



GCSE (9-1) Spanish

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish (1SP0)

First teaching from September 2016

First certification from 2018

Issue 2

Important Note

Your exam board is AQA.

These practice papers are Edexcel, but should still be useful as part of your revision.

Link to Audio Files

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2016/coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>

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Summary of Pearson Edexcel Level 1/2 GCSE in Spanish sample assessment materials Issue 2 changes

Issue number	Issue date	Summary of changes made between previous issue and this current issue	Page number
2	July 2017	<p>Listening (F) Transcript</p> <p>Q13 title – “El empleo en México” changed to “El empleo en Alicante”</p> <p>Listening (F) Question paper</p> <p>“Write your answers in the spaces provided” added as second sentence of the rubric at the top of page 2.</p> <p>Q13 title – “El empleo en México” changed to “El empleo en Alicante”</p> <p>Speaking (F)</p> <p>{ General instructions to the teacher}</p> <p>Second bullet point of “Task 2: Picture-based task” section – “though” changed to “through”</p> <p>FP4 {candidate card}</p> <p>Prompt 5 – “tu tipo de música en fiestas” changed to “tu tipo de música en las fiestas”</p> <p>FP4 {teacher card}</p> <p>Question 5 – “¿Qué tipo de música te gusta en las fiestas?” changed to “¿Qué tipo de música te gusta escuchar en las fiestas?”</p> <p>Reading (F)</p> <p>Q1 text first sentence – “Me encanta estudiar los eventos en el...” changed to “Me encanta estudiar los eventos del...”</p> <p>Q5 text second line – “problemas” changed to “problema”</p> <p>Writing (F)</p> <p>Front cover instructions – “Write your answers in full sentences” changed from a sub-bullet to a bullet.</p> <p>Listening (H) Transcript</p> <p>Q1 title – “El empleo en México” changed to “El empleo en Alicante”</p> <p>Q7 M1 second statement – “En el cole” removed from start of utterance (so utterance begins “Muchos quieren parecerse...”)</p> <p>Q10 Part (ii) fourth line – “tiques” changed to “tickets”</p>	<p>11</p> <p>14</p> <p>27</p> <p>35</p> <p>94</p> <p>96</p> <p>136</p> <p>142</p> <p>157</p> <p>180</p> <p>182</p> <p>184</p>

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		Q4 final sentence of first paragraph of text – "Rodeada de los otros viajeros con sus cervezas, bocadillos y libros, en su lugar, yo soñé con el futuro." changed to "Rodeada de los otros viajeros con sus cervezas y bocadillos, yo soñaba con mi futuro."	310
		Q4 third line of second paragraph of text – comma inserted after "llena"	310
		Section C mark grid changed to the correct mark grid for the Higher tier Reading mark scheme	327
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		"Write your answers in full sentences" added as the penultimate bullet of the front cover instructions	329
		Q2(a) first paragraph – "un" changed to "el"	334
		Q2(a) second paragraph – "Escriba usted un artículo para una revista española para interesar a los lectores en..." changed to "Escriba usted un artículo para una revista española para atraer más gente a..."	334

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in **Spanish** is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 1: Listening and understanding in Spanish Transcript

Foundation tier

Sample assessment material for first teaching
September 2016

Paper Reference
1SP0/1F

Do not return the transcript with the question paper.

Turn over ►

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SECTION A

An interview with Sofía

Question 1

Example

F1: Mis padres son mis mejores amigos.

Question 1

F1: Colombia es mi país pero vivo en España.

Paso mucho tiempo con mis dos hijos.

Prefiero montar en bicicleta.

Exchange school in Granada

Question 2

Example

M1: Las clases empiezan a las ocho y media.

Question 2 Part (i)

M1: Conocer las normas del colegio es importante. Pero, ¿tantas?

Question 2 Part (ii)

M1: La mayoría de los profesores son amables.

Question 2 Part (iii)

F1: Me encanta estudiar idiomas, ¡por supuesto!

NB: Changes made in the transcript are not reflected in the recording.
Please refer to 'Summary of changes' for details.

Volunteering in Latin America

Question 3

Example

M1: ¿Qué haces, Mariana?

F1: Trabajo como voluntaria en un hospital.

Question 3

M1: ¿Algo más, Mariana?

F1: Trabajo en un colegio dando clases de inglés.

M1: ¿Y tú, Isabel?

F2: Participo en un proyecto de reciclaje. Recogemos la basura en las playas.

F2: ¿Javier?

M1: Los fines de semana ayudo a proteger a los animales en peligro de extinción.

Spanish Grand Prix in Cataluña

Question 4

Example

F1: Camila no quiere gastar demasiado, así que preferiría hacer camping.

Question 4

M1: Hugo quiere ahorrar tiempo para sacar fotos de los famosos coches antes de la carrera. Va a comprar las entradas en línea.

M1: Jorge espera conocer a los conductores después de la carrera.

A new Spanish student

Question 5

Question 5 Part (a)

M1: Miguel, ¿desde hace cuánto tiempo estás en el cole?

M2: Desde hace dos meses.

Question 5 Part (b)

M1: ¿Y te gusta?

M2: Sí, los alumnos son simpáticos y los profesores me ayudan mucho.

Question 5 Part (c)

M1: ¿Hay algo que no te gusta?

M2: Los deberes. Nos ponen demasiados.

A celebration in Mexico

Question 6

M1: El Día de los Muertos es un festival religioso que comienza el 31 de octubre y dura unos tres días. Siempre se decoran las iglesias con flores. Las familias se reúnen para cocinar y compartir una gran cena. Por la noche, los niños recorren las calles y reciben dulces.

Celebrating the Earth Day

Question 7

Example

F1: Cuidar el medio ambiente es importante.

Question 7

F1: Desde hace un mes estoy reciclando papel en el cole. Aunque antes no me interesaba, ahora me preocupa mucho la contaminación del aire. Por eso, voy a utilizar más el transporte público, o si es posible dejar el coche e ir a pie o en bicicleta.

Weather forecast in the Canary Islands

Question 8

M1: Hoy está nublado en Fuerteventura: perfecto para hacer ciclismo en el campo porque no hará mucho calor. Desde esta mañana, llueve a cántaros en Tenerife y, desafortunadamente, puede haber tormentas más tarde. En Gran Canaria, al contrario, las temperaturas son más altas que ayer y subirán hasta el viernes.

The importance of learning languages

Question 9

Example

M1: No hay duda, un segundo idioma es indispensable.

Question 9

M1: Hoy en día, la mayoría de los estudiantes no aprende idiomas en el colegio, porque no es obligatorio y puede ser difícil. Las razones para estudiar lenguas extranjeras son muchas y variadas. Entender y ser capaz de hablar nuevas lenguas solamente puede traer cosas positivas. Es importante y muy útil para los planes de carrera futuros. Muchas más empresas buscan empleados bilingües porque pueden trabajar con compañías extranjeras e incluso vivir en el extranjero. ¡Es también una de las mejores maneras de conocer gente!

Traffic bulletin in Bilbao

Question 10

M1: Señoras y señores, escuchen con cuidado este anuncio sobre el tráfico en la región de Bilbao. Eviten la autopista de peaje si es posible porque hay retrasos largos debido a obras en la carretera. Aparquen lejos de la estación de tren; hubo un accidente entre dos coches aunque, afortunadamente, no hay ningún herido que lamentar. Usen el transporte público. Es más rápido que el coche en las horas punta y pueden tener descuento en todos los museos usando su billete de autobús o de metro.

A hotel in Castilla

Question 11

Example

M1: No estoy contento porque no hay jabón en mi cuarto de baño.

Question 11

F1: Buenos días, señor Gómez. ¿Puedo ayudarle?

M1: Espero que sí porque no estoy nada contento. ¿Por qué no hay ni jabón ni toallas en mi cuarto de baño?

F1: ¡Lo siento, señor Gómez! Hablaré inmediatamente con la camarera.

M1: Gracias. Entonces, mi hijo quisiera un folleto con las excursiones, y mi hija quiere una lista de lugares para comer.

F1: Aquí tiene.

M1: Una cosa más. Mi esposa necesita una oficina de cambio. ¿Hay una cerca de aquí?

F1: Sí, a cinco minutos, en el centro comercial.

Viña del Mar Music Festival

Question 12

F1: ¡Bienvenidos al festival de música más grande de Latinoamérica! Una vez más, nos encontramos aquí como todos los años en la tercera semana de febrero. Este año hay un premio especial para el mejor artista internacional, elegido por el público. Tienen que enviar un mensaje de texto con el nombre de su artista preferido. ¡No lo olviden!

SECTION B

El empleo en Alicante

Question 13

Example

M1: Quisiera trabajar en Alicante.

Question 13

M1: Quisiera trabajar allí en mayo.

F1: ¿Por qué?

M1: Conozco la ciudad porque mi compañero vivía allí. Además tengo unos primos e intento alojarme con ellos. Estoy cansado de estudiar y quiero encontrar un empleo. Pienso que no será muy difícil porque he trabajado en bares antes y no me importa si no gano mucho, pero quiero tener días libres. Me gustaría quedarme en Alicante unos doce meses. Al volver, ¡mi español será perfecto!

Un nuevo teléfono inteligente

Question 14

Example

F1: ¿Estás cansado de tener nuestro modelo anterior, que es barato pero inmenso?

Question 14

F1: ¡No hay problema! Nuestro nuevo móvil es mucho más pequeño y tiene más velocidad. Con este nuevo modelo no gastarás nada descargando música de Internet y no pagarás mucho por mandar mensajes de texto. Sabemos que nuestros competidores ofrecen baterías baratas y que las nuestras son muy costosas, pero eso es porque duran mucho más. Visita nuestra página web y verás que acabamos de abrir un servicio de atención al cliente para reducir los retrasos.

¡Este móvil es el teléfono ideal para ti!

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Spanish

Paper 1: Listening and understanding in Spanish Foundation Tier

Sample assessment material for first teaching
September 2016

Time: 30 minutes and 5 minutes' reading time

Paper Reference

1SP0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Spanish.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests. There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☐. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☐.

SECTION A

An interview with Sofía

- 1 You listen to a radio interview with a local celebrity, Sofía. What does Sofía mention about her life?

Listen to the recording and put a cross ☐ in each one of the **three** correct boxes.

Example: her parents	<input checked="" type="checkbox"/>
A her age	<input type="checkbox"/>
B her hobbies	<input type="checkbox"/>
C her children	<input type="checkbox"/>
D her career	<input type="checkbox"/>
E her home	<input type="checkbox"/>
F her friends	<input type="checkbox"/>
G her pets	<input type="checkbox"/>

(Total for Question 1 = 3 marks)

Exchange school in Granada

2 Your exchange partner Iván is talking about his school in Granada.

What does he say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: School starts at...

<input type="checkbox"/>	A 8.00
<input type="checkbox"/>	B 8.15
<input checked="" type="checkbox"/>	C 8.30
<input type="checkbox"/>	D 8.45

(i) There are lots of...

<input type="checkbox"/>	A examinations
<input type="checkbox"/>	B homework tasks
<input type="checkbox"/>	C additional lessons
<input type="checkbox"/>	D school rules

(ii) Most of the teachers are...

<input type="checkbox"/>	A lenient
<input type="checkbox"/>	B friendly
<input type="checkbox"/>	C amusing
<input type="checkbox"/>	D young

(iii) Iván likes to study...

<input type="checkbox"/>	A science
<input type="checkbox"/>	B IT
<input type="checkbox"/>	C languages
<input type="checkbox"/>	D humanities

(Total for Question 2 = 3 marks)

Volunteering in Latin America

3 Some students are talking about their experience of volunteering in Latin America.

What do they do?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

		Mariana	Isabel	Javier
Example:	I work in a hospital	☒	☒	☒
A	I teach adults	☒	☒	☒
B	I teach languages	☒	☒	☒
C	I help to plant trees	☒	☒	☒
D	I deliver food to the villages	☒	☒	☒
E	I help clean up the beaches	☒	☒	☒
F	I work in the main office	☒	☒	☒
G	I help to protect wildlife	☒	☒	☒

(Total for Question 3 = 3 marks)

Spanish Grand Prix in Cataluña

- 4 Camila and her friends are planning to visit the racing circuit in Cataluña.

What do they want to do during their stay?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

		Camila	Hugo	Jorge
Example:	stay at a local campsite	☒	☒	☒
A	choose where to sit	☒	☒	☒
B	get tickets in advance	☒	☒	☒
C	meet the drivers	☒	☒	☒
D	eat in the special restaurant	☒	☒	☒
E	take photos of the cars	☒	☒	☒
F	drive on the track	☒	☒	☒
G	buy a special brochure	☒	☒	☒

(Total for Question 4 = 3 marks)

A new Spanish student

5 Your friend is talking to Miguel, the new Spanish student in your class.

Listen to their conversation and answer the following questions **in English**.

(a) How long has Miguel been at the school?

(1)

(b) What does Miguel like about school? Give **two** details.

(2)

(c) What does Miguel say about homework?

(1)

(Total for Question 5 = 4 marks)

A celebration in Mexico

- 6 The Spanish language assistant at your school is giving a presentation on the celebration of "El Día de los Muertos" (The Day of the Dead) in Mexico.

Complete the sentences. Use the correct word or words from the box.

beginning	cook	three days	buy
sweets	flowers	end	one day

(a) This festival starts at the end of October and lasts for

(b) People special food and children collect

(Total for Question 6 = 3 marks)

Celebrating Earth Day

- 7 As part of the celebration of Earth Day the Spanish Language Assistant gives a presentation about looking after the environment.

What does she mention she is interested in?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example: saving the environment	<input checked="" type="checkbox"/>
A endangered species	<input type="checkbox"/>
B actions in school	<input type="checkbox"/>
C air quality	<input type="checkbox"/>
D global warming	<input type="checkbox"/>
E methods of transport	<input type="checkbox"/>
F volunteering	<input type="checkbox"/>
G health	<input type="checkbox"/>

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Weather forecast in the Canary Islands

- 8** You are planning your day while on holiday in the Canary Islands and decide to check the weather forecast.

Listen to the weather forecast and answer the following questions **in English**.

- (a) Why is cycling in Fuerteventura recommended?

(1)

- (b) What may happen later in Tenerife?

(1)

- (c) What is the temperature like in Gran Canaria today, compared to yesterday?

(1)

(Total for Question 8 = 3 marks)

The importance of learning languages

- 9 You are listening to a radio programme. Julio Crespo, Director of the Cervantes Institute, is talking about the importance of learning languages.

What does he say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Learning another language is...

<input type="checkbox"/>	A interesting
<input type="checkbox"/>	B easy
<input checked="" type="checkbox"/>	C vital
<input type="checkbox"/>	D fun

- (i) Most school pupils...

<input type="checkbox"/>	A avoid learning languages
<input type="checkbox"/>	B find their lessons boring
<input type="checkbox"/>	C think languages are not important
<input type="checkbox"/>	D prefer information technology

- (ii) Speaking another language will improve...

<input type="checkbox"/>	A your grades at school
<input type="checkbox"/>	B your future holidays
<input type="checkbox"/>	C your future ambitions
<input type="checkbox"/>	D your family life

- (iii) Companies are looking for...

<input type="checkbox"/>	A hard-working people
<input type="checkbox"/>	B workers who speak two languages
<input type="checkbox"/>	C school teachers
<input type="checkbox"/>	D people who want to learn languages

(iv) Speaking another language can help you to...

<input type="checkbox"/>	A earn more money
<input type="checkbox"/>	B get better qualifications
<input type="checkbox"/>	C make new friends
<input type="checkbox"/>	D be more self confident

(Total for Question 9 = 4 marks)

Traffic bulletin in Bilbao

- 10** Your family is driving in Bilbao during a holiday and there is a traffic bulletin on the radio.

Listen to the bulletin and answer the following questions **in English**.

(a) Why avoid the motorway?

(1)

(b) Why avoid parking at the railway station?

(1)

(c) How should people travel at rush hour?

(1)

(d) What extra benefit can you get with your bus ticket?

(1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A hotel in Castilla

- 11** You are listening to the receptionist in your hotel who is helping señor Gómez, a customer.

