's casa.*

Teacher: Y en el futuro, ¿dónde vas a vivir? ¿Vas a vivir aquí?

Student: *Cuando sea mayor, voy a vivir en España...en la costa...en una casamuy grande.*

Teacher: Sí buena idea. ¿Con quién? ¿Con quién?

Student: *Ymuchos coches. Si fuera posible,..... voy a ser muy rico...rica.*

Teacher: ¿Has estado alguna vez en España? ¿Has visitado España, en el pasado?

Student: *Sí, diría que me gusta España. Fui a Málaga y desde mi punto de vista España es muy bonito y las playas es muy bonitos. Es muy sol.*

Teacher: ¿Dónde vas de vacaciones normalmente?

Student: *Normalmente vas a Tenerife con mi familia. Desde mi punto de vista, Tenerife es fantástico y es mi favorito vacaciones.*

Teacher : Y, ¿Adónde vas de vacaciones este verano?

Student: *En julio, después de los exámenes, a Portugal con mi madre, padre, tío y abuela a Faro. Es un hotel... un apartamento...en la playa.*

Teacher: Ooh Faro en la playa, muy interesante. Muchas gracias, end of conversation.

Student A Sp – Edexcel Foundation

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: Response to spoken language
- AO3: Linguistic knowledge and accuracy.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of three timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.	3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of at least two timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
4–6	• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down.	2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with timeframes. • Limited accuracy with language; many major and minor errors.
1–3	• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down.	1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.

Exemplar A – Examiner commentary

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 10 out of 12 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
The student gives some relevant answers across different aspects within the chosen Thematic context and includes details of their home, town and holidays. Despite some questions being answered inaccurately ('Mi casa es moderno y es ...', 'Ymuchos coches'), the response sits within the 10-12 mark band for relevance. At times, the student develops ideas with some extra detail, for example, when describing where they live ('Me Vivo en Torquay, ... Vivir cerca del colegio') and holidays ('Normalmente voy a Tenerife ... es mi favorito vacaciones'). There are also further answers with extra information, e.g. 'después de los exámenes', 'a Portugal', 'Es muy sol', 'Reiclar plástico y papel' (issues with verbs in these phrases are dealt with under AO3). Yet, for the most part, the ideas are somewhat detailed. Overall, the response sits in the 10-12 mark band for development. The response is generally comprehensible but with the occasional unclear message ('Muchas personas yproblema', 'Me chifla mi barrio porque amigos'), so, again, the response sits within the 10-12 mark band.	The student demonstrates some variety of vocabulary ('papel', 'basura', 'ruidoso', 'sin techos') and structures ('cuando sea mayor', 'si fuera posible'), including some different opinion phrases ('desde mi punto de vista', 'diría que', 'me chifla'). There is some attempt at different verbs but there is some repetition at times. The response just sits within the mark band 4 for variety. The student is generally successful at using timeframes. The past is achieved with the preterite ('fui', 'fuimos', 'nadamos'). There is reference to the future ('voy a vivir', 'voy a ser'). There are some inaccuracies, but the response is placed in band 4 for use of timeframes. There is generally accurate use of language in the conversation, with some minor and major errors. There are major errors with incorrect verbs, subjects or the use of an infinitive ('vivir', 'vas', 'es muy sol'). Less serious errors include 'mi vivo', 'hay grande cocina', 'mucha basura'. Use of timeframes have already been commented on. The response pops into mark band 3 for accuracy.

Student A Sp – Edexcel Foundation

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 10 out of 12 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
The best-fit approach results in this response being awarded the lower mark in the 10–12-mark band for AO1, response to spoken language, with a mark of 10. This is due to the performance bordering on some of the elements in the band below, namely occasional fully clear development and perhaps the odd message almost breaking down. The student would need to produce more lengthy sequences of speech to gain a higher mark. Overall, we are comfortable listening to the conversation and any development takes place without reliance on the Teacher.	The best-fit approach results in this response being placed in mark band 4 for AO3 linguistic knowledge and accuracy. To be considered for the Higher tier, the student would need to use a wider range of vocabulary and clearer verbs and timeframes. The student would need to take more care with the subject of the verb and avoid using infinitives in place of a conjugated verb. But, at Foundation, the student did very well, injecting some nice expressions and they sounded very confident.

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	10 marks	4 marks	14 marks

Exemplar B - Conversation transcript

Teacher: Luke, ¿qué se puede hacer en tu ciudad, en Derby?

Student: *En mi ciudad me encantaría visitar en el centro de comercial porque ...me gustaría comprar mucho.*

Teacher: Y bueno dime, ¿dónde vives?

