



Pearson
Edexcel

GCSE (9–1)

SPANISH

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish (1SP1)
First teaching from September 2024 | first certification from 2026

Issue 1

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE 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 assessments students will take.

During the development of these Sample Assessment Materials, we have been grateful to NCELP for providing us with access to their MultiLingProfiler tool¹ to assist us with ensuring all our texts comply with the requirements set out in Appendix 1: Vocabulary and Appendix 2: Grammar of our Pearson Edexcel Level 1/Level 2 GCSE in Spanish (2024) Specification.

¹Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.net/>

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: Speaking in Spanish
General instructions to the teacher

Foundation tier

Sample assessment material for first teaching September 2024
Time: 22-24 minutes, made up of 15 minutes preparation time and
7-9 minutes examination time

You do not need any other materials.

General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: read aloud, role play, picture task.
- The total examination will last between **7** and **9** minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should **not** practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must **not** write on the roleplay or picture stimuli.
- Candidates **may** annotate the read aloud passage in order to help them with pronunciation.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- 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.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation

time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.

- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, ‘The test will now begin; please read the text’ once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, '*The test will now begin; please read the text*', before moving to the assessed read aloud task.
- The read aloud stimulus **must** be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between one-and-a-half and two minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and 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.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- 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 twice.
- The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between one-and-a-half to two minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, *'Describe the picture.'*
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.
- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.
- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).
- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
 - produce extended sequences of speech
 - develop the conversation
 - give and justify own thoughts and opinions
 - refer to past, present and future events
 - develop their responses as well as they are able
 - demonstrate the full range of their ability.
- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.

- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.
- The conversation is recommended to last between three and three-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

A Colombian friend has written to you about their lifestyle.

Read out the text below to your teacher.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text before proceeding to the assessed task.'
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta comer?*

Q2. *¿Qué piensas de hacer actividades deportivas con amigos?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in
Spanish Task 1: Read aloud
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

Javier, your friend, has written about where he lives.

Read out the text below to your teacher.

Vivo en España.

Mi pueblo es bonito.

Hay mucho que visitar, como el campo.

Recomiendo nuestros espacios verdes, incluidos los parques tranquilos.

Me encanta mi región porque nuestro clima increíble significa que no llueve mucho.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say ‘The test will now begin; please read the text before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Vivo en España.

Mi pueblo es bonito.

Hay mucho que visitar, como el campo.

Recomiendo nuestros espacios verdes, incluidos los parques tranquilos.

Me encanta mi región porque nuestro clima increíble significa que no llueve mucho.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. ¿Qué te gusta en tu barrio?

Q2. ¿Qué piensas de la idea de vivir en otro país?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in
Spanish Task 1: Read aloud
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

José, your Mexican friend, talks to you about using the internet.

Read out the text below to your teacher.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes sociales.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say ‘The test will now begin; please read the text before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes sociales.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta hacer en línea?*

Q2. *¿Qué piensas de las redes sociales?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in
Spanish Task 1: Read aloud
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

Nuria, your friend, has written about her school.

Read out the text below to your teacher.

Mi instituto es grande.

Tengo varias clases interesantes.

Saco malas notas en el deporte y la historia.

Una cosa buena es que tenemos edificios modernos.

Pero necesitamos un centro deportivo con una piscina más larga.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text before proceeding to the assessed task.'
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Mi instituto es grande.

Tengo varias clases interesantes.

Saco malas notas en el deporte y la historia.

Una cosa buena es que tenemos edificios modernos.

Pero necesitamos un centro deportivo con una piscina más larga.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta de tu colegio?*

Q2. *¿Qué piensas de tus profesores?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in
Spanish Task 1: Read aloud
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

Daniel, your Peruvian friend, tells you about camping.

Read out the text below to your teacher.

Amo ir de camping.

Creo que los hoteles son muy caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text before proceeding to the assessed task.'
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

Instructions to the teacher

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Amo ir de camping.

Creo que los hoteles son caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. ¿Qué te gusta hacer durante las vacaciones escolares?

Q2. ¿Qué piensas de pasar tiempo al aire libre?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in
Spanish Task 1: Read aloud
Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Read aloud

Your aunt Paloma describes her friend.

Read out the text below to your teacher.

Describo a mi amiga.

Es seria y bastante estricta.

Lleva gafas, es alta y pelirroja.

Trabaja como jefa en una compañía en España.

Muestra la importancia de la igualdad de género y quiero ser como ella.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say ‘The test will now begin; please read the text before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Describo a mi amiga.

Es seria y bastante estricta.

Lleva gafas, es alta y pelirroja.

Trabaja como jefa en una compañía en España.

Muestra la importancia de la igualdad de género y quiero ser como ella.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. ¿Qué te gusta hacer con tus amigos?

Q2. ¿Qué piensas de la idea de trabajar en otro país?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS FRP1

Setting: At the campsite

Scenario:

- You are at a campsite.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how long you want to stay.
2. Say where you want to be on the campsite.
3. Say who is in your group.
4. Give your opinion about the weather in Spain.
5. Ask a question about things to do on the campsite.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS FRP1

Setting: At the campsite

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a campsite. I will play the part of the receptionist and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say how long they want to stay.</p>
2	<p><i>Muy bien. Y ¿dónde quiere estar en el camping?</i></p> <p>Allow the candidate to say where they want to be on the campsite.</p>
3	<p><i>Vale. Y ¿quién está en su grupo?</i></p> <p>Allow the candidate to say who is in their group.</p>
4	<p><i>De acuerdo. Y ¿cuál es su opinión del tiempo en España?</i></p> <p>Allow the candidate to say what they think about the weather in Spain.</p>
5	<p><i>Muy interesante. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask you a question about things to do on the campsite.</p> <p><i>Give an appropriate brief response.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS FRP2

Setting: In town

Scenario:

- You are in a city and stop a passer-by to get information about shops and hotels.
- Your teacher will play the part of a passer-by and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what kind of shop you are looking for.
2. Say what you need to buy.
3. Say why you are visiting the city.
4. Give your opinion about the city.
5. Ask a question about hotels.

Pearson Edexcel Level 1/Level 2 GCSE (9-1)	
Spanish	
Paper 1: Speaking in Spanish Task 2: Role play Instructions to the teacher	
Foundation tier	
Sample assessment material for first teaching September 2024 Time: 22-24 minutes, which includes 15 minutes’ preparation time	Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS FRP2

Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a city and stop a passer-by to get information about shops and hotels. I will play the part of the passer-by and I will speak first.

1	<p><i>Buenos días. ¿En qué puedo ayudarle?</i></p> <p>Allow the candidate to say what kind of shop they are looking for.</p>
2	<p><i>Muy bien. Y ¿qué necesita comprar?</i></p> <p>Allow the candidate to say what they need to buy.</p>
3	<p><i>Vale. Y ¿por qué visita usted la ciudad?</i></p> <p>Allow the candidate to say why they are visiting the city.</p>
4	<p><i>Bueno. Y ¿cuál es su opinión de esta ciudad?</i></p> <p>Allow the candidate to say what they think about the city.</p>
5	<p><i>Muy interesante. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask a question about hotels.</p> <p><i>Give an appropriate brief response.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS FRP3
Setting: At the doctor's surgery

Scenario:

- You go to the doctor.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say why you want to see a doctor.
2. Say how long you are in Spain for.
3. Say where you are staying.
4. Say when you want to see the doctor.
5. Ask a question about the opening hours.

<h1>Pearson Edexcel Level 1/Level 2 GCSE (9-1)</h1>	
<h1>Spanish</h1> <p>Paper 1: Speaking in Spanish Task 2: Role play</p>	
<p>Instructions to the teacher</p>	<p>Foundation tier</p>
<p>Sample assessment material for first teaching September 2024 Time: 22-24 minutes, which includes 15 minutes' preparation time</p>	<p>Paper reference</p>

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS FRP3
Setting: At the doctor's surgery

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You go to the doctor. I will play the part of the receptionist and will speak first.

1	<i>Buenos días. ¿Cómo puedo ayudarle?</i> Allow the candidate to say why they want to see a doctor.
2	<i>Vale. Y ¿durante cuánto tiempo está aquí en España?</i> Allow the candidate to say how long they are in Spain for.
3	<i>Vale. Y ¿dónde se queda?</i> Allow the candidate to say where they are staying.
4	<i>De acuerdo. Y ¿cuándo quiere usted ver a la doctora?</i> Allow the candidate to say when they want to see the doctor.
5	<i>Vale. ¿Tiene una pregunta?</i> Allow the candidate to ask you a question about the opening hours. <i>Give an appropriate brief response.</i>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS FRP4

Setting: At the market

Scenario:

- You are at a food market.
- Your teacher will play the part of the stall holder and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what you want to buy.
2. Say what food you want to make.
3. Say who you are making it for.
4. Give your opinion about markets.
5. Ask a question about the price.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024

**Time: 22-24 minutes, which includes 15 minutes’
preparation time**

Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS FRP4

Setting: At the market

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a food market. I will play the part of the stall holder and will speak first.

1	<p><i>Buenos días. ¿En qué puedo ayudarle?</i></p> <p>Allow the candidate to say what they want to buy.</p>
2	<p><i>Muy bien. Y ¿qué comida quiere hacer?</i></p> <p>Allow the candidate to say what food they want to make.</p>
3	<p><i>Muy interesante. Y ¿para quién?</i></p> <p>Allow the candidate to say who they are making it for.</p>
4	<p><i>De acuerdo. Y ¿cuál es su opinión de los mercados?</i></p> <p>Allow the candidate to say what they think about markets.</p>
5	<p><i>Muy interesante. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask you a question about the price.</p> <p><i>Give an appropriate brief response.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS FRP5

Setting: At the train station

Scenario:

- You are at a train station and need to buy tickets.
- Your teacher will play the part of the employee in the ticket office and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you want to travel to.
2. Say what type of ticket you want.
3. Say when you want to travel.
4. Say where you want to sit.
5. Ask a question about a café.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024

**Time: 22-24 minutes, which includes 15 minutes’
preparation time**

Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS FRP5

Setting: At the train station

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a train station and need to buy tickets. I will play the part of the employee in the ticket office and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say where they want to travel to.</p>
2	<p><i>Muy bien. Y ¿qué tipo de billete quiere?</i></p> <p>Allow the candidate to say what type of ticket they want.</p>
3	<p><i>Vale. Y ¿cuándo quiere viajar?</i></p> <p>Allow the candidate to say when they want to travel.</p>
4	<p><i>De acuerdo. Y ¿dónde quiere sentarse?</i></p> <p>Allow the candidate to say where they want to sit.</p>
5	<p><i>Vale. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask you a question about a café.</p> <p><i>Give an appropriate brief response.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS FRP6
Setting: At the tourist information office

Scenario:

- You are at a tourist office enquiring about restaurants.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what kind of restaurant you want.
2. Say which day you want to go.
3. Say what time you want to eat.
4. Give your opinion about the town.
5. Ask a question about public transport.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS FRP6

Setting: At the tourist information office

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a tourist office enquiring about restaurants. I will play the part of the employee and will speak first.

1	<p><i>¿Qué tipo de restaurante quiere?</i></p> <p>Allow the candidate to say what kind of restaurant they want.</p>
2	<p><i>Muy bien. Y ¿qué día quiere ir?</i></p> <p>Allow the candidate to say which day they want to go.</p>
3	<p><i>Vale. Y ¿a qué hora quiere comer?</i></p> <p>Allow the candidate to say what time they want to eat.</p>
4	<p><i>De acuerdo. Y ¿qué piensa de este pueblo?</i></p> <p>Allow the candidate to say what they think about this town.</p>
5	<p><i>Muy interesante. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask you a question about public transport.</p> <p><i>Give an appropriate brief response.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
**Time: 22-24 minutes, which includes 15 minutes’
preparation time**

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



1662378625 - © BalanceFormCreative/Shutterstock

Picture 2



370769591 - © Sergey Novikov/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
**Time: 22-24 minutes, which includes 15 minutes’
preparation time**

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



1662378625-©BalanceFormCreative/Shutterstock

Picture 2



370769591 - © Sergey Novikov/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- ¿Qué prefieres comer?
- ¿Qué bebes para estar sano(a)?

Questions for Picture 2

- ¿Qué deportes practicas?
- ¿Qué piensas sobre hacer deporte con amigos/as?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL WELL-BEING**, for example: *¿Qué deportes haces con amigos/as?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué comiste ayer para ser sano/a?*

(Future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



370769591 - © Sergey Novikov/Shutterstock

Picture 2



2108685377 - © Image/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



370769591 - © Sergey Novikov/Shutterstock

Picture 2



2108685377 - © Image/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente / las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Qué deportes practicas?
- (b) ¿Qué piensas sobre hacer deporte con amigos / as?

Questions for Picture 2

- (a) ¿Qué piensas sobre el ejercicio?
- (b) ¿Qué haces en tu tiempo libre?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **HEALTHY EATING**, for example: *¿Qué te gusta comer para ser sano/a?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué comiste ayer para ser sano/a?*

(Future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2108685377 - © Image/Shutterstock

Picture 2



1662378625 - © BalanceFormCreative/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

<h1>Pearson Edexcel Level 1/Level 2 GCSE (9-1)</h1>	
<h2>Spanish</h2> <p>Paper 1: Speaking in Spanish Task 3: Picture task Instructions to the teacher</p>	
<p>Sample assessment material for first teaching September 2024 Time: 22-24 minutes, which includes 15 minutes' preparation time</p>	<p>Foundation tier Paper reference</p>

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



2108685377 - © Image/Shutterstock

Picture 2



1662378625 - ©BalanceFormCreative/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Qué piensas sobre el ejercicio?*
- (b) *¿Qué haces en tu tiempo libre?*

Questions for Picture 2

- (a) *¿Qué prefieres comer?*
- (b) *¿Qué bebes para estar sano /a?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *¿Cuál es tu deporte favorito?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué comiste ayer para ser sano/a?*

(Future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



83318832 - John Agustina/Getty Images

Picture 2



622428880 - Petar Chernaeve/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



83318832 - John Giustina/Getty Images

Picture 2



622428880 - Petar Chernaev/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Con quién vas de compras?
- (b) ¿Qué piensas sobre comprar en línea?

Questions for Picture 2

- (a) ¿Qué piensas sobre el ciclismo?
- (b) ¿Prefieres la idea de vivir en el campo o en la ciudad?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **YOUR ENVIRONMENT**, for example: *¿Qué reciclas normalmente?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste el sábado pasado en tu barrio?*

(Future tense) *¿Dónde te gustaría vivir en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



622428880 - Petar ChernaeV/Getty Images

Picture 2



186360551 - Klaus Vedfelt/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024

**Time: 22-24 minutes, which includes 15 minutes'
preparation time**

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



622428880 - Petar ChernaeV/Getty Images

Picture 2



186360551 - Klaus Vedfelt/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Qué piensas sobre el ciclismo?*
- (b) *¿Prefieres la idea de vivir en el campo o en la ciudad?*

Questions for Picture 2

- (a) *¿Cómo reciclas en casa?*
- (b) *¿Qué te gusta hacer al aire libre?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *¿Dónde prefieres ir de compras?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste el sábado pasado en tu barrio?*

(Future tense) *¿Dónde te gustaría vivir en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 22-24 minutes, which includes 15 minutes' preparation time

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



186360551 - Klaus Vedfelt/Getty Images

Picture 2



83318832 - John Giustina/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

<h1>Pearson Edexcel Level 1/Level 2 GCSE (9-1)</h1>	
<h2>Spanish</h2> <p>Paper 1: Speaking in Spanish Task 3: Picture task Instructions to the teacher</p>	
<p>Sample assessment material for first teaching September 2024 Time: 22-24 minutes, which includes 15 minutes' preparation time</p>	<p>Foundation tier Paper reference</p>

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



186360551 - Klaus Vedfelt/Getty Images

Picture 2



83318832 - John Giustina/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Cómo reciclas en casa?*
- (b) *¿Qué te gusta hacer al aire libre?*

Questions for Picture 2

- (a) *¿Con quién vas de compras?*
- (b) *¿Qué piensas sobre comprar en línea?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WHERE YOU LIVE**, for example: *¿Cómo es el sitio donde vives?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste el sábado pasado en tu barrio?*

(Future tense) *¿Dónde te gustaría vivir en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



289006985 - © oneinchpunch/Shutterstock

Picture 2



1215726502 - GettyImages

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



289006985 - © oneinchpunch/Shutterstock

Picture 2



1215726502 - GettyImages

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Qué piensas de la tecnología?*

(b) *¿Para qué usas tu móvil?*

Questions for Picture 2

(a) *¿Con quién prefieres hacer los deberes?*

(b) *¿Para qué usas el ordenador?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCREENTIME**, for example: *¿Prefieres la videoconsola o la tele?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo usaste las redes sociales la semana pasada?*

(Future tense) *¿Para qué vas a usar un ordenador la próxima semana?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



1215726502 - martinedoucet/Getty Images

Picture 2



2170284665 - © Krakenimages.com/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



1215726502 - martinedoucet/Getty Images

Picture 2



2170284665 - © Krakenimages.com/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Con quién prefieres hacer los deberes?*
- (b) *¿Para qué usas el ordenador?*

Questions for Picture 2

- (a) *¿Qué haces en casa con tus amigos/as?*
- (b) *¿Cuál es tu opinión sobre los videojuegos?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SOCIAL MEDIA**, for example: *¿Qué piensas de las redes sociales?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo usaste las redes sociales la semana pasada?*

(Future tense) *¿Para qué vas a usar un ordenador la próxima semana?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2170284665 - © Krakenimages.com/Shutterstock

Picture 2



289006985 - © oneinchpunch/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



2170284665 - © Krakenimages.com/Shutterstock

Picture 2



289006985 - © oneinchipunch/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Qué haces en casa con tus amigos/as?
- (b) ¿Cuál es tu opinión sobre los videojuegos?

Questions for Picture 2

- (a) ¿Qué piensas de la tecnología?
- (b) ¿Para qué usas tu móvil?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TECHNOLOGY AND HOMEWORK**, for example: *¿Te gusta hacer tus deberes en línea?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo usaste las redes sociales la semana pasada?*

(Future tense) *¿Para qué vas a usar un ordenador la próxima semana?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2217994245 - © Hero Images on Offset/Shutterstock

Picture 2



2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

<h1>Pearson Edexcel Level 1/Level 2 GCSE (9-1)</h1>	
<h2>Spanish</h2> <p>Paper 1: Speaking in Spanish Task 3: Picture task Instructions to the teacher</p>	
<p>Sample assessment material for first teaching September 2024 Time: 22-24 minutes, which includes 15 minutes' preparation time</p>	<p>Foundation tier Paper reference</p>

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



Picture 2



2217994245 - ©Hero Images on Offset/Shutterstock

2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate’s chosen picture.