What would señor Gómez and his family like?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

Example: new soap in his bathroom	☒
A some towels	☒
B a clean bathroom	☒
C a restaurant menu	☒
D details of trips	☒
E an office to rent	☒
F to exchange some money	☒
G directions to the shopping centre	☒

(Total for Question 11 = 3 marks)

Viña del Mar Music Festival

- 12** You have won a Spanish language competition to attend the Viña del Mar Music Festival.

Listen to the recording and answer the following questions **in English**.

(a) Why is this event important?

(1)

(b) When **exactly** does the festival take place? Give **two** details.

(2)

(c) What can the public vote for by sending a text message?

(1)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B**El empleo en Alicante**

13 Oyes una conversación entre James y su profesora de español.

Rellena el espacio de cada frase con una palabra del recuadro. Hay más palabras que espacios.

sueldo	Alicante	la primavera	mes	difícil
el invierno	alojamiento	fácil	tiempo libre	
	familia	amigo	año	

Ejemplo: James quiere ir a *Alicante*

- (a) Él quiere ir en (1)
- (b) Espera vivir con su (1)
- (c) James piensa que encontrar trabajo será (1)
- (d) James piensa que el es muy importante. (1)
- (e) Él quiere estar en Alicante un (1)

(Total for Question 13 = 5 marks)

Un nuevo teléfono inteligente

14 Escuchas el anuncio de un nuevo teléfono inteligente.

¿Qué dice el anuncio? Escoge entre: **gratis, rápido, caro** o **barato**. Puedes usar palabras más de una vez.

Ejemplo: El modelo anterior era **barato**

(a) El último modelo es (1)

(b) Descargar música es (1)

(c) Enviar mensajes de texto es (1)

(d) Comprar nuestras baterías es (1)

(e) Nuestro servicio al cliente es (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Spanish Foundation tier

Paper 1 Mark scheme

SECTION A

Question number	Answer	Mark
1	B, C, E	(3)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	B	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
3(Mariana)	B	(1)

Question number	Answer	Mark
3(Isabel)	E	(1)

Question number	Answer	Mark
3(Javier)	G	(1)

Question number	Answer	Mark
4(Hugo)	B, E	(2)

Question number	Answer	Mark
4(Jorge)	C	(1)

Question number	Answer	Reject	Mark
5(a)	two months	two	(1)

Question number	Answer	Mark
5(b)	nice/kind pupils/students (1) helpful teachers/teachers help (him) (1)	(2)

Question number	Answer	Mark
5(c)	(there's) too much/he doesn't like it	(1)

Question number	Answer	Mark
6(a)	three days	(1)

Question number	Answer	Reject	Mark
6(b)	cook, sweets	sweets, cook (in that order)	(2)

Question number	Answer	Mark
7	B, C, E	(3)

Question number	Answer	Mark
8(a)	(because) it's cloudy/it is not very hot/the weather is perfect (for cycling)	(1)

Question number	Answer	Mark
8(b)	(there could be) storms	(1)

Question number	Answer	Reject	Mark
8(c)	(the temperature/it) is higher/hotter (than yesterday)	high/hot	(1)

Question number	Answer	Mark
9(i)	A	(1)

Question number	Answer	Mark
9(ii)	C	(1)

Question number	Answer	Mark
9(iii)	B	(1)

Question number	Answer	Mark
9(iv)	C	(1)

Question number	Answer	Reject	Mark
10(a)	(there are long) delays/road works	road	(1)

Question number	Answer	Mark
10(b)	(there was) a car accident/accident between two cars	(1)

Question number	Answer	Mark
10(c)	use public transport/not use their car	(1)

Question number	Answer	Mark
10(d)	(get a) discount (at the museums)	(1)

Question number	Answer	Mark
11	A, D, F	(3)

Question number	Answer	Mark
12(a)	(it's the) biggest (music festival) in South/Latin America	(1)

Question number	Answer	Mark
12(b)	every year OR (every) February OR (the) third week in February. (1) each for 2 of the above.	(2)

Question number	Answer	Mark
12(c)	favourite artist(e)/best international artist(e)	(1)

SECTION B

Question number	Answer	Mark
13(a)	la primavera	(1)

Question number	Answer	Mark
13(b)	familia	(1)

Question number	Answer	Mark
13(c)	fácil	(1)

Question number	Answer	Mark
13(d)	tiempo libre	(1)

Question number	Answer	Mark
13(e)	año	(1)

Question number	Answer	Mark
14(a)	rápido	(1)

Question number	Answer	Mark
14(b)	gratis	(1)

Question number	Answer	Mark
14(c)	barato	(1)

Question number	Answer	Mark
14(d)	caro	(1)

Question number	Answer	Mark
14(e)	rápido	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

General instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Turn over ►

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PEARSON

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Spanish Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR1
- Picture card FP2
- Conversation 1: (Student-selected) Theme 4
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (eg Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid
2nd candidate: Candidate 4 grid
3rd candidate: Candidate 5 grid
4th candidate: Candidate 7 grid
5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture
Theme 2 – Local area, holiday and travel
Theme 3 – School
Theme 4 – Future aspirations, work and study
Theme 5 – International and global dimension

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
Candidate 1	FR1 (Theme 3)	→		FP3 (Theme 4)	Theme 1	Theme 2 OR Theme 5
				FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
			→	FP2 (Theme 1)	Theme 4	Theme 2 OR Theme 5
				FP1 (Theme 2)	Theme 5	Theme 1 OR Theme 4
				FP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5
Candidate 2	FR2 (Theme 2)	→		FP4 (Theme 1)	Theme 3	Theme 4 OR Theme 5
				FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
				FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3
				FP3 (Theme 4)	Theme 1	Theme 3 OR Theme 5
				FP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 3	FR3 (Theme 2)			FP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
				FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
				FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
				FP7 (Theme 2)	Theme 3	Theme 4 OR Theme 5
				FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
Candidate 4	FR4 (Theme 1)			FP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4
				FP10 (Theme 5)	Theme 2	Theme 3 OR Theme 4
				FP1 (Theme 2)	Theme 3	Theme 4 OR Theme 5
				FP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5
				FP3 (Theme 4)	Theme 5	Theme 2 OR Theme 3
Candidate 5	FR5 (Theme 1)					

Candidate 6	FR6 (Theme 2)	FP9 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		FP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		FP5 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		FP3 (Theme 4)	Theme 1	Theme 2 OR Theme 5
Candidate 7	FR7 (Theme 3)	FP10 (Theme 5)	Theme 2	Theme 1 OR Theme 4
		FP4 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		FP7 (Theme 2)	Theme 5	Theme 1 OR Theme 4
		FP1 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3
Candidate 8	FR8 (Theme 4)	FP2 (Theme 1)	Theme 3	Theme 2 OR Theme 5
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		FP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		FP3 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
Candidate 9	FR9 (Theme 1)	FP7 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP1 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		FP2 (Theme 1)	Theme 2	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 2
		FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
Candidate 10	FR10 (Theme 4)			

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR1

Topic: What school is like

Instructions to candidates:

You are talking to a Spanish friend about school. The teacher will play the part of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en casa de un/a amigo/a español/a. Hablas con tu amigo/a sobre el colegio.

1. Colegio – hora (empezar)
2. Asignatura preferida – razón
3. !
4. Recreo – actividad
5. ? Clases – duración

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR1

Topic: What school is like

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en casa de un/a amigo/a español/a. Hablas con tu amigo/a sobre el colegio.

1	<i>¿A qué hora empieza tu colegio?</i> Allow the candidate to say what time school starts.
2	<i>¿Cuál es tu asignatura preferida y por qué?</i> Allow the candidate to say what his/her favourite subject is and why.
3	<i>!</i> <i>¿Cómo son las instalaciones en tu colegio?</i> Allow the candidate to say what the school facilities are like.
4	<i>¿Qué haces normalmente durante el recreo?</i> Allow the candidate to say what s/he does during break. <i>Vale.</i>
5	<i>?</i> Allow the candidate to ask you how long the classes last. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to candidates:

You are in a tourist information office in Spain and you want information about trips. The teacher will play the role of the employee and will speak first.

You must address the employee as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en una oficina de turismo en España y quiere información sobre excursiones.

1. Excursiones – información
2. Vacaciones en España – duración
3. !
4. Otras excursiones – razón
5. ? Descuento – estudiantes

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una oficina de turismo en España y quiere información sobre excursiones.

1	<i>¿Cómo puedo ayudarle?</i> Allow the candidate to say what s/he wants to visit.
2	<i>¿Cuánto tiempo pasa usted en España?</i> Allow the candidate to say how long s/he is staying in Spain.
3	<i>!</i> <i>¿De qué nacionalidad es usted?</i> Allow the candidate to say what his/her nationality is.
4	<i>¿Qué otras excursiones le interesan a usted y por qué?</i> Allow the candidate to say what trips interest him/her. <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you about the discounts for students. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates:

You are booking a hotel room in Spain by phone. The teacher will play the part of the receptionist and will speak first.

You must address the receptionist as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está hablando por teléfono con el/la recepcionista de un hotel en Granada (España). Quiere reservar una habitación.

1. Habitación – tipo
2. Reserva – fecha
3. !
4. Visita a España – razón
5. ? Precio – habitación

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está hablando por teléfono con el/la recepcionista de un hotel en Granada (España). Quiere reservar una habitación.

1	<i>Hotel Varsovia, ¡dígame! ¿Cómo puedo ayudarle?</i> Allow the candidate to say what type of room s/he wants.
2	<i>¿Para qué fecha quiere la habitación?</i> Allow the candidate to say which date s/he wants the room
3	<i>!</i> <i>¿Qué comidas quiere tomar en el hotel?</i> Allow the candidate to say what meals s/he wants to have in the hotel.
4	<i>¿Por qué quiere visitar España?</i> Allow the candidate to explain why s/he wants to visit Spain. <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you about the price of the room. <i>Give an appropriate brief response</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: Cultural life

Instructions to candidates:

You are in a restaurant celebrating a special occasion in Spain. The teacher will play the part of the waiter/waitress and will speak first.

You must address the receptionist as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en un restaurante en Cádiz (España), para una celebración.

1. Mesa – número de personas
2. Celebración – razón
3. !
4. Comida española – opinión
5. ? Restaurante – hora (cerrar)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en un restaurante en Cádiz (España) para una celebración.

1	¿En qué puedo servirle? Allow the candidate to ask for a table for ... number of people.
2	¿Qué está usted celebrando? Allow the candidate to say what s/he is celebrating.
3	¡ ¡Muy bien! ¿Dónde quiere sentarse? Allow the candidate to say where s/he wishes to sit.
4	¿Qué opina usted de la comida española? Allow the candidate to say what s/he thinks about Spanish food. Bien.
5	? Allow the candidate to ask you what time the restaurant closes. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Cultural life

Instructions to candidates:

You are talking to your Spanish friend about your plans for a concert this evening. The teacher will play the part of your friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en casa de un/a amigo/a español/a. Hablas con tu amigo/a sobre los planes para el concierto de esta noche.

1. Concierto – hora (salida)
2. !
3. Planes – después del concierto
4. Música preferida – razón
5. ? Planes – mañana

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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PEARSON

STIMULUS FR5

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en casa de un/a amigo/a español/a. Hablas con tu amigo/a sobre los planes para el concierto de esta noche.

1	<i>Hola. ¿A qué hora salimos para el concierto?</i> Allow the candidate to say what time s/he wishes to leave for the concert.
2	<i>!</i> <i>¿Con qué frecuencia vas a los conciertos?</i> Allow the candidate to say how often s/he goes to concerts.
3	<i>¿Qué quieres hacer después del concierto?</i> Allow the candidate to say what s/he wants to do after the concert.
4	<i>¿Cuál es tu música preferida y por qué?</i> Allow the candidate to say what his/her favourite music is and why. <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you what your plans are for tomorrow. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to candidates:

You are in a Spanish train station and you want to buy tickets. The teacher will play the part of the booking clerk and will speak first.

You must address the booking clerk as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en una estación de tren en Madrid (España) y quiere comprar billetes.

1. Billeto – destino
2. Billeto – tipo
3. !
4. Visita – razón
5. ? Viaje – duración

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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PEARSON

STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una estación de tren en Madrid (España) y quiere comprar billetes.

1	<i>¿En qué puedo ayudarle?</i> Allow the candidate to state that s/he wishes to buy a ticket for ... (stating his/her destination).
2	<i>¿Qué tipo de billete quiere usted?</i> Allow the candidate to say the type of ticket s/he wants to buy.
3	<i>!</i> <i>¿Cómo paga usted?</i> Allow the candidate to tell you his/her payment method.
4	<i>¿Por qué quiere visitar...?</i> Allow the candidate to explain why s/he wants to visit (add appropriate destination, as mentioned by candidate). <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you how long the journey lasts. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR7

Topic: School activities

Instructions to candidates:

You are at home talking to a Spanish friend from an exchange school in Valencia about an excursion which you are attending. The teacher will play the part of the Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en casa con tu amigo/a español/a. Estáis hablando sobre una excursión.

1. Excursión – tipo
2. !
3. Visita – razón
4. Almuerzo – planes
5. ? Intercambio escolar – opinión

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR7

Topic: School activities

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en casa con tu amigo/a español/a. Estáis hablando sobre una excursión.

1	<i>¿Qué tipo de excursión hacemos hoy?</i> Allow the candidate to say what the excursion is.
2	<i>!</i> <i>¿A qué hora nos vamos?</i> Allow the candidate to give departure times.
3	<i>¿Por qué vamos allí?</i> Allow the candidate to justify the choice of visit.
4	<i>¿Qué hacemos para el almuerzo?</i> Allow the candidate to say what s/he will do for lunch. Bien.
5	<i>?</i> Allow the candidate to ask you what you think of the school exchange. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates:

You want to do voluntary work in Spain and you go to an agency to find out more. The teacher will play the part of the employee and will speak first.

You must address the employee as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en una agencia benéfica en España para hacer trabajo voluntario.

1. Trabajo – tipo
2. Trabajo – razón
3. !
4. Cualidades personales
5. ? Empezar – cuándo

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una agencia benéfica en España para hacer trabajo voluntario.

1	<i>¿En qué puedo ayudarle?</i> Allow the candidate to say that he/she wants to do volunteering work
2	<i>¿Por qué quiere trabajar como voluntario?</i> Allow the candidate to say why he/she wants to do volunteering work
3	<i>!</i> <i>¿Por cuánto tiempo quiere trabajar con nosotros?</i> Allow the candidate to say how long s/he wishes to work as a volunteer.
4	<i>¿Cuáles son sus cualidades personales para este trabajo?</i> Allow the candidate to say what his/her personal qualities are for the job. <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you when s/he can begin work. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FR9

Topic: Who am I?

Instructions to candidates:

You are at a Spanish friend's house. You are making plans for this evening. The teacher will play the role of your friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en casa de un/a amigo/a español/a. Habláis sobre los planes para esta noche.

1. Cena – planes
2. !
3. Actividades con amigos – normalmente
4. Tipo de película – razón
5. ? Cine – precio

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Who am I?

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en casa de un/a amigo/a español/a. Habláis sobre los planes para esta noche.

1	<i>¿Qué hacemos para la cena esta noche?</i> Allow the candidate to say what s/he wants to do for dinner tonight.
2	<i>!</i> <i>¿Qué tipo de comida prefieres?</i> Allow the candidate to say what type of food s/he likes
3	<i>¿Qué haces normalmente cuando sales con tus amigos?</i> Allow the candidate to say how s/he spends his/her free time.
4	<i>Vamos al cine después de la cena. ¿Qué tipo de película prefieres ver y por qué?</i> Allow the candidate to say what films s/he likes and why. <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you about the price of cinema tickets. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Work

Instructions to candidates:

You are in an interview for a summer job as a waiter/waitress in Bilbao, Spain. The teacher will play the role of the interviewer and will speak first.

You must address the interviewer as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en una entrevista para un empleo como camarero/a durante el verano en Bilbao (España).

1. Trabajo – duración
2. !
3. Trabajo en España – razón
4. Cualidades personales
5. ? Trabajo – sueldo

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS FR10

Topic: Work

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una entrevista para un empleo como camarero/a durante el verano en Bilbao (España).