Student: *Vivo en Littleover en Derby, y está cerca de Nottingham.*

Teacher: Sí y dime, ¿cuál es, cuáles son los aspectos positivos de Derby. ¿Que te gusta hacer en Derby?

Student: *Un positivo un aspecto positivo..es..hay muchas tiendas y hay ...una ofi..oficina de correos bueno.*

Teacher: Si. ¿Y cuál es lo malo de Derby? ¿Cuál es lo malo de Derby?

Student: *Lo... lo malo de Derby es que no es muy turística y, erm ...*

Teacher: ¿Y qué hiciste la semana pasada con tus amigos en tu ciudad?

Student: *La semana pasada salí con mis amigos y fuimos a la bolera que se llama 'Hollywood Bowl' y luego compré zapatos de deporte en el centro comercial.*

Teacher: ¿Y lo pasaste bien? ¿Cómo fue?

Student: *Si, lo pasé fenomenal.*

Teacher: Perfecto, muy bien. ¿Y dónde viv... vives en una casa o en un apartamento?

Student: *Vivo en una casa grande y...tengo una piscina en mi casa y también ...*

Teacher: ¿Y te gusta hacer natación en la piscina? ¿Te gusta nadar?

Student: *Si me interesa la natación... y ...me... me gusta ver la natación en la televisión.*

Student B Sp – Edexcel Higher

Teacher: Ah, que bien, que interesante. ¿Y si tuvieras mucho dinero, si fueras rico, adónde..dónde te gustaría vivir en el futuro?

Student: *En el futuro... me encantaría vivir en España porque ...es muy buen tiempo y me interesa la cultura en España.*

Teacher: ¿Qué te gusta sobre la cultura española? La comida, los monumentos, ¿qué te gusta?

Student: *Si me encanta la comida de España y... me gusta las patatas fritas y Cola Cao.*

Teacher: Ah ¿te gusta Cola Cao? ¡Que interesante! ¿Y prefieres en general prefieres vivir en el campo o en una ciudad?

Student: *Prefiero... vivir en la ciudad porque tengo ...tengo... y ...*

Teacher: ¿Qué se, qué se...en la ciudad, qué se puede hacer en la ciudad que no se puede hacer en el campo?

Student: *En la ciudad hay el centro comercial y...tengo..amigos muchos en la ciudad...*

Teacher: Si, pues es mejor, hay más oportunidades con tus amigos, ¿no? Muy bien gracias. End of assessment.

Student B Sp – Edexcel Higher

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Conversation task (Higher)

Mark scheme (16 marks)

Student B Sp – Edexcel Higher

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: Response to spoken language
- AO3: Linguistic knowledge and accuracy.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	• Gives consistently relevant responses to questions. • Develops ideas throughout with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear.	4	• Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use three timeframes. • Consistently accurate use of language, any errors are minor.
7–9	• Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.	3	• A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of at least two timeframes. • Accurate use of language; some minor errors.
4–6	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	2	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of at least two timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.	1	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

Exemplar B – Examiner commentary

Student B Sp – Edexcel Higher

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
The student gives consistently relevant answers across different aspects within the chosen Thematic context 'My neighbourhood', even though some answers are quite brief. They are also able to talk about future plans in relation to living in Spain. The response sits within the 10-12 mark band for relevance. The student develops ideas with some opinions/justifications and extra details, e.g. from 'La semana pasada ... to ... en el centro comercial' and 'En el futuro ... to ... y me interesa la cultura en España'. However, some sentences are brief, e.g. 'Si, lo pasé fenomenal' and there are few really extended sequences of speech where the student adds more than one detail to an idea. The student often begins to say more but is unable to finish and communication peters out. In order to produce a stronger response, the student needs some support with rephrasing. Overall, this places the student within the 4-6 mark band for development.	The student demonstrates some variety of vocabulary and structures, e.g. a range of different connectives ('y', 'porque', 'luego', 'también') and various opinion phrases ('lo malo de Derby es', 'me interesa', 'me encanta', 'me gusta', 'prefiero'). They use different expressions for clarifying time frames ('La semana pasada', 'en el futuro', 'luego'). The student does not quite demonstrate a variety of language, so their response sits in mark band 2 for variety. There are frequently successful uses of timeframes. The past is achieved with the preterite ('salí', 'fuimos', 'compré') and there is one future timeframe via the conditional, 'me encantaría vivir'. The remainder of this sentence reverts to the present tense, although it makes perfect sense. There is some confusion with the timeframe in the first question however when talking about what there is to do in their town, they answer in the conditional rather than the present ('En mi ciudad me encantaría visitar en el centro de comercial porque ...me gustaría comprar mucho') and there are a couple of slips in the present tense, e.g. 'me gusta las patatas fritas' and 'es muy buen tiempo'. Therefore, the response is placed in mark band 3 for use of timeframes.