Questions for Picture 1

- (a) *¿Qué piensas de los deberes?*
- (b) *¿Qué clubes hay en tu instituto?*

Questions for Picture 2

- (a) *¿Dónde te gusta ir de compras?*
- (b) *¿Qué piensas de trabajar en un supermercado?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING FOR THE FUTURE**, for example: *¿Te gusta la idea de ir a la universidad?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste en el instituto ayer?*

(Future tense) *¿Qué trabajo quieres hacer en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



2BCF2F9 - Dmitriy Shironosov / Alamy Stock Photo

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Dónde te gusta ir de compras?
- (b) ¿Te gustaría trabajar en un supermercado?

Questions for Picture 2

- (a) ¿Qué te gusta de tu instituto?
- (b) ¿Dónde prefieres estudiar?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL**, for example: *¿Cuál es tu asignatura favorita?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste en el instituto ayer?*

(Future tense) *¿Qué trabajo quieres hacer en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



2217994245 - © Hero Images on Offset/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching September
2024

**Time: 22-24 minutes, which includes 15 minutes’
preparation time**

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



2217994245 - © Hero Images on Offset/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Qué te gusta de tu instituto?*
- (b) *¿Dónde prefieres estudiar?*

Questions for Picture 2

- a) *¿Qué piensas de los deberes?*
- (b) *¿Qué clubes hay en tu instituto?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WORK**, for example *¿Te gusta la idea de trabajar en España?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste en el instituto ayer?*

(Future tense) *¿Qué trabajo quieres hacer en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



1667810233 - © GaudiLab/Shutterstock

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Picture 1



1667810233 - © GaudiLab/Shutterstock

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Adónde te gustaría viajar?*

(b) *¿Qué te gusta hacer durante las vacaciones escolares?*

Questions for Picture 2

(a) *¿Dónde te gusta salir con amigos/as ?*

(b) *¿Con quién prefieres pasar tiempo?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ACTIVITIES WHERE YOU LIVE**, for example: *¿Qué hay para turistas en tu región?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste el verano pasado?*

(Future tense) *¿Qué planes tienes para este verano?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 22-24 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

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- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
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- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



1755901085 - © Pressmaster/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching

September 2024

Time: 22-24 minutes, which includes 15 minutes' preparation time

Paper reference

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- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Picture description

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- ¿(Y) la gente / las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Dónde te gusta salir con amigos / as ?*

(b) *¿Con quién prefieres pasar tiempo?*

Questions for Picture 2

(a) *¿Qué piensas de los festivales de música?*

(b) *¿Adónde te gustaría ir de vacaciones?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **VISITING PLACES**, for example: *¿Prefieres pasar tiempo en la ciudad / la playa / el parque?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

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

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Task 3: Picture task

Instructions to the candidate

Foundation tier

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- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
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1755901085 - © Pressmaster/Shutterstock

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1667810233 - © GaudiLab/Shutterstock

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Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

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Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

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September 2024
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- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
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- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
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- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Picture description

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To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Qué piensas de los festivales de música?*

(b) *¿Adónde te gustaría ir de vacaciones?*

Questions for Picture 2

(a) *¿Adónde te gustaría viajar?*

(b) *¿Qué te gusta hacer durante las vacaciones escolares?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRANSPORT**, for example: *¿Cómo te gusta viajar normalmente?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

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Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

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- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



397671868 - © Shutterstock

Picture 2



1712263501 - © Marko Rupena/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

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September 2024

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- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- ¿Qué haces con tu familia/con tus amigos /as en verano?
- ¿Cómo te gusta celebrar tu cumpleaños normalmente?

Questions for Picture 2

- ¿Cuánto tiempo pasas con tus amigos /as ?
- ¿Por qué te gusta tu mejor amigo/amiga?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREE TIME**, for example: *¿Qué haces en tu tiempo libre?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *Describe un día especial que tuviste con amigos/as o familia.*

(Future tense) *¿Qué vas a hacer con amigos/as o con familia este fin de semana?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

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1366683867 - adamkaz/Getty Images

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- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation tier

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September 2024
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These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Cuánto tiempo pasas con tus amigos/as?*

(b) *¿Por qué te gusta tu mejor amigo/amiga?*

Questions for Picture 2

(a) *¿Con quién prefieres pasar tiempo?*

(b) *¿Cuál es tu actividad favorita con familia/con amigos/as?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *¿Te llevas bien con tus compañeros de clase?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
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The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *Describe un día especial que tuviste con amigos/as o familia.*

(Future tense) *¿Qué vas a hacer con amigos/as o con familia este fin de semana?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation tier

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These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- ¿Con quién prefieres pasar tiempo?
- ¿Cuál es tu actividad favorita con familia/ con amigos/ as?

Questions for Picture 2

- ¿Qué haces con tu familia/ con tus amigos/ as en verano?
- ¿Cómo te gusta celebrar tu cumpleaños normalmente?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *¿Dónde sales con tus amigos/as?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

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(Future tense) *¿Qué vas a hacer con amigos/as o con familia este fin de semana?*

GCSE Spanish Speaking Foundation tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 heard in the student's response for that band. As an examiner, you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a level, you should consider 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 band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark of 6 because of the band 7–8 content.
- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

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 response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Gender	Trabaja en un oficina en la centro	Relative pronouns	Mi jardín, quien tiene flores, es grande
Contractions	Mi colegio está cerca de el hospital	Vocabulary	Mi amiga canta muy bueno
Word order (incorrect)	Hacer deberes es no divertido	Constructions	No llevo bien con mi hermana En invierno siempre es mucho frío
Mother-tongue interference	Vivo en una bonita casa	Mother-tongue interference	Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco	Tenses (inappropriate)	Esta noche voy a veo una película en casa

Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días
Tenses (incorrect)	El sábado pasado iré al cine con amigos
Incorrect verb formation	Podo ir de compras esta tarde Sabó que es muy interesante
Vocabulary	Me gusta tener divertido
Use of infinitive instead of conjugated verb	María ir al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago tus deberes para prepararse para su examen
Mother-tongue interference	Mi hermano's habitación Hay un museum en el pueblo

Glossary of terms

AO2 grid (Picture description task only)

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses two or more task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

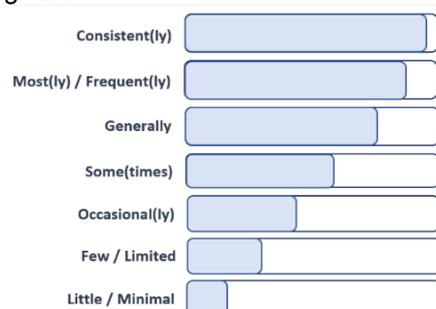
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent development...**” equates to higher marks “**frequent errors...**” would conversely equate to lower marks.

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Foundation tier

Mark	AO3: Knowledge and accurate application of vocabulary
7–8	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
5–6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3–4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1–2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their Spanish accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible and SSCs are accurate. When assessing the read aloud, examiners should initially not look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainty.

To exemplify application of the marking criteria for the read aloud text, FRA1 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

FRA5

Amo ir de camping.

Creo que los hoteles son muy caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
pagar	padgar	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
demasiado	daymanseedo	
bosque	bosk	
noche	notch	
caros	carros (cars/carts)	Mispronunciation creating a completely different Spanish word that makes the message unclear.
sueño	sueno (could be 'I ring')	
amo	amó	Mispronunciation of verb endings impacting on the comprehensibility of present/past/imperfect tenses.
creo	creó	
naturaleza	English pronunciation	The English pronunciation of these cognates would make it difficult for the message to be understood, even for a very sympathetic Spanish speaker.
excelentes		

Part 2 – Short interaction based on text – Foundation tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of mark grid

To exemplify application of the marking criteria for the short interaction, read aloud FRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: ¿Qué te gusta hacer durante las vacaciones?

Mark	Possible responses	Application of mark descriptor
2	El fútbol – es fabuloso.	Response fully communicated.
1	La ciudad con mi madre	Ambiguity; whilst ciudad communicates a place of interest, the absence of a verb only allows partial communication.
0	Te gusta vacaciones.	No rewardable communication, has not answered the question.

Question 2: ¿Qué piensas de pasar tiempo en la naturaleza?

Mark	Possible responses	Application of mark descriptor
2	Prefiero estar en mi casa con amigos.	Response fully communicated.
1	Qué piensas el parque es bonito.	Some ambiguity; the response does communicate that the student likes the park but the repeat of the question words makes the answer ambiguous.
0	Tiempo naturaleza.	No rewardable material –some of the question has merely been repeated.

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)

There is one mark grid to be applied to this task. 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. Students are awarded for an appropriate and clearly communicated response to the teacher’s question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of the mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FRP1) 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 role play card 1 (FRP1)

You are in a campsite in Spain. I will play the part of the receptionist.

Prompt 1: Say how long you want to stay .

Question: Buenos días. *¿Cómo puedo ayudarle?*

Mark	Descriptor	
2	Dos semanas, por favor.	Quiero alojar para dos semanas.
	The length of stay is fully communicated.	Despite the grammatical error, the message is fully communicated.
1	Dos semanas largo.	Un año.
	Some ambiguity. Response partially communicated. The use of the word 'largo' in the utterance causes ambiguity.	Some ambiguity. There is a period of time given, however it's an unrealistic reply.
0	Muchas.	Dos semanas pasadas.
	No rewardable communication.	No rewardable communication. There is a reference to the past tense, causing too much ambiguity.

Prompt 2: Say whereabouts you want to be on the campsite.

Question: *Muy bien. Y ¿Dónde quiere estar en el camping?*

Mark	Descriptor	
2	Al lado del río.	A derecha.
	The location is fully communicated.	Despite the small grammatical error (lack of /a), the location is fully communicated.
1	Quiero con el río.	Dónde derecha.
	The use of the word 'con' causes some ambiguity.	Response partially communicated. The repetition of the question word delays communication.
0	Estar camping.	Camping.
	No rewardable communication, the candidate has just repeated some words from the question.	No rewardable communication, the candidate has just repeated a word from the question.

Prompt 3: Say who is in your group.

Question: Entiendo. Y ¿Quién está en su grupo?

Mark	Descriptor	
2	Mis padres y yo.	Mi familia.
	The response is fully communicated.	Despite the lack of specific information, the response answers the question and is fully communicated.
1	Tus padres.	Mí
	Response partially communicated. The use of the second person delays communication.	Some ambiguity. This allows partial communication, but unrealistic that the candidate is there alone. It is also a one word answer.
0	Dos.	Quien.
	No rewardable communication. This is not clear as this could be two families, adults, children etc.	No rewardable communication. The candidate has just repeated a word from the question.

Prompt 4: Give your opinion about the weather in Spain.

Question: De acuerdo. Y ¿Cuál es su opinión del tiempo en España?

Mark	Descriptor	
2	Me gusta – hace sol.	Mucho sol- fantástico.
	The candidate's opinion of the weather is fully communicated.	The response is fully communicated, despite the lack of verb.
1	Gustar mucho.	Tiempo es bien... no me gusta.
	Some ambiguity. The use of the infinitive rather than a conjugated verb makes the answer somewhat ambiguous, however the response is clearly a positive one.	Some ambiguity. The candidate describes the weather as 'good' but it could be that the candidate prefers rainy/poor weather.
0	Me gusta España	Tiempo España.
	No rewardable communication. The candidate has given an opinion on the country but not the weather.	No rewardable communication. The candidate has just repeated some words from the question.

Prompt 5: Ask a question about things to do on the campsite.

Question: Muy interesante. ¿Tiene una pregunta?

Mark	Descriptor	
2	¿Qué actividades hay?	¿Hay piscina ?
	The candidate has asked a clear question about the facilities at the campsite.	The candidate's question about a specific facility is fully communicated.
1	¿Actividades?	¿Qué tiene restaurante?
	Response is partially communicated as a question with intonation has been used, but the exact nature of the enquiry is not clear. Also a one word answer.	Some ambiguity because of the phrasing of the question but the candidate has partially communicated an enquiry about the campsite restaurant.
0	¿Hacer?	¿Qué hay?
	No rewardable communication. The question is not clear.	No rewardable communication. The candidate does not ask a clear question.

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

Part 1 – Picture description task (8 marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear. 	4	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down. 	3	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	<ul style="list-style-type: none"> • One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down. 	2	<ul style="list-style-type: none"> • Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	<ul style="list-style-type: none"> • One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down. 	1	<ul style="list-style-type: none"> • Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.	0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher’s question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

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

- AO1: response to spoken language
- AO3: linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> • Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear. 	4	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of past, present and future timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	<ul style="list-style-type: none"> • Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down. 	3	<ul style="list-style-type: none"> • Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of past, present and future timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
4–6	<ul style="list-style-type: none"> • Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. • Development of ideas is limited; brief responses which the speaker may not be able to sustain. • Limited parts of the response are comprehensible; the message sometimes breaks down. 	2	<ul style="list-style-type: none"> • Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. • Limited success with different timeframes. • Limited accuracy with language; many major and minor errors.
1–3	<ul style="list-style-type: none"> • Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. • Little or no development of ideas; very brief responses, which the speaker can often not sustain. • Isolated parts of the response are comprehensible; the message frequently breaks down. 	1	<ul style="list-style-type: none"> • Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. • Minimal success with different timeframes. • Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	0	No rewardable material.

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

Sample assessment material for first teaching September 2024

Time: 45 minutes, including
5 minutes' reading time

Paper Reference

Spanish

Paper 2: Listening and understanding in Spanish

Foundation tier

Transcript

Do not return this booklet with the question paper.

SECTION A: LISTENING COMPREHENSION

The environment

Question 1

F2: David

M1: En mi ciudad hace demasiado calor.

F2 : Ana

F1: El reciclaje es un problema porque la gente no comprende las reglas.

F2 : Miguel

M2: En Madrid hay muchos coches.

Watching TV

Question 2

F1: Por la noche, veo la televisión con mis padres. Me gustan los programas de deporte y de música. También me encantan los programas de cocina.

Buenos Aires

Question 3

M2: Me encantan las tiendas en Buenos Aires pero mi sitio favorito es el museo de arte. Los parques no son interesantes pero recomiendo ir a la playa. Allí, puedes comer pescado.

My family

Question 4

F2: Vivo con mi madre y su novio. Mis primos viven bastante cerca y me llevo muy bien con ellos. Hablo mucho con el hermano de mi madre, Pedro. Es mi tío favorito.

Public transport

Question 5

M2: El transporte público en mi ciudad es buenísimo porque hay muchos autobuses. Puedes coger el metro para ir al aeropuerto y llegar rápidamente. El aeropuerto no es grande pero hay muchos vuelos internacionales.

At the swimming pool

Question 6

F1: Me gustaría reservar clases de natación.

M1: Vale. El mes cuesta cien euros. La piscina abre a las ocho y cierra a las dos. Puedes venir todos los días menos los martes. Los sábados y domingos la piscina está abierta.

Love for music

Question 7

M2: Estoy en la banda de mi colegio desde hace tres meses como cantante. Me gustaría tocar un instrumento pero no tengo horas al día para practicarlo. Ayer fui con mi amigo a un espectáculo de flamenco pero me gusta mucho más el pop.

Career choice

Question 8

F2: Cuando era joven, mi padre quería ser policía pero no sacaba buenas notas en deporte. Hoy es profesor de inglés. A mí me encanta escribir historias para los niños pero mi sueño es ser doctora. Me gusta mucho ayudar a la gente. En este momento, paso todo mi tiempo estudiando con una formación en línea. No puedo ir a la universidad o viajar porque estoy esperando un bebé. El próximo mes, mi hija será más importante que mis estudios.

Welcome to our school

Question 9

- F1:** ¡Hola! Soy la directora. Hoy comienza el colegio. Debéis recordar que tenéis que llegar a tiempo a las clases y hablar siempre con respeto. La hora del descanso ha cambiado y será a las once. Es muy importante traer un bolígrafo, un cuaderno y una regla. También es necesario llevar el libro de cada asignatura.

Our town

Question 10

- F1:** ¿Omar?
- M2:** Visito la biblioteca de la plaza cada semana. Al lado hay un café que tiene los mejores postres.
- F1:** ¿Andrea?
- F2:** Tenemos un estadio enorme donde hay partidos y competiciones de deporte. El domingo, voy a ir ahí a ver un concierto.
- F1:** ¿Marcos?
- M1:** Paso por el centro para ir al colegio porque hay edificios antiguos que son increíbles. Odio mi zona ya que es moderna.

Healthy habits

Question 11(a)

M1: ¿Sofía?

F1: Salgo a correr tres veces a la semana. Ayer corrí dos horas. Beber agua es necesario para estar en forma pero es más importante comer mucha verdura.

Question 11(b)

M1: ¿Jorge?

M2: Por problemas de salud, he cambiado mi dieta recientemente. Estoy muy contento porque tengo más energía. Desafortunadamente los doctores prohíben las bebidas con azúcar.

M1: ¿Amira?

F2: Estoy a dieta por mi salud mental y física. Me gusta porque duermo mejor que antes pero la comida sana que compro en la tienda es cara.

SECTION B: DICTATION

Instructions

- You will listen to six short sentences.
- For sentences 1 to 3, you must write down the missing words you hear in the gaps provided.
- For each gap you must write one word in Spanish.
- For sentences 4 to 6, you must write down, in Spanish, the whole sentence you hear in the spaces provided.
- For each sentence there will be four or five.
- The number of each sentence will be announced.
- You will hear each sentence three times.

Question 12

You are going to hear someone talking about their friend.

Sentences 1-3: Write down the missing words in the gaps provided. In each gap you will write one word **in Spanish**.

Example: Soy una persona agradable.

1. Mi mejor amiga es optimista.
2. Pero a veces es soñadora.
3. Le gusta bastante la danza.

Sentences 4-6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Vive en el centro.

4. Tiene un perro blanco pequeño.
5. Pasamos mucho tiempo juntas.
6. Ayer fuimos a un concierto.

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

Sample assessment material for first teaching September 2024

Time: 45 minutes, including
5 minutes' reading time

Paper Reference

Spanish

Paper 2: Listening and understanding in Spanish

Foundation tier

You do not need any other materials.

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.
- All questions in Section A (Listening comprehension) are set in English and must be answered in English.
- The task in Section B (Dictation) is 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.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- The marks for each question are shown in brackets
- *use this as a guide as to how much time to spend on each question.*

Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

Section B: Dictation

- You will write in Spanish what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third playing of the recording and/or the additional time given at the end of each extract to check your answer.

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 ☒.

SECTION A: LISTENING COMPREHENSION

The environment

1 David, Ana and Miguel are talking about the environment.

What do they say?

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

(a) David's city is too ...

<input type="checkbox"/>	A cold.
<input type="checkbox"/>	B windy.
<input type="checkbox"/>	C hot.

(1)

(b) Ana thinks there is a problem with ...

<input type="checkbox"/>	A water.
<input type="checkbox"/>	B recycling.
<input type="checkbox"/>	C pollution.

(1)

(c) Miguel says in Madrid there are lots of ...

<input type="checkbox"/>	A trains.
<input type="checkbox"/>	B bicycles.
<input type="checkbox"/>	C cars.

(1)

(Total for Question 1 = 3 marks)

Watching TV

2 Paula is talking about what she watches on TV.

What type of programmes does she mention?

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

<input type="checkbox"/>	A adventure
<input type="checkbox"/>	B films
<input type="checkbox"/>	C sport
<input type="checkbox"/>	D music
<input type="checkbox"/>	E news
<input type="checkbox"/>	F cooking

(3)

(Total for Question 2 = 3 marks)

Buenos Aires

3 Sasha is talking in a podcast.

What does he say about his city?

Complete the gap in each sentence using a word or phrase from the box below.

There are more words/phrases than gaps.

art museum	beach	shopping centre	park
paella	chips	fish	

(a) Sasha’s favourite place is the (1)

(b) He recommends you go to the (1)

(c) You can eat (1)

(Total for Question 3 = 3 marks)

My family

4 María is talking about her family.

Who does she mention?

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

<input type="checkbox"/>	A mother
<input type="checkbox"/>	B father
<input type="checkbox"/>	C girlfriend
<input type="checkbox"/>	D cousins
<input type="checkbox"/>	E grandparents
<input type="checkbox"/>	F uncle

(3)

(Total for Question 4 = 3 marks)

Public transport

5 Alejandro is talking about public transport in his area.

What does he say?

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

(a) Alejandro thinks public transport is very ...

<input type="checkbox"/>	A expensive.
<input type="checkbox"/>	B good.
<input type="checkbox"/>	C slow.

(1)

(b) To get to the airport you can take ...

<input type="checkbox"/>	A the bus.
<input type="checkbox"/>	B your car.
<input type="checkbox"/>	C the underground.

(1)

(c) The journey to the airport is ...

<input type="checkbox"/>	A fast.
<input type="checkbox"/>	B comfortable.
<input type="checkbox"/>	C cheap.

(1)

(d) The airport is ...

<input type="checkbox"/>	A small.
<input type="checkbox"/>	B big.
<input type="checkbox"/>	C new.

(1)

(Total for Question 5 = 4 marks)

At the swimming pool

6 Julia wants to take swimming lessons.

What does she find out?

Listen to the recording and complete the following tables in English.

You do not need to write in full sentences.

(a)

Price for one month
.....

(1)

(b)

Time the swimming pool opens
.....

(1)

(c)

Day the swimming pool is closed
.....

(1)

(Total for Question 6 = 3 marks)

Love for music

7 Nadim is talking about his interest in music.

What does he say?

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

(a) Nadim became a member of the school band ...

<input type="checkbox"/>	A three weeks ago.
<input type="checkbox"/>	B three months ago.
<input type="checkbox"/>	C at the start of the school year.

(1)

(b) He would like to play an instrument but he ...

<input type="checkbox"/>	A can't buy one.
<input type="checkbox"/>	B has no time to learn.
<input type="checkbox"/>	C prefers dancing.

(1)

(c) He prefers to listen to ...

<input type="checkbox"/>	A pop.
<input type="checkbox"/>	B flamenco.
<input type="checkbox"/>	C rock.

(1)

(Total for Question 7 = 3 marks)

Career choice

8 Marta is talking about career choices on the radio.

What does she say?

Complete the gap in each sentence using a word or phrase from the box below.

There are more words/phrases than gaps.

teacher	doctor	police officer	writer
helping people	reading	working with children	
university studies	daughter	trip	training

(a) Marta's father is a (1)

(b) In the future, Marta would like to be a (1)

(c) She enjoys (1)

(d) At the moment, she is focusing on her..... (1)

(e) Next month, the most important will be her (1)

(Total for Question 8 = 5 marks)

Welcome to our school

9 A headteacher is welcoming some new students.

What does she mention?

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

<input type="checkbox"/>	A exams
<input type="checkbox"/>	B rules
<input type="checkbox"/>	C break
<input type="checkbox"/>	D uniform
<input type="checkbox"/>	E school equipment
<input type="checkbox"/>	F homework

(3)

(Total for Question 9 = 3 marks)

Our town

10 Omar, Andrea and Marcos are talking about their town.

What do they say?

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

(a) The library Omar goes to is ...

<input type="checkbox"/>	A in the town square.
<input type="checkbox"/>	B near his house.
<input type="checkbox"/>	C next to his school.

(1)

(b) Omar likes the café because of its great ...

<input type="checkbox"/>	A coffees.
<input type="checkbox"/>	B sandwiches.
<input type="checkbox"/>	C desserts.

(1)

(c) Andrea is going to the stadium to watch a ...

<input type="checkbox"/>	A match.
<input type="checkbox"/>	B competition.
<input type="checkbox"/>	C concert.

(1)

(d) Marcos enjoys ...

<input type="checkbox"/>	A looking at old buildings.
<input type="checkbox"/>	B walking long distances.
<input type="checkbox"/>	C living in a modern area.

(1)

(Total for Question 10 = 4 marks)

Healthy habits

11 (a) Sofía is talking about what she does to keep healthy.

What does she say?

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

You do not need to write in full sentences.

(i) How often does Sofía go running?

.....

(1)

(ii) What does Sofía say about diet? Give one detail.

.....

(1)

(b) Jorge and Amira are talking about their diets.

What do they like and dislike about them?

Listen to the recording and complete the following tables in **English**.

You do not need to write in full sentences.

(i) Jorge ...

likes ...	..... •	(1)
dislikes ...	..... •	(1)

(ii) Amira ...

likes ...	..... •	(1)
dislikes ...	..... •	(1)

(Total for Question 11 = 6 marks)

TOTAL FOR SECTION A= 40 MARKS

SECTION B: DICTATION

12 You are going to hear someone talking about their friend.

Sentences 1-3: Write down the missing words in the gaps provided. In each gap, you will write one word in **Spanish**.

Example: Soy una persona agradable.
.....

1. Mi..... amiga es

2. Pero aes

3. Le gusta la

Sentences 4-6: Write down the full sentences that you hear in the spaces provided, in **Spanish**.

Example: Vive en el centro.
.....

4.
.....

5.
.....

6.
.....

(Total for Question 12 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.net/>

GCSE Spanish Listening Foundation tier

Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Spanish script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Spanish word or name.

SECTION A: LISTENING COMPREHENSION

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

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

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

Question number	Answer	Mark
2	C, D, F	(3)

Question number	Answer	Mark
3(a)	art museum	(1)

Question number	Answer	Mark
3(b)	beach	(1)

Question number	Answer	Mark
3(c)	fish	(1)

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

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

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

Question number	Answer	Mark
5(c)	A	(1)

Question number	Answer	Mark
5(d)	A	(1)

Question number	Answer	Mark
6(a)	one hundred/100 euros	(1)

Question number	Answer	Mark
6(b)	8 (o'clock/in the morning/am)	(1)

Question number	Answer	Mark
6(c)	(on) Tuesday(s)	(1)

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

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

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

Question number	Answer	Mark
8(a)	teacher	(1)

Question number	Answer	Mark
8(b)	doctor	(1)

Question number	Answer	Mark
8(c)	helping people	(1)

Question number	Answer	Mark
8(d)	training	(1)

Question number	Answer	Mark
8(e)	daughter	(1)

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

Question number	Answer	Mark
10(a)	A	(1)

Question number	Answer	Mark
10(b)	C	(1)

Question number	Answer	Mark
10(c)	C	(1)

Question number	Answer	Mark
10(d)	A	(1)

Question number	Answer	Mark
11(a)(i)	three/3 times a week	(1)

Question number	Answer	Mark
11(a)(ii)	EITHER (it's important/necessary to) drink water/water is healthy OR (it's important/necessary to) eat (lots of) vegetables	(1)

Question number	Answer	Mark
11(b)(i)	Likes (he has/having) more energy	(1)
	Dislikes EITHER sugary drinks are not allowed (by the doctors) OR (he) can't have sugary drinks	(1)

Question number	Answer	Mark
11(b)(ii)	Likes (she) sleeps better (than before)	(1)
	Dislikes (healthy food is) expensive	(1)

Assessment criteria for Section B: Dictation

SECTION B: DICTATION (10 marks)

Students will listen to a series of short extracts and will transcribe what they hear into Spanish. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Mark	Number of rewardable words
10	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
0	0

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):
 1. (Mi) mejor (amiga) (es) optimista.
 2. (Pero) (a) veces (es) soñadora.
 3. (Le) (gusta) bastante (la) danza.
 4. Tiene un perro blanco pequeño.
 5. Pasamos mucho tiempo juntas.
 6. Mañana vamos a un concierto.
2. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. For example:

/b/ written with b or v

bamos instead of vamos
vastante instead of bastante

/ge//je/

jente instead of gente

/gi//ji/

jirar instead of girar

Double consonant when the SSC is not affected

passar instead of pasar
addictivo instead of adictivo

Non-rewardable words encompass the following categories:

3. Mis-spellings due to incorrect application of Sound symbol correspondences, even if the word looks recognisable, eg *gitarra* instead of *guitarra*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound.

Gitarra instead of *guitarra*

Gerra instead of *guerra*

dansa instead of *danza*

vethes instead of *veces*

Huntas instead of *juntas*

Pequenyo or *pequeno* instead of *pequeño*.

Double consonant when the SSC is affected

ll (*calla*, *cala*)

rr (*perro*, *pero*)

4. Mis-spellings which are written phonetically, and which may contain appropriate Sound symbol correspondences, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *ay* (*hay*) outside the sentence *hay mucho dinero*; *sonyadoorra* (*soñadora*) outside of the sentence (*a veces es soñadora*). If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.

Exemplification of mark scheme

Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript: no bold, underlining or italics

Category 2 (rewardable): recognisable words with SSCs that have the same sound but different spellings: **bold**

Category 3 (non-rewardable): words with mis-spellings due to incorrect application of SSC: ~~strikethrough~~

Category 4 (non-rewardable): words written phonetically but which are not recognisable out of context: ~~**bold and strikethrough**~~

(Words in brackets are part of the rubric and are not part of the test)

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words the same as in transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
<p>(Mi) mejer (amiga) (es) optimista. (Pero) (a) veces (es) soñadora. (Le) (gusta) bastante (la) dantha. Tiene un perro blanco pequeno. Passamos mucho tempe juntas. Mañana bamos a un concierto.</p>	<p>1 2 1 4 3 5</p> <p>Total 16/20</p>	<p>optimista veces soñadora bastante tiene un perro blanco mucho juntas mañana a un concierto</p>	<p>passamos bamos</p>	<p>mejer dantha pequeno tempe</p>	
<p>(Mi) mejor (amiga) (es) optimista. (Pero) (a) vethes (es) sonyadora. (Le) (gusta) vastante (la) danza. Tiene un pero blanco pequeno. Pasamos muxe tiempo junntas. Manyana vamos a une concerto.</p>	<p>2 0 1 3 3 2</p> <p>Total :11/20</p>	<p>mejor optimista bastante danza tiene un blanco pasamos tiempo vamos a</p>	<p>Vastante junntas</p>	<p>vethes sonyadora. pero pequeno. muxe manyana une concerto</p>	

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words the same as in transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
<p>(Mi) meller (amiga) (es) otimista. (Pero) (a) veches-(es) sonyadoorra. (Le) (gusta) bastente-(la) danca. Tene un pere blanche pequenyo. Pasamos mucho tiempo huntas. Manyana bamos a un concierto.</p>	<p>0 0 0 1 3 3</p> <p>Total : 7/20</p>	<p>un mucho tiempo a un</p>	<p>pasamos bamos</p>	<p>meller otimista veches sonadora bastente danca tene pere blanche pequenyo huntas mañana concierto</p>	<p>sonyadoorra</p>

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.com>.

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

Sample assessment material for first teaching September 2024

Time: 45 minutes

Paper Reference(s):

Spanish

Paper 3: Reading and understanding in Spanish

Foundation tier

You do not need any other materials.

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.
- All questions in Section A (Reading comprehension) are set in English and must be answered in English.
- The question in Section B is a translation task set in Spanish and must be answered in English.
- 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.

[BLANK PAGE]

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 ☒.

SECTION A

Sports

1 Read these comments from an internet forum.

<p>Natalia: Juego al fútbol con mis amigas todas las tardes. Los lunes tengo clases de tenis.</p> <p>Hugo: Me gusta mucho montar en bicicleta los fines de semana. No me gusta el baloncesto porque es muy difícil.</p> <p>Carla: Mi deporte favorito es la natación, me encanta. Este año, en mi instituto jugamos al voleibol.</p>

Who says what? Choose the correct answers.

Put a cross ☒ in the correct column for each question.

	Who ...	Natalia	Hugo	Carla	
(a)	... rides a bike?				(1)
(b)	... has tennis lessons?				(1)
(c)	... loves swimming?				(1)
(d)	... plays football?				(1)
(e)	... finds basketball difficult?				(1)
(f)	... plays volleyball?				(1)

(Total for Question 1 = 6 marks)

Buying presents

2 Read Amira's text message.

Hola, Hoy voy al centro comercial porque necesito comprar regalos para mi familia. Mi hermanastra quiere un videojuego pero es muy caro. A mi padre le gustan los libros y es fácil escoger para él. Mi madre prefiere una chaqueta.

Put a cross ☒ in each one of the **three** correct boxes.

Amira ...

<input type="checkbox"/>	A will buy presents tomorrow.
<input type="checkbox"/>	B is going to the shopping centre.
<input type="checkbox"/>	C says her half-sister loves books.
<input type="checkbox"/>	D thinks the video game is expensive.
<input type="checkbox"/>	E wants to buy clothes for her dad.
<input type="checkbox"/>	F says her mother wants a jacket.

(3)

(Total for Question 2 = 3 marks)

Nico's rock band

3 Read this extract from a music magazine.

El español Nico* tiene una nueva banda de rock. Este cantante famoso toca varios instrumentos diferentes. Canta en inglés y español, pero no le gusta actuar en bares. Nico es una persona muy *caritativa* porque ayuda a mucha gente dando dinero a los hospitales.

*Nico = the name of a musician

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Nico's band is ...

<input type="checkbox"/>	A English.
<input type="checkbox"/>	B different.
<input type="checkbox"/>	C new.

(1)

(ii) Nico ...

<input type="checkbox"/>	A sings in two languages.
<input type="checkbox"/>	B plays one instrument.
<input type="checkbox"/>	C plays in bars.

(1)

(b) Which of these is the best translation for the word *caritativa* ?

Put a cross ☒ in the correct box.

<input type="checkbox"/>	A handsome
<input type="checkbox"/>	B charitable
<input type="checkbox"/>	C selfish

(1)

(Total for Question 3 = 3 marks)

My school

4 Read Nadia and Juan’s comments in a blog.

Complete the following tables in **English**.

You do not need to write in full sentences.

← → 🏠 Nadia

En mi escuela hay muchos alumnos. El edificio es moderno y bastante grande. Los profesores son buenos.

Termino las clases a las cuatro y media. Voy a casa a pie y siempre estoy muy cansada.

(a) Nadia

One detail about the building	.....	(1)
When school ends	.....	(1)

← → 🏠 Juan

Me gusta mi colegio porque tengo muchos amigos. Mis asignaturas favoritas son las ciencias y la historia porque son interesantes.

Después voy a estudiar a la universidad. Quisiera trabajar como profesor o escritor en Bolivia.

(b) Juan

One subject he likes	.....	(1)
One job he would like to do	.....	(1)

(Total for Question 4 = 4 marks)

Transport in Santiago

5 Read this comment from a local newspaper.

El transporte público en **Santiago*** ha mejorado mucho. Las estaciones están más limpias. Por el día, solo los coches eléctricos entran al centro de la ciudad.

Tenemos más autobuses y las personas que viajan con perros, como yo, podemos hacerlo muy fácilmente.

El precio de los billetes es barato y las personas con discapacidad no tienen que pagar. ¡Lo recomiendo!

**Santiago* = the capital city of Chile (a Spanish-speaking country in South America)

Put a cross ☒ in each one of the **three** correct boxes.

In Santiago ...

<input type="checkbox"/>	A public transport has improved.
<input type="checkbox"/>	B some buses are dirty.
<input type="checkbox"/>	C cars cannot enter the city.
<input type="checkbox"/>	D dogs can ride on buses.
<input type="checkbox"/>	E tickets are expensive.
<input type="checkbox"/>	F disabled people travel for free.

(3)

(Total for Question 5 = 3 marks)

Helping others

6 Read Diego's description of how he helped Ana.

Conozco a Ana desde que tenía seis años. Ella vive al lado de mi casa donde vivo con mis primos y mi tía.

Ana tiene un gato blanco que normalmente duerme en su jardín o en la cama. Pero ayer no. Me llamó porque pensaba que el gato estaba perdido.

Miramos en la calle, en el parque y debajo de los coches. Finalmente, encontramos al gato en la cocina. Me gusta ser responsable y ayudar a otras personas.

Complete the gap in each sentence using a word from the box below.

There are more words than gaps.

aunt cousin neighbour
car kitchen park garden

- (a) Ana is Diego's (1)
- (b) Normally, Ana's cat sleeps in the (1)
- (c) They found the cat in the (1)

(Total for Question 6 = 3 marks)

Mental health

7 Read Fátima's article on mental health in school.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.

Durante los descansos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas, la importancia de dormir o pueden escuchar música para relajarse. Los profesores nos recomiendan que para reducir el **estrés***, debemos salir a pasear a menudo.

Todo el mundo cree que hablar sobre este tema importante es **imprescindible** y debería continuar.

*estrés = stress

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The number of students with mental health problems has ...

<input type="checkbox"/>	A increased.
<input type="checkbox"/>	B stayed the same.
<input type="checkbox"/>	C reduced.

(1)

(ii) In Fátima's school there ...

<input type="checkbox"/>	A is only one exam.
<input type="checkbox"/>	B is a lot of homework.
<input type="checkbox"/>	C are large groups.

(1)

(iii) At break time, students can ...

<input type="checkbox"/>	A have a nap.
<input type="checkbox"/>	B listen to music.
<input type="checkbox"/>	C do homework.

(1)

(iv) Teachers say students should ...

<input type="checkbox"/>	A go for walks.
<input type="checkbox"/>	B talk to family.
<input type="checkbox"/>	C prepare for exams.

(1)

(b) Which of these is the best translation for the word *imprescindible*?

Put a cross ☒ in the correct box.

<input type="checkbox"/>	A unnecessary
<input type="checkbox"/>	B vital
<input type="checkbox"/>	C impressive

(1)

(Total for Question 7 = 5 marks)

A fantastic film

8 Read this review of a film and actor.



Esta película es una historia verdadera sobre la cultura peruana. Hay un niño que va desde su vieja casa en el norte al sur, donde aprende bailes tradicionales, y lo encuentra divertido. ¡Le encanta bailar! Después de ver la película, tendrás ganas de viajar al país.

(a) Complete the gap in each sentence using a word from the box below.

There are more words than gaps.

true	old	funny	
dance	travel	study	laugh

(i) The story is

(1)

(ii) The boy likes to

(1)

(iii) The film makes people want to

(1)

The review continues to talk about the actor.

Este joven hispanohablante participó en su primer espectáculo a los siete años. Tiene muchos fans en las redes sociales pero no publica vídeos a menudo. También puedes verlo en una serie popular. Su personalidad es alegre y perfecta para la película. ¡Si ves a este hombre, te reirás!

(b) Complete the sentences.

Put a cross ☒ in the correct box for each question.

(i) Now, the actor is ...

<input type="checkbox"/>	A 7 years old.
<input type="checkbox"/>	B an old man.
<input type="checkbox"/>	C a young man.

(1)

(ii) He ...

<input type="checkbox"/>	A only acts in films.
<input type="checkbox"/>	B is famous.
<input type="checkbox"/>	C often posts videos.

(1)

(c) Answer the following questions **in English**.

You do not need to write in full sentences.

(i) What is the actor's personality like? (1 detail)

..... (1)

(ii) What does the actor make people do?

..... (1)

(Total for Question 8 = 7 marks)

The environment

9 Read these social media comments about the environment.

Alba :	En mi escuela, reciclamos las cajas y no usamos demasiado papel. Hacemos esto para proteger la naturaleza y ayudar a algunos animales que viven allí.
Raúl :	Mis amigos y yo nunca compramos bebidas en botellas de plástico y ayudamos a limpiar el parque. La polución es muy peligrosa para la salud de todos nosotros.
Lola :	Voy a la escuela en bicicleta todos los días para ayudar a mejorar la calidad del aire. Creo que proteger el medioambiente es esencial, entonces la próxima semana voy a hacer un viaje corto en tren también.

Complete the tables in **English**. You do not need to write in full sentences.

(a) Alba

One eco-friendly action they take	.....	(1)
One reason	.....	(1)

(b) Raúl

One eco-friendly action they take	.....	(1)
One reason	.....	(1)

(c) Lola

One eco-friendly action they take	.....	(1)
One reason	.....	(1)

(Total for Question 9 = 6 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

Translation

Visiting Barcelona

10 Translate the following sentences into English.

(a) Me gusta viajar con mi familia.

.....

(b) Vamos a muchas ciudades grandes.

.....

(c) Siempre reservo dos habitaciones cómodas.

.....

(d) Ayer llegamos a Barcelona y mi hermano visitó un museo.

.....

(e) Esta mañana queremos alquilar bicicletas para ir al bosque.

.....

(Total for Question 10 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

Photo credits :

Question 8 : 583616814 Getty images (Peruvian dance)

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GCSE Spanish Reading Foundation tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

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

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

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

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

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

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

Question number	Answer	Mark
2	B, D, F	(3)

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

Question number	Answer	Mark
3(a)(ii)	A	(1)

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

Question number	Answer	Reject	Mark
4(a)	One detail about the building EITHER modern OR (quite) large	(it has) many students	(1)
	When school ends half past four		(1)

Question number	Answer	Mark
4(b)	One subject he likes EITHER science OR history	(1)
	One job he would like to do EITHER teacher/professor OR writer	(1)

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

Question number	Answer	Mark
6(a)	neighbour	(1)

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

Question number	Answer	Mark
6(c)	kitchen	(1)

Question number	Answer	Mark
7(a)(i)	C	(1)

Question number	Answer	Mark
7(a)(ii)	A	(1)

Question number	Answer	Mark
7(a)(iii)	B	(1)

Question number	Answer	Mark
7(a)(iv)	A	(1)

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

Question number	Answer	Mark
8(a)(i)	true	(1)

Question number	Answer	Mark
8(a)(ii)	dance	(1)

Question number	Answer	Mark
8(a)(iii)	travel	(1)

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

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

Question number	Answer	Reject	Mark
8(c)(i)	EITHER cheerful/lively/happy OR perfect for the film		(1)

Question number	Answer	Reject	Mark
8(c)(ii)	laugh		(1)

Question number	Answer	Reject	Mark
9(a)	One eco-friendly action EITHER recycles (boxes) OR doesn't use (too much) paper		(1)
	One reason EITHER protect nature OR help animals		(1)

Question number	Answer	Reject	Mark
9(b)	One eco-friendly action EITHER never/doesn't buy(s) (drinks in) plastic bottles OR helps clean up the park		(1)
	One reason pollution is dangerous/affects health		(1)

Question number	Answer	Reject	Mark
9(c)	One eco-friendly action EITHER goes to school by bike OR travels by train		(1)
	One reason EITHER helps improve air quality OR protecting the environment is important/essential		(1)

SECTION B: TRANSLATION INTO ENGLISH

Question 10

Mark	AO2: Response to stimulus
9–10	The meaning of the sentences is appropriately transferred. Any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Only isolated words or phrases are appropriately transferred. There are frequent errors and omissions in the translation that prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question 10	Model response
(a) Me gusta viajar con mi familia.	<i>I like travelling with my family.</i>
(b) Vamos a muchas ciudades grandes.	<i>We go to many big cities.</i>
(c) Siempre reservo dos habitaciones cómodas.	<i>I always book two comfortable rooms.</i>
(d) Ayer llegamos a Barcelona y mi hermano visitó un museo.	<i>Yesterday we arrived in Barcelona and my brother visited a museum.</i>
(e) Esta mañana queremos alquilar bicicletas para ir al bosque.	<i>This morning we want to rent bikes to go to the forest.</i>

Exemplification of the mark scheme: Translation example responses

Example Response 1

- (a) I like to travel with my family.
- (b) We visit very many big cities.
- (c) I always reserve two comfy bedrooms.
- (d) Yesterday we arrived in Barcelona and my brother visited a museum.
- (e) This morning we want to hire bicycles to go in the woods.

Total marks: 9 marks

The meaning of the original language is fully and appropriately transferred, with any errors not detracting from the overall clarity of the message; the errors which prevent the student getting full marks are due to the translation not being an exact transfer of meaning (e.g. the inclusion of the word 'very' instead of just 'many' and 'in' instead of 'to'). The response sits in the 9-10 mark band for the overall clarity of the message.

Example Response 2

- (a) I like visiting my family.
- (b) We go to many big cinemas.
- (c) I always stay in hostels.
- (d) My brother visited a museum in Barcelona.
- (e) This morning we want bikes to go to the park.

Total marks: 4 marks

The meaning of the message is partially transferred (e.g. "I like...my family", "We go to", "I always", "My brother visited a museum in Barcelona"), but some errors and incorrect words prevent appropriate transference of meaning (e.g., "visiting", "big cinemas" rather than 'cities', "stay in hostels" rather than 'hotels', "the park" rather than the 'forest'), as well as the omission of 'yesterday we arrived in Barcelona'. For this reason, the best fit would be in the 3-5 mark band.

Example Response 3

- (a) I live with my family.
- (b) ...a lot of big...
- (c) reserve....habitats.
- (d) Yesterday I went to Barcelona with my sister.
- (e) I want to...bikes...

Total marks: 1 mark

Only isolated words or phrases are appropriately transferred (e.g., "with my family", "reserve", "Yesterday"), with frequent omissions and use of incorrect words preventing the message being conveyed (e.g., "I live with", "habitats", "with my sister"). For this reason, the response best sits in the 1-2 mark band.

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

Spanish

Paper 4: Writing in Spanish

Foundation tier

Sample assessment material for first teaching
September 2024
Time: 1 hour 15 minutes

Paper Reference(s)

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 Questions 2 and 3, answer **either** option (a) **or** option (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 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.
- Check your answers if you have time at the end.



(Source: 1188687424 - Shutterstock)

1 Describe the photo. Write four short sentences in Spanish.

..... (2)

..... (2)

..... (2)

..... (2)

(Total for Question 1 = 8 marks)

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A large rectangular area containing 25 horizontal dotted lines, intended for writing or drawing.

4 Translate the following five sentences into Spanish.

a) I have a big family.

.....

b) My mother has green eyes.

.....

b) She works in an office in the town centre.

.....

d) I get on very well with my cousins.

.....

e) Last week we went camping near the beach.

.....

(Total for Question 4 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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GCSE Spanish Writing Foundation 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. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a band, 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 band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.
- You must also use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

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. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A major error prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Spelling (slight)	Voy a colegio en bicicleta	Spelling (significant)	Me gusta beber aqua
Gender	Trabaja en un oficina en la centro	Relative pronouns	Mi jardín, quien tiene flores, es grande
Accents (missing)	Estudio ingles y espanol	Accents (incorrect)	Tengo un trabajó en un supermercado
Contractions	Mi colegio está cerca de el hospital	Vocabulary	Mi amiga canta muy bueno
Word order (incorrect)	Hacer deberes es no divertido	Constructions	No llevo bien con mi hermana En invierno siempre es mucho frío
Mother-tongue interference	Vivo en una bonita casa	Mother-tongue interference	Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco	Tenses (inappropriate)	Esta noche voy a veo una película en casa

Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días
Spelling (misleading)	Me gusta la nación y baloncesto
Tenses (incorrect)	El sábado pasado iré al cine con amigos
Incorrect verb formation	Podo ir de compras esta tarde Sabo que es muy interesante
Vocabulary	Me gusta tener divertido
Use of infinitive instead of conjugated verb	María ir al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago tus deberes para prepararse para su examen
Mother-tongue interference	Mi hermano's habitación Hay un museum en el pueblo

Glossary of terms (questions 2 and 3)

AO2 grids

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that must be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

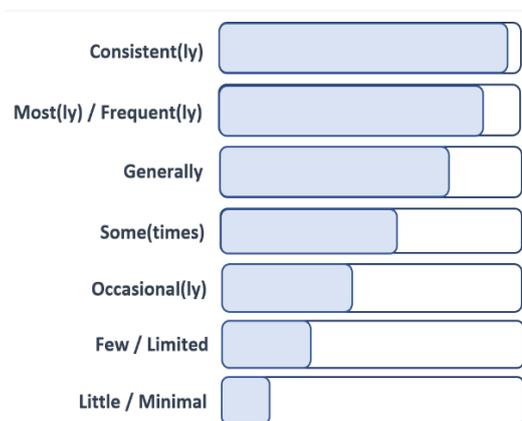
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures listed in the specification for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Differentiation terms within the mark scheme

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent development...**” equates to higher marks “**frequent errors...**” would conversely equate to lower marks.

Question 1 – Foundation tier (8 marks)

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

2 marks	<i>Hace buen tiempo.</i>	<i>Hay cuatro personas.</i>	<i>Hay una lago.</i>	<i>La hombre lleva gaffas.</i>	<i>Estan en el campo, muy bien.*</i>
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
1 mark	<i>Buen tiempo.</i>	<i>Dos adultas.</i>	<i>Hay es un lago.</i>	<i>Persona llevar gafas.</i>	<i>Hay en el campo.</i>
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
0 marks	<i>Bueno.</i>	<i>Un chicka.</i>	<i>Largo.</i>	<i>He has gafas.</i>	<i>En el camping.</i>
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

Specific guidance for Question 1

A *clause* refers to a part of a sentence that is separated from another by a comma or other punctuation.

*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. “*Estan en el campo, muy bien.*”

Question 2 – Foundation tier (14 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners must use the Additional guidance, the Exemplification of the mark scheme, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 40–50 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
7-9	<ul style="list-style-type: none"> • All three bullet points addressed • Some development of ideas • Most of the response is comprehensible; some messages may be unclear. 	5	<ul style="list-style-type: none"> • Some variety of vocabulary and phrases • Simple grammatical structures with some variety, some linking of sentences with conjunctions • Some accurate language, mostly minor errors.
4-6	<ul style="list-style-type: none"> • Two or more bullet points addressed • Limited development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down. 	3-4	<ul style="list-style-type: none"> • Limited variety of vocabulary and phrases • Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions • Limited accurate language; errors occur, some of which may be major.
1-3	<ul style="list-style-type: none"> • One or more bullet point addressed • Little or no development of ideas • Few parts of the response are comprehensible; the message often breaks down. 	1-2	<ul style="list-style-type: none"> • Minimal variety of vocabulary and/or phrases in isolation • Minimal use of simple grammatical structures, likely to be repetitive • Minimal accuracy in the language, frequent errors both major and minor.
0	<ul style="list-style-type: none"> • No rewardable material. 	0	<ul style="list-style-type: none"> • No rewardable material.

Question 3 – Foundation tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> • All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of past, present and future timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> • Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of past, present and future timeframes • Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> • Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> • Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with different timeframes • Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> • One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down. 	0	<ul style="list-style-type: none"> • No rewardable material.
0	<ul style="list-style-type: none"> • No rewardable material. 		

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
 - i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
 - ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
 - iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Mi instituto es público, bastante antiguo y tiene un poco de clases. Mi uniforme es incómodo y muy feo pero la peor es las normas porque son bastante estricto y nunca son justos. También, mi profesora de inglés es un poco severo, pero a menudo simpática. Generalmente, mi profesora de dibujo es más estricto que mi profesora de inglés. Me encanta la clase porque son interesante y divertido. No me gusta nada la educación física porque son muy aburrido. Después de clases, voy a ir de compras en pueblo. Voy a comprar los zapatos verde y pantalones blanco. La semana, tengo la informatica y la educación física.

107 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 10 marks	Linguistic knowledge and accuracy (AO3): 5 marks
<ul style="list-style-type: none"> The candidate has addressed three of the four bullet points, but doesn't seem to answer the third bullet point though this may have been intended in the final sentence. The response would therefore achieve no higher than the 8-10 mark band for coverage (1.i). There is frequent development shown with each point covered including extra detail (e.g. "...mi profesora de inglés es un poco severo, pero a menudo simpática", "Voy a comprar los zapatos verde y pantalones blanco."). For development, the 11-13 mark band best fits (1.i). The response is comprehensible, despite errors which are accounted for in the AO3 grid. Only the final sentence is a little unclear and seems rushed. For comprehensibility, the response sits best in the mark band 11-13 (2). <p>Overall, the best fit approach when considering the three bullet points of this mark grid is in mark band 11-13 for response to stimulus, however, since the candidate only covered 3 of the bullet points, they can only achieve the top mark in the 8-10 mark band for AO2 (1.i, 2).</p>	<ul style="list-style-type: none"> Despite minor errors, there is some variety of vocabulary shown (e.g. "antiguo", "normas", "a menudo" etc.). Although the latter is misspelt, the words "feo" and 'severo' do not appear in the vocabulary list so are given equal but not extra credit for variety (3). Variation in grammar includes phrases such as "También", and "es más". There are some conjunctions and evidence of complex language. The response best sits in the top mark band for variety. The response shows some success at using the present and future timeframes but is not very successful in using the past timeframe due to the incorrect form of "tengo" in the final sentence. The response therefore sits best in the 3-4 mark band for use of timeframes (1.ii). The language is generally accurate, but includes several minor errors such as misspellings, lack of accents or incorrect articles (e.g. "simpática", "La semana", "y pantalones" etc.). There is also an incorrect verb formation in the example "porque son interesante". The response could still be placed in the top mark band for accuracy despite this major error (1.iii). <p>The best-fit approach results in this response being placed in the top mark band for linguistic knowledge and accuracy (1.ii, 2).</p>

Example response 2: open response questions

Mi colegio es grande y muy divertido. En mi opinión historia es bien porque es interesante, mi profesor es divertido. Después del colegio lo hare vídeo juegos. Luego lo hare tomar una ducha y ve a dormir. La semana pasada tuve historia, matemáticas y las ciencias.

49 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	Linguistic knowledge and accuracy (AO3): 4 marks
<ul style="list-style-type: none"> The candidate has addressed all four bullet points, though not in order of the question which is appropriate. The response would therefore sit in the 11-13 mark band for coverage (1.i). There is very little extra detail shown (e.g. “<i>muy divertido</i>”). For development, the lower end of the 1-4 mark band best fits (1.i). The response is generally comprehensible, but the occasional message leads to a delay in understanding (e.g. “<i>tuve historia...</i>”). The flow of the response is slightly disjointed. For comprehensibility, the response sits best in the lower end of the mark band 8-10 (1.i). <p>Overall, the best fit approach when considering the three bullet points of this mark grid is at the top end of the 5-7 mark band for response to stimulus, despite the fact that the candidate answered all bullet points (1.i, 2).</p>	<ul style="list-style-type: none"> There is limited variety of vocabulary and grammatical structures shown, with repetition of some words like “<i>divertido</i>”. All vocabulary appears in the Foundation tier vocabulary list, which is appropriate (3). There is the occasional extended sentence using “<i>porque</i>”. The response would best sit in the 1-2 band for variety (1.ii). There is some success at using a range of timeframes (e.g. “<i>es + adj</i>” and “<i>tuve</i>”), but the use of “<i>lo hare</i>” means that the future timeframe isn’t successfully covered. The response would best sit in the 3-4 mark band for use of timeframes. The language used is generally accurate, but with some minor errors such as incorrect articles (e.g. “<i>las ciencias</i>”) and the occasional major error. For accuracy, it would be best placed in the top mark band (1.ii, 1.iii). <p>The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy (1.ii, 2).</p>

Comparison of example responses 1 and 2

Response to stimulus (AO2):	Linguistic knowledge and accuracy (AO3):
<ul style="list-style-type: none"> Response 1 addresses fewer task bullet points than Response 2 Response 1 shows much more development than Response 2 Response 1 is more comprehensible than Response 2 	<ul style="list-style-type: none"> Response 1 shows more variety of vocabulary than Response 2 Response 1 shows similar success at different timeframes to Response 2 Response 1 shows similar accuracy to Response 2
<p>Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, and slightly higher on the AO3 grid too. The main differences are in development of response and variation of grammar and vocabulary.</p>	

Question 4 – Foundation tier translation (10 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.	4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.	2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.	1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
		0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 4, Foundation tier in the *Sample Assessment Materials*.

Question number	Question	Model response
4(a)	I have a big family.	Tengo una familia grande.
4(b)	My mother has green eyes.	Mi madre tiene ojos verdes.
4(c)	She works in an office in the town centre.	Trabaja en una oficina en el centro de la ciudad.
4(d)	I get on very well with my cousins.	Me llevo muy bien con mis primos.
4(e)	Last week we went camping near the beach.	La semana pasada fuimos a acampar cerca de la playa.