1	<i>¿Cuánto tiempo quiere trabajar aquí?</i> Allow the candidate to say how long s/he wants to work there.
2	<i>! ¿De qué nacionalidad es usted?</i> Allow the candidate to say his/her nationality.
3	<i>¿Por qué le interesa un trabajo en España?</i> Allow the candidate to say why s/he is interested in a job in Spain.
4	<i>¿Qué cualidades personales tiene para este trabajo?</i> Allow the candidate to state his/her personal qualities. <i>Muy bien.</i>
5	<i>?</i> Allow the candidate to ask you about the salary. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FP1

Topic: Town, region and country



(Source: © Ken Welsh/ Alamy Stock Photo)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre las actividades para los jóvenes en tu ciudad
- la última vez que fuiste al centro de una ciudad
- una ciudad que te gustaría visitar
- tu opinión sobre el campo y la ciudad

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS FP1

Topic: Town, region and country



(Source: © Ken Welsh/ Alamy Stock Photo)

1. Describe esta foto.

[¿Algo más?]

2. Pienso que hay mucho que hacer para los jóvenes en tu ciudad. ¿Qué opinas tú?

[¿Por qué (no)? / ¿Algo más?]

3. ¿Qué hiciste la última vez que fuiste al centro de una ciudad?

[¿Algo más?]

4. ¿Qué ciudad te gustaría visitar en el futuro?

[¿Por qué? / ¿Algo más?]

5. ¿Prefieres la ciudad o el campo?

[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: Daily life



(Source: Hero Images Inc. / Alamy Stock Photo)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre comer con la familia
- lo que comiste en una cena especial
- lo que te gustaría preparar para tus amigos
- tu opinión sobre la compra por Internet y en supermercados

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP2

Topic: Daily life



(Source: Hero Images Inc. / Alamy Stock Photo)

1. Describe esta foto.
[¿Algo más?]
2. Creo que es importante comer con la familia. ¿Qué opinas tú?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué comiste en una cena especial?
[¿Algo más?]
4. ¿Qué comida te gustaría preparar para tus amigos?
[¿Por qué? / ¿Algo más?]
5. ¿Prefieres hacer la compra por Internet o en supermercados?
[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS FP3

Topic: Work



(Source: © Ryan Smith/Somos Images/Corbis)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre trabajar en equipo
- un trabajo que hiciste en el colegio, en casa o en el mundo laboral
- tus planes de trabajo para el futuro
- tu opinión sobre un trabajo a tiempo parcial

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

You do not need any other materials.

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PEARSON

STIMULUS FP3

Topic: Work



(Source: © Ryan Smith/Somos Images/Corbis)

1. Describe esta foto.
[¿Algo más?]
2. A mí me gusta trabajar en equipo. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de un trabajo que hiciste en el colegio, en casa o en el mundo laboral.
[¿Algo más?]
4. ¿Qué tipo de trabajo te gustaría hacer en el futuro?
[¿Por qué? / ¿Algo más?]
5. ¿Hay algún trabajo a tiempo parcial que te interesa?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

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PEARSON

STIMULUS FP4

Topic: Cultural life



(Source: © Juanmonino/iStock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre ese tipo de fiestas
- lo que hiciste la última vez que fuiste a una fiesta
- las celebraciones de tu próximo cumpleaños
- tu tipo de música en las fiestas

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

1SP0/2F

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PEARSON

STIMULUS FP4

Topic: Cultural life



(Source: © Juanmonino/iStock)

1. Describe esta foto.
[¿Algo más?]
2. Para mí, las fiestas como ésta son importantes. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué hiciste la última vez que fuiste a una fiesta?
[¿Algo más?]
4. ¿Cómo vas a celebrar tu próximo cumpleaños?
[¿Por qué? / ¿Algo más?]
5. ¿Qué tipo de música te gusta escuchar en las fiestas?
[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

1SP0/2F

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PEARSON

STIMULUS FP5

Topic: What school is like



(Source: © 13/Thomas Barwick/Ocean/Corbis)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre el uniforme escolar
- lo que hiciste ayer en el colegio
- cómo vas a celebrar el fin de los exámenes
- las actividades favoritas en tu colegio

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

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PEARSON

STIMULUS FP5

Topic: What school is like



(Source: © 13/Thomas Barwick/Ocean/Corbis)

1. Describe esta foto.
[¿Algo más?]
2. Para mí, es una buena idea llevar uniforme en el colegio. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué hiciste ayer en el colegio?
[¿Algo más?]
4. ¿Qué vas a hacer para celebrar el fin de tus exámenes?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Qué te gusta hacer en tu colegio?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP6

Topic: School activities



(Source: © kali9 / iStock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre hacer excursiones con el colegio
- una excursión que hiciste con tu colegio
- el evento o actividad que te gustaría organizar en el colegio
- tu opinión sobre los intercambios escolares

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

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PEARSON

STIMULUS FP6

Topic: School activities



(Source: © kali9 / iStock)

1. Describe esta foto.

[¿Algo más?]

2. Creo que es muy importante hacer excursiones con el colegio. Y tú, ¿qué opinas?

[¿Por qué (no)? / ¿Algo más?]

3. ¿Qué excursión hiciste con tu colegio?

[¿Algo más?]

4. ¿Qué evento o actividad te gustaría organizar en tu colegio en el futuro?

[¿Por qué? / ¿Algo más?]

5. ¿Te gustan los intercambios escolares?

[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre viajar a otros países
- un viaje que hiciste
- las actividades que vas a hacer en tus próximas vacaciones
- tu opinión sobre las vacaciones con amigos/as

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2F

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PEARSON

STIMULUS FP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

1. Describe esta foto.
[¿Algo más?]
2. Me encanta viajar a otros países. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Describe un viaje que hiciste.
[¿Algo más?]
4. ¿Qué vas a hacer en tus próximas vacaciones?
[¿Por qué? / ¿Algo más?]
5. ¿Te gusta la idea de ir de vacaciones con amigos/as?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre el trabajo voluntario
- una experiencia laboral que hiciste
- tus estudios el próximo año
- tu opinión sobre estudiar en otro país

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

1. Describe esta foto.
[¿Algo más?]
2. Creo que es importante hacer trabajo voluntario. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. Describe una experiencia laboral que hiciste.
[¿Algo más?]
4. ¿Qué te gustaría estudiar el próximo año?
[¿Por qué? / ¿Algo más?]
5. ¿Qué piensas de la idea de estudiar en otro país?
[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
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PEARSON

STIMULUS FP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre el reciclaje
- lo que has hecho por el medio ambiente
- lo que te gustaría hacer para ser más ecológico/a
- tu opinión sobre el comercio justo

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

1. Describe esta foto.
[¿Algo más?]
2. Creo que es muy importante reciclar. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué has hecho tú para ayudar al medio ambiente?
[¿Algo más?]
4. ¿Qué te gustaría hacer en el futuro para ser más ecológico/a?
[¿Por qué? / ¿Algo más?]
5. ¿Te interesan los productos de comercio justo?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

Sample assessment material for first teaching
September 2016

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PEARSON

STIMULUS FP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre los conciertos de música
- la última vez que fuiste a un espectáculo
- un futuro evento en el que te gustaría participar
- tu opinión sobre tu tipo de música preferido

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

Sample assessment material for first teaching
September 2016

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Paper Reference

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PEARSON

STIMULUS FP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

1. Describe esta foto.
[¿Algo más?]
2. A mí me gustan los conciertos de música. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de un espectáculo que has visto recientemente.
[¿Algo más?]
4. ¿En qué evento te gustaría participar en el futuro?
[¿Por qué? / ¿Algo más?]
5. ¿Qué tipo de música prefieres?
[¿Por qué? / ¿Algo más?]

GCSE Spanish Foundation tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier - Part 1

Role play - Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FR1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 1 (FR1)

Estás en casa de un/a amigo/a español/a. Hablas con tu amigo/a sobre el colegio.

Prompt 1: Colegio – hora (empezar)

Question 1: *¿A qué hora empieza tu colegio?*

Mark	Descriptor	
0	El colegio – hora.	Empezar mañana.
	No rewardable communication. No meaningful message is communicated.	No rewardable communication despite attempt to use a time marker.
1	Las lecciones empezar ocho.	El horario del colegio es ocho.
	Partially clear, the lack of precision relating to the time reference (e.g. <i>a las ocho</i> or <i>ocho horas</i>) affects the clarity of the utterance.	Use of the incorrect word 'horario' causes ambiguity. However the rest of the wording gives some meaning within the context of the role play.
2	El colegio empieza a las ocho.	Mi colegio abrir a las ocho y media.
	Clearly communicated despite verb conjugation error.	Clearly communicated despite the incorrect use of an infinitive.

Prompt 2: Asignatura preferida – razón

Question 2: *¿Cuál es tu asignatura preferida y por qué?*

Mark	Descriptor	
0	Colegio preferido grande.	No preferido.
	No rewardable communication. The response does not answer the question.	Highly ambiguous response that does not provide any appropriate information.
1	Historia.	La profesora de matemáticas es la mejor.
	Partially clear as the response does not explain the preference.	Ambiguous as the response does not specifically express what the student's favourite subject is; just because the maths teacher is the best does not necessarily mean that maths is the student's favourite subject. However the wording gives some meaning within the context of the role play.
2	Mi asignaturas preferida es las matemáticas.	Las ciencias. Son muy interesantes.
	Clearly communicated. Despite minor agreement errors.	Clearly communicated.

Prompt 3: !**Question 3:** *¿Cómo son las instalaciones en tu colegio?*

Mark	Descriptor	
0	Mucho installations.	Las instalaciones tu colegio.
	No rewardable communication. Anglicised pronunciation prevents communication, and the response does not address the question.	No rewardable communication. Response is highly ambiguous, and indicates misunderstanding of the question.
1	Me gustan las instalaciones.	Installations son buenas.
	Partially clear response indicating an opinion about the facilities but not giving a precise answer about what they are like.	Partially clear response. Anglicised pronunciation of 'installations' affects clarity of communication. However inclusion of the word 'buenas' expresses what the facilities are like within the context of the role play.
2	El teatro es mucho impresionante.	Tenemos un biblioteca enorme.
	Clearly communicated, despite incorrect use of 'mucho'.	Clearly communicated, despite minor gender error.

Prompt 4: Recreo – actividad**Question 4:** *¿Qué haces normalmente durante el recreo?*

Mark	Descriptor	
0	Recreo aburrido.	Recreo me gusta.
	No rewardable communication. Response does not answer the question, i.e. an activity rather than an opinion.	No rewardable communication. Response does not answer the question.
1	Actividad deberes.	Me gusta la música.
	Partially clear communication as the lack of a verb affects clarity (i.e. it is unclear if the candidate is saying that s/he does homework during break, or, for example, discusses homework tasks with friends).	Communication is ambiguous, as it is unclear if the suggestion is that the candidate listens to music during break, or if this is just a general opinion.
2	Jugar al fútbol con mis amigos.	Hablo con mis amigos en la patio.
	Clearly communicated, despite verb remaining in the infinitive.	Clearly communicated, despite minor gender error.

Prompt 5: ? Clases – duración

Mark	Descriptor	
0	¿Clases-las tardes?	Duración. ¿Cuántas horas?
	No rewardable communication. The response is highly ambiguous.	Highly ambiguous. The response does not specify that 'duración' should refer to the classes.
1	¿Qué es la "duration" de las clases?	¿En su escuela las clases duran mucho tiempo?
	Partially clear. English pronunciation of 'duration' affects clarity of utterance. However other wording within the response gives some meaning within the context of the role play.	Partially appropriate, due to incorrect register (i.e. the question is posed in the <i>usted</i> form rather than <i>tú</i>).
2	¿Cuánto tiempo durar las clases?	¿A qué hora empiezan y terminan las clases en tu colegio?
	Clearly communicated, despite verb remaining in the infinitive.	Clearly communicated, and appropriate within the context of the roleplay.

Assessment criteria for the Foundation tier - Part 2

Picture-based task - Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of single-word answers• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond• Straightforward, brief opinions are given but without justification• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3–4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5–6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7–8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier - Part 3

Conversation - Foundation tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation• Sometimes able to initiate and develop the conversation independently, some prompting needed• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Uses straightforward, individual words/phrases; limited evidence of language manipulation• Limited accuracy, minimal success when referring to past, present and future events• Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4–6	<ul style="list-style-type: none">• Uses straightforward, repetitive, grammatical structures• Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity• Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7–9	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive• Generally accurate grammatical structures, generally successful references to past, present and future events• Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Spanish

Paper 3: Reading and understanding in Spanish

Foundation Tier

Sample assessment material for first teaching
September 2016

Time: 45 minutes

Paper Reference

1SP0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Spanish.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

School subjects

- 1 Read the opinions about school subjects on a website forum.

www.forum.es

Isabel: Me encanta estudiar los eventos del pasado pero, para mí, no es fácil aprender el vocabulario y la gramática.

Paco: Me gusta dibujar y pintar. Soy muy creativo. No me gusta hacer experimentos en clase, es aburrido.

Jorge: Es interesante saber cómo funcionan los ordenadores y es divertido trabajar con números.

Marta: Soy muy deportista y me interesa estudiar los países diferentes y el medio ambiente.

Who says what about their school subjects? Enter either **Isabel**, **Paco**, **Jorge** or **Marta**.

You can use each person more than once.

Example: **Isabel** likes history.

- (a) thinks maths is fun. (1)
- (b) likes PE. (1)
- (c) thinks science is boring. (1)
- (d) likes art. (1)
- (e) finds languages difficult. (1)
- (f) likes geography. (1)

(Total for Question 1 = 6 marks)

My day

2 Read Irene's note below.

Por la mañana

A la cafetería antes de comprar el billete de tren para ir a visitar a Carmen. Luego llevar los libros a la biblioteca.

Por la tarde

Ir al médico, comprar pan y fruta para la fiesta de Miguel el sábado. Comprar entradas para la película esta noche y un sello para enviar la tarjeta a Rosa.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

train station	bank	cinema	chemist	cafeteria	petrol station
hairdresser's	supermarket	library	theatre	doctor's	post office

Example: Before buying her ticket Irene goes to the cafeteria.

- (a) To organise her visit to Carmen she needs to go to the (1)
- (b) In the afternoon she has an appointment at the (1)
- (c) To prepare for the party on Saturday she will need to go to the (1)
- (d) Tonight she will be going to the (1)
- (e) It's Rosa's birthday so she needs to go to the (1)

(Total for Question 2 = 5 marks)

El Cortijo hotel

- 3 (a) Read this advertisement in the Cádiz tourism magazine.

El Cortijo es un hotel cómodo en Chipiona, Cádiz. Durante sus vacaciones usted puede probar comida típica en nuestro restaurante y hacer todo tipo de deportes acuáticos.

También puede visitar fácilmente las atracciones turísticas incluyendo la famosa y antigua iglesia. La zona céntrica está a solamente diez minutos a pie o puede tomar un taxi o un autobús.

Answer the following questions **in English**. You do not need to write in full sentences.

- (i) What is the hotel in Chipiona like? (1)

- (ii) What type of sports can you do there? (1)

- (iii) What particular attraction can you visit in the town? (1)

- (b) The advertisement continues.

Este año es nuestro quinto cumpleaños y para celebrarlo tenemos una oferta especial para asociaciones deportivas.

Por 169 euros pueden pasar dos noches disfrutando de todas nuestras instalaciones, incluso nuestra piscina climatizada, y hay una cena especial en la última noche.

- (i) What is the hotel celebrating this year? (1)

- (ii) Which meal is included in the 169 euro offer? (1)

(Total for Question 3 = 5 marks)

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QUESTION 4 BEGINS ON THE NEXT PAGE.

Como agua para chocolate by Laura Esquivel

4 Read the extract from the text.

A young girl called Tita is with her sisters and their mother Mamá Elena on their ranch in Mexico.

En el rancho la preparación del chorizo es una actividad importante. Mamá Elena, Tita y sus hermanas, todas están allí. Están preparando el chorizo por la tarde en la mesa del comedor y están hablando. Finalmente, Mamá Elena dice:

—Ahora terminamos.