Exemplar B – Examiner commentary

Student B Sp – Edexcel Higher

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
The student gives consistently relevant answers across different aspects within the chosen Thematic context 'My neighbourhood', even though some answers are quite brief. They are also able to talk about future plans in relation to living in Spain. The response sits within the 10-12 mark band for relevance. The student develops ideas with some opinions/justifications and extra details, e.g. from 'La semana pasada ... to ... en el centro comercial' and 'En el futuro ... to ... y me interesa la cultura en España'. However, some sentences are brief, e.g. 'Si, lo pasé fenomenal' and there are few really extended sequences of speech where the student adds more than one detail to an idea. The student often begins to say more but is unable to finish and communication peters out. In order to produce a stronger response, the student needs some support with rephrasing. Overall, this places the student within the 4-6 mark band for development.	The student demonstrates some variety of vocabulary and structures, e.g. a range of different connectives ('y', 'porque', 'luego', 'también') and various opinion phrases ('lo malo de Derby es', 'me interesa', 'me encanta', 'me gusta', 'prefiero'). They use different expressions for clarifying time frames ('La semana pasada', 'en el futuro', 'luego'). The student does not quite demonstrate a variety of language, so their response sits in mark band 2 for variety. There are frequently successful uses of timeframes. The past is achieved with the preterite ('salí', 'fuimos', 'compré') and there is one future timeframe via the conditional, 'me encantaría vivir'. The remainder of this sentence reverts to the present tense, although it makes perfect sense. There is some confusion with the timeframe in the first question however when talking about what there is to do in their town, they answer in the conditional rather than the present ('En mi ciudad me encantaría visitar en el centro de comercial porque ...me gustaría comprar mucho') and there are a couple of slips in the present tense, e.g. 'me gusta las patatas fritas' and 'es muy buen tiempo'. Therefore, the response is placed in mark band 3 for use of timeframes.

Student B Sp – Edexcel Higher

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	10 marks	3 marks	13 marks
Exemplar B	7 marks	3 marks	10 marks

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Exemplar A - Conversation transcript

Teacher: Qu'est-ce que tu aimes dans ton collège ?

Student: *J'aime l'anglais et la géographie. Aussi, j'aime mes amis et les profs*

Teacher: Pourquoi est-ce que tu aimes la géographie ?

Student: *Parce que c'est intéressant et amusant.*

Teacher: OK. Est-ce qu'il y a des matières que tu n'aimes pas ?

Student: *Je déteste les maths parce que c'est ennuyeux.*

Teacher: Qu'est-ce que tu vas étudier l'année prochaine après le GCSE ?

Student: *Je voudrais étudier la géographie, l'histoire et l'anglais.*

Teacher: Et quel métier est-ce que tu voudrais faire plus tard ?

Student: *Répétez s'il vous plaît ?*

Teacher: Quel métier est-ce que tu voudrais faire dans le futur ?

Student: *J'ai voudrais être professeur parce que j'aime les enfants.*

Teacher: Et tu voudrais être professeur dans un collège, dans une école primaire ?

Student: *Les écoles primaires.*

Teacher: Les écoles primaires, tu préfères les petits enfants, oui ?

Student: *Oui.*

Teacher: D'accord. Qu'est-ce que tu penses de l'uniforme dans ton collège ?

Student: *Je n'aime pas ça parce que c'est pas confortable et il faut porter jupe ...pardon.*

Teacher: Une jupe, oui ? Tu n'aimes pas les jupes ?

Student: *Oui c'est moche.*

Teacher: D'accord. De quelle couleur est la jupe dans ton collège ?

Student: *Les jupes est blanc.*

Teacher: Ah d'accord, ok, très bien et tu n'aimes pas cette couleur, non ?

Student: *non.*

Teacher: Qu'est-ce que tu as fait pendant la pause déjeuner hier ?

Student: *J'ai mangé à la cantine. J'ai mangé un sandwich avec mes amis. C'était très délicieux. Aussi, j'ai joué au hockey.*

Teacher: Ah d'accord, intéressant ! Tu es sportive ?

Student: *Oui j'adore le sport. Je joué au tennis deux fois par semaine.*

Teacher: Ah intéressant! Qu'est-ce que tu portes pour jouer au tennis ?

Student: *Je porté des shorts et une T-shirt rose.*

Teacher: C'est joli! Merci

Student A Fr – Edexcel Foundation

Conversation task (Foundation)

Mark scheme (16 marks)

Student A Fr – Edexcel Foundation

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: Response to spoken language
- AO3: Linguistic knowledge and accuracy.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	4	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of three timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.	3	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of at least two timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
4–6	• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down.	2	• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with timeframes. • Limited accuracy with language; many major and minor errors.
1–3	• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down.	1	• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.

Exemplar A – Examiner commentary

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 11 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
The student gives some relevant responses to questions, although some of the closed questions led the student to answer 'oui' or 'non,' therefore not providing more solid, relevant information. The questions mainly focus on the chosen Thematic context of 'Studying and my future' with a natural cross-over into the subject of sports which flows naturally from the subject of lunchtime activities as the conversation develops. For relevance, the response sits within the 10-12 mark band. The student develops some ideas by giving interesting details and opinions, for example, when describing what they did at lunch time yesterday ('J'ai mangé à la cantine. J'ai mangé un sandwich avec mes amis. C'était très délicieux. Aussi, j'ai joué au hockey'). There are answers with extra information, e.g. 'Oui j'adore le sport. Je joué au tennis deux fois par semaine'. Some questions are answered with no extra detail, ('Oui c'est moche', 'Les écoles primaires') and some questions are answered with just a 'oui' or a 'non.' Overall, some ideas have extra detail, so the response sits somewhere in the 10-12 mark band for development.	The conversation displays occasional variety of vocabulary and straightforward grammatical structures. The student uses a few conjunctions ('et', 'aussi', 'parce que', 'avec') and demonstrates their ability to vary the language sufficiently to express and justify opinions ('moche', 'confortable', 'intéressant', 'amusant', 'ennuyeux'). They mainly use the 1st person singular pronoun with a few variations ('c'est', 'c'était', 's'il vous plaît'). The student uses an infinitive clause construction when asked about the school uniform ('il faut porter'). There is some attempt at different verbs but with some inaccuracies at times that are considered under accuracy. The response sits in mark band 3 for variety. There is some successful use of timeframes, including past and present such as, 'j'aime', 'il faut porter', 'J'ai mangé à la cantine', 'C'était très délicieux', 'j'ai joué au hockey'. There are instances where the tenses are not formed correctly e.g., 'Je porté des shorts' in response to 'Qu'est-ce que tu portes pour jouer au tennis?', and errors with the perfect tense such as 'je joué' and 'je porté'. There is one correct conditional tense in the conversation. The response is placed in mark band 3 for use of timeframes.

Student A Fr – Edexcel Foundation

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 11 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
The response is generally comprehensible. There are some mispronunciations e.g. 'trope', 'sporte' and there is the occasional message that is not immediately clear due to tenses errors which are accounted for in AO3. The response sits within the 10-12 mark band for comprehensibility. The best-fit approach results in this response being placed in the middle of the mark band 10-12 for AO1, response to spoken language with a mark of 11. This is because the performance is described by these three strands in the band and there are no elements of the band below. The student has demonstrated a good understanding of the questions asked and has been able to give frequent justification of opinions. To have gained the top mark, the student would have needed to develop their answers just a little more and take a little more care with pronunciation.	There is generally accurate use of language in the conversation, with some major errors (incorrect use of tenses) which have already been commented on, and some minor errors which do not affect the meaning of the response ('des shorts et une T shirt rose', 'Les jupes est blanc', 'c'est pas confortable'). The response sits in mark band 4 for accuracy. The best-fit approach results in this response being placed in mark band 3 for AO3 linguistic knowledge and accuracy. To score more highly the student would need to use a range of pronouns and take more care with using timeframes. Otherwise, the student sounded confident and at ease manipulating the language.

Student A Fr – Edexcel Foundation

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Student A Fr – Edexcel Foundation

Conversation task - Foundation tier (16 marks)

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	11 marks	3 marks	14 marks

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Exemplar B - Conversation transcript

Teacher: Qu'est-ce qu'on peut faire dehors dans ta ville ? Qu'est-ce qu'on peut faire par exemple au parc ? Qu'est-ce que qu'on peut y faire ?

Student: *Danz ma ville il y a un bibliothèque et paz mal de magasins et il y a un grande centre commercial et un centre de loisirs.*

Teacher: D'accord, alors, est-ce que tu aimes visiter ta ville ?

Student: *Oui j'ai visité le parc souvent avec mes amis*

Teacher: Et qu'est-ce que tu fais au parc normalement ?

Student: *Normalement je joue au foot avec mes amis car je le trouve très amusant.*

Teacher: Est-ce que tu as des projets pour le weekend prochain dans ta ville ?

Student: *Le weekend prochain J'irai le cinéma avec ma famil et nouz regarderions un nouveau fi*

Teacher: Et après avoir vu le film ?

Student: *Après avoir regardé le film, j'irai le restaurant.*

Teacher: Si tu avais le choix quel restaurant choisirais-tu ?

Student: *Répétez.*

Teacher: Si tu avais le choix quel restaurant choisirais-tu ?

Student: *Si j'avais le choix j'irais à Nandos car j'adore le nourriture surtout le poulet je pense que c'est très délicieux.*

Teacher: Et tu as dit qu'il y a un centre commercial dans ta ville, c'est comment ?

Student: *Oui il y a un grand centre commercial dans le centre-ville. Oui.*

Teacher: Est-ce que tu voudrais changer le centre commercial ?

Student: *Pour moi je voudrais avoir un restaurant car il n'y a pas un restaurant dans le centre commercial.*

Teacher: Bon d'accord et penses-tu qu'il y a des problèmes dans ta ville ?

Student: *Oui pour moi la pollution est un problem... une probleme, je pense que c'est très mauvais pour le vie, le vie ce n'est pas propre, en fait c'est très sale.*

Teacher: Alors, qu'est-ce qu'on pourrait faire pour nettoyer la ville ? Pour que ce soit propre, qu'est-ce qu'on peut faire pour nettoyer la ville ?

Student: *Je pense que les gens ils ont besoin de ai... m'aider propre... nettoyer le ville donc cet plus meilleur pour le environnemente.*

Teacher: Tu as fait quelque chose récemment pour protéger l'environnement ?

Student: *Récemment j'ai planté des erbres danz le parc.*

Teacher: C'est bien. C'était avec qui ?

Student: *C'était avec mon copain et nouz les trouve tréz amusant, ce sera formidable pour la ville.*

Teacher: Très bien, et tu as d'autres projets dans l'avenir pour protéger ta ville ou améliorer ta ville ?

Student: *Oui, danz le futur je voudrais améliorer la pollution danz la ville donc je voudrais planter des herbs.*

Teacher: Très bien merci.

Student B Fr – Edexcel Higher

Exemplar B – Examiner commentary

Student B Fr – Edexcel Higher

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
The student gives frequent relevant responses to questions in relation to a range of aspects including activities in town, weekend plans and the environment. There are instances where the response does not match the question, e.g. 'Dans ma ville il y a un bibliothèque...et un centre de loisirs' in response to the question 'Qu'est-ce qu'on peut faire par exemple au parc ?' For relevance, the response sits within the mark band 7-9. The student develops ideas by mostly giving brief opinions and justifications or additional pieces of information, e.g. '...je pense que c'est très délicieux'. There is the occasional extended sequence from 'Oui pour moi la pollution est ...to ...sale'. Overall, the response sits within the 4-6 mark band for development. Overall, the response is comprehensible with the occasional messages not being immediately clear, e.g. when talking about the environment 'ils ont besoin de ai... m'aider propre... nettoyer le ville' and 'C'était avec mon copain et nouz les trouve très amusant'. For comprehensibility, the response sits within the 7-9 mark band.	There is a variety of vocabulary and grammatical structures and some use of complex language. The student uses direct object pronouns e.g. 'Je le trouve très amusant'. Effective use of the perfect infinitive 'après avoir regardé le film, j'irai le restaurant' is also evident in the conversation. For variety of vocabulary and structures, the response sits in mark band 3. There are frequent successful uses of timeframes, e.g. 'je pense que' for present timeframe, 'j'ai planté' for past timeframe and 'je voudrais avoir' and 'j'irai' for future timeframe. However, there are instances where the tenses are not correctly formed ('J'ai visité le parc souvent' in response to 'Est-ce que tu aimes visiter ta ville ?' / 'C'était avec...ce sera...' in response to 'C'était avec qui ?'). For use of timeframes, the response sits in mark band 3. There is generally accurate use of language. There are some minor errors, e.g. 'J'irai le restaurant'. There are also occasional major errors such as the use of timeframes which has already been commented on. For accuracy, the response sits in mark band 2.

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
The best-fit approach results in this response being given the lowest mark in the 7-9 mark band for AO1, response to spoken language with a mark of 7. This is because the overall performance is better described in the 7-9 band rather than the 4-6 band. Overall, the student keeps the conversation going with some extended sequences of speech, but they would need to produce more extended sequences of speech with more relevant responses to gain a higher mark.	The best-fit approach results in this response being placed in the mark band 3 for AO3, Linguistic knowledge and accuracy. To score more highly the student would need to use a wider range of vocabulary and structures. They would also need to ensure that they are using accurate timeframes more consistently. Overall, the student did well in being able to manipulate language sufficiently and make themselves understood most of the time.

Student B Fr – Edexcel Higher

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Conversation task (Higher)

Mark scheme (16 marks)

Student B Fr – Edexcel Higher

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:

- AO1: Response to spoken language.
- AO3: Linguistic knowledge and accuracy.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	• Gives consistently relevant responses to questions. • Develops ideas throughout with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear.	4	• Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use three timeframes. • Consistently accurate use of language, any errors are minor.
7–9	• Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.	3	• A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of at least two timeframes. • Accurate use of language; some minor errors.
4–6	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	2	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of at least two timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	• Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down.	1	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

Conversation task - Higher tier (16 marks)

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	12 marks	4 marks	16 marks
Exemplar B	7 marks	3 marks	10 marks

Student B Fr – Edexcel Higher

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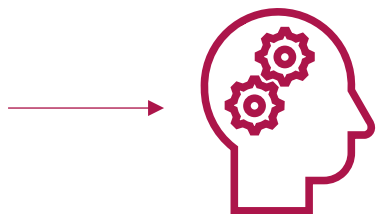


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Language Acquisition

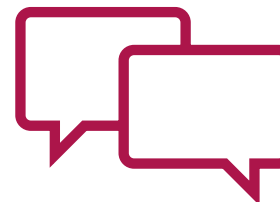
Comprehensible
Input



Interaction



Output



Error Correction



Smith, Conti. (2023) Language Teacher Toolkit.

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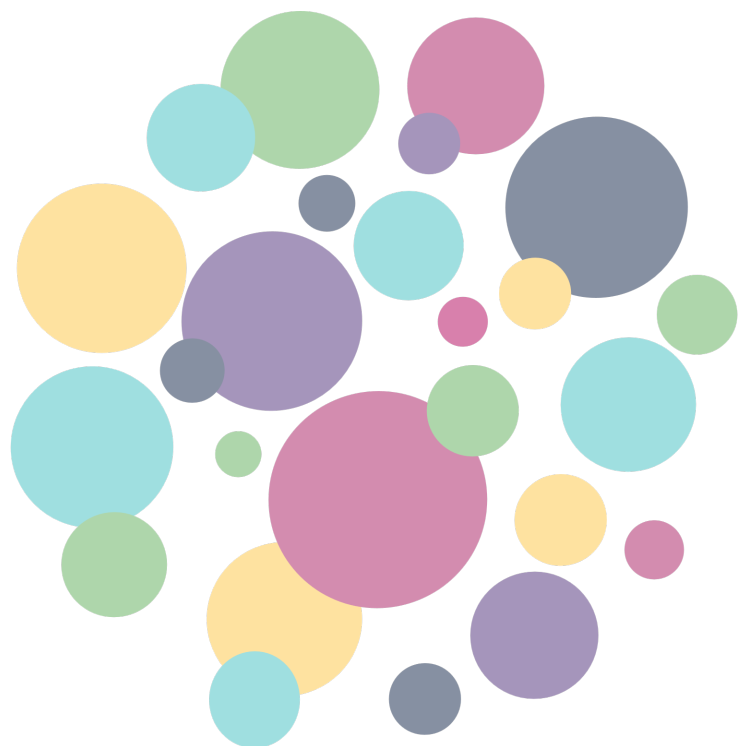


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What would a good unprepared conversation look like for Edexcel?

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What would a good unprepared conversation look like?

- Script out a WAGOLL of an unprepared conversation either at foundation or higher level in French, German or Spanish.
- Think about the questions you could ask for the current topic you are working on and some likely answers.
- It might be helpful to imagine how a specific student in your class would go about answering these questions.
- Consider any speaking questions you might have already introduced to your students and the follow up questions you could add in to make it feel more like a real conversation.

Look carefully at the conversation. What do you need to include in lessons for students to be able to take part in a similar conversation?

Reflect: Based on what you know so far, how can your curriculum resourcing best prepare students for the unprepared conversation?

Family and relationships:

1. Wie kommst du mit deiner Familie aus? (How do you get on with your family?)

Ich komme gut (nicht) mit meinem Vater / meiner Mutter / meinen Eltern aus
I (don't) get on with my dad / my mum / my parents
 ,weil er / sie.....ist. *because he / she is...*
 weil er / sie.....sind. *because they are...*

2. Was hast du letztes Wochenende mit deiner Familie gemacht? (What did you do with your family last weekend?)

Wir sind ins Kino / ins Restaurant / in den Park gegangen *We went to the cinema/a restaurant/the park*
 Es war... *it was*

2. ¿Qué hiciste con tu familia recientemente? (Past)

What did you do with your family recently?

Recientemente fui a la plaza / fui de compras / fui al teatro con mi familia.
 Recently I went to the town square / I went shopping / I went to the theatre with my family.

Lo pasé bien dado que me llevo bien con mi familia / mi familia es la mejor.
 I had a good time because I get on well with my family / my family is the best.

La semana próxima vamos a ver un concierto / un espectáculo / una película. ¡Qué emocionante / entretenido!
 Next week we are going to watch a concert / show / film. How exciting / entertaining!

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How can we prepare students in KS3 and KS4?

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Discuss: Is there anything else that you would add to either side?

Student perception

Student tries to say what they want to say in their L1 regardless of vocabulary and grammar knowledge in L2.

Students misinterpret spontaneity for creativity.

Students confuse spontaneity for near-native fluency.

Expectation

Student confidently relies on automatised language chunks to give a comprehensible answer.

Student demonstrates an awareness of correct grammar application and phonics.

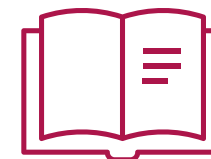
Student prioritises making their response relevant to the question, rather than sounding 'overly complex and original'.

Flair comes as a result of competency and relevant and proportional use of complexity.



Understand the question

1. Listen to the question. Dictation of the question(s). Consider scaffold. Fill in missing letters. Give first letter. Fill in missing words.
2. Listen to the question. Identify the question word. What does it mean?
3. Listen to the question. Translate the questions into English.



Answer the question accurately

1. See the question on the screen. Using mini whiteboards teacher checks for understanding. Which tense? Which pronoun do you need to use? Which verb could you use?
2. See the question on the screen. Write the sentence starter.
3. See the question on the screen. Turn and tell your partner your answer.



Listen and respond

1. Listen to the question. Repeat the previous sequence on mini whiteboard leading to write the sentence starter.
2. Listen to the question. Say the sentence starter.
3. Listen to the question. Tell your partner the answer.



Conversation

1. Q and A with your partner using suggested questions on the screen. Try to include three clauses in answers.
2. Option to provide some support. Key verbs. Repair strategies.
3. Teacher circulates and identifies common mistakes. Then feedbacks.

Whiteboards: low-stakes quizzing



Listen to the questions in Spanish: which order did you hear them in?

1. Would you
like to go out?

2. Do you like to
go out?

3. Where do you
go out?

4. When do you
go out?

4. When do you
go out?

3. Where do
you go out?

2. Do you like to
go out?

1. Would you
like to go out?



Prepare for unanticipated questions

Listen and transcribe

Identify and change the verb

Copy the relevant key
words

Form a relevant answer

¿Qué / actividades / hiciste ?

hice

actividades

Hice muchas actividades

Whiteboards: low-stakes quizzing



Read the question and select the most relevant answer (A-D):
¿Qué deporte hiciste la semana pasada?

A) Suelo
hacer deporte cada
semana.

B) Hace dos
días jugué
al baloncesto.



C) Me gusta jugar
al fútbol porque es
divertido.

D) Pienso que es
importante hacer
deporte.

Justify your choice

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In der Klasse

Freitag, 27. Juni

LO: to express preferences on food and drink

Select the most appropriate answer:
Willst du Kinder haben?

A) Meiner Meinung nach ist
ein guter Freund immer
geduldig.

B) Letzte Woche habe ich
Tischtennis mit meinen
Freunden gespielt.

C) Ja, ich will eine Familie
haben. Ich möchte heiraten
und drei Kinder haben.



D) In der Zukunft werde ich
mit meiner Familie ins Kino
gehen.

In partnership with:



In partnership with:





Prepare for production: prompt cards

Voy a probar ...

En España suelen cenar ...

La comida española es ...

Casi nunca bebo ...

No me gustan nada ...

Suelo comer ...

In der Klasse

Freitag, 27. Juni

LO: to express preferences on food and drink

Survey:

Copy the table. Ask and answer the questions in German.

Name	Was isst du gern?	Was trinkst du gern?	Was hast du heute morgen getrunken?	Was hast du gestern gegessen?
Sample responses	Ich esse gern Pommes	Ich trinke gern Cola	Ich habe Kaffee getrunken	Ich habe Pizza gegessen
**Challenge: can you extend your answers with WEIL or DENN?				

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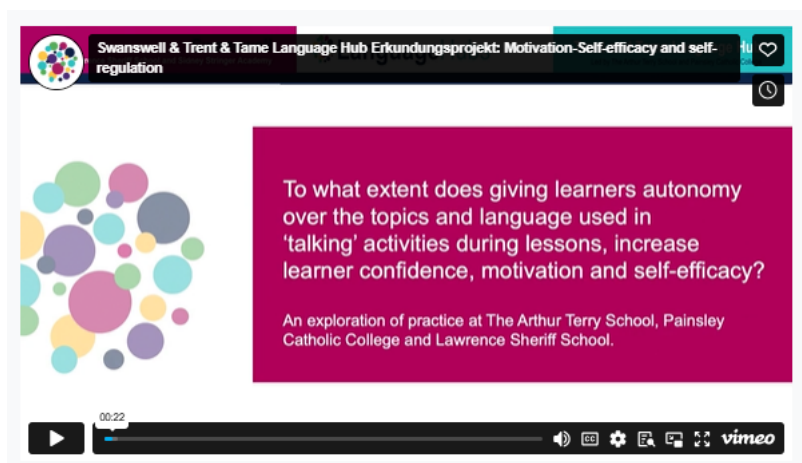
In partnership with:



In partnership with:



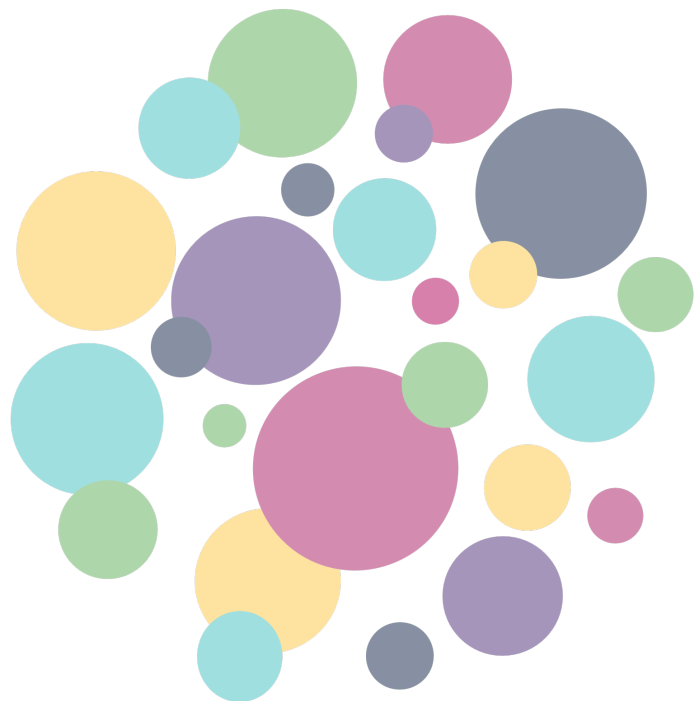
Looking for more inspiration. Exploring Group Talk on LEO



[Media_Tech: Swanswell and Trent and Tame Language Hub Erkundungsprojekt: Motivation: Self-efficacy and self-regulation | NCLE](#)



[Media_Tech: Brayford Language Hub Erkundungsprojekt: Motivation and Personal Relevance | NCLE](#)



Next Steps: Action planning

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Immediate Priorities:

Medium Term Priorities:

Long Term Priorities:

Things to consider:

1. Sharing this information with your team.
2. Preparing your students? Will this involve a change in approach? How will you communicate this?
3. Strategies in KS4 lessons.
4. Embedding spontaneous talk in KS3?

West Midlands Regional Language Network Offer 2025-2026

Thursday 13th November 15:30-16:30	Embedding Phonics Grand Union Webinar https://shorturl.at/mSGeW
Wednesday 26th November 16.00 – 17.00	NCLE Curriculum and Assessment Review: Languages education fit for purpose? Hear from stakeholders from the languages community discussing the recommendations from the Curriculum and Assessment Review. Webinar Registration – Zoom
Wednesday 14th January 15:30-16:30	Supporting Home Language Qualifications at GCSE and Beyond Swanswell Webinar https://shorturl.at/1GfVW
Thursday 29th January 15:30-16:30	Using AI for spontaneous speaking development Trent & Tame Webinar https://shorturl.at/ul83m
Wednesday 4th March 15:30-16:30	Exploring different Curriculum models Grand Union Webinar https://shorturl.at/bznDR

Feedback Form

Grand Union Language Network
Teach Meet 22nd October 2025



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