

## Introduction

This ¡Viva! Edexcel GCSE Assessment Pack is designed to be used alongside the ¡Viva! Edexcel GCSE Spanish Foundation and Higher Student Books. These tests are designed to prepare students for the new GCSE (9–1). The tests all contain regular practice in the style of the exam with the aim of providing regular exposure to and practice of the new GCSE (9–1).

The pack contains the following:

- photocopiable assessments with downloadable audio files
- accompanying Teacher's Notes and Answers
- the latest version of the Pearson Progression Scale and Map
- customisable schemes of work (for both two- and three-year GCSE courses)
- recommended assessment pathways
- generic assessment criteria for Speaking and Writing papers
- markbooks to track and monitor your students' progress.

The pack contains the following assessments:

- an End of KS3 Baseline test
- eight End of Module tests
- three End of Year tests
- two End of Course tests (one Foundation, one Higher).

Each test assesses all four skills (Listening, Speaking, Reading, and Writing) and covers both Foundation and Higher tiers, apart from separate Foundation and Higher tier End of Course tests.

You can choose whether to assign questions from different tiers to different sets of students, or allow students to sit all questions in a paper. However, we advise that the Foundation/Higher level questions are given to all students. So, for example, Foundation tier students would complete the Foundation and Foundation/Higher questions in a paper, and Higher tier students would sit Foundation/Higher and Higher questions. Please note, however, that separate markbooks are provided for Foundation and Higher tiers, so data will need to be entered into both markbooks for any students who sit both Foundation and Higher tiers.

There is coverage of the skills that will be essential for the new GCSE (9–1), such as translation into and out of the target language, understanding literary texts, responding to a photo and role plays.

## The tests

### End of KS3 Baseline test

This test can be used either at the end of KS3 or at the beginning of your GCSE course. It is designed to help teachers set a baseline Step and to help with target setting. The test includes GCSE-style questions. Marks can be recorded in the accompanying markbook.

### End of Module tests

Each test includes tasks at Foundation and Higher tier level, as well as tasks that can be found at both levels (Foundation/Higher tasks). These tests reflect the topic and language presented in the modules of the corresponding Student Books for the course.

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### End of Year tests

End of Year tests are suitable for both two- and three-year GCSE courses. There are three End of Year tests: one End of Year 9 test and two End of Year 10 tests. Each test covers a slightly wider range of Progression Steps to reflect the increasing progress students make through the GCSE course.

These tests reflect the topic and language presented in the modules covered in the corresponding Student Books. How much of the course you will have covered at any given point will vary depending on whether you are following a two- or three-year GCSE course.

Each test includes tasks at Foundation and Higher tier levels, as well as tasks that can be found at both tiers (Foundation/Higher tasks).

### End of Course tests

There are two End of Course tests. These will cover aspects of topics and language from the whole of the corresponding GCSE Student Books.

We have produced two separate tests, one at Foundation and one at Higher tier level. These also include cross-tier questions, as in the GCSE exam.

### Progression

The Pearson Progression Scale allows teachers to track progress from ages 11 to 16. It is a 12-Step scale with the 1st Step assuming no prior knowledge from KS2, and the 12th Step representing the highest level of achievement at GCSE. All tests in this pack are mapped to the Pearson Progression Scale.

The latest version of the Pearson Progression Scale is available for you to download from this pack.

For more information on Pearson's Progression Services, go to:

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Progression-Services/Progression-Services/Progression-Services/ProgressionServices.aspx>

### How the tests relate to GCSE tiers and grades (9–1) and Pearson Progression Steps

The latest version of our Progression Scale and Map has been updated to map to indicative new GCSE grades (9–1). The mapping can be found here:

[http://www.pearsonschoolsandfecolleges.co.uk/secondary/ProgressionandIntervention/Progression\\_Services/Progression\\_for\\_MFL/Indicative-Grades/9-1%20grades.aspx](http://www.pearsonschoolsandfecolleges.co.uk/secondary/ProgressionandIntervention/Progression_Services/Progression_for_MFL/Indicative-Grades/9-1%20grades.aspx)

It is, however, important to understand that this mapping is for guidance only, to support teachers' own predictions of progress, and is not an accurate predictor of grades.

The Pearson Progression Steps have been mapped across the tiers as follows:

Foundation tier	2nd to 8th Steps
Foundation/Higher tier	7th to 8th Steps
Higher tier	7th to 12th Steps

**Please note** that the Step ranges for Speaking and Writing given in the Teacher's Notes and Answers, and in the markbooks, designate the ranges of possible Steps you can award for the task, depending on students' performance. These ranges do not necessarily represent the Steps at which the task has been written.

In our End of Year and End of Course tests we have allowed a slightly wider range of crossover Steps. Please refer to the Teacher's Notes and Answers for these tests for further detail.

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### Marking the tests

The Teacher's Notes and Answers that accompany each test give a description of what each task is testing, the Step it targets and the mark scheme. For Speaking and Writing papers, the range of Steps that a student could achieve is given at the beginning of each task. (NB: this does not necessarily directly correlate to the range of Steps that the question is written at, as a student may perform above or below this level.)

### Markbooks

For the best experience of using our tests with the Pearson Progression Scale, we suggest that you enter your data into our markbooks. However, we are aware that some schools will be using their own markbooks. For help in interpreting students' test results without using our markbooks, please refer to the following:

**End of Year, End of Course and Baseline tests:** the Step boundary tables which inform the markbooks for the Listening and Reading tests are given in the Teacher's Notes, so you can use these to determine the Step at which your students are working without entering their marks into the markbook. For Speaking and Writing tests, you will need to determine an average Step across the test, based on their performance in each task.

**End of Module tests:** these do not cover the full range of Steps within each tier in the receptive skills, so Step boundary tables are not used. The markbooks determine the Step at which a student is working on each task.

You will need to use students' performance in each task to determine an average across the test. Again, for Speaking and Writing tests, you will need to determine an average Step across the test, based on their performance in each task.

### End of Module tests

These do not cover the full range of Steps within each tier in the receptive skills and contain a limited number of tasks for the productive skills. This markbook does not, therefore, allocate a Step at a test level for these tests but gives guidance on a question-level basis and invites you to select a Step for a student's overall performance on that test. The markbook does, however, calculate and display average Steps, and therefore average indicative grades, for you across the range of modules and skills.

In addition, we advise you to refer to the Progression Scales included in this pack and to use your knowledge of each individual student when designating an overall Step for a Listening or Reading paper.

### End of Year and End of Course tests

These are more comprehensive tests which cover a fuller range of Steps which have been covered by the course material by that stage in the course. The markbook does, therefore, generate Steps at a test level for these tests.

### Marking Speaking and Writing papers

These papers should be assessed by outcome and a Step awarded directly. Generic Speaking and Writing assessment criteria are provided separately in this pack. As well as using the Speaking and Writing assessment criteria, we suggest you also refer to the Pearson Progression Grammar Scale, which is part of the Pearson Progression Scale included in this pack. These Steps can be entered into your markbooks.