Primero limpian la mesa y después hacen las otras labores.

Una de estas tardes, Tita está muy nerviosa y dice que Pedro Muzquiz quiere venir a la casa para hablar con Mamá Elena.

—Y ¿qué quiere?—dice Mamá Elena. Luego continúa:

—Es importante decirle al señor que no puede casarse contigo, Tita. Sabes muy bien que no puedes tener marido porque eres la menor de las hijas. Tienes que cuidarme toda mi vida.

Put a cross ☒ in the correct box.

Example: At the beginning the women are...

<input type="checkbox"/>	A eating food
<input checked="" type="checkbox"/>	B making food
<input type="checkbox"/>	C talking about food
<input type="checkbox"/>	D collecting food

(i) The activity takes place...

<input type="checkbox"/>	A at lunchtime
<input type="checkbox"/>	B at midday
<input type="checkbox"/>	C in the morning
<input type="checkbox"/>	D in the afternoon

(ii) The women are...

<input type="checkbox"/>	A in the kitchen
<input type="checkbox"/>	B in the living room
<input type="checkbox"/>	C In the dining room
<input type="checkbox"/>	D in the garden

(iii) The person who decides it is time to stop is...

<input type="checkbox"/>	A Mamá Elena
<input type="checkbox"/>	B a sister
<input type="checkbox"/>	C Tita
<input type="checkbox"/>	D Pedro

(iv) When she says that Pedro would like to visit the house Tita is...

<input type="checkbox"/>	A anxious
<input type="checkbox"/>	B unhappy
<input type="checkbox"/>	C excited
<input type="checkbox"/>	D happy

(v) Being the youngest it is Tita's duty to...

<input type="checkbox"/>	A do the cooking
<input type="checkbox"/>	B get married
<input type="checkbox"/>	C look after her mother
<input type="checkbox"/>	D clean the house

(Total for Question 4 = 5 marks)

Work

5 Read the article below.

Hace cinco años los jóvenes españoles podían encontrar trabajo sin problema. Había una gran variedad de opciones para todos. Al salir del colegio era posible empezar un trabajo que tenía un salario bastante bueno con formación profesional.

Hoy en día incluso los jóvenes que van a la universidad tienen problemas en el mundo laboral. En el pasado un título universitario garantizaba una carrera estable, pero hoy en día todo ha cambiado. La situación laboral en las ciudades españolas es tan seria ahora que muchos jóvenes viajan al extranjero en busca de trabajo.

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DO NOT WRITE IN THIS AREA

Answer the following questions **in English**.

(a) What did a university degree guarantee in the past?

(1)

(b) Where do many young people look for work nowadays?

(1)

(c) Summarise how the world of work has changed for young people.

(1)

(Total for Question 5 = 3 marks)

Manolito Gafotas: Un cumpleaños feliz by Elvira Lindo

- 6 Read the text about what Manolito says about his grandfather and his birthday.

Mi abuelo no quiere celebrar su cumpleaños. Dice que no y que no. —¡Que no! Los viejos no celebran el cumpleaños, eso no se ha visto nunca.

Mi madre le dice:

—Pero papá, ochenta años no se cumplen todos los días.

—Gracias a Dios—dice mi abuelo. Además, en las fiestas de cumpleaños, la gente te regala bufandas para el frío, te llenan el armario de bufandas. Ni una corbata, ni un frasco de colonia, que es lo que yo quiero.

—¡Sí, abuelo, dí que sí! Nosotros te prepararemos la fiesta, tú invitarás a tus amigos, mis padres van a comprar las bebidas y mi tía la comida.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Who doesn't celebrate birthdays?

(1)

- (b) How old will Manolito's grandfather be?

(1)

- (c) What present does his grandfather not like to receive?

(1)

- (d) Who will buy the food for the party?

(1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Los móviles en el instituto

7 Lee este artículo sobre los móviles.

Muchos jóvenes consideran el móvil una necesidad. Pero los colegios han dicho que no está permitido traer los móviles a los colegios. Si los estudiantes los traen, estos tienen que permanecer en las bolsas, ya que algunos estudiantes juegan con los móviles debajo de las mesas y detrás de los libros y esto enfada a los profesores.

Los estudiantes creen que los nuevos directores han cambiado muchas cosas en los colegios y que son muy severos. También dicen que no les gustan los cambios porque son injustos.

Completa cada frase con una palabra del recuadro de abajo. No necesitas todas las palabras.

colegios	profesores	lecciones	clases	jóvenes	estrictos
libros	lápices	bolsas	justos	mesas	fáciles

Ejemplo: El artículo trata de los móviles en los colegios.

- (a) El móvil es necesario para los (1)
- (b) Los móviles deben estar en las (1)
- (c) Tener móviles en la clase irrita a los (1)
- (d) Los alumnos piensan que los directores son (1)
- (e) Los alumnos piensan que los cambios no son (1)

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE.

El festival internacional de música

8 Lee este artículo.

El sábado pasado en Barcelona tuvo lugar el festival internacional de música. Comenzó hace muchos años y es popular en todo el mundo.

Como siempre, el festival fue un gran éxito. El ganador del concurso recibió diez euros más que el año pasado y dijo que normalmente prefiere tocar la flauta. Esta vez tuvo que tocar su guitarra porque su flauta estaba rota.

Por la noche el festival comenzó con fuegos artificiales y, después, una demostración de bailes.

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Pon una cruz ☒ en la casilla correcta.

Ejemplo: La fiesta fue el...

<input checked="" type="checkbox"/>	A fin de semana
<input type="checkbox"/>	B lunes
<input type="checkbox"/>	C martes
<input type="checkbox"/>	D miércoles

(i) Esta fiesta...

<input type="checkbox"/>	A es bastante antigua
<input type="checkbox"/>	B se hace por primera vez
<input type="checkbox"/>	C empezó el año pasado
<input type="checkbox"/>	D es algo nuevo

(ii) Mucha gente piensa que esta fiesta es...

<input type="checkbox"/>	A aburrida
<input type="checkbox"/>	B estupenda
<input type="checkbox"/>	C diferente
<input type="checkbox"/>	D rara

(iii) Este año el premio fue...

<input type="checkbox"/>	A igual que el año pasado
<input type="checkbox"/>	B menor que el año pasado
<input type="checkbox"/>	C peor que el año pasado
<input type="checkbox"/>	D mayor que el año pasado

(iv) Esta vez el ganador tocó...

<input type="checkbox"/>	A el piano
<input type="checkbox"/>	B la guitarra
<input type="checkbox"/>	C el violín
<input type="checkbox"/>	D la flauta

(v) Por la noche, el festival empezó con...

<input type="checkbox"/>	A una cena
<input type="checkbox"/>	B un baile
<input type="checkbox"/>	C un vaso de vino
<input type="checkbox"/>	D un espectáculo

(Total for Question 8 = 5 marks)

Protege nuestro planeta

9 Lee esta información sobre proyectos medioambientales.

Proyecto Río

Durante este agosto un equipo va a limpiar el río local. Vas a necesitar pantalones impermeables. Solamente para gente que sabe nadar bien. No es apto para menores de dieciséis años.

Proyecto Playa

La primavera es el tiempo perfecto para limpiar nuestra playa. Trabajando solo vas a recoger todo tipo de basura. Para tu seguridad, tienes que tener más de catorce años.

Proyecto Bosque

¿Te preocupan los hábitats de la fauna local? Durante el otoño vamos a trabajar en el bosque, limpiando el área y plantando árboles para ayudar a las diferentes especies.

Proyecto Ciudad

En diciembre vamos a limpiar la basura de las calles en preparación para la Navidad. También hay actividades especiales para los pequeños.

¿Cuál es el proyecto ideal? Escoge entre **Río**, **Playa**, **Bosque** o **Ciudad**. Puedes usar palabras más de una vez.

Ejemplo: Sólo puedes ayudar en marzo y abril: Playa.

- (a) Nadas sin problema: (1)
- (b) No te gusta trabajar con otras personas: (1)
- (c) Tienes dos hermanos de cinco y seis años: (1)
- (d) Te interesa proteger a los animales: (1)
- (e) Vas a necesitar ropa especial: (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C**Translation**

10 Translate this passage **into English**.

Vivo en Galicia, en un piso cerca de la playa. Me encanta nadar en el mar. Los sábados suelo ir de compras. El año pasado fui de vacaciones a los Estados Unidos. Este enero haré mis prácticas laborales en una peluquería.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Spanish Foundation tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	Jorge	(1)

Question number	Answer	Mark
1(b)	Marta	(1)

Question number	Answer	Mark
1(c)	Paco	(1)

Question number	Answer	Mark
1(d)	Paco	(1)

Question number	Answer	Mark
1(e)	Isabel	(1)

Question number	Answer	Mark
1(f)	Marta	(1)

Question number	Answer	Mark
2(a)	train station	(1)

Question number	Answer	Mark
2(b)	doctor's	(1)

Question number	Answer	Mark
2(c)	supermarket	(1)

Question number	Answer	Mark
2(d)	cinema	(1)

Question number	Answer	Mark
2(e)	post office	(1)

Question number	Answer	Mark
3(a)(i)	comfortable	(1)

Question number	Answer	Mark
3(a)(ii)	water (sports)	(1)

Question number	Answer	Mark
3(a)(iii)	church	(1)

Question number	Answer	Reject	Mark
3(b)(i)	fifth birthday/fifth year of opening	birthday	(1)

Question number	Answer	Reject	Mark
3(b)(ii)	(special) dinner (on last night)	on last night	(1)

Question number	Answer	Mark
4(i)	D	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	A	(1)

Question number	Answer	Mark
4(v)	C	(1)

Question number	Answer	Mark
5(a)	a stable career	(1)

Question number	Answer	Mark
5(b)	abroad	(1)

Question number	Answer	Mark
5(c)	Any summary that conveys the point that it's much more difficult now than in the past to find a good/stable job	(1)

Question number	Answer	Mark
6(a)	old men/old people/(Manolito's/his) grandfather	(1)

Question number	Answer	Mark
6(b)	80	(1)

Question number	Answer	Mark
6(c)	scarf/scarves	(1)

Question number	Answer	Mark
6(d)	(his) aunt	(1)

SECTION B

Question number	Answer	Mark
7(a)	jóvenes	(1)

Question number	Answer	Mark
7(b)	bolsas	(1)

Question number	Answer	Mark
7(c)	profesores	(1)

Question number	Answer	Mark
7(d)	estrictos	(1)

Question number	Answer	Mark
7(e)	justos	(1)

Question number	Answer	Mark
8(i)	A	(1)

Question number	Answer	Mark
8(ii)	B	(1)

Question number	Answer	Mark
8(iii)	D	(1)

Question number	Answer	Mark
8(iv)	B	(1)

Question number	Answer	Mark
8(v)	D	(1)

Question number	Answer	Mark
9(a)	Río	(1)

Question number	Answer	Mark
9(b)	Playa	(1)

Question number	Answer	Mark
9(c)	Ciudad	(1)

Question number	Answer	Mark
9(d)	Bosque	(1)

Question number	Answer	Mark
9(e)	Río	(1)

SECTION C

Question number	Indicative content	Mark
10	I live in Galicia, in a flat near the beach. I love to swim in the sea. On Saturdays I tend to go shopping. Last year I went on holiday to the USA. This January I will do my work experience in a hairdresser's.	(7)

Mark	Descriptor
0	No rewardable communication.
1–2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3–4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Spanish

Paper 4: Writing in Spanish

Foundation tier

Sample assessment material for first teaching
September 2016

Time: 1 hour 10 minutes

Paper Reference

1SP0/4F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Question 3, answer **either** Question 3(a) **or** Question 3(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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S 5 0 6 5 7 A 0 1 0 8

PEARSON

Reciclaje



(Source: © Hero Images/Getty Images)

- 1 Estás en España en un intercambio. Publicas esta foto en las redes sociales para tus amigos.

Describe la foto **y** da tu opinión sobre el reciclaje.

Escribe aproximadamente 20–30 palabras **en español**.

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(Total for Question 1 = 12 marks)

Un viaje de trabajo

2 Usted va a España para trabajar en un campamento de verano.

Escriba usted un email para el jefe con la información siguiente:

- cómo viaja
- la hora que llega
- cómo se prepara
- lo que más le gustará hacer en el trabajo.

Escriba aproximadamente 40–50 palabras **en español**.

Estimado señor:

Atentamente,

(Total for Question 2 = 16 marks)

Choose either Question 3(a) or Question 3(b).

Mi área local

3 (a) Tu amigo Miguel va a visitarte en Inglaterra el mes próximo.

Escribe una respuesta a Miguel.

Debes incluir los puntos siguientes:

- el tiempo que hace normalmente durante las vacaciones
- lo que hiciste en tu ciudad recientemente
- por qué vale la pena visitar tu ciudad
- los planes que tienes para la visita de Miguel.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

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DO NOT WHILE IN THIS AREA

DO NOT WHILE IN THIS AREA

DO NOT SMILE IN THIS AREA

- Escribe un artículo para la revista.

- describe a tu amigo/amiga
- algo divertido que hiciste con tu amigo/amiga recientemente
- explica lo que es un buen amigo/amiga
- los planes para el futuro que tenéis tú y tu amigo/amiga.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

This image shows a full page of a document template. It consists of a white background with approximately 20 evenly spaced, horizontal dashed lines running across the entire width of the page. These lines are intended to guide handwriting or typing. There are no margins, text, or other markings present.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

El instituto

4 Traduce las frases siguientes **al español**.

(a) My school is big.

(2)

(b) There is a modern library.

(2)

(c) I get on well with my teachers, they are very kind.

(2)

(d) Yesterday afternoon I studied English and science.

(3)

(e) I prefer Spanish because I get good marks, but I don't like French.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE Spanish Foundation Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see **Additional guidance** below).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected ... vocabulary and expression: Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: *Formal* register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style – examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	Mi instituto/ colegio es grande
4(b)	Hay una biblioteca moderna (Adjective needs to be in correct position; must match the gender of the noun.)
4(c)	Me llevo bien con mis profesores, son muy simpáticos

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	Ayer por la tarde estudié el inglés y las ciencias. (Correct use of past tense is required.)
4(e)	Prefiero el español porque saco buenas notas, pero no me gusta el francés.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 1: Listening and understanding in Spanish Transcript

Higher Tier

Sample assessment material for first teaching
September 2016

Paper Reference

1SP0/1H

Do not return the transcript with the question paper.

Turn over ►

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PEARSON

SECTION A

El empleo en Alicante

Question 1

Example

M1: Quisiera trabajar en Alicante.

Question 1

M1: Quisiera trabajar allí en mayo.

F1: ¿Por qué?

M1: Conozco la ciudad porque mi compañero vivía allí. Además tengo unos primos e intento alojarme con ellos. Estoy cansado de estudiar y quiero encontrar un empleo. Pienso que no será muy difícil porque he trabajado en bares antes y no me importa si no gano mucho, pero quiero tener días libres. Me gustaría quedarme en Alicante unos doce meses. Al volver, ¡mi español será perfecto!

Un nuevo teléfono inteligente

Question 2

Example

F1: ¿Estás cansado de tener nuestro modelo anterior, que es barato pero inmenso?

Question 2

F1: ¡No hay problema! Nuestro nuevo móvil es mucho más pequeño y tiene más velocidad. Con este nuevo modelo no gastarás nada descargando música de Internet y no pagarás mucho por mandar mensajes de texto. Sabemos que nuestros competidores ofrecen baterías baratas y que las nuestras son muy costosas, pero eso es porque duran mucho más. Visita nuestra página web y verás que acabamos de abrir un servicio de atención al cliente para reducir los retrasos.

¡Este móvil es el teléfono ideal para ti!

NB: Changes made in the transcript are not reflected in the recording.
Please refer to 'Summary of changes' for details.

SECTION B

The importance of learning languages

Question 3

Example

M1: No hay duda, un segundo idioma es indispensable.

Question 3

M1: Hoy en día, la mayoría de los estudiantes no aprende idiomas en el colegio, porque no es obligatorio y puede ser difícil. Las razones para estudiar lenguas extranjeras son muchas y variadas. Entender y ser capaz de hablar nuevas lenguas solamente puede traer cosas positivas. Es importante y muy útil para los planes de carrera futuros. Muchas más empresas buscan empleados bilingües porque pueden trabajar con compañías extranjeras e incluso vivir en el extranjero. ¡Es también una de las mejores maneras de conocer gente!

A hotel in Castilla

Question 4

Example

M1: No estoy contento porque no hay jabón en mi cuarto de baño.

Question 4

F1: Buenos días, señor Gómez. ¿Puedo ayudarle?

M1: Espero que sí porque no estoy nada contento. ¿Por qué no hay ni jabón ni toallas en mi cuarto de baño?

F1: ¡Lo siento, señor Gómez! Hablaré inmediatamente con la camarera.

M1: Gracias. Entonces, mi hijo quisiera un folleto con las excursiones, y mi hija quiere una lista de lugares para comer.

F1: Aquí tiene.

M1: Una cosa más. Mi esposa necesita una oficina de cambio. ¿Hay una cerca de aquí?

F1: Sí, a cinco minutos, en el centro comercial.

Exchange partners

Question 5

Example

F1: Soy Claudia. Soy mitad inglesa y mitad italiana y me encanta hablar otros idiomas.

Question 5

F1: Estar en línea para chatear con mis amigos en el extranjero es mi pasatiempo preferido. Me importa mucho estar a la última moda pero no me gusta nada ir de compras. En mi opinión, es más fácil comprar todo por Internet.

M1: Me llamo Sebastián. Pues yo prefiero ir al cine o salir a cenar con amigos. Aunque no hago deporte, me gusta caminar mucho viendo monumentos. Es importante, creo yo, mantener un estilo de vida saludable.

Celebration at your exchange school

Question 6

M2: Felicitaciones a todos los estudiantes que, después de mucho trabajo, aprobaron sus exámenes y lograron una plaza universitaria para el próximo año. Además de los logros académicos, hay que celebrar el éxito del equipo de gimnasia, pues ganó 25 medallas en el campeonato sudamericano y ahora tiene un lugar en el mundial de gimnasia artística. Las excursiones este año también fueron maravillosas, en particular el viaje a Machu Picchu, gracias al excelente comportamiento de los estudiantes. Espero que ahora disfruten del tiempo con sus familias en casa y las vacaciones antes de entrar a la universidad.

Writing competition winner

Question 7

F1: Felicitaciones por el premio. ¿De qué se trata la historia?

M1: Gracias. Es sobre un chico que participa en *Gran Hermano* y gana. Mi hermano menor sueña con participar en este concurso y quería mostrarle los peligros de la fama. Además, *Gran Hermano* me encantaba de pequeño pero ahora no lo soporto porque da un mal ejemplo.

F1: ¡Muy interesante! ¿Y qué opinan tus amigos?

M1: Muchos quieren parecerse a los famosos y esto causa mucha presión. Creo que tenemos muchas preocupaciones con los exámenes, así que no necesitamos otra presión.

F1: Y tú, ¿tienes un modelo a seguir?

M1: Pues me fascina Guillermo del Toro; he leído todos sus libros y visto todas sus películas, así que quiero dirigir películas o quizás actuar. También me encantaría conocerlo.

On holiday in Madrid

Question 8

Example

F2: Me encantó visitar los museos.

Question 8

F2: Se puede llegar al museo en metro o en bus muy rápido. ¿Tú qué opinas?

M2: Pues pensé que iba a haber menos personas. Fue muy difícil caminar y apreciar las obras. Me impresionó la cantidad de opciones para los visitantes; había mucho para hacer.

F2: Es cierto, y afortunadamente pudimos comprar allí todos los regalos que necesitábamos para nuestros amigos, ¡qué suerte!

M2: Hoy me gustaría ir al mercado de las Pulgas, pero como ya compramos los recuerdos, no es necesario. ¿Te gustaría ver un musical?

F2: Preferiría ir a la celebración del Dos de Mayo, podríamos almorzar en uno de los muchos bares del centro, o si prefieres tomamos chocolate con churros.

M2: Me encantaría comer tapas pero no me apetece nada dulce. ¿Quieres ver más atracciones turísticas mañana?

F2: No, estaremos muy cansados. Antes de volver a casa el sábado preferiría ir a ver los jardines bonitos en el parque del Retiro, nos servirá para relajarnos.

M2: ¡Qué buena idea!

Tennis tournament

Question 9

Question 9 Part (a)

F1: Háblanos del torneo juvenil.

M1: Es un torneo de tenis de categorías Sub-12 años y Sub-14 años masculinas y femeninas, consta de 7 etapas y un Máster que se celebrará en Mallorca. Nació por la necesidad de promover valores como el esfuerzo y el compañerismo a través de actividades divertidas. En cada etapa se premia a quienes se esfuerzan por mejorar su actitud y comportamiento con el Trofeo de Valores.

F1: ¿Cómo fue el primer torneo?

M1: Tuvo tres etapas y dos categorías Sub-13 años y Sub-15 años masculinas y femeninas.

Question 9 Part (b)

F1: ¿Y cómo seleccionan a los participantes?

M1: Hay que completar un formulario en línea y enviar un cheque por 25 euros a la oficina del torneo. Este dinero permitirá financiar los proyectos de la fundación en España y la India, que trabaja con poblaciones infantiles con bajos recursos económicos. También tenemos el proyecto "Más que tenis" que promueve no solamente la práctica de este deporte entre jóvenes con dificultad para aprender, sino que además es una excelente forma de integración social.

Buena Vista Social Club

Question 10

Example

M2: ¡Feliz cumpleaños! Cuando viniste de vacaciones el verano pasado y fuimos a clases de salsa te encantó el sonido de la música cubana.

Question 10 Part (i)

M2: Pensé que te encantaría ir a ver a Buena Vista Social Club. Después de 16 años de conciertos alrededor del mundo, están ahora haciendo su última gira, llamada "Adiós".

También tienen actividades culturales para dar a conocer la tradición cubana. Te encantará, porque podrás aprender sobre este estilo de música y probar platos de la cocina tradicional y, por qué no, planear unas vacaciones con tu familia a esta mágica isla.

Question 10 Part (ii)

M2: La historia del grupo está representada en un documental con el mismo nombre; puedes conseguirlo en Internet y verlo antes del concierto para informarte un poco. También te recomendaría que descargaras las letras de las canciones para que puedas aprendértelas; lo mejor sin duda es poder bailar, así que compré tickets cerca del escenario, ¡te sentirás más como en una fiesta!

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Spanish

Paper 1: Listening and understanding in Spanish

Higher Tier

Sample assessment material for first teaching
September 2016

Time: 40 minutes and 5 minutes' reading time

Paper Reference

1SP0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Spanish.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

El empleo en Alicante

- 1 Oyes una conversación entre James y su profesora de español.

Rellena el espacio de cada frase con una palabra del recuadro. Hay más palabras que espacios.

suelo	Alicante	la primavera	mes	difícil
el invierno	alojamiento	fácil	tiempo libre	
	familia	amigo	año	

Ejemplo: James quiere ir a Alicante

- (a) Él quiere ir en (1)
- (b) Espera vivir con su (1)
- (c) James piensa que encontrar trabajo será (1)
- (d) James piensa que el es muy importante. (1)
- (e) Él quiere estar en Alicante un (1)

(Total for Question 1 = 5 marks)

Un nuevo teléfono inteligente

2 Escuchas el anuncio de un nuevo teléfono inteligente.

¿Qué dice el anuncio? Escoge entre: **gratis**, **rápido**, **caro** o **barato**. Puedes usar palabras más de una vez.

Ejemplo: El modelo anterior era **barato**

(a) El último modelo es (1)

(b) Descargar música es (1)

(c) Enviar mensajes de texto es (1)

(d) Comprar nuestras baterías es (1)

(e) Nuestro servicio al cliente es (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

The importance of learning languages

- 3 You are listening to a radio programme. Julio Crespo, Director of the Cervantes Institute, is talking about the importance of learning languages.

What does he say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Learning another language is...

<input type="checkbox"/>	A interesting
<input type="checkbox"/>	B easy
<input checked="" type="checkbox"/>	C vital
<input type="checkbox"/>	D fun

- (i) Most school pupils...

<input type="checkbox"/>	A avoid learning languages
<input type="checkbox"/>	B find their lessons boring
<input type="checkbox"/>	C think languages are not important
<input type="checkbox"/>	D prefer information technology

- (ii) Speaking another language will improve...

<input type="checkbox"/>	A your future studies
<input type="checkbox"/>	B your future holidays
<input type="checkbox"/>	C your future ambitions
<input type="checkbox"/>	D your family life

- (iii) Companies are looking for...

<input type="checkbox"/>	A foreign workers
<input type="checkbox"/>	B workers who speak two languages
<input type="checkbox"/>	C language teachers
<input type="checkbox"/>	D translators and interpreters

(iv) Speaking another language can help you to...

<input type="checkbox"/>	A earn more money
<input type="checkbox"/>	B get better qualifications
<input type="checkbox"/>	C make new friends
<input type="checkbox"/>	D be more self confident

(Total for Question 3 = 4 marks)

A hotel in Castilla

- 4 You are listening to the receptionist in your hotel who is helping señor Gómez, a customer.

What would señor Gómez and his family like?

Listen to the conversation and put a cross ☒ in each one of the **three** correct boxes.

Example: new soap in his bathroom	<input checked="" type="checkbox"/>
A some towels	<input type="checkbox"/>
B a clean bathroom	<input type="checkbox"/>
C a restaurant menu	<input type="checkbox"/>
D details of trips	<input type="checkbox"/>
E an office to work from	<input type="checkbox"/>
F to exchange some money	<input type="checkbox"/>
G directions to the shopping centre	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

Exchange partners

- 5 The students in your Spanish partner school have recorded a podcast talking about their general interests.

What is important for Claudia and Sebastián?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Claudia likes to...

<input type="checkbox"/>	A visit England
<input type="checkbox"/>	B meet her Italian friends
<input checked="" type="checkbox"/>	C speak different languages
<input type="checkbox"/>	D travel abroad

- (i) Her favourite hobby is...

<input type="checkbox"/>	A shopping online
<input type="checkbox"/>	B chatting to her friends
<input type="checkbox"/>	C discussing her hobbies
<input type="checkbox"/>	D buying clothes

- (ii) Sebastián enjoys...

<input type="checkbox"/>	A watching the television
<input type="checkbox"/>	B reading about history
<input type="checkbox"/>	C going out with friends
<input type="checkbox"/>	D sightseeing on holiday

- (iii) He keeps fit through...

<input type="checkbox"/>	A swimming
<input type="checkbox"/>	B walking
<input type="checkbox"/>	C going to the gym
<input type="checkbox"/>	D running

(Total for Question 5 = 3 marks)

Celebration at your exchange school

6 You are attending a celebration assembly at your exchange school in Peru.

Listen to the head teacher and answer the following questions **in English**.

(a) Why is the headteacher congratulating the final-year students?

Give **one** reason.

(1)

(b) Why is the gymnastics team mentioned? Give **two** reasons.

(2)

(c) What was excellent about the trip to Machu Picchu?

(1)

(d) What does the headteacher want students to enjoy?

(1)

(Total for Question 6 = 5 marks)

Writing competition winner

- 7** You are listening to a radio programme called 'Young writers'. The presenter is interviewing the winner of a short story competition.

Listen to the radio programme and answer the following questions **in English**.

- (a) What does the author want to highlight in the story? Give **two** details.

(2)

- (b) What effect can celebrities have on young people?

(1)

- (c) What would the author like to do in the future? Give **two** details.

(2)

(Total for Question 7 = 5 marks)

On holiday in Madrid

- 8 You are on holiday in Madrid and hear some tourists talking about their plans and experiences.

What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: They enjoyed visiting...

<input type="checkbox"/>	A the shops
<input type="checkbox"/>	B the parks
<input checked="" type="checkbox"/>	C the museums
<input type="checkbox"/>	D the art galleries

- (i) They went to the museum...

<input type="checkbox"/>	A on foot
<input type="checkbox"/>	B by taxi
<input type="checkbox"/>	C by public transport
<input type="checkbox"/>	D by bike

- (ii) They found the museums...

<input type="checkbox"/>	A crowded
<input type="checkbox"/>	B noisy
<input type="checkbox"/>	C expensive
<input type="checkbox"/>	D dull

- (iii) They did all their shopping...

<input type="checkbox"/>	A in the hotel
<input type="checkbox"/>	B at the museum
<input type="checkbox"/>	C at the shopping mall
<input type="checkbox"/>	D at the market

(iv) They are now planning...

<input type="checkbox"/>	A an early night
<input type="checkbox"/>	B a meeting with friends
<input type="checkbox"/>	C a trip to the theatre
<input type="checkbox"/>	D a meal out

(v) They are going home...

<input type="checkbox"/>	A tomorrow
<input type="checkbox"/>	B this evening
<input type="checkbox"/>	C at the weekend
<input type="checkbox"/>	D next week

(vi) A trip to the park will be...

<input type="checkbox"/>	A interesting
<input type="checkbox"/>	B tiring
<input type="checkbox"/>	C relaxing
<input type="checkbox"/>	D essential

(Total for Question 8 = 6 marks)

Tennis tournament

- 9 You listen to an interview with the tennis player Rafael Nadal about the youth tennis tournament that he promotes.

Listen to the interview and answer the following questions **in English**.

Part (a)

- (i) Who takes part in the tournament? Give two **exact** details.

(2)

- (ii) How are effort and team spirit promoted in the tournament? Give **two** details.

(2)

- (iii) How different was the first tournament? Give **two** details.

(2)

Part (b)

- (i) How can children apply for a place? Give **two** details.

(2)

- (ii) Who benefits from the money raised from this tournament? Give **two** details.

(2)

(Total for Question 9 = 10 marks)

Buena Vista Social Club

- 10** Your Spanish friend Samuel has bought you tickets to a concert to see the world-famous Buena Vista Social Club for your birthday.

Listen to the message he has recorded for you. Put a cross ☒ in the **two** correct boxes for each question.

- (i) He bought the tickets because...

(2)

Example: you like this style of music	<input checked="" type="checkbox"/>
A you can bring your parents	<input type="checkbox"/>
B it is the band's final tour	<input type="checkbox"/>
C Cuban food is included	<input type="checkbox"/>
D you will learn to play the music	<input type="checkbox"/>
E you will meet all his friends	<input type="checkbox"/>

- (ii) Before you arrive it's best to...

(2)

A take some dance lessons	<input type="checkbox"/>
B download the documentary	<input type="checkbox"/>
C buy a special costume	<input type="checkbox"/>
D learn the words of the songs	<input type="checkbox"/>
E text if you need more information	<input type="checkbox"/>

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS
TOTAL FOR PAPER = 50 MARKS

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GCSE Spanish Higher tier

Paper 1 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	la primavera	(1)

Question number	Answer	Mark
1(b)	familia	(1)

Question number	Answer	Mark
1(c)	fácil	(1)

Question number	Answer	Mark
1(d)	tiempo libre	(1)

Question number	Answer	Mark
1(e)	año	(1)

Question number	Answer	Mark
2(a)	rápido	(1)

Question number	Answer	Mark
2(b)	gratis	(1)

Question number	Answer	Mark
2(c)	barato	(1)

Question number	Answer	Mark
2(d)	caro	(1)

Question number	Answer	Mark
2(e)	rápido	(1)

SECTION B

Question number	Answer	Mark
3(i)	A	(1)

Question number	Answer	Mark
3(ii)	C	(1)

Question number	Answer	Mark
3(iii)	B	(1)

Question number	Answer	Mark
3(iv)	C	(1)

Question number	Answer	Mark
4	A, D, F	(3)

Question number	Answer	Mark
5(i)	B	(1)

Question number	Answer	Mark
5(ii)	C	(1)

Question number	Answer	Mark
5(iii)	B	(1)

Question number	Answer	Mark
6(a)	Any one of the following: (students) passed their exams (1) (students) got a place at university/going to university (1)	(1)

Question number	Answer	Mark
6(b)	Any two of the following: they won 25 medals (1) they have a place at the (artistic) gymnastics world cup (1) they were successful in the South American championship (1)	(2)

Question number	Answer	Reject	Mark
6(c)	the behaviour of students	behaviour (on its own)	(1)

Question number	Answer	Reject	Mark
6(d)	time with their families (at home) their holidays	going to university/starting the new academic year	(1)

Question number	Answer	Reject	Mark
7(a)	Any two of the following: to show the dangers of fame (1) these shows set a bad example (1)	he used to love reality shows	(2)

Question number	Answer	Mark
7(b)	Any one of the following: they want to look like them (1) feel pressured to look like them (1) causes pressure (1)	(1)

Question number	Answer	Mark
7(c)	Any two of the following: direct films (1) act (1) meet Guillermo del Toro (1)	(2)

Question number	Answer	Mark
8(i)	C	(1)

Question number	Answer	Mark
8(ii)	A	(1)

Question number	Answer	Mark
8(iii)	B	(1)

Question number	Answer	Mark
8(iv)	D	(1)

Question number	Answer	Mark
8(v)	C	(1)

Question number	Answer	Mark
8(vi)	C	(1)

Question number	Answer	Mark
9(a)(i)	boys and girls/boys/girls/children/young people (1) under 14 years' old and/OR under 12 years' old (1)	(2)

Question number	Answer	Mark
9(a)(ii)	through fun activities (1) an award/values trophy (1)	(2)

Question number	Answer	Reject	Mark
9(a)(iii)	was shorter/had only three rounds (1) for older children/older teenagers/for different age groups/under 13 year olds and under 15 year olds (1)	children/teenagers	(2)

Question number	Answer	Mark
9(b)(i)	fill in a form (online) (1) send a cheque (for €25) (1)	(2)

Question number	Answer	Reject	Mark
9(b)(ii)	Any two of the following: low-income families/under-privileged children (1) children with learning difficulties (1) children in Spain/India (1)	Spain/India (on its own)	(2)

Question number	Answer	Mark
10(i)	B, C	(2)

Question number	Answer	Mark
10(ii)	B, D	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

General instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

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PEARSON

General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

- The conversation is in **two** parts, each covering a separate theme.
- For Part 1, the candidate will select one topic from one theme in advance.
- For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Spanish Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR1
- Picture card HP2
- Conversation 1: (Student-selected) Theme 4
- Conversation 2: Theme 2 OR Theme 5

If **Candidate 1** has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (eg Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate: Candidate 1 grid

2nd candidate: Candidate 2 grid

3rd candidate: Candidate 3 grid

4th candidate: Candidate 7 grid

5th candidate: Candidate 8 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Role Play	Pearson Allocated	Picture Based	Candidate Selection*	Teacher Selection
Candidate 1		HR1 (Theme 3)		HP8 (Theme 4)	Theme 1	Theme 2 OR Theme 5
				HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
			→	HP2 (Theme 1)	Theme 4	Theme 2 OR Theme 5
				HP7 (Theme 2)	Theme 5	Theme 1 OR Theme 4
				HP3 (Theme 4)	Theme 2	Theme 3 OR Theme 5
Candidate 2		HR2 (Theme 1)	→	HP1 (Theme 2)	Theme 3	Theme 4 OR Theme 5
				HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
				HP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4
				HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3
				HP6 (Theme 3)	Theme 2	Theme 1 OR Theme 5
Candidate 3	HR3 (Theme 4)			HP4 (Theme 1)	Theme 3	Theme 2 OR Theme 5
				HP7 (Theme 2)	Theme 5	Theme 1 OR Theme 3
				HP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5
				HP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5
				HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3
Candidate 4	HR4 (Theme 2)			HP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3
				HP3 (Theme 4)	Theme 1	Theme 3 OR Theme 5
				HP9 (Theme 5)	Theme 3	Theme 1 OR Theme 4
				HP4 (Theme 1)	Theme 4	Theme 3 OR Theme 5
				HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 5	HR5 (Theme 2)					

Candidate 6	HR6 (Theme 2)	HP9 (Theme 5)	Theme 1	Theme 3 OR Theme 4
		HP8 (Theme 4)	Theme 3	Theme 1 OR Theme 5
		HP5 (Theme 3)	Theme 4	Theme 1 OR Theme 5
		HP2 (Theme 1)	Theme 5	Theme 3 OR Theme 4
		HP6 (Theme 3)	Theme 2	Theme 4 OR Theme 5
Candidate 7	HR7 (Theme 1)	HP3 (Theme 4)	Theme 3	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		HP1 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP5 (Theme 3)	Theme 2	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
Candidate 8	HR8 (Theme 1)	HP7 (Theme 2)	Theme 4	Theme 3 OR Theme 5
		HP8 (Theme 4)	Theme 5	Theme 2 OR Theme 3
		HP1 (Theme 2)	Theme 1	Theme 3 OR Theme 5
		HP10 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP4 (Theme 1)	Theme 3	Theme 2 OR Theme 5
Candidate 9	HR9 (Theme 4)	HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2
		HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 4
		HP2 (Theme 1)	Theme 2	Theme 4 OR Theme 5
		HP7 (Theme 2)	Theme 4	Theme 1 OR Theme 5
		HP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2
Candidate 10	HR10 (Theme 3)			

*** Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'**

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Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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STIMULUS HR1

Topic: School activities

Instructions to candidates:

You are talking to your Spanish exchange partner about extracurricular activities. The teacher will play the role of the exchange partner and will speak first.

You must address your Spanish exchange partner as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás hablando con tu amigo/a español/a sobre las actividades extraescolares.

1. Actividad extraescolar – normalmente
2. Actividad extraescolar favorita – razón
3. !
4. ? Intercambios escolares – opinión
5. ? Clubes extraescolares – horario

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: School activities

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás hablando con tu amigo/a español/a sobre las actividades extraescolares.

1	<i>¿Qué actividades extraescolares sueles hacer?</i> Allow the candidate to say what s/he usually does for extracurricular activities.
2	<i>¿Cuál es tu actividad extraescolar favorita y por qué?</i> Allow the candidate to say what his/her extracurricular activity is and why.
3	<i>!</i> <i>Háblame de alguna excursión que has hecho durante este intercambio.</i> Allow the candidate to describe a trip s/he has taken during the exchange. <i>Muy bien.</i>
4	<i>?</i> Allow the candidate to ask your opinion of school exchanges. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you about the times for extracurricular clubs. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

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Instructions

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STIMULUS HR2

Topic: Cultural life

Instructions to candidates:

You are with your Spanish friend in their home in Seville, Spain, and you are going to a birthday party together. The teacher will play the role of your friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en la casa de tu amigo/a español/a. Vais a ir a una fiesta de cumpleaños juntos/as.

1. Fiesta – hora (salida)
2. Regalo de cumpleaños ideal – razón
3. !
4. ? Fiesta – número de invitados
5. ? Fiesta – duración

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en la casa de tu amigo/a español/a. Vais a ir a una fiesta de cumpleaños juntos/as.

1	<i>¿A qué hora quieres salir para ir a la fiesta?</i> Allow the candidate to say what time s/he wants to leave for the party.
2	<i>Vale. ¿Qué regalo te gustaría recibir para tu cumpleaños y por qué?</i> Allow the candidate to say what presents s/he would like to receive and why.
3	<i>¡</i> <i>¿Cómo celebraste tu cumpleaños el año pasado?</i> Allow the candidate to say how s/he celebrated his/her birthday last year.
4	<i>?</i> Allow the candidate to ask you how many people are going to the party. <i>Vale.</i>
5	<i>?</i> Allow the candidate to ask you about the duration of the party. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

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STIMULUS HR3

Topic: Work

Instructions to candidates:

You are at an interview for a summer job in Spain. The teacher will play the part of the interviewer and will speak first.

You must address the interviewer as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en una entrevista para un empleo durante el verano en España. Habla con el/la entrevistador/a.

1. Trabajo – tipo
2. Esta empresa – razón
3. !
4. ? Trabajar – horario
5. ? Sueldo – hora

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: Work

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una entrevista para un empleo durante el verano en España. Habla con el/la entrevistador/a.

1	<i>¿Qué tipo de trabajo busca usted?</i> Allow the candidate to say about the type of work s/he is looking for.
2	<i>¿Por qué quiere trabajar en nuestra empresa?</i> Allow the candidate to say why s/he wants to work in this company.
3	<i>!</i> <i>Hábleme sobre las prácticas laborales que usted ha hecho.</i> Allow the candidate to say what work experience s/he has. <i>Muy bien.</i>
4	<i>?</i> Allow the candidate to ask you about the hours of work. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you what the salary per hour is. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates:

You have lost your bag and you are in the lost property office in Madrid. The teacher will play the role of the lost property officer and will speak first.

You must address the lost property officer as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Está en la oficina de objetos perdidos en Madrid (España). Usted ha perdido su bolsa.

1. Bolsa – descripción
2. Estancia en Madrid – duración
3. !
4. ? Oficina – hora (abrir)
5. ? Oficina – teléfono (número)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Está en la oficina de objetos perdidos en Madrid (España). Usted ha perdido su bolsa.

1	¿Me puede describir la bolsa? Allow the candidate to describe the bag.
2	¿Cuánto tiempo se queda usted aquí en Madrid? Allow the candidate to say how long s/he is staying in Madrid.
3	! ¿Qué hacía cuando perdió su bolsa? Allow the candidate to say what s/he was doing when s/he lost the bag. Muy bien.
4	? Allow the candidate to ask you when the office is open. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you the telephone number for the office. El número de la oficina es el 91 774 10 56.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

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- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates:

You are reporting the theft of your suitcase in a police station. The teacher will play the role of a police officer and will speak first.

You must address the police officer as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en una comisaría en España denunciando el robo de su maleta. Habla con un/a agente de policía.

1. Robo – cuándo (hora)
2. Maleta – descripción
3. !
4. ? Volver (día) – comisaría
5. ? Firmar – documento

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
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The statements/questions may be repeated but no more than twice.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una comisaría en España denunciando el robo de su maleta. Habla con un/a agente de policía.

1	<i>¿A qué hora le robaron la maleta?</i> Allow the candidate to say what time the suitcase was stolen
2	<i>¿Puede describir la maleta?</i> Allow the candidate to describe the stolen suitcase.
3	<i>!</i> <i>Describe lo que pasó.</i> Allow the candidate to describe what happened. <i>Bien.</i>
4	<i>?</i> Allow the candidate to ask you on which day s/he should return. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you about signing a document. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
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Paper Reference

1SP0/2H

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Instructions

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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to candidates

You are in a department store in Barcelona to return an article of clothing. The teacher will play the part of the shop attendant and will speak first.

You must address the shop attendant as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Está en unos grandes almacenes en Barcelona. Usted quiere devolver un artículo de ropa y habla con el/la dependiente/a.

1. Ropa – devolver
2. Problema – descripción
3. !
4. ? Ropa – cambiar
5. ? Probadores – dónde

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Está en unos grandes almacenes en Barcelona. Usted quiere devolver un artículo de ropa y habla con el/la dependiente/a.

1	<i>¿En qué puedo ayudarle?</i> Allow the candidate to say s/he wishes to return an item of clothing.
2	<i>! ¿Cuál es el problema?</i> Allow the candidate to say what the problem is.
3	<i>! Un momento, por favor. Veo que usted está aquí de vacaciones</i> <i>¿Qué ha hecho en Barcelona?</i> Allow the candidate to say what s/he has done in Barcelona. <i>Muy bien.</i>
4	<i>?</i> Allow the candidate to ask you about the possibility of changing the item. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you where the changing rooms are. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

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Instructions

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STIMULUS HR7

Topic: Cultural life

Instructions to candidates:

You are at your house with your Spanish friend. You are planning to go to the cinema. The teacher will play the role of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en tu casa con un/a amigo/a español/a. Estáis hablando de una visita al cine.

1. Cine – dónde
2. Película (preferencia) – razón
3. !
4. ? Precio – película
5. ? Fin de semana – planes

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
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- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR7

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en tu casa con un/a amigo/a español/a. Estáis hablando de una visita al cine.

1	¿Dónde está el cine? Allow the candidate to say where the cinema is.
2	¿Qué tipo de película prefieres y por qué? Allow the candidate to say what type of film s/he prefers and why.
3	! Háblame de la última película que viste. Allow the candidate to talk about the last film s/he saw. Muy bien.
4	? Allow the candidate to ask you the price of the film tickets. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you what plans you have for the weekend. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: Cultural life

Instructions to candidates:

You are talking to the receptionist at a leisure centre in Spain. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Usted está en un polideportivo en España. Habla con el/la recepcionista sobre los deportes.

1. Visita – polideportivo (frecuencia)
2. Deporte preferido – razón
3. !
4. ? Nueva piscina – horario
5. ? Pista de tenis – reservar

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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PEARSON

STIMULUS HR8

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en un polideportivo en España. Habla con el/la recepcionista sobre los deportes.

1	<i>¿Con qué frecuencia viene usted aquí?</i> Allow the candidate to say how often s/he goes to the leisure centre.
2	<i>¿Cuál es su deporte preferido y por qué?</i> Allow the candidate to say what sport s/he prefers and why.
3	<i>!</i> <i>Describa un deporte que ha practicado usted recientemente.</i> Allow the candidate to describe a sport s/he played recently. <i>Bien.</i>
4	<i>?</i> Allow the candidate to ask you what the hours are for the new swimming pool. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you if s/he can book a tennis court. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR9

Topic: Ambitions

Instructions to candidates:

You are on a Spanish Exchange trip and you decide to enquire about voluntary work in an organisation. The teacher will play the role of the organisation employee and will speak first.

You must address the employee as *usted*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

***Usted está en una organización en España para pedir trabajo voluntario.
Habla con el/la empleado/a.***

1. Trabajo – tipo
2. Este tipo de trabajo – razón
3. !
4. ? Trabajo – formación
5. ? Empezar – fecha

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Ambitions

Instructions to teacher:

- Address the candidate as *usted*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Usted está en una organización en España para pedir trabajo voluntario. Habla con el/la empleado/a.

1	<i>¿En qué le puedo ayudar?</i> Allow the candidate to state the type of work s/he is looking for.
2	<i>¿Por qué le interesa este tipo de trabajo?</i> Allow the candidate to say why s/he is interested in this type of work.
3	<i>!</i> <i>Hábleme sobre un trabajo voluntario que usted ha hecho.</i> Allow the candidate to talk about the voluntary work that s/he has done. <i>Muy bien.</i>
4	<i>?</i> Allow the candidate to ask you about the training provided. <i>Give an appropriate brief response.</i>
5	<i>?</i> Allow the candidate to ask you when s/he can start <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: What school is like

Instructions to candidates:

You are at home talking to your Spanish friend about school life. The teacher will play the role of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

You will talk to the teacher using the five prompts below.

- where you see – ? – you must ask a question
- where you see – ! – you must respond to something you have not prepared

Task

Estás en tu casa con tu amigo/a español/a. Habláis sobre la vida escolar.

1. Instituto – hora (empezar)
2. Profesor/a – descripción
3. !
4. ? Uniforme – opinión
5. ? Deportes – instituto

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS HR10

Topic: What school is like

Instructions to teacher:

- Address the candidate as *tú*
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Estás en tu casa con tu amigo/a español/a. Habláis sobre la vida escolar.

1	¿A qué hora empieza el instituto? Allow the candidate to say what time s/he starts school.
2	Describe a un/a profesor/a de tu instituto. Allow the candidate to describe a teacher at his/her school.
3	! ¿Qué hiciste después del instituto ayer? Allow the candidate to say what s/he did after school yesterday. Bien.
4	? Allow the candidate to ask your opinion on school uniform. <i>Give an appropriate brief response.</i>
5	? Allow the candidate to ask you about sport at your school. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Town, region and country



(Source: © Ken Welsh / Alamy Stock Photo)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre visitar monumentos
- un sitio en tu región que visitaste recientemente
- las características que tendría tu ciudad ideal
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP1

Topic: Town, region and country



(Source: © Ken Welsh / Alamy Stock Photo)

1. Describe esta foto.

[¿Algo más?]

2. Me gusta visitar monumentos. ¿Y a ti?

[¿Por qué (no)? / ¿Algo más?]

3. Háblame de un sitio que has visitado recientemente en tu región.

[¿Algo más?]

4. ¿Cómo sería tu ciudad ideal?

[¿Por qué? / ¿Algo más?]

5. ¿Prefieres el turismo en ciudades o en el campo?

[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

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Instructions

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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Daily life



(Source: Hero Images Inc. / Alamy Stock Photo)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- la importancia de pasar tiempo con amigos
- la última vez que comiste al aire libre
- lo que harás para ayudar en casa este fin de semana
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP2

Topic: Daily life



(Source: Hero Images Inc. / Alamy Stock Photo)

1. Describe esta foto.
[¿Algo más?]
2. A mí me gusta pasar tiempo con mis amigos. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame sobre la última vez que comiste al aire libre.
[¿Algo más?]
4. ¿Qué harás para ayudar en casa este fin de semana?
[¿Por qué? / ¿Algo más?]
5. ¿Te gusta ir de compras en familia?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
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STIMULUS HP3

Topic: Work



(Source: © Ryan Smith/Somos Images/Corbis)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- la importancia de vestirse bien para una entrevista
- el trabajo más difícil que has hecho (en el colegio, en casa o en el mundo laboral)
- el trabajo que harás en el futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP3

Topic: Work



(Source: © Ryan Smith/Somos Images/Corbis)

1. Describe esta foto.
[¿Algo más?]
2. Pienso que es importante vestirse bien para una entrevista. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame del trabajo más difícil que has hecho en el colegio, en casa o en el mundo laboral.
[¿Algo más?]
4. ¿Qué trabajo harás en el futuro?
[¿Por qué? / ¿Algo más?]
5. ¿Crees que es importante tener un trabajo a tiempo parcial durante la adolescencia?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
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STIMULUS HP4

Topic: Cultural life



(Source: © Juanmonino/istock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre las fiestas
- una fiesta a la que fuiste
- la próxima celebración
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP4

Topic: Cultural life



(Source: © Juanmonino/istock)

1. Describe la foto.
[¿Algo más?]
2. Pienso que las fiestas son divertidas. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de una fiesta a la que fuiste.
[¿Algo más?]
4. ¿Qué vas a celebrar en el futuro?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Prefieres participar en actividades o ser espectador?
[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: What school is like



(Source: © 13/Thomas Barwick/Ocean/Corbis)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre el uso de los ordenadores en el colegio
- tu uso de Internet la semana pasada
- tus estudios el próximo año
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP5

Topic: What school is like



(Source: © 13/Thomas Barwick/Ocean/Corbis)

1. Describe esta foto.

[¿Algo más?]

2. Creo que los ordenadores son necesarios para los alumnos en el colegio.
Y tú, ¿qué opinas?

[¿Por qué (no)? / ¿Algo más?]

3. ¿Para qué usaste Internet la semana pasada?

[¿Algo más?]

4. ¿Qué estudiarás el próximo año?

[¿Por qué? / ¿Algo más?]

5. ¿Qué es lo que más te gusta de tu colegio?

[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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PEARSON

STIMULUS HP6

Topic: School activities



(Source: © kali9 / iStock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre hacer excursiones con el colegio
- la mejor excursión que hiciste con tu colegio
- las futuras celebraciones del fin del año escolar en tu colegio
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP6

Topic: School activities



(Source: © kali9 / iStock)

1. Describe esta foto.

[¿Algo más?]

2. Creo que es necesario hacer excursiones con el colegio. ¿Estás de acuerdo?

[¿Por qué (no)? / ¿Algo más?]

3. Háblame de la mejor excursión que hiciste con el colegio.

[¿Algo más?]

4. ¿Cómo celebrarás el fin del año escolar en tu colegio?

[¿Por qué? / ¿Algo más?]

5. ¿Te gustan los intercambios?

[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre ir al extranjero para aprender un idioma
- tus últimas vacaciones
- lo que harías en unas vacaciones ideales
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

1. Describe esta foto.
[¿Algo más?]
2. Creo que es importante ir al extranjero para aprender un idioma. Y tú, ¿qué piensas?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de tus últimas vacaciones.
[¿Algo más?]
4. ¿Qué harías en unas vacaciones ideales?
[¿Por qué? / ¿Algo más?]
5. ¿Prefieres quedarte en un hotel o en un camping?
[¿Por qué? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- la importancia de trabajar como voluntario/a
- un trabajo que has hecho en equipo
- tus planes después de acabar el colegio
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

1. Describe esta foto.

[¿Algo más?]

2. Pienso que es importante trabajar como voluntario/a. Y tú, ¿qué opinas?

[¿Por qué (no)? / ¿Algo más?]

3. Háblame de algún trabajo que has hecho en equipo.

[¿Algo más?]

4. ¿Qué harás una vez que hayas acabado el colegio?

[¿Por qué (no)? / ¿Algo más?]

5. ¿Te interesa estudiar en otro país?

[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
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- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore / Getty Images)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- la importancia del reciclaje
- lo que has hecho para ayudar al medio ambiente
- lo que harás en el futuro para ahorrar energía
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore / Getty Images)

1. Describe esta foto.
[¿Algo más?]
2. Pienso que el reciclaje no es importante. Y tú, ¿qué piensas?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué has hecho para ayudar al medio ambiente?
[¿Algo más?]
4. ¿Qué harás en el futuro para ahorrar energía?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Te gusta usar el transporte público?
[¿Por qué (no)? / ¿Algo más?]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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PEARSON

STIMULUS HP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre los festivales de música
- la última vez que participaste en un evento especial
- tus planes para ver un evento en el futuro
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

Sample assessment material for first teaching
September 2016

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1SP0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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PEARSON

STIMULUS HP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

1. Describe esta foto.
[¿Algo más?]
2. A mí me encanta ir a festivales de música. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de un evento especial en el que participaste.
[¿Algo más?]
4. ¿Irás a un evento especial en el futuro?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Te interesan las actividades en equipo?
[¿Por qué? / ¿Algo más?]

GCSE Spanish Higher tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier - Part 1

Role play - Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR2) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card 6 (HR2)

En la casa de tu amigo/a. Vais a ir a una fiesta de cumpleaños juntos/as.

Prompt 1: Fiesta – hora

Question 1: *¿A qué hora quieres salir para la fiesta?*

Mark	Descriptor	
0	Quiero once.	Me gusta la fiesta.
	No rewardable communication. Highly ambiguous utterance as it does not give a clear answer to the question.	No rewardable communication. The response does not answer the question.
1	Salir once horas.	Salido a las dos.
	Partially clear. Some key words are evident in the response which give some meaning within the context of the role play but the omission of a subject affects clarity of communication.	Communication is ambiguous. The incorrect use of a past participle makes it unclear if the candidate is talking about the present or something s/he has done in the past.
2	Quiero salir a las ocho.	Podemos salir a la cinco de la tarde.
	Clearly communicated.	Clearly communicated, despite minor error in time construction.

Prompt 2: Regalo de cumpleaños ideal – razón

Question 2: *¿Qué regalo te gustaría recibir para tu cumpleaños, y por qué?*

Mark	Descriptor	
0	Recibir regalo.	Comer una fiesta.
	No rewardable communication. Does not answer the question.	No rewardable communication. Does not give a meaningful response.
1	Me gustaría recibir un reloj.	Me gustaría viajar.
	Partially clear, as the response does not address the reason for the preference.	Ambiguous due to lack of specific information relating to a present (i.e. the response may indicate money for travelling as a gift).
2	Me gusta recibir mucho chocolate porque delicioso.	Mi regalo preferido es un libro porque me gusta leer.
	Clearly communicated despite minor errors.	Clearly communicated.

Prompt 3: !

Question 3: *¿Cómo celebraste tu cumpleaños el año pasado?*

Mark	Descriptor	
0	Mis amigos.	Un regalo.
	No rewardable communication. Response is highly ambiguous. It is unclear what the response suggests, e.g. <i>with</i> friends or at a friend's house, etc.	No rewardable communication. Highly ambiguous response. Information is not substantiated.
1	Veo un concierto de Lady Gaga.	'Celebrate' el cumpleaños con muchos pasteles.
	Ambiguous due to use of incorrect tense (i.e. it is unclear if the candidate is making a general point about his/her leisure activities or if s/he is attempting to answer the question).	Partially clear. Anglicised pronunciation of verb ('celebrate') affects clarity of communication.
2	Salí con mis amigos a una discoteca.	Fuí al playa con mi mejor amigo.
	Clearly and fully communicated.	Clearly communicated despite minor gender error.

Prompt 4: ? Fiesta – número de invitados

Mark	Descriptor	
0	Quién personas.	Número de invitados.
	No rewardable communication. Incorrect question word renders the utterance highly ambiguous.	No rewardable answer. Highly ambiguous, as it is unclear what specific information is being elicited by the candidate.
1	¿Cuántos vienen?	¿Qué número va a la fiesta?
	Communication is partially clear. The lack of precision renders the utterance partially ambiguous (i.e. it is unclear if the question word refers to, for example, people, things or places).	Communication is ambiguous as there is some doubt as to what the candidate is referring to (i.e. without further qualification it is unclear that the <i>número</i> mentioned refers to people).
2	¿Cuántos personas vienen a la fiesta?	¿Cuántos amigos son invitado?
	Clearly communicated despite minor agreement error.	Clearly communicated despite minor agreement error.

Prompt 5: ? Fiesta – duración

Mark	Descriptor	
0	¿Cuándo duración?	¿Dónde la fiesta?
	No rewardable communication. The use of the wrong question word renders the utterance highly ambiguous.	No rewardable communication. The candidate has misunderstood the prompt and has used the incorrect question word, rendering the utterance highly ambiguous.
1	¿Sabe cuánto tiempo dura la fiesta?	¿A qué hora dura la fiesta?
	Partially appropriate due to incorrect register (i.e. the question is posed in the <i>usted</i> form rather than <i>tú</i>).	Partially clear communication. There is some attempt at a notion of length of time but the utterance is imprecise (i.e. the question construction makes it unclear if the candidate has merely mistakenly included 'a', or if the intention is to ask what time the party starts).
2	¿Cuánto horas es la fiesta?	¿Cuál es la duración de la fiesta?
	Clearly communicated, despite minor error of agreement.	Clearly communicated.

Assessment criteria for the Higher tier - Part 2

Picture-based task - Higher tier (24 marks)

There are two mark grids to be applied to this task, which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary• Some effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions with occasional, brief justification• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions• Expresses opinions and gives justification with some development• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions effectively and gives justification which is mostly developed• Pronunciation and intonation are intelligible and predominantly accurate
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions• Expresses opinions with ease and gives fully-developed justification• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	<ul style="list-style-type: none"> Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	<ul style="list-style-type: none"> Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier - Part 3

Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes• Pronunciation and intonation are intelligible and predominantly accurate
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes• Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> 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
4–6	<ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation Sometimes able to initiate and develop the conversation independently, some prompting needed Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction Mostly able to initiate and develop the conversation independently Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction Consistently able to initiate and develop the conversation independently Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4–6	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive• Generally accurate grammatical structures, generally successful references to past, present and future events• Generally coherent speech although errors occur that sometimes hinder clarity of communication
7–9	<ul style="list-style-type: none">• Manipulates a variety of grammatical structures, some variety of complex structures• Predominantly accurate grammatical structures, mostly successful references to past, present and future events• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none">• Manipulates a wide variety of grammatical structures, frequent use of complex structures• Consistently accurate grammatical structures, consistently successful references to past, present and future events• Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Spanish

Paper 3: Reading and understanding in Spanish

Higher Tier

Sample assessment material for first teaching
September 2016

Time: 1 hour

Paper Reference

1SP0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer all questions from Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Spanish.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Work

- 1 Read the article below.

Hace cinco años los jóvenes españoles podían encontrar trabajo sin problema. Había una gran variedad de opciones para todos. Al salir del colegio era posible empezar un trabajo que tenía un salario bastante bueno con formación profesional.

Hoy en día incluso los jóvenes que van a la universidad tienen problemas en el mundo laboral. En el pasado un título universitario garantizaba una carrera estable, pero hoy en día todo ha cambiado. La situación laboral en las ciudades españolas es tan seria ahora que muchos jóvenes viajan al extranjero en busca de trabajo.

Answer the following questions **in English**.

- (a) What did a university degree guarantee in the past?

(1)

- (b) Where do many young people look for work nowadays?

(1)

- (c) Summarise how the world of work has changed for young people.

(1)

(Total for Question 1 = 3 marks)

Manolito Gafotas: Un cumpleaños feliz by Elvira Lindo

2 Read the text about what Manolito says about his family.

Mi abuelo no quiere celebrar su cumpleaños. Dice que no y que no.—¡Que no! Los viejos no celebran el cumpleaños, eso no se ha visto nunca.

Mi madre le dice:

—Pero papá, ochenta años no se cumplen todos los días.

—Gracias a Dios—dice mi abuelo. Además, en las fiestas de cumpleaños, la gente te regala bufandas para el frío, te llenan el armario de bufandas. Ni una corbata, ni un frasco de colonia, que es lo que yo quiero.

—¡Sí, abuelo, dí que sí! Nosotros te prepararemos la fiesta, tú invitarás a tus amigos, mis padres van a comprar las bebidas y mi tía la comida.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) Who doesn't celebrate birthdays?

(1)

(b) How old will Manolito's grandfather be?

(1)

(c) What present does his grandfather not like to receive?

(1)

(d) Who will buy the food for the party?

(1)

(Total for Question 2 = 4 marks)

When I was young

3 Read what these two people have written about their childhoods.

Ramón: En mi familia éramos muchos y cuando nos reuníamos todos, hacíamos grandes fiestas. Mientras nuestros padres charlaban, los niños jugábamos todo el día fuera, corríamos sin parar, montábamos bicis sin cascos y solo volvíamos, muertos de hambre, cuando era la hora de la merienda. Como no había móviles, nadie podía localizarnos.

Mercedes: Mi madre pasaba mucho tiempo conmigo, ya que no tenía que dividirse entre múltiples tareas laborales y domésticas. Las funciones estaban muy bien delimitadas: mi padre en la fábrica y mi madre en casa. Los otros parientes vivían muy cerca y a mí me encantaba estar con mis primas, leíamos mucho y nunca nos aburríamos porque también teníamos muchos juegos para divertirnos: el ajedrez, las damas y otros.

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Answer the questions **in English**. You do not need to write in full sentences.

(a) What does Ramón say about the size of his family? (1)

(b) What did the parents do while Ramón and the other children played? (1)

(c) What prompted Ramón and the other children to go back home? (1)

(d) Why was Mercedes' mother able to spend a lot of time with her? (1)

(e) What was Mercedes' relationship with her cousins like? (1)

(Total for Question 3 = 5 marks)

Nada by Carmen Laforet

- 4 Read the extract from the text. Andrea is an 18-year-old girl who is moving to Barcelona.

Por dificultades en el último momento para adquirir billetes, llegué a medianoche en un tren distinto del que había anunciado y con bastante retraso. Era la primera vez que viajaba sola, pero no estaba asustada; por el contrario, me parecía una aventura agradable el poder disfrutar de aquella profunda libertad en la noche. Rodeada de los otros viajeros con sus cervezas y bocadillos, yo soñaba con mi futuro.

Al salir del tren empecé a seguir el rumbo de la masa humana que, cargada de maletas, se dirigía a la salida. Mi equipaje era una maleta de cuero llena, pero la podía llevar yo misma por toda la fuerza de mi juventud. Recuerdo que esto no era lo que esperaba, el ruido era insoportable y la gente corría a coger los escasos taxis o luchaba por subir al autobús.

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Complete the sentences by putting a cross ☒ in the correct box for each question.

Example: Andrea arrived in Barcelona...

<input checked="" type="checkbox"/>	A during the night
<input type="checkbox"/>	B during the afternoon
<input type="checkbox"/>	C during the morning
<input type="checkbox"/>	D during the evening

- (i) Before starting her journey Andrea had problems...

<input type="checkbox"/>	A arriving on time
<input type="checkbox"/>	B getting tickets
<input type="checkbox"/>	C changing trains
<input type="checkbox"/>	D finding the platform

(ii) She was travelling...

<input type="checkbox"/>	A in a group
<input type="checkbox"/>	B with family
<input type="checkbox"/>	C by herself
<input type="checkbox"/>	D with a friend

(iii) During the journey Andrea was feeling...

<input type="checkbox"/>	A excited
<input type="checkbox"/>	B afraid
<input type="checkbox"/>	C hungry
<input type="checkbox"/>	D upset

(iv) Andrea's luggage was...

<input type="checkbox"/>	A light
<input type="checkbox"/>	B old
<input type="checkbox"/>	C small
<input type="checkbox"/>	D heavy

(v) Andrea's first impressions of Barcelona were...

<input type="checkbox"/>	A exciting
<input type="checkbox"/>	B negative
<input type="checkbox"/>	C positive
<input type="checkbox"/>	D unsurprising

(Total for Question 4 = 5 marks)

SOL Spanish Language Schools

5 Read what these employees say about their company 'SOL'

www.sol.es

Ana	La compañía SOL tiene escuelas en varias ciudades andaluzas donde se puede aprender español. Nuestras escuelas ofrecen cursos para jóvenes ingleses de todos los niveles impartidos por nativos titulados y especializados en la enseñanza de español a niños y adolescentes.
Jaime	Ofrecemos cursos intensivos de 30 horas por semana en un contexto de inmersión, que no están recomendados para todos sino más bien para jóvenes que se están preparando para un examen específico.
Luisa	Pese a la creciente competencia de muchas otras escuelas en esta área, las inscripciones en SOL han ido aumentando. Una razón puede ser que SOL cobra menos que otras, ya que todo está incluido. El primer día de clases los profesores reparten a los alumnos todo lo que se usará en el curso.
Ignacio	No todo es estudiar, también hay que divertirse y por eso ofrecen actividades culturales y deportivas diariamente y viajes cada quincena: podrás bailar flamenco en Sevilla o visitar la Mezquita en Córdoba. Con los programas flexibles tendrás la posibilidad de combinar destinos en diferentes ciudades sin ningún coste adicional, ni reservada anticipada.

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Who says what about the company?

Enter either **Ana**, **Jaime**, **Luisa** or **Ignacio** in the gaps below. Some names may be used twice or not at all.

Example: **Ana** says that SOL language schools are in Andalucía.

(a) mentions that the course materials are free. (1)

(b) tells us about the teachers' qualifications. (1)

(c) mentions that SOL schools are the cheapest in the area. (1)

(d) says that SOL provides more than just language tuition. (1)

Answer the following questions **in English**. You do not need to write in full sentences.

(e) How often do excursions take place? (1)

.....
(f) For which students are the intensive courses recommended? (1)

.....
(Total for Question 5 = 6 marks)

Football matches

- 6 Read this magazine article about behaviour during football matches.

En las tribunas de muchos estadios, la gran mayoría de los hinchas* alentará a su equipo. Pero otros, esta pequeña minoría, los violentos, también estarán allí. A estos últimos, el fútbol, como deporte en sí, no les importa demasiado.

La violencia en el fútbol es un problema de grandes consideraciones. En España han habido numerosos enfrentamientos entre los hinchas del Barcelona y del Real Madrid. Más de un espectador ha lanzado una lata de cerveza durante un partido. Esta violencia puede ser tan extrema que en diferentes partes del mundo algunas personas han sufrido serias heridas.

Ahora, hay más legislación para castigar a los perpetradores, también hay cada vez más investigaciones sobre el tema y la gente se siente más segura en los estadios. Sin embargo, a pesar de todos estos esfuerzos la violencia no ha parado. Uno de los problemas es que casi nadie se anima a hablar a micrófono abierto de los hinchas violentos, muchas personas los conocen aunque jamás los señalan con el dedo. Se dice que a veces hasta la policía suele mirar para otro lado cuando estos incidentes ocurren.

Los expertos nos dicen que el erradicar totalmente este problema no será fácil pero que se puede lograr si todos ponen de su parte: jugadores, dirigentes, hinchas, periodistas y policías.

*hinchas = fans

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- (i) What does the article tell us?

Put a cross ☒ in each of the **three** correct boxes.

(3)

Example	Many fans go to support their teams.	☒
A	Some spectators are not interested in the actual match.	☒
B	There are now more laws against hooliganism.	☒
C	Alcohol has been banned from football matches.	☒
D	There are more football hooligans in the stadium.	☒
E	People are too frightened to name football hooligans.	☒
F	There is not enough research done on football violence.	☒
G	Fans often throw stones during matches.	☒

Answer the following questions **in English**. You do not need to write in full sentences.

- (ii) What observation is made about the police at football matches?

(1)

- (iii) According to the article, how could football hooliganism be solved?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

El festival internacional de música

7 Lee este artículo.

El sábado pasado en Barcelona tuvo lugar el festival internacional de música. Comenzó hace muchos años y es popular en todo el mundo.

Como siempre, el festival fue un gran éxito. El ganador del concurso recibió diez euros más que el año pasado y dijo que normalmente prefiere tocar la flauta. Esta vez tuvo que tocar su guitarra porque su flauta estaba rota.

Por la noche el festival comenzó con fuegos artificiales y, después, una demostración de bailes.

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Pon una cruz ☒ en la casilla correcta.

Ejemplo: La fiesta fue el...

<input checked="" type="checkbox"/>	A fin de semana
<input type="checkbox"/>	B lunes
<input type="checkbox"/>	C martes
<input type="checkbox"/>	D miércoles

(i) Esta fiesta...

<input type="checkbox"/>	A es bastante antigua
<input type="checkbox"/>	B se hace por primera vez
<input type="checkbox"/>	C empezó el año pasado
<input type="checkbox"/>	D es algo nuevo

(ii) Mucha gente piensa que esta fiesta es...

<input type="checkbox"/>	A aburrida
<input type="checkbox"/>	B estupenda
<input type="checkbox"/>	C diferente
<input type="checkbox"/>	D rara

(iii) Este año el premio fue...

<input type="checkbox"/>	A igual que el año pasado
<input type="checkbox"/>	B menor que el año pasado
<input type="checkbox"/>	C peor que el año pasado
<input type="checkbox"/>	D mayor que el año pasado

(iv) Esta vez el ganador tocó...

<input type="checkbox"/>	A el piano
<input type="checkbox"/>	B la guitarra
<input type="checkbox"/>	C el violín
<input type="checkbox"/>	D la flauta

(v) Por la noche, el festival empezó con...

<input type="checkbox"/>	A una cena
<input type="checkbox"/>	B un baile
<input type="checkbox"/>	C un vaso de vino
<input type="checkbox"/>	D un espectáculo

(Total for Question 7 = 5 marks)

Protege nuestro planeta

8 Lee esta información sobre proyectos medio ambientales.

Proyecto Río

Durante este agosto un equipo va a limpiar el río local. Vas a necesitar pantalones impermeables. Solamente para gente que sabe nadar bien. No es apto para menores de dieciséis años.

Proyecto Playa

La primavera es el tiempo perfecto para limpiar nuestra playa. Trabajando solo vas a recoger todo tipo de basura. Para tu seguridad, tienes que tener más de catorce años.

Proyecto Bosque

¿Te preocupan los hábitats de la fauna local? Durante el otoño vamos a trabajar en el bosque, limpiando el área y plantando árboles para ayudar a diferentes especies.

Proyecto Ciudad

En diciembre vamos a limpiar la basura de las calles en preparación para la Navidad. También hay actividades especiales para los pequeños.

¿Cuál es el proyecto ideal? Escoge entre **Río, Playa, Bosque o Ciudad**. Puedes usar palabras más de una vez.

Ejemplo: Sólo puedes ayudar en marzo y abril: Playa

- (a) Nadas sin problema: (1)
- (b) No te gusta trabajar con otras personas: (1)
- (c) Tienes dos hermanos de cinco y seis años: (1)
- (d) Te interesa proteger a los animales: (1)
- (e) Vas a necesitar ropa especial: (1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE.

Nuestra ciudad

- 9 Lee este informe que analiza los problemas en el centro de Burgos y algunas de las soluciones.

Muchas ciudades españolas presentan una problemática común, que es el fuerte proceso de concentración de población y actividades en el centro de la ciudad, y Burgos no es diferente. Esto ha causado congestión en esta parte de la ciudad que está relacionado con el creciente número de empleados que acuden a esta zona diariamente.

Sin tener que hacer un gran gasto, el ayuntamiento ha mejorado la red urbana de autobuses. El resultado es que se han modificado las rutas de los autobuses que pasan con más frecuencia y se ha aumentado el número de paradas. También se han desviado los camiones para que no pasen por el centro de la ciudad. Estas medidas han servido para aliviar los problemas de atascos y también para evitar los humos nocivos que emiten estos vehículos y hacer nuestras calles más seguras.

Otro problema es la situación del comercio urbano, que se enfrenta a cambios muy importantes. Actualmente la gente es más exigente y quiere tener una amplia variedad de negocios y, sobre todo, horarios de apertura flexibles. Burgos ya ha adaptado y cambiado. Actualmente, el centro de esta ciudad es atractivo con un comercio organizado, servicios de ocio y actividades para todo el público.

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Contesta las preguntas **en español**. No tienes que escribir frases completas.

- (a) ¿Por qué el número de habitantes presenta un problema en las ciudades españolas?

(1)

- (b) ¿Cómo sabemos que no era caro mejorar el transporte público?

(1)

- (c) ¿Qué mejora ha tenido un impacto positivo en el medio ambiente?

(1)

- (d) ¿Qué es lo más importante que quieren tener los consumidores hoy en día?

(1)

- (e) Explica cómo sabemos que el impacto de todos los cambios en el comercio urbano ha sido positivo.

(1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage **into English**.

Carolina va a clase llevando vaqueros. En España el uniforme escolar no es común, sin embargo, algunos colegios han decidido introducir el uso optativo de uniforme. Muchos padres están de acuerdo con esta medida. Esto evitará las quejas que reciben de sus hijos porque ellos no llevan las camisetas de marca que tienen sus compañeros.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Spanish Higher tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	a stable career	(1)

Question number	Answer	Mark
1(b)	abroad	(1)

Question number	Answer	Mark
1(c)	Any summary that conveys the point that it's much more difficult now than in the past to find a good/stable job	(1)

Question number	Answer	Mark
2(a)	old men/old people/(Manolito's/his) grandfather	(1)

Question number	Answer	Mark
2(b)	80	(1)

Question number	Answer	Reject	Mark
2(c)	scarf/scarves	tie, cologne	(1)

Question number	Answer	Reject	Mark
2(d)	(his) aunt	(his) friends, parents	(1)

Question number	Answer	Mark
3(a)	it is/was big/large/has/had a lot of people	(1)

Question number	Answer	Mark
3(b)	chatted/talked	(1)

Question number	Answer	Mark
3(c)	hunger/(they were) hungry/starving/tea/snack/supper time/meal/food	(1)

Question number	Answer	Mark
3(d)	she didn't go to work/she stayed at home	(1)

Question number	Answer	Reject	Mark
3(e)	good/positive/great/fun	boring	(1)

Question number	Answer	Mark
4(i)	B	(1)

Question number	Answer	Mark
4(ii)	C	(1)

Question number	Answer	Mark
4(iii)	A	(1)

Question number	Answer	Mark
4(iv)	D	(1)

Question number	Answer	Mark
4(v)	B	(1)

Question number	Answer	Mark
5(a)	Luisa	(1)

Question number	Answer	Mark
5(b)	Ana	(1)

Question number	Answer	Mark
5(c)	Luisa	(1)

Question number	Answer	Mark
5(d)	Ignacio	(1)

Question number	Answer	Mark
5(e)	every fortnight/15 days	(1)

Question number	Answer	Mark
5(f)	(those/young people) sitting an exam	(1)

Question Number	Answer	Mark
6(i)	A, B, E	(3)

Question Number	Answer	Mark
6(ii)	they do nothing about these incidents/ignore the violence	(1)

Question Number	Answer	Mark
6(iii)	if everyone worked/pulled together/played their part	(1)

SECTION B

Question number	Answer	Mark
7(i)	A	(1)

Question number	Answer	Mark
7(ii)	B	(1)

Question number	Answer	Mark
7(iii)	D	(1)

Question number	Answer	Mark
7(iv)	B	(1)

Question number	Answer	Mark
7(v)	D	(1)

Question number	Answer	Mark
8(a)	Río	(1)

Question number	Answer	Mark
8(b)	Playa	(1)

Question number	Answer	Mark
8(c)	Ciudad	(1)

Question number	Answer	Mark
8(d)	Bosque	(1)

Question number	Answer	Mark
8(e)	Río	(1)

Question number	Answer	Mark
9(a)	Provoca una gran congestión	(1)

Question number	Answer	Mark
9(b)	El ayuntamiento no ha hecho un gran gasto	(1)

Question number	Answer	Mark
9(c)	El desviar de los camiones/más paradas de autobús/modificación de las rutas de autobús	(1)

Question number	Answer	Mark
9(d)	Una amplia variedad de negocios/negocios con horarios de apertura flexible	(1)

Question number	Answer	Mark
9(e)	El centro tiene un comercio organizado/servicios/actividades para el público	(1)

SECTION C

Question number	Indicative content	Mark
10	Caroline goes to school wearing jeans. In Spain school uniform is not common, however some schools have decided to introduce the use of an optional uniform. Many parents agree with this measure. It will avoid the complaints they receive from their children because they are not wearing the designer t-shirts that their classmates have.	(7)

Mark	Descriptor
0	No rewardable communication.
1–3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4–6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Write your name here			
Surname		Other names	
Centre Number		Candidate Number	
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Pearson Edexcel Level 1/Level 2 GCSE (9–1)			
<h1 style="margin: 0;">Spanish</h1> <h2 style="margin: 0;">Paper 4: Writing in Spanish</h2>			
Higher Tier			
Sample assessment material for first teaching September 2016 Time: 1 hour 20 minutes		Paper Reference 1SP0/4H	
You do not need any other materials.			Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** Question 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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- Escribe un artículo para la revista.

Debes incluir los puntos siguientes:

- describe a tu amigo/amiga
- algo divertido que hiciste con tu amigo/amiga recientemente
- explica lo que es un buen amigo/amiga
- los planes para el futuro que tenéis tú y tu amigo/amiga.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

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(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

Un festival de música internacional

2 (a) Usted ha visitado el festival de música internacional.

Escriba usted un artículo para una revista española para atraer más gente a los eventos musicales internacionales.

Debe incluir los puntos siguientes:

- lo que hizo
- lo más interesante del festival y por qué
- por qué los eventos musicales son tan populares
- los eventos musicales a los que va a asistir en el futuro.

Justifique sus ideas y sus opiniones.

Escriba aproximadamente 130–150 palabras **en español**.

(28)

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La tecnología

(b) Usted se interesa mucho por la tecnología.

Escriba usted un informe para una revista española para convencer a los lectores de la importancia de la tecnología.

Debe incluir los puntos siguientes:

- la tecnología que usa
- lo que piensa de la tecnología y por qué
- cómo usted usó la tecnología la semana pasada
- cómo la tecnología cambiaría su vida en el futuro.

Justifique sus ideas y sus opiniones.

Escriba aproximadamente 130–150 palabras **en español**.

(28)

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(Total for Question 2 = 28 marks)

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(Total for Question 3 = 12 marks)

340

GCSE Spanish Higher Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see **Additional guidance** below).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with some expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: *Informal register and style* – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see **Additional guidance** below).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> Communicates detailed information relevant to the task, with consistently effective development of key points and ideas Consistently effective adaptation of language to narrate, inform, interest/convince Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
9–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Mi colegio/instituto está en las afueras de la ciudad/del pueblo y como las clases empiezan a las nueve voy en autobús/en autobús. Lo mejor del colegio/instituto es que organizan excursiones/viajes. El año pasado visitamos Barcelona lo que me gustó/me encantó. Espero aprobar mis exámenes porque mi español ha mejorado y me gustaría continuar/seguir estudiándolo.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that *do not hinder clarity*:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that *hinder clarity*:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that *prevent meaning being conveyed*:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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