Example Response 1

- (a) *Tengo un familia grande.*
 (b) *Mi madre tiene los ojos verde.*
 (c) *Ella trabajar en un oficina el el centro.*
 (d) *Me llebo muy bien con mis primas.*
 (e) *La semana pasada fuimos el campar cerca de la playa.*

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	Linguistic knowledge and accuracy (AO3): 4 marks
The meaning of the original language is appropriately transferred; only the messages in (c) is slightly different from the original meaning, since it omits “ <i>de la ciudad</i> ”.	Grammatical structures and vocabulary are generally accurate; but there are some minor errors (e.g. “ <i>un familia</i> ”, “ <i>llebo</i> ”), and an occasional major error (e.g. “ <i>el campar</i> ”).

Example Response 2

- (a) *Mi familia es grande.*
 (b) *Mi madre a los ojos verdes.*
 (c) *El trabajo en oficia el centro el ciudad.*
 (d) *Muy bien con mis Primos.*
 (e) *Le semana pasada el acampado en la playa.*

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of some parts of the original language is appropriately transferred despite errors (e.g. in the first two sentences), but the messages sometimes break down or are incomplete such as in (c) and (d), and (e), with the meaning distinctly different from the intended meaning.	Grammatical structures and vocabulary are sometimes accurate (e.g. “ <i>trabajo en oficia</i> ”, “ <i>con mis primos</i> ”), but errors include both minor errors (e.g. “ <i>es grande</i> ”, “ <i>Le semana</i> ”) and major errors (e.g. “ <i>Mi madre a los ojos verdes</i> ”).

Example Response 3

- (a) *Tengo grandes familia.*
 (b) *Mi madre tengo...*
 (c) *Ella officia...ciudad centro.*
 (d) *Me gusta...tios.*
 (e) *Semana... vamos el campo en playa.*

Total marks: 3 out of 10	
Response to stimulus (AO2): 1 mark	Linguistic knowledge and accuracy (AO3): 2 mark
The meaning of limited parts or words of the original language is appropriately transferred, such as “ <i>Mi madre</i> ”, “ <i>playa</i> ”. Apart from (a) and the first part of (b) we are not sure what the writer is trying to communicate, as many sentences are incomplete.	There are limited instances of accurate vocabulary (e.g. “ <i>Mi madre</i> ”, “ <i>Me gusta</i> ”, “ <i>Semana</i> ”), but almost no accurate grammatical structures. The candidate uses incorrect words (e.g. “ <i>tios</i> ”, “ <i>el campo</i> ”). There are frequent errors throughout.

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

Spanish

Paper 1: Speaking in Spanish
General instructions to the teacher

Higher tier

Sample assessment material for first teaching September 2024
Time: 25-27 minutes, made up of 15 minutes preparation time and
10-12 minutes examination time

You do not need any other materials.

General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: read aloud, role play, picture task.
- The total examination will last between **10** and **12** minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should **not** practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must **not** write on the roleplay or picture stimuli.
- Candidates **may** annotate the read aloud passage in order to help them with pronunciation.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- 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.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation

time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.

- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, ‘The test will now begin; please read the text’ once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher’s responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, '*The test will now begin; please read the text*', before moving to the assessed read aloud task.
- The read aloud stimulus **must** be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between two and two-and-a-half minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes / dislikes / preferences / opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and 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.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- 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 twice.
- The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between two and two-and-a-half minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, *'Describe the picture.'*
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.
- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.
- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).
- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
 - produce extended sequences of speech
 - develop the conversation
 - give and justify own thoughts and opinions
 - refer to past, present and future events
 - develop their responses as well as they are able
 - demonstrate the full range of their ability.
- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.
- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of

linguistic proficiency, in terms of vocabulary and grammar.

- The conversation is recommended to last between five and five-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Sara, your friend, has contributed to a blog about sports.

Read out the text below to your teacher.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio y que son menos activos que antes.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in Spanish

Task 1: Read aloud

Higher tier HRA1

Instructions to the teacher

Thematic context: Lifestyle and Wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio y que son menos activos que antes.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta hacer para mantenerte en forma?*

Q2. *¿Cuál es tu opinión de hacer deportes en equipo?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Marcos, your Cuban friend, has contributed to a blog about the environment.

Read out the text below to your teacher.

Hay que salvar nuestro planeta y ahorrar energía.

Lo que más me preocupa son los bosques que desaparecen y las inundaciones.

Creo que es importantísimo hacer algo y no ignorar la amenaza del cambio climático.

Para cuidar el medio ambiente, reciclo vidrio, apago las luces e intento dejar el coche.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in Spanish

Task 1: Read aloud

Higher tier HRA2

Instructions to the teacher

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Hay que salvar nuestro planeta y ahorrar energía.

Lo que más me preocupa son los bosques que desaparecen y las inundaciones.

Creo que es importantísimo hacer algo y no ignorar la amenaza del cambio climático.

Para cuidar el medio ambiente, reciclo vidrio, apago las luces e intento dejar el coche.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta reciclar normalmente?*

Q2. *¿Cuál es tu opinión de viajar en autobús?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Andrea, your friend, writes about her views on music.

Read out the text below to your teacher.

Después del instituto, quiero descansar.

Suelo escuchar las voces tranquilas de mis cantantes favoritos.

A causa de mi madre, siempre necesito usar los auriculares, lo que me molesta porque prefiero subir el sonido.

Como mis compañeros, pienso que las canciones nos dan confianza y ayudan con las presiones del colegio.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Después del instituto, quiero descansar.

Suelo escuchar las voces tranquilas de mis cantantes favoritos.

A causa de mi madre, siempre necesito usar los auriculares, lo que me

molesta porque prefiero subir el sonido.

Como mis compañeros, pienso que las canciones nos dan confianza y ayudan

con las presiones del colegio.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. ¿Qué te gusta hacer para relajarte?

Q2. ¿Cuál es tu opinión de los exámenes?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Pablo, your cousin, has emailed you about his future career goals.

Read out the text below to your teacher.

Me considero alguien muy responsable.

Un día, espero conseguir un puesto importante con el gobierno local.

Si no, me apetece ser independiente, quizás tener mi propio negocio y poseer varias oficinas.

Claro que mi carrera futura es mi pasión, pero pienso que ningún salario puede sustituir el amor y la felicidad.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in Spanish

Task 1: Read aloud

Higher tier HRA4

Instructions to the teacher

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Me considero alguien muy responsable.

Un día, espero conseguir un puesto importante con el gobierno local.

Si no, me apetece ser independiente, quizás tener mi propio negocio y poseer varias oficinas.

Claro que mi carrera futura es mi pasión, pero pienso que ningún salario puede sustituir el amor y la felicidad.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. ¿Qué te gustaría comprar con tu dinero?

Q2. ¿Cuál es tu opinión de trabajar en una oficina?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Lucía, your aunt, has emailed you with directions to the hotel.

Read out the text below to your teacher.

Hace mucho calor aquí, en Africa.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in Spanish

Task 1: Read aloud

Higher tier HRA5

Instructions to the teacher

Thematic context: Travel and Tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Hace mucho calor aquí, en Africa.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. ¿Qué te gusta hacer cuando hace buen tiempo?

Q2. ¿Cuál es tu opinión de la comida extranjera?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD

Read aloud

Javier, your Spanish friend, has written to you about his views on protesting.

Read out the text below to your teacher.

Manifestarse es fundamental.

Mi novio y yo luchamos juntos por los derechos de los pobres.

Cuidamos a las personas sin hogar, y ofrecemos ropa y comida a los que no tienen nada.

Creo que es necesario proteger a los humanos que no son tratados por igual, y que les faltan oportunidades.

- Once you have read the text to your teacher, you must hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Spanish

Paper 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The read aloud with follow-on questions is recommended to last between two and two-and-a-half minutes.

Paper 1: Speaking in Spanish

Task 1: Read aloud

Higher tier HRA6

Instructions to the teacher

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: 'The test will now begin. Please read the text.'

The candidate should read aloud the following text.

Manifestarse es fundamental.

Mi novio y yo luchamos juntos por los derechos de los pobres.

Cuidamos a las personas sin hogar, y ofrecemos ropa y comida a los que no

tienen nada.

Creo que es necesario proteger a los humanos que no son tratados por igual, y

que les faltan oportunidades.

Follow-on questions

Once the candidate has read the text aloud, you must take the stimulus material from them. You should then ask the following questions.

Q1. *¿Qué te gusta hacer para ayudar a otras personas?*

Q2. *¿Cuál es tu opinión de comprar productos de segunda mano?*

The questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP1
Setting: At the tourist information office

Scenario:

- You are at a tourist office, and you are talking to an employee.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you want to visit.
2. Say where you are staying.
3. Say how long you will be in Spain.
4. Ask a question about transport.
5. Ask a question about other activities.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP1
Setting: At the tourist information office

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a tourist office, and you are talking to an employee. I will play the part of the employee and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say where they want to visit.</p>
2	<p><i>Vale. Y ¿dónde se aloja?</i></p> <p>Allow the candidate to describe where they are staying.</p>
3	<p><i>De acuerdo. ¿Cuánto tiempo estará aquí en España?</i></p> <p>Allow the candidate to say how long they will be in Spain.</p>
4	<p><i>De acuerdo. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask about transport.</p> <p><i>Give an appropriate brief response.</i></p>
5	<p><i>¿Tiene otra pregunta?</i></p> <p>Allow the candidate to ask about other activities.</p> <p><i>Give an appropriate brief answer.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP2

Setting: At the cinema

Scenario:

- You are at a cinema buying tickets.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say how many tickets you want.
2. Say when you want to watch the film.
3. Say where you want to sit.
4. Ask the employee a question about the cost.
5. Ask the employee about food/drinks.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP2

Setting: At the cinema

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a cinema buying tickets. I will play the part of the employee and will speak first.

1	<p><i>Buenos días. ¿En qué puedo servirle?</i></p> <p>Allow the candidate to say how many tickets they want.</p>
2	<p><i>Vale. Y ¿cuándo quiere ver la película?</i></p> <p>Allow the candidate to say when they want to watch the film.</p>
3	<p><i>De acuerdo. ¿Dónde le gustaría sentarse?</i></p> <p>Allow the candidate to say where they want to sit.</p> <p><i>Give an appropriate brief answer.</i></p>
4	<p><i>Y, ¿tiene una pregunta ?</i></p> <p>Allow the candidate to ask about the cost.</p>
5	<p><i>Vale. ¿Tiene otra pregunta?</i></p> <p>Allow the candidate to ask about food/drinks.</p> <p><i>Give an appropriate brief answer.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP3

Setting: At the shopping centre

Scenario:

- You are in a shopping centre, buying a gift.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what kind of gift you want.
2. Say what occasion the gift is for.
3. Say when you will celebrate the occasion.
4. Ask a question about something else you want to buy.
5. Ask a question about places to eat and drink.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP3
Setting: At the shopping centre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a shopping centre buying a gift. I will play the part of the employee and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say what kind of gift they want.</p>
2	<p><i>Muy bien. ¿Para qué ocasión es?</i></p> <p>Allow the candidate to say what the occasion is.</p>
3	<p><i>De acuerdo. ¿Cuándo se va a celebrar la ocasión?</i></p> <p>Allow the candidate to say when the occasion will take place.</p> <p><i>Give an appropriate brief response.</i></p>
4	<p><i>Y. ¿tiene una pregunta?</i></p> <p>Allow the candidate to ask about something else they want to buy.</p>
5	<p><i>Vale. Y ¿tiene otra pregunta?</i></p> <p>Allow the candidate to ask about places to eat and drink.</p> <p><i>Give an appropriate brief answer.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP4

Setting: At the sports centre

Scenario:

- You are at a sports centre and want to book a sports activity.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what sport you want to do.
2. Ask the employee about buying a drink.
3. Explain why you like to do exercise.
4. Say what activity you plan to do tomorrow.
5. Ask the employee about opening times.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP4

Setting: At the sports centre

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a sports centre and want to book a sports activity. I will play the part of the employee and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say what sport they want to do.</p>
2	<p><i>De acuerdo. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask about buying a drink.</p> <p><i>Give an appropriate brief response.</i></p>
3	<p><i>Y ¿por qué le gusta hacer ejercicio?</i></p> <p>Allow the candidate to say why they like to do exercise.</p>
4	<p><i>Y ¿qué actividad quiere hacer mañana?</i></p> <p>Allow the candidate to say what activity they plan to do tomorrow.</p>
5	<p><i>¿Tiene otra pregunta?</i></p> <p>Allow the candidate to ask about opening times.</p> <p><i>Give an appropriate brief answer.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP5

Setting: At the doctor's surgery

Scenario:

- You are at a doctor's surgery, and you are talking to the receptionist.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what is wrong with you.
2. Say why you are in Spain.
3. Ask a question about seeing the doctor.
4. Say what activity you will do tomorrow.
5. Ask a question about opening times.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP5
Setting: At the doctor's surgery

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a doctor's surgery, and you are talking to the receptionist. I will play the part of the receptionist and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say what is wrong with them.</p>
2	<p><i>De acuerdo. Y ¿Por qué está usted aquí en España?</i></p> <p>Allow the candidate to say why they are in Spain.</p>
3	<p><i>Muy interesante. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask about seeing the doctor.</p> <p><i>Give an appropriate brief response.</i></p>
4	<p><i>Y ¿qué actividad va a hacer mañana?</i></p> <p>Allow the candidate to say what activity they will do tomorrow.</p>
5	<p><i>Vale. Y ¿Tiene otra pregunta?</i></p> <p>Allow the candidate to ask about opening times.</p> <p><i>Give an appropriate brief answer.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate card STIMULUS HRP6

Setting: At the hotel

Scenario:

- You are in a hotel, and you want to book a room.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task

1. Say what type of room you want.
2. Give the dates of your stay.
3. Say what meals you will eat at the hotel.
4. Ask about the sport facilities in the hotel.
5. Ask about activities in the area.

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

Spanish

Paper 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- 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.

Teacher card STIMULUS HRP6

Setting: At the hotel

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are in a hotel, and you want to book a room. I will play the part of the receptionist and will speak first.

1	<p><i>Buenos días. ¿Cómo puedo ayudarle?</i></p> <p>Allow the candidate to say what type of room they want.</p>
2	<p><i>Vale. ¿Cuáles son las fechas de su visita?</i></p> <p>Allow the candidate to give dates of their stay.</p>
3	<p><i>De acuerdo. ¿Qué comidas va a comer aquí en el hotel?</i></p> <p>Allow the candidate to say what meals they will eat at the hotel.</p>
4	<p><i>De acuerdo. ¿Tiene una pregunta?</i></p> <p>Allow the candidate to ask about the hotel sport facilities.</p> <p><i>Give an appropriate brief response.</i></p>
5	<p><i>¿Tiene otra pregunta?</i></p> <p>Allow the candidate to ask about activities in the area.</p> <p><i>Give an appropriate brief answer.</i></p>

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
**Time: 25-27 minutes, which includes 15 minutes’
preparation time**

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



1662378625 - © BalanceFormCreative/Shutterstock

Picture 2



370769591 - © Sergey Novikov/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching

Paper reference

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



1662378625 - © BalanceFormCreative/Shutterstock

Picture 2



370769591 - © Sergey Novikov/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Qué bebes para estar sano(a)?
- (b) ¿Qué cocinaste recientemente?

Questions for Picture 2

- (a) ¿Qué piensas sobre hacer deporte con amigos/as?
- (b) ¿Qué deportes hiciste el fin de semana pasado?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL WELL-BEING**, for example: *¿Qué piensas de las competiciones de deporte?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste recientemente para estar sano/a?*

(Future tense) *¿Cómo vas a mantenerte en forma en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



370769591 - © Sergey Novikov/Shutterstock

Picture 2



2108685377 - © Image/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



370769591 - © Sergey Novikov/Shutterstock

Picture 2



2108685377 - © Image/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Qué piensas sobre hacer deporte con amigos/as?
- (b) ¿Qué deportes hiciste el fin de semana pasado?

Questions for Picture 2

- (a) ¿Qué haces en tu tiempo libre?
- (b) ¿Qué hiciste en tu última clase de deporte?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **HEALTHY EATING**, for example: *¿Qué piensas de la comida en tu instituto?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste recientemente para estar sano/a?*

(Future tense) *¿Cómo vas a mantenerte en forma en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2108685377 - © Image/Shutterstock

Picture 2



1662378625 - © BalanceFormCreative/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



2108685377 - © Image/Shutterstock

Picture 2



1662378625 - © BalanceFormCreative/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Qué haces en tu tiempo libre?
- (b) ¿Qué hiciste en tu última clase de deporte?

Questions for Picture 2

- (a) ¿Qué bebes para estar sano (a)?
- (b) ¿Qué cocinaste recientemente?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *¿Qué clubes hay en tu instituto?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste recientemente para estar sano/a?*

(Future tense) *¿Cómo vas a mantenerte en forma en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



83318832 - John Giustina/Getty Images

Picture 2



622428880 - Petar Chernaeve/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



83318832 - John Giustina/Getty Images

Picture 2



622428880 - Petar ChernaeV/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué piensas sobre comprar en línea?

(b) ¿Qué compraste la última vez que fuiste a las tiendas?

Questions for Picture 2

(a) ¿Prefieres la idea de vivir en el campo o en la ciudad?

(b) ¿Qué hiciste ayer en tu barrio con amigos/as?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **YOUR ENVIRONMENT**, for example: *¿Cuáles son los problemas del medio ambiente en tu barrio?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué sitios de interés visitaste recientemente?*

(Future tense) *¿En el futuro, te gustaría vivir en tu región o en otra zona?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



622428880 - Petar ChernaeV/Getty Images

Picture 2



186360551 - Klaus Vedfelt/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



622428880 - Petar ChernaeV/Getty Images

Picture 2



186360551 - Klaus Vedfelt/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Prefieres la idea de vivir en el campo o en la ciudad?

(b) ¿Qué hiciste ayer en tu barrio con amigos/as?

Questions for Picture 2

(a) ¿Qué te gusta hacer al aire libre?

(b) ¿Cómo ayudaste al medio ambiente el mes pasado?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *¿En qué gastas tu dinero?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué sitios de interés visitaste recientemente?*

(Future tense) *En el futuro, ¿te gustaría vivir en tu región o en otra zona?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



186360551 - Klaus Vedfelt/Getty Images

Picture 2



83318832 - John Giustina/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



186360551 - Klaus Vedfelt/Getty Images

Picture 2



83318832 - John Giustina/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Qué te gusta hacer al aire libre?*

(b) *¿Cómo ayudaste al medio ambiente el mes pasado?*

Questions for Picture 2

(a) *¿Qué piensas sobre comprar en línea?*

(b) *¿Qué compraste la última vez que fuiste a las tiendas?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WHERE YOU LIVE**, for example: *¿Qué pueden hacer los jóvenes en tu barrio?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué sitios de interés visitaste recientemente?*

(Future tense) *En el futuro, ¿te gustaría vivir en tu región o en otra zona?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



289006985 - © oneinchpunch/Shutterstock

Picture 2



1215726502 - martinedoucet/Getty Images

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



289006985 - © oneinchpunch/Shutterstock

Picture 2



1215726502 - martinedoucet/Getty Images

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- ¿Para qué usas tu móvil?
- ¿Cómo usaste las redes sociales el fin de semana?

Questions for Picture 2

- ¿Para qué usas el ordenador?
- ¿Cómo usaste Internet en el instituto la semana pasada?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCREENTIME**, for example: *¿Prefieres los videojuegos o el cine?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo usaste Internet en tu tiempo libre recientemente?*

(Future tense) *¿Qué planes tienes para divertirte en línea esta tarde?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



1215726502 - martinedoucet/Getty Images

Picture 2



2170284665 - © Krakenimages.com/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Picture 2



1215726502 - martinedoucet/Getty Images

2170284665 - © Krakenimages.com/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Para qué usas el ordenador?*
- (b) *¿Cómo usaste Internet en el instituto la semana pasada?*

Questions for Picture 2

- (a) *¿Cuál es tu opinión sobre los videojuegos?*
- (b) *¿Cómo te divertiste recientemente con amigos/as en casa?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SOCIAL MEDIA**, for example: *¿Cómo sueles estar en contacto con tus amigos /as?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo usaste Internet en tu tiempo libre recientemente?*

(Future tense) *¿Qué planes tienes para divertirte en línea esta tarde?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2170284665 - © Krakenimages.com/Shutterstock

Picture 2



289006985 - © oneinchpunch/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



2170284665 - © Krakenimages.com/Shutterstock

Picture 2



289006985 - © oneinchpunch/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Cuál es tu opinión sobre los videojuegos?*
- (b) *¿Cómo te divertiste recientemente con amigos/as en casa?*

Questions for Picture 2

- (a) *¿Para qué usas tu móvil?*
- (b) *¿Cómo usaste las redes sociales el fin de semana?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TECHNOLOGY AND HOMEWORK**, for example: *¿Prefieres usar el ordenador o los libros para estudiar?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo usaste Internet en tu tiempo libre recientemente?*

(Future tense) *¿Qué planes tienes para divertirte en línea esta tarde?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 25-27 minutes, which includes 15 minutes' preparation time

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2217994245 - © Hero Images on Offset/Shutterstock

Picture 2



2BCF2F9 - Dmitriy Shironosov / Alamy Stock Photo

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Paper reference

Time: 25-27 minutes, which includes 15 minutes' preparation time

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Picture 2



2217994245 - ©Hero Images on Offset/Shutterstock

2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Qué clubes hay en tu instituto?
- (b) ¿Qué estudiaste en el instituto ayer?

Questions for Picture 2

- (a) ¿Qué piensas de trabajar en un supermercado?
- (b) ¿Qué compraste ayer?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING FOR THE FUTURE**, for example: *Para ti, ¿cuál es la asignatura más importante?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) ¿Qué hiciste ayer durante la hora de comer?

(Future tense) ¿Te gusta la idea de ser profesor/a en el futuro?

Pearson Edexcel Level 1/Level 2 GCSE (9-1)	
Spanish	
Paper 1: Speaking in Spanish Task 3: Picture task Instructions to the candidate	
Sample assessment material for first teaching September 2024 Time: 25-27 minutes, which includes 15 minutes' preparation time	Higher tier Paper reference
You do not need any other materials.	

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



2BCF2F9 - Dmitriy Shironosov / Alamy Stock Photo

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente / las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) *¿Qué piensas de trabajar en un supermercado?*

(b) *¿Qué compraste ayer?*

Questions for Picture 2

(a) *¿Dónde prefieres estudiar?*

(b) *¿Qué hiciste en tu clase de español la semana pasada?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL**, for example: *Describe tu instituto.*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste ayer durante la hora de comer?*

(Future tense) *¿Te gusta la idea de ser profesor/a en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



2217994245 - © Hero Images on Offset/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



Picture 2



2068997837 - © Rawpixel.com/Shutterstock

2217994245 - ©Hero Images on Offset/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) ¿Dónde prefieres estudiar?
- (b) ¿Qué hiciste en tu clase de español la semana pasada?

Questions for Picture 2

- (a) ¿Qué clubes hay en tu instituto?
- (b) ¿Qué estudiaste en el instituto ayer?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WORK**, for example: *¿Piensas que tener un trabajo pequeño es importante para los jóvenes?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Qué hiciste ayer durante la hora de comer?*

(Future tense) *¿Te gusta la idea de ser profesor/a en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
 - 14 minutes in the invigilation room
 - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



1667810233 - © GaudiLab/Shutterstock

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching

September 2024

Time: 25-27 minutes, which includes 15 minutes' preparation time

Paper reference

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between five and five-and-a-half minutes.

Picture 1



1667810233 - © GaudiLab/Shutterstock

Picture 2



2068997837 - © Rawpixel.com/Shutterstock

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Qué te gusta hacer durante las vacaciones escolares?*
- (b) *¿Con quién pasaste el fin de semana pasado?*

Questions for Picture 2

- (a) *¿Con quién prefieres pasar tiempo?*
- (b) *¿Qué hiciste durante las últimas vacaciones escolares?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ACTIVITIES WHERE YOU LIVE**, for example: *¿Qué pueden hacer los visitantes en tu pueblo?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *Háblame de un sitio que visitaste recientemente.*

(Future tense) *¿Adónde te gustaría viajar en el futuro?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes'
preparation time

Paper reference

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
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- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



1755901085 - © Pressmaster/Shutterstock

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
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Paper reference

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- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two to two-and-a-half minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
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- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
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Picture 2



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Picture description

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- ¿(Y) la gente/ las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Con quién prefieres pasar tiempo?*
- (b) *¿Qué hiciste durante las últimas vacaciones escolares?*

Questions for Picture 2

- (a) *¿Adónde te gustaría ir de vacaciones?*
- (b) *¿En qué actividad participaste con amigos/as recientemente?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **VISITING PLACES**, for example: *¿Cuál es el mejor lugar para visitar para los jóvenes en tu región?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
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- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
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1755901085 - © Pressmaster/Shutterstock

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1667810233 - © GaudiLab/Shutterstock

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- location
- activity.

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You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

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Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2024
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- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
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- ¿(Y) la gente/las personas?
- ¿(Y) dónde está(n)?
- ¿(Y) qué está(n) haciendo?
- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Adónde te gustaría ir de vacaciones?*
- (b) *¿En qué actividad participaste con amigos/as recientemente?*

Questions for Picture 2

- (a) *¿Qué te gusta hacer durante las vacaciones escolares?*
- (b) *¿Con quién pasaste el fin de semana pasado?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRANSPORT**, for example: *¿Qué piensas del transporte público en tu zona?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
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The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2024
Time: 25-27 minutes, which includes 15 minutes' preparation time

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397671868 - © Shutterstock

Picture 2



1712263501 - © Marko Rupena/Shutterstock

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- activity.

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You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Higher tier

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These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- ¿Cómo te gusta celebrar tu cumpleaños normalmente?
- ¿Adónde fuiste recientemente con tu familia/con tus amigos/as?

Questions for Picture 2

- ¿Por qué te gusta tu mejor amigo/amiga?
- ¿Dónde saliste con amigos/as el fin de semana pasado?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREE TIME**, for example: *¿Con quién prefieres pasar tu tiempo libre?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
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The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo te divertiste ayer con amigos/as o con familia?*

(Future tense) *¿Con quién vas a pasar el verano?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Higher tier

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1366683867 - adamkaz/Getty Images

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During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

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These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- ¿Por qué te gusta tu mejor amigo/amiga?
- ¿Dónde saliste con amigos/as el fin de semana pasado?

Questions for Picture 2

- ¿Cuál es tu actividad favorita con familia/con amigos/as?
- ¿Cómo celebraste una ocasión especial este año?

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *¿Cómo te llevas con tus profesores?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
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The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(Past tense) *¿Cómo te divertiste ayer con amigos/as o con familia?*

(Future tense) *¿Con quién vas a pasar el verano?*

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

Spanish

Paper 1: Speaking in Spanish

Task 3: Picture task

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- ¿Algo más?

These prompts must not be rephrased. Each prompt can be used a maximum of three times.

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

- (a) *¿Cuál es tu actividad favorita con familia/ con amigos/ as?*
- (b) *¿Cómo celebraste una ocasión especial este año?*

Questions for Picture 2

- (a) *¿Cómo te gusta celebrar tu cumpleaños normalmente?*
- (b) *¿Adónde fuiste recientemente con tu familia/ con tus amigos/ as?*

The questions must not be rephrased. If the candidate does not respond the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

Please turn over for instructions for the conversation.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *¿Prefieres pasar tiempo con amigos/as o con familia?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

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(Future tense) *¿Con quién vas a pasar el verano?*

GCSE Spanish Speaking Higher tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should 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 heard in the student's response for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a level, you should consider 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 band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark of 6 because of the band 7–8 content.
- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

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 response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

A **minor error** may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A **major error** prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Gender	Trabaja en un oficina en la centro	Relative pronouns	Mi jardín, quien tiene flores, es grande
Contractions	Mi colegio está cerca de el hospital	Vocabulary	Mi amiga canta muy bueno
Word order (incorrect)	Hacer deberes es no divertido	Constructions	No llevo bien con mi hermana En invierno siempre es mucho frío
Mother-tongue interference	Vivo en una bonita casa	Mother-tongue interference	Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco	Tenses (inappropriate)	Esta noche voy a veo una película en casa

Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días
Tenses (incorrect)	El sábado pasado iré al cine con amigos
Incorrect verb formation	Podo ir de compras esta tarde Sabo que es muy interesante
Vocabulary	Me gusta tener divertido
Use of infinitive instead of conjugated verb	María ir al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago tus deberes para prepararse para su examen
Mother-tongue interference	Mi hermano's habitación. Hay un museum en el pueblo

Glossary of terms

AO2 grid (Picture description task only):

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

Development refers to additional detail, reasoning, justification and/or elaboration on key points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids (Picture task and conversation)

Complex language includes features such as:

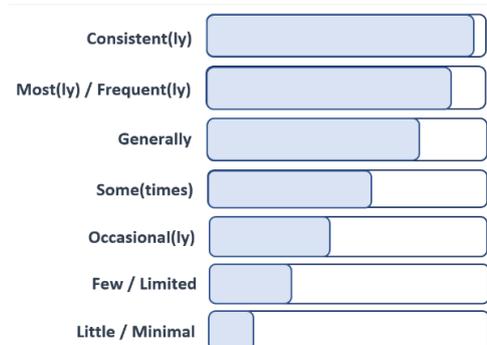
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order that is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent development...**” equates to higher marks “**frequent errors...**” would conversely equate to lower marks.

Assessment criteria for the Higher tier – Task 1

Read aloud – Higher tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – Read aloud – Higher tier

Mark	Descriptor (AO1)
7–8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5–6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3–4	Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message.
1–2	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their Spanish accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible, and SSCs are accurate. When assessing the read aloud, examiners should not initially look at the text when they are listening, but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainty.

To exemplify application of the marking criteria for the read aloud text, HRA1 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards and the assessment criteria in the mark grid.

HRA5

Ya estoy de vacaciones en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico, con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
llegar	laygar	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
debes coger el autobús	debs codger el ortobuhs	
izquierda	iskweerdah	
quinta	kwintah	
maravillosas	mahrahveeohsus	
planta	plantar (to plant)	Mispronunciation creating a completely different Spanish word that makes the message unclear, or for higher tier when the key stress is mispronounced and affects comprehensibility.
vistas	visitas ('visits')	
está	esta (this (one))	
desayuno	desayunó (he had breakfast)	
odio	odió	Mispronunciation of verb endings impacting on the comprehensibility of present/past tenses, or for higher tier when the key stress is mispronounced and affects comprehensibility.
vacaciones	English pronunciation	The English pronunciation of these cognates would make it difficult for the message to be understood, even for a very sympathetic Spanish speaker.
aeropuerto		
habitación		
wifi		
incluido		

Part 2 – Short interaction based on text – Higher tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of mark grid

To exemplify application of the marking criteria for the short interaction, read aloud HRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

Question 1: ¿Adónde te gustaría viajar?

Mark	Possible responses	Application of mark descriptor
2	Prefiero ir a Newquay porque hace sol.	Response fully communicated.
1	Es a Francia.	Some ambiguity; the response does not fully communicate that the student would like to go to France but there is a clear mention of a country with a verb that works, so one mark is awarded.
0	Voy con amigos	An incorrect response as the question word has been misunderstood.

Question 2: ¿Cuál es tu opinión de la comida extranjera?

Mark	Possible responses	Application of mark descriptor
2	Me gusta pizza – es delicioso.	Response fully communicated. The candidate has answered the question by referring to a food type emanating from a different country and given an opinion.
1	Me gusta comida menos cara.	Ambiguous. It's not 100% clear that the student is talking about food from another country, but it can be taken to imply that she likes eating food from other countries because it is cheap.
0	Pollo	No rewardable material. We don't know what they mean by <i>chicken</i> .

Assessment criteria for the Higher tier – Task 2

Role play – Higher tier (10 marks)

There is one mark grid to be applied to this task. 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. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Guidance on application of the role play mark grid

To exemplify application of the marking criteria, Higher role play 5 (HRP5) 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 role play card 5 (HRP5)

You are at a tourist information office in Spain. I will play the part of an employee at the tourist information office.

Prompt 1: Say how many tickets you want.

Question: Buenos días. ¿Cómo puedo ayudarle?

Mark	Descriptor	
2	Dos por la película por favor.	Yo querer dos entradas.
	The request of two tickets is fully communicated, even without using the word for tickets.	With the use of the infinitive and a pronoun, the message is fully communicated.
1	¿Entradas para mí?	¿Tengo dos entradas ?
	Some ambiguity; a number of tickets isn't actually given so it's not completely clear whether one ticket is needed for themselves or whether they're just asking for tickets in general	Some ambiguity is caused with the use of a 'tengo' rather than 'tiene'.
0	Comprar dos.	Tickets.
	No rewardable communication. The candidate has not specified what they would actually like to buy.	With an anglicised pronunciation, this is not clear and there is no rewardable communication.

Prompt 2: Say when you want to watch the film.

Question: Vale. Y ¿Cuándo quiere ver la película?

Mark	Descriptor	
2	Quiero ver lunes.	¿Cuándo empieza la película ? A las dos.
	A day is fully communicated.	Despite the candidate repeating the whole question, this is a plausible conversation and the question is then fully communicated.
1	Dos horas.	A las dos y cuatro.
	The use of 'horas' causes some ambiguity.	Response partially communicated. The confusion of 'cuarto' and 'cuatro' delays communication and causes ambiguity.
0	Cuándo ver.	Son las dos.
	No rewardable communication, the candidate has merely repeated some of the question.	No rewardable communication. The candidate has stated the current time.

Prompt 3: Say whereabouts you want to sit.

Question: De acuerdo. ¿Dónde le gustaría sentarse?

Mark	Descriptor	
2	En el centro.	Me gustaría estoy cerca de la puerta.
	The response is fully communicated.	Despite the grammatical error, the response is fully communicated.
1	Me gustaba en el centro	Izquierda
	Question partially communicated. There is some confusion with the imperfect tense.	Partially communicated as it lacks complete clarity. Also, it is a one word answer.
0	Puerta.	Numero dos.
	No rewardable communication. The word alone is not enough.	No rewardable communication. The answer is not clear.

Prompt 4: Ask the employee a question about the cost.

Question: *Y, ¿tiene una pregunta?*

Mark	Descriptor	
2	¿Cuánto es?	Y, ¿El precio ?
	The question about the cost is fully communicated.	The response is fully communicated, despite the lack of verb
1	¿Cuántos dineros?	¿Niños- el precio ?
	Some ambiguity but we understand there is a question about money and the amount.	Some ambiguity. The lack of verb/details creates some confusion.
0	¿Cuántos?	¿Dinero?
	Ambiguous. Without more information, the question is not clear.	No rewardable communication. The candidate has just asked about money.

Prompt 5: Ask the employee about food/drinks.

Question: *Vale. ¿Tiene otra pregunta?*

Mark	Descriptor	
2	¿Qué comida hay ?	¿Vender patatas fritas ?
	The candidate has asked a clear question about the food at the cinema.	Despite inaccuracies in the language used, the candidate's question about selling crisp/chips is fully communicated.
1	¿Comida?	Aqui se puede beber.
	Response is partially communicated as a question intonation has been used, but the exact nature of the enquiry is not clear and it is a one word answer.	Some ambiguity. Not phrased as a question, and no interrogative intonation. Communication is delayed but the candidate has partially communicated an enquiry about eating.
0	Snackos.	Me gusta comer.
	No rewardable communication. The candidate has merely invented a word.	No rewardable communication. This is a statement and not a question. There is no enquiry about eating/buying food for example.

Assessment criteria for the Higher tier – Task 3

Picture task – Higher tier (28 marks)

Part 1 – Picture description task (8marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- Response to stimulus
- Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> • All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> • Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> • All three bullet points addressed. • Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> • A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher’s question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded.

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Part 3 – conversation (16 marks)

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

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

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
10–12	<ul style="list-style-type: none"> • Gives consistently relevant responses to questions. • Develops ideas throughout with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> • Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use of past, present and future timeframes. • Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> • Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> • A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of past, present and future timeframes. • Accurate use of language; some minor errors.
4–6	<ul style="list-style-type: none"> • Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of past, present and future timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	<ul style="list-style-type: none"> • Gives occasional relevant responses to questions. • Develops ideas with occasionally extended sequences of speech. • Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of past, present and future timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

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

Sample assessment material for first teaching September 2024

Time: 60 minutes, including 5
minutes' reading time

Paper Reference

Spanish

Paper 2: Listening and understanding in Spanish

Higher tier

Transcript

Do not return this booklet with the question paper.

SECTION A: LISTENING COMPREHENSION

Love for music

Question 1

M2: Estoy en la banda de mi colegio desde hace tres meses como cantante. Me gustaría tocar un instrumento pero no tengo horas al día para practicarlo. Ayer fui con mi amigo a un espectáculo de flamenco pero me gusta mucho más el pop.

Career choice

Question 2

F2: Cuando era joven, mi padre quería ser policía pero no sacaba buenas notas en deporte. Hoy es profesor de inglés. A mí me encanta escribir historias para los niños pero mi sueño es ser doctora. Me gusta mucho ayudar a la gente. En este momento, paso todo mi tiempo estudiando con una formación en línea. No puedo ir a la universidad o viajar porque estoy esperando un bebé. El próximo mes, mi hija será más importante que mis estudios.

Welcome to our school

Question 3

F1: ¡Hola! Soy la directora. Hoy comienza el colegio. Debéis recordar que tenéis que llegar a tiempo a las clases y hablar siempre con respeto. La hora del descanso ha cambiado y será a las once. Es muy importante traer un bolígrafo, un cuaderno y una regla. También es necesario llevar el libro de cada asignatura.

Our town

Question 4

F1: ¿Omar?

M2: Visito la biblioteca de la plaza cada semana. Al lado hay un café que tiene los mejores postres.

F1: ¿Andrea?

F2: Tenemos un estadio enorme donde hay partidos y competiciones de deporte. El domingo, voy a ir ahí a ver un concierto.

F1: ¿Marcos?

M1: Paso por el centro para ir al colegio porque hay edificios antiguos que son increíbles. Odio mi zona ya que es moderna.

Doing sport

Question 5

F1: ¿Gaby?

M1: Aunque me gustaría ir al gimnasio cada día, solamente hago deporte una vez a la semana. Desafortunadamente, estudio mucho y tengo un trabajo.

F1: ¿Karima?

F2: Como soy miembro del equipo de atletismo, tengo que correr todos los días durante cuatro horas.

F1: ¿Malek?

M2: Hacer deporte con frecuencia es necesario para mí porque me ayuda a relajarme.

At the hotel

Question 6

M1: Mi habitación tiene una cama muy cómoda y una ventana grande con vistas preciosas, aunque el baño es pequeño. La playa está a solo cinco minutos caminando. No necesitas coger el coche. El hotel también ofrece bicicletas para ir al centro de la ciudad sin tener que utilizar el transporte público.

Online shopping

Question 7

M1: ¿Alba?

F1 : Lo mejor de comprar por Internet es que evitas las colas para pagar en la caja. Sin embargo, lo peor en mi opinión es tener que devolver cosas. A veces, es bastante complejo.

M1: ¿Juan?

M2: Normalmente en Internet, hay muchas más rebajas que en las tiendas y puedes encontrar zapatillas de deporte a mitad de precio a menudo. Lo único malo es que los productos buenos desaparecen rápidamente.

M1: ¿Luisa?

F2: Compro ropa de segunda mano en línea, especialmente pantalones y chaquetas porque hay una amplia variedad. Desafortunadamente, la calidad no es siempre buena.

Family relationships

Question 8

Question 8(a)

M1 : ¿Jalil?

M2: Cuando eran jóvenes, mis padres estaban juntos, pero esto ha cambiado. Hace diez años se separaron. Mi hermana y yo vivimos una semana con cada uno. Ahora tenemos un medio hermano porque mi madre tiene una nueva pareja. Odio compartir mi habitación con él. Estoy seguro de que no me quiero casar. También preferiría no tener hijos porque es una gran responsabilidad. Para mí la felicidad sería comprar mi propia casa y viajar por América Latina.

Question 8(b)

M1/F1: ¿Pilar?

F2: Tengo ganas de tener 18 años para ser independiente. Mi plan es trabajar el próximo año ya que estudiar no es para mí. Quiero alquilar un piso para vivir con mi novia. Me llevo muy bien con mi hermano menor, Diego, ya que siempre me apoya en todo. Está un poco triste porque no quiere que me vaya de casa. Mi deseo es adoptar niños de otros países y tener una gran familia.

Protecting the planet

Question 9

Question 9(a)

F1: Voy a explicar cómo pequeños cambios ayudan a proteger el medio ambiente. Según varios estudios, los supermercados nos animan a comprar cosas que no son necesarias. Como resultado, tiramos demasiada comida y las familias españolas pierden aproximadamente mil euros al año. Las verduras son los alimentos que más se tiran, seguidos por el pan. Antes de ir al supermercado, mi padre hace una lista solo de los productos que necesitamos. ¡Ahorramos dinero y creamos menos basura!

Question 9(b)

F1: El próximo lunes, celebraremos el Día Mundial del Medio Ambiente en Madrid. Normalmente, voy al colegio en coche con mi madre pero ese día, iré en bicicleta porque el centro de la ciudad estará cerrado al tráfico. Cada clase organizará una actividad educativa. Con mis compañeros, haremos instrumentos musicales con materiales reciclados mientras que mi hermano aprenderá a arreglar aparatos electrónicos para no tener que tirarlos. Al final del día, todos los alumnos trabajarán en el jardín de la escuela.

SECTION B: DICTATION

Instructions

- You will listen to five short sentences.
- For sentences 1 and 2 you must write down the missing words that you hear in the gaps provided.
- For each gap you must write one word in Spanish.
- For sentences 3 to 6 you must write down the whole sentence that you hear in the spaces provided, in Spanish.
- For each sentence there will be between four and seven words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

Question 10

You are going to hear someone talking about how they use technology.

Sentences 1-2: Write down the missing words in the gaps provided. In each gap you will write one word **in Spanish**.

Example: Creo que la tecnología tiene desventajas.

1. Mi mejor amigo está muy enganchado.
2. Ver demasiadas series es adictivo y perjudicial.

Sentences 3-6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Para mí, la tecnología es muy importante.

3. Uso las redes sociales con frecuencia.
4. No puedo vivir sin mi teléfono móvil.
5. Ayer estuvo mucho tiempo conectado.
6. Creo que es importante tener cuidado.

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

Sample assessment material for first teaching September 2024

Time: 60 minutes, including 5 minutes' reading time

Paper Reference

Spanish

Paper 2: Listening and understanding in Spanish

Higher tier

You do not need any other materials.

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.
- All questions in Section A (Listening comprehension) are set in English and must be answered in English.
- The task in Section B (Dictation) is 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.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- The marks for each question are shown in brackets
- *use this as a guide as to how much time to spend on each question.*

Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

Section B: Dictation

- You will write in Spanish what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third playing of the recording and/or the additional time given at the end of each extract to check your answer.

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 ☒.

SECTION A: LISTENING COMPREHENSION

Love for music

1 Nadim is talking about his interest in music.

What does he say?

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

(a) Nadim became a member of the school band ...

<input type="checkbox"/>	A three weeks ago.
<input type="checkbox"/>	B three months ago.
<input type="checkbox"/>	C at the start of the school year.

(1)

(b) He would like to play an instrument but he ...

<input type="checkbox"/>	A can't buy one.
<input type="checkbox"/>	B has not time to learn.
<input type="checkbox"/>	C prefers dancing.

(1)

(c) He prefers to listen to ...

<input type="checkbox"/>	A pop.
<input type="checkbox"/>	B flamenco.
<input type="checkbox"/>	C rock.

(1)

(Total for Question 1 = 3 marks)

Career choice

2 Marta is talking about career choices on the radio.

What does she say?

Complete the gap in each sentence using a word or phrase from the box below.

There are more words/phrases than gaps.

teacher	doctor	police officer	writer
helping people	reading	working with children	
university studies	daughter	trip	training

(a) Marta's father is a (1)

(b) In the future, Marta would like to be a (1)

(c) She enjoys (1)

(d) At the moment, she is focusing on her (1)

(e) Next month, the most important will be her (1)

(Total for Question 2 = 5 marks)

Welcome to our school

3 A headteacher is welcoming some new students.

What does she mention?

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

<input type="checkbox"/>	A exams
<input type="checkbox"/>	B rules
<input type="checkbox"/>	C break
<input type="checkbox"/>	D uniform
<input type="checkbox"/>	E school equipment
<input type="checkbox"/>	F homework

(3)

(Total for Question 3 = 3 marks)

Our town

4 Omar, Andrea and Marcos are talking about their town.

What do they say?

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

(a) The library Omar goes to is ...

<input type="checkbox"/>	A in the town square.
<input type="checkbox"/>	B near his house.
<input type="checkbox"/>	C next to his school.

(1)

(b) Omar likes the café because of its great ...

<input type="checkbox"/>	A coffees.
<input type="checkbox"/>	B sandwiches.
<input type="checkbox"/>	C desserts.

(1)

(c) Andrea is going to the stadium to watch a ...

<input type="checkbox"/>	A match.
<input type="checkbox"/>	B competition.
<input type="checkbox"/>	C concert.

(1)

(d) Marcos enjoys ...

<input type="checkbox"/>	A looking at old buildings.
<input type="checkbox"/>	B walking long distances.
<input type="checkbox"/>	C living in a modern area.

(1)

(Total for Question 4 = 4 marks)

Doing sport

5 Gaby, Karima and Malek are talking about sport.

What do they say?

Listen to the recording and complete the following tables in English.

You do not need to write in full sentences.

(a)

	How often he does sport	
Gaby	(1)

(b)

	Reason she runs	
Karima	(1)

(c)

	Why he does sport	
Malek	(1)

(Total for Question 5 = 3 marks)

At the hotel

6 Mario is talking about his holiday accommodation.

What does he say?

Complete the gap in each sentence using a word or phrase from the box below.

There are more words/phrases than gaps.

bed	window	bathroom	
take your car	walk	take a bus	ride a bicycle

(a) Mario's room has a big (1)

(b) You can to the beach
and to town. (2)

(Total for Question 6 = 3 marks)

Online shopping

7 Alba, Juan and Luisa are talking about the advantages and disadvantages of online shopping.

What do they say?

Listen to the recording and complete the following table in English.

You do not need to write in full sentences.

(a) Alba

Advantage	.....	(1)
Disadvantage	.....	(1)

(b) Juan

Advantage	.....	(1)
Disadvantage	.....	(1)

(c) Luisa

Advantage	.....	(1)
Disadvantage	.....	(1)

(Total for Question 7 = 6 marks)

Family relationships

8 Jalil and Pilar are talking about family and relationships.

What do they say?

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

(a) Jalil

(i) Jalil's parents are ...

<input type="checkbox"/>	A young.
<input type="checkbox"/>	B rich.
<input type="checkbox"/>	C separated.

(1)

(ii) He has a new ...

<input type="checkbox"/>	A girlfriend.
<input type="checkbox"/>	B step-sister.
<input type="checkbox"/>	C half brother.

(1)

(iii) His dream is to ...

<input type="checkbox"/>	A get married.
<input type="checkbox"/>	B buy a house.
<input type="checkbox"/>	C have children.

(1)

(b) Pilar

(i) When she is 18, Pilar wants to ...

<input type="checkbox"/>	A go to university.
<input type="checkbox"/>	B rent a flat.
<input type="checkbox"/>	C go on holiday.

(1)

(ii) Diego ...

<input type="checkbox"/>	A supports Pilar.
<input type="checkbox"/>	B is older than Pilar.
<input type="checkbox"/>	C is happy to live alone.

(1)

(iii) Pilar wants to ...

<input type="checkbox"/>	A live in other countries.
<input type="checkbox"/>	B adopt children.
<input type="checkbox"/>	C have a small family.

(1)

(Total for Question 8 = 6 marks)

Protecting the planet

9 (a) Listen to Indra's podcast about food waste.

What does she say?

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

<input type="checkbox"/>	A Only big changes will help the planet.
<input type="checkbox"/>	B Customers buy many expensive products.
<input type="checkbox"/>	C Food waste costs families 1,000 euros per year.
<input type="checkbox"/>	D Vegetables are the most wasted food.
<input type="checkbox"/>	E Indra's dad is in charge of food shopping.
<input type="checkbox"/>	F Home-cooked meals create more waste.

(3)

(b) Indra now shares some information about World Environment Day in Madrid.

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

You do not need to write in full sentences.

(i) Why will Indra cycle to school on World Environment Day?

..... (1)

(ii) What will she make at school on this particular day?

..... (1)

(iii) What will her brother learn?

..... (1)

(iv) What will all the pupils do at the end of the day?

..... (1)

(Total for Question 9 = 7 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B: DICTATION

10 You are going to hear someone talking about technology.

Sentences 1-2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Creo que la tecnología tiene desventajas.
.....

1. Mi

está muy

2. Ver demasiadas es

y

Sentences 3-5: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

Example: Para mí, la tecnología es muy importante.
.....

3.
.....

4.
.....

5.
.....

6.
.....

Total for Question 10 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Spanish Listening Higher tier

Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Spanish script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Spanish word or name.

SECTION A: LISTENING COMPREHENSION

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

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

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

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

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

Question number	Answer	Mark
2(c)	helping people	(1)

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

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

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

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

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

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

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

Question number	Answer	Reject	Mark
5(a)	once a week	Any other frequency.	(1)

Question number	Answer	Reject	Mark
5(b)	(because) she is a member of the athletics team/a team	Isolated words: athletics, team, four hours	(1)

Question number	Answer	Reject	Mark
5(c)	(it helps him to) relax	Any other reason.	(1)

Question number	Answer	Mark
6(a)	window	(1)

Question number	Answer	Mark
6(b)	ANY ORDER walk	(1)
	ride a bicycle	(1)

Question number	Answer	Reject	Mark
7(a)	Advantage avoid queuing (to tills)	Isolated words: queue, tills	(1)
	Disadvantage returns (are complicated)/returning things	Isolated word: complicated	(1)

Question number	Answer	Reject	Mark
7(b)	Advantage EITHER lots of offers OR more offers than in shops OR (can get) half-priced/cheaper trainers	Isolated words: trainers, cheap	(1)
	Disadvantage good items disappear/go/are sold quickly		(1)

Question number	Answer	Mark
7(c)	Advantage (there is a large/wide) variety (of clothes)	(1)
	Disadvantage quality is not (always) good/sometimes poor	(1)

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

Question number	Answer	Mark
8(a)(ii)	C	(1)

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

Question number	Answer	Mark
8(b)(i)	B	(1)

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

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

Question number	Answer	Mark
9(a)	C, D, E	(3)

Question number	Answer	Reject	Mark
9(b)(i)	city (centre) closed to traffic/cars	Isolated word: traffic	(1)

Question number	Answer	Reject	Mark
9(b)(ii)	musical instruments		(1)

Question number	Answer	Reject	Mark
9(b)(iii)	(how to) fix electronic devices	Isolated words: electronic products/devices	(1)

Question number	Answer	Reject	Mark
9(b)(iv)	(they will) work in the (school) garden	Isolated words: garden	(1)

Assessment criteria for Section B: Dictation

SECTION B: DICTATION (10 marks)

Students will listen to a series of short extracts and will transcribe what they hear into Spanish. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

Mark	Number of rewardable words
10	28-30
9	25-27
8	22-24
7	19-21
6	16-18
5	13-15
4	10-12
3	7-9
2	4-6
1	1-3
0	0

Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):

(Mi) mejor amigo (está) (muy) enganchado
(Ver) (demasiadas) series (es) adictivo y perjudicial.
Uso las redes sociales con frecuencia.
No puedo vivir sin mi teléfono móvil
Ayer estuve mucho tiempo conectado.
Creo que es importante tener cuidado.

2. In acknowledgement that some SSCs have the same sound but different spellings, any spellings that do not change the pronunciation of the word and where the word is still recognisable, are rewarded. For example:

/b/ written with b or v

bibir instead of bibir
vastante instead of bastante

/ge//je/

jente instead of gente

/gi//ji/

jirar instead of girar

Double consonant when the SSC is not affected

passar instead of pasar
adictivo instead of adictivo

Non-rewardable words encompass the following categories:

Mis-spellings due to incorrect application of Sound symbol correspondences, even if the word looks recognisable, eg guitarra instead of guitarra. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound. Examples of **sound spellings** that will **not** be rewarded:

Gitarra instead of guitarra
Gerra instead of guerra
dansa instead of danza
vethes instead of veces
Huntas instead of juntas
Pequenyo or pequeno instead of pequeño.

Double consonant when the SSC is affected

ll (calla, cala)
rr (pero, perro)

3. Mis-spellings which are written phonetically, and which may contain appropriate Sound symbol correspondences, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, eg, *ay (hay)* outside the sentence *hay mucho dinero*; *sonyadoorra (soñadora)* outside of the sentence *(a veces es soñadora)*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.
4. Spellings which do not follow associated spelling rules for key stress positions (higher tier only). For example:
 - Words written without a required accent, for example:

Telefono instead of teléfono
Movil instead of móvil
 - Word written with an accent where it is not required, for example:

sociáles
tiempó

Exemplification of mark scheme

Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript: no bold, underlining or italics

Category 2 (rewardable): recognisable words with SSCs that have the same sound but different spellings: **bold**

Category 3 (non-rewardable): words with mis-spellings due to incorrect application of SSC: ~~strikethrough~~

Category 4 (non-rewardable): words written phonetically but which are not recognisable out of context: (~~bold and strikethrough~~)

Category 5 (non-rewardable): Spellings which do not follow associated spelling rules for key stress positions: (~~italics and strikethrough~~).

(Words in brackets are part of the rubric and are not part of the test)

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words the same as in transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with misspellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)	Non-rewardable Category 5 (Spellings which do not follow associated spelling rules for key stress positions)
<p>(Mi) mejor amigo (está) (muy) engancado.</p> <p>(Ver) (demasiadas) series (es) addictivo (y) perjudicial.</p> <p>Uso las redes sociales con frecuencia.</p> <p>No puedo vivir sin mi teléfono móvil</p> <p>Ayer estuve mucho tempe conectado.</p> <p>Creo que es importante tener cuidado.</p>	<p>2</p> <p>3</p> <p>5</p> <p>7</p> <p>4</p> <p>6</p> <p>TOTAL : 27/30</p>	<p>mejor amigo series perjudicial uso las redes sociales con frecuencia no puedo vivir sin mi teléfono ayer estuve mucho conectado. creo que es importante tener cuidado</p>	<p>addictivo.</p>	<p>engancado tempe</p>		<p>sociales móvil</p>

<p>(Mi) mejor amigo (está) (muy) enganjado.</p> <p>(Ver) (demasiadas) series (es) adictivo (y) perjudicial.</p> <p>Uso las redes sochiales con frecencia.</p> <p>No puedo bivir sin mi telefono móvil.</p> <p>Ayer estube muxe tempe conectado.</p> <p>Creo que es importante tene quidade.</p>	<p>1</p> <p>2</p> <p>4</p> <p>6</p> <p>3</p> <p>4</p> <p>TOTAL : 20/30</p>	<p>amigo</p> <p>series</p> <p>adictivo</p> <p>uso</p> <p>las</p> <p>redes</p> <p>con</p> <p>no</p> <p>puedo</p> <p>sin</p> <p>mi</p> <p>ayer</p> <p>conectado.</p> <p>creo</p> <p>que</p> <p>es</p> <p>importante</p>	<p>bivir</p> <p>estube</p> <p>móbil</p>	<p>mejor</p> <p>enganjado</p> <p>perjudicial.</p> <p>sochiales</p> <p>frecencia.</p> <p>aditivo.</p> <p>muxe</p> <p>tempe</p> <p>tene</p> <p>quidade.</p>	<p><i>telefono</i></p>
<p>(Mi) mejor amije (está) (muy) enganjado.</p> <p>(Ver) (demasiadas) series (es) addictivo (y) perjudicial.</p> <p>Uso la rede sochiales con fricencia.</p> <p>No pode bibir sin mi telephone movil.</p> <p>Ayer stube muxe tempe conetado.</p> <p>Creo ee es importantay tener quedado.</p>	<p>0</p> <p>1</p> <p>2</p> <p>4</p> <p>1</p> <p>3</p> <p>TOTAL : 11/30</p>	<p>uso</p> <p>con</p> <p>no</p> <p>sin</p> <p>mi</p> <p>ayer</p> <p>creo</p> <p>es</p> <p>tener</p>	<p>bibir</p> <p>addictivo</p>	<p>mejor</p> <p>amije</p> <p>enganjado.</p> <p>series</p> <p>perjudicial.</p> <p>la</p> <p>rede</p> <p>sochiales</p> <p>fricencia.</p> <p>pode</p> <p>telephone</p> <p>stube</p> <p>muxe</p> <p>tempe</p> <p>conetado</p> <p>importantay</p> <p>quedado</p>	<p><i>movil</i></p>

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Pearson Edexcel Level 1/Level 2

GCSE (9-1)

Sample assessment material for first teaching September 2024

Time: 60 minutes

Paper Reference(s):

Spanish

Paper 3: Reading and understanding in Spanish

Higher tier

You do not need any other materials.

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.
- All questions in Section A (Reading comprehension) are set in English and must be answered in English.
- The question in Section B is a translation task set in Spanish and must be answered in English.
- 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.

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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 ☒ .

SECTION A

Helping others

1 Read Diego's description of how he helped Ana.

Conozco a Ana desde que tenía seis años. Ella vive al lado de mi casa donde vivo con mis primos y mi tía.

Ana tiene un gato blanco que normalmente duerme en su jardín o en la cama. Pero ayer no. Me llamó porque pensaba que el gato estaba perdido.

Miramos en la calle, en el parque y debajo de los coches. Finalmente, encontramos al gato en la cocina. Me gusta ser responsable y ayudar a otras personas.

Complete the gap in each sentence using a word from the box below.

There are more words than gaps.

aunt cousin neighbour
car kitchen park garden

- (a) Ana is Diego's (1)
- (b) Normally, Ana's cat sleeps in the (1)
- (c) They found the cat in the (1)

(Total for Question 1 = 3 marks)

Mental health

2 Read Fátima's article on mental health in school.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.

Durante los descansos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas, la importancia de dormir o pueden escuchar música para relajarse. Los profesores nos recomiendan que para reducir el **estrés***, debemos salir a pasear a menudo.

Todo el mundo cree que hablar sobre este tema importante es **imprescindible** y debería continuar.

*estrés = stress

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The number of students with mental health problems has ...

<input type="checkbox"/>	A increased.
<input type="checkbox"/>	B stayed the same.
<input type="checkbox"/>	C reduced.

(1)

(ii) In Fátima's school there ...

<input type="checkbox"/>	A is only one exam.
<input type="checkbox"/>	B is a lot of homework.
<input type="checkbox"/>	C are large groups.

(1)

(iii) At break time, students can...

<input type="checkbox"/>	A have a nap.
<input type="checkbox"/>	B listen to music.
<input type="checkbox"/>	C do homework.

(1)

(iv) Teachers say students should ...

<input type="checkbox"/>	A go for walks.
<input type="checkbox"/>	B talk to family.
<input type="checkbox"/>	C prepare for exams.

(1)

(b) Which of these is the best translation for the word *imprescindible*?

Put a cross ☒ in the correct box.

<input type="checkbox"/>	A unnecessary
<input type="checkbox"/>	B vital
<input type="checkbox"/>	C impressive

(1)

(Total for Question 2 = 5 marks)

A fantastic film

3 Read this review of a film and actor.



Esta película es una historia verdadera sobre la cultura peruana. Hay un niño que va desde su vieja casa en el norte al sur, donde aprende bailes tradicionales, y lo encuentra divertido. ¡Le encanta bailar! Después de ver la película, tendrás ganas de viajar al país.

(a) Complete the gap in each sentence using a word from the box below.

There are more words than gaps.

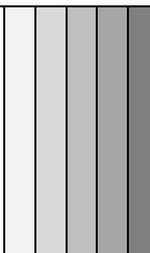
 true old funny
 dance travel study laugh

(i) The story is (1)

(ii) The boy likes to (1)

(iii) The film makes people want to (1)

The review continues to talk about the actor.

Este joven hispanohablante participó en su primer espectáculo a los siete años. Tiene muchos fans en las redes sociales pero no publica vídeos a menudo. También puedes verlo en una serie popular. Su personalidad es alegre y perfecta para la película. ¡Si ves a este hombre, te reirás!	
--	---

(b) Complete the sentences.

Put a cross ☒ in the correct box for each question.

(i) Now, the actor is ...

<input type="checkbox"/>	A 7 years old.
<input type="checkbox"/>	B an old man.
<input type="checkbox"/>	C a young man.

(1)

(ii) He ...

<input type="checkbox"/>	A only acts in films.
<input type="checkbox"/>	B is famous.
<input type="checkbox"/>	C often posts videos.

(1)

(c) Answer the following questions in English.

You do not need to write in full sentences.

(i) What is the actor's personality like? (1 detail)

.....

(1)

(ii) What does the actor make people do?

.....

(1)

(Total for Question 3 = 7 marks)

Camping

4 Read this entry on a holiday forum.

¿Hotel o camping? Para nosotros era una decisión difícil porque nos gustan las ventajas de estar en un hotel. Finalmente, decidimos ir de camping porque queríamos disfrutar de la naturaleza. Los niños pasaron los dos primeros días al aire libre, corriendo por el campo.

Desafortunadamente, en los siguientes días, el tiempo cambió: hacía viento y no paró de llover. Tuvimos que volver a casa porque toda nuestra ropa estaba *mojada*.

(a) Answer the following questions in English.

You do not need to write in full sentences.

(i) What was the reason for going camping?

..... (1)

(ii) How do we know that the children were active? (1 detail)

..... (1)

(b) Which of these is the best translation of the word *mojada*?

Put a cross ☒ in the correct box.

<input type="checkbox"/>	A stylish
<input type="checkbox"/>	B warm
<input type="checkbox"/>	C soaked

(1)

(Total for Question 4 = 3 marks)

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In the future

5 Read Carla and Omar's blogs about their future plans.

← → 🏠 **Carla's blog**

Mi sueño es ser jugadora profesional de rugby en el equipo nacional. Mis padres me apoyan, aunque se preocupan por las oportunidades que me ofrecerán en el mundo laboral. Para lograr este objetivo hace falta practicar constantemente.

Si este plan no funciona será decepcionante pero podría trabajar en la radio y sería realmente interesante.

(a) Put a cross ☒ next to each one of the **three** correct statements.

Carla says that ...

<input type="checkbox"/>	A she is a professional rugby player.
<input type="checkbox"/>	B she wants to play for her country.
<input type="checkbox"/>	C her parents support her plan.
<input type="checkbox"/>	D she was offered a job.
<input type="checkbox"/>	E she has to train twice a week.
<input type="checkbox"/>	F she could also work in radio.

(3)

← → 🏠 **Omar's blog**

Soy una persona activa así que odio la idea de pasar ocho horas sentado en una oficina cada día. Siempre quise ser **auxiliar*** de vuelo. Con este puesto iré a lugares diferentes y trabajaré solo dos semanas al mes. Estoy terminando mi curso y ya he encontrado un empleo. Espero poder ahorrar dinero para comprarme un piso algún día.

**auxiliar* = attendant

(b) What does Omar tell us?

Complete the tables in **English**. You do not need to write in full sentences.

(i)

What he hates the idea of	
.....	(1)

(ii)

Why he wants to be a flight attendant (1 detail)	
.....	(1)

(iii)

His current situation (1 detail)	
.....	(1)

(iv)

His future plan (1 detail)	
.....	(1)

(Total for Question 5 = 7 marks)

Mexican food

6 Read Leya's restaurant review.

Ayer, por primera vez fui a Sol, un restaurante mexicano muy caro. Mi primo me recomendó probar la maravillosa comida que sirven, y evidentemente me encantó.

El espacio es amplio, cómodo y no hay demasiada gente, pero deberías reservar una mesa una semana antes de venir. Este negocio se abrió hace muchos años y la dueña me contó que ha cambiado muy poco en todo este tiempo. ¡Incluso la carta es la misma que antes!

(a) Put a cross ☒ next to each one of the two correct statements.

The restaurant Sol ...

<input type="checkbox"/>	A is a cheap restaurant.
<input type="checkbox"/>	B was recommended to Leya.
<input type="checkbox"/>	C is very small.
<input type="checkbox"/>	D has changed little.

(2)

The review continues.

Antes de ir a este restaurante, yo pensaba que este tipo de comida no era sana porque tenía mucha carne y azúcar. Ahora, sé que la verdad es lo contrario. Esta comida es una buena opción para quienes no comen carne, como yo, porque tiene una gran variedad de verduras.

En el restaurante Sol cocinan comida auténtica poco similar a los platos que venden algunos supermercados. Sin duda, quiero regresar aquí varias veces. Este maravilloso restaurante abre todos los días menos los lunes hasta las doce de la noche.

(b) What does Leya say?

Complete the tables in **English**.

You do not need to write in full sentences.

(i)

What Leya used to think about Mexican food (1 detail)
.....

(1)

(ii)

Why the food is suitable for vegetarians
.....

(1)

(iii)

What time the restaurant closes
.....

(1)

(Total for Question 6 = 5 marks)

A visit to Madrid

7 Read this tourist brochure about Madrid.



Debes comenzar en la **Plaza Mayor***, una plaza antigua, donde podrás apreciar la calidad de las típicas tapas. Para aprender sobre la historia, lo mejor es visitar los museos que están en el este de la ciudad. Puedes llegar en metro o en bicicleta, pero más práctico ir a pie.

Madrid nunca es aburrida. Hay espectáculos de todo tipo, bailes y teatros. Un lugar bonito es el **Parque del Retiro****. Aquí, todos disfrutarán mucho si alquilan un barco para pasear por el lago.

Si vienes en julio, en el barrio de Chueca podrás ver La Fiesta del Orgullo, un desfile extraordinariamente diverso, lleno de alegría.

Tu opinión es importante. Por favor, después de tu viaje, te pedimos contestar a las preguntas en nuestra encuesta.

**Plaza Mayor* = a public square in Madrid (pictured)

***Parque del Retiro* = a park in Madrid

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) In the *Plaza Mayor* you can ...

<input type="checkbox"/>	A learn about history.
<input type="checkbox"/>	B eat Spanish food.
<input type="checkbox"/>	C see a dance.

(1)

(ii) The best way to go to the museums is ...

<input type="checkbox"/>	A by bike.
<input type="checkbox"/>	B by underground.
<input type="checkbox"/>	C on foot.

(1)

(iii) In Retiro park people can ...

<input type="checkbox"/>	A have a party.
<input type="checkbox"/>	B rent a boat.
<input type="checkbox"/>	C see a show.

(1)

(b) Answer the following questions **in English**.

You do not need to write in full sentences.

(i) What is the *Fiesta del Orgullo* like? (1 detail)

.....

(1)

(ii) What are you asked to do after your visit?

.....

(1)

(Total for Question 7 = 5 marks)

My favourite singer

8 Read Elena's school report about her favourite singer, Rosalía.

Soy Elena y mi cantante favorita es Rosalía. Creo que ella es muy diferente de otros cantantes. A mí, lo que más me gusta es su voz, que es fuerte pero también puede ser muy suave. Mucha gente dice que sus canciones tienen un ritmo flamenco.

Rosalía nació en Barcelona, tiene los ojos marrones y siempre lleva hermosas flores en su pelo. Ella empezó a cantar cuando era pequeña, y a los quince años deseaba participar en un famoso programa de televisión pero no fue elegida.

A pesar de esto, comenzó su increíble carrera musical. En 2019, Rosalía logró tener cinco de sus canciones en el número uno en España y en Latinoamérica. Actualmente, tiene más de siete millones de seguidores.

Respeto a Rosalía porque ella es la única persona responsable de su música. Con la letra de sus canciones, como por ejemplo en 'A ningún hombre', trata de defender los derechos de las mujeres.

Answer the following questions in **English**.

You do not need to write in full sentences.

(a) How does Elena describe Rosalía's voice? (1 detail)

.....

(1)

(b) How does Elena describe Rosalía's appearance? (1 detail)

.....

(1)

(c) Why didn't Rosalía participate in the TV show when she was 15?

.....

(1)

(d) How do we know that Rosalía is well-known? (1 detail)

.....

(1)

(e) What are some of Rosalía's songs about?

.....

(1)

(Total for Question 8 = 5 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

Translation

My relationship

9 Translate the following paragraph into English.

Soy Marcos y voy al colegio. Allí conocí a mi novia, Carmen, en una clase de inglés. Todos los sábados voy de compras en la ciudad mientras Carmen está en casa viendo un documental. Siempre nos divertimos mucho cuando estamos juntos y compartimos intereses. Salvo si se trata de las tareas, nunca nos peleamos.

(10)

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

.....

(Total for Question 9 = 10 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

Photo credits :

Question 3 : 583616814 Getty images (Peruvian dance)

Question 7 : AL1405780 Pearson Asset library (Plaza Mayor)

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GCSE Spanish Reading Higher tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

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

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

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

Question number	Answer	Mark
2(a)(i)	C	(1)

Question number	Answer	Mark
2(a)(ii)	A	(1)

Question number	Answer	Mark
2(a)(iii)	B	(1)

Question number	Answer	Mark
2(a)(iv)	A	(1)

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

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

Question number	Answer	Mark
3(a)(ii)	dance	(1)

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

Question number	Answer	Mark
3(b)(i)	C	(1)

Question number	Answer	Mark
3(b)(ii)	B	(1)

Question number	Answer	Reject	Mark
3(c)(i)	EITHER cheerful/lively/happy OR perfect for the film		(1)

Question number	Answer	Reject	Mark
3(c)(ii)	laugh		(1)

Question number	Answer	Reject	Mark
4(a)(i)	to enjoy nature		(1)

Question number	Answer	Reject	Mark
4(a)(ii)	EITHER they were running (in the fields) OR they spent time outdoors		(1)

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

Question number	Answer	Mark
5(a)	B, C, F	(3)

Question number	Answer	Reject	Mark
5(b)(i)	Sitting in an office (for 8 hours) every day		(1)

Question number	Answer	Reject	Mark
5(b)(ii)	EITHER he can go to different places OR he can work just two weeks a month	he's an active person he wants to save money to buy a flat	(1)

Question number	Answer	Reject	Mark
5(b)(iii)	EITHER he is finishing his course OR he has found a job		(1)

Question number	Answer	Reject	Mark
5(b)(iv)	EITHER to save money OR to buy a flat	to finish his course	(1)

Question number	Answer	Mark
6(a)	B, D	(2)

Question number	Answer	Reject	Mark
6(b)(i)	EITHER it was unhealthy OR it had lots of meat and/or sugar		(1)

Question number	Answer	Reject	Mark
6(b)(ii)	it has a (wide) variety of vegetables	Isolated word: vegetables no meat	(1)

Question number	Answer	Reject	Mark
6(b)(iii)	midnight/twelve (o'clock) at night		(1)

Question number	Answer	Mark
7(a)(i)	B	(1)

Question number	Answer	Mark
7(a)(ii)	C	(1)

Question number	Answer	Mark
7(a)(iii)	B	(1)

Question number	Answer	Reject	Mark
7(b)(i)	EITHER (a) diverse (event/parade/festival/party) OR full of joy/joyful		(1)

Question number	Answer	Reject	Mark
7(b)(ii)	EITHER respond to a survey OR answer some questions		(1)

Question number	Answer	Reject	Mark
8(a)	EITHER soft OR strong		(1)

Question number	Answer	Reject	Mark
8(b)	EITHER she wears/has (beautiful) flowers in her hair OR she has brown eyes		(1)

Question number	Answer	Reject	Mark
8(c)	she was not chosen		(1)

Question number	Answer	Reject	Mark
8(d)	EITHER five of her songs were number one OR she has (more than) 7 million followers		(1)

Question number	Answer	Reject	Mark
8(e)	women's rights		(1)

SECTION B: TRANSLATION INTO ENGLISH

Question 9

Mark	AO2: Response to stimulus
9–10	The meaning of the original language is fully and appropriately transferred; any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Intermittent parts of the original language are appropriately transferred. Frequent errors prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question 9	Model response
Soy Marcos y voy al colegio. Allí conocí a mi novia, Carmen, en una clase de inglés. Todos los sábados voy de compras en la ciudad mientras Carmen está en casa viendo un documental. Siempre nos divertimos mucho cuando estamos juntos y compartimos intereses. Salvo si se trata de las tareas, nunca nos peleamos.	<i>I am Marcos and I go to (high) school. There I met my girlfriend, Carmen, in an English class. Every Saturday I go shopping in the city while Carmen stays home watching a documentary. We always have a lot of fun when we are together, and we share the same interests. Except when it comes to house chores, we never fight.</i>

Exemplification of the mark scheme: Translation example responses

Example Response 1

My name is Marcos and I am at school. I met my girlfriend, Carmen, in English class. On Saturdays I like to shop in the city while she watches documentaries at home. We always have a lot of fun when we are together and we have things in common. Except when it is about house work, we never argue.

Total marks: 10 marks

The meaning of the original language is fully and appropriately transferred, despite using words which differ from the model response (e.g. “On Saturdays”, “have things in common”). The response sits in the 9-10 mark band for the overall clarity and successful communication of the message.

Example Response 2

I'm Marcos and I am going to high school. Here I knew my girlfriend in my English class. On Saturdays I go shopping in town with Carmen and watch documentaries in the house. We are always happy and we are interested in each other. We also never fight about chores.

Total marks: 5 marks

The meaning of the passage is partly transferred, but there are examples of incorrect tenses and syntax being used (e.g. “I am going to high school”, “I knew my girlfriend”) along with some errors and incorrect words which affect the clarity of the message (e.g. “I go shopping in town with Carmen”, “we are always happy”). For this reason, the best fit would be in the 3-5 mark band.

Example Response 3

I am Marcos and I am at college. There I... Carmen, in an English class. I will go shoe shopping on Saturday as Carmen wants to... I always have fun and we buy interesting tareas.

Total marks: 2 marks

Intermittent parts are appropriately transferred (e.g., “in an English class”, “always have fun”), but frequent omissions and use of incorrect words prevents the message being conveyed (e.g., “I will go shoe shopping”, “we buy interesting tareas”). For this reason, the response best sits in the 1-2 mark band.

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

Spanish

Paper 4: Writing in Spanish

Higher tier

Sample assessment material for first teaching
September 2024
Time: 1 hour 20 minutes

Paper Reference(s)

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 and 3.
- In Questions 1 and 2, answer **either** option (a) **or** option (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 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.
- Check your answers if you have time at the end.

A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.

A large rectangular area with a thin border, containing 22 horizontal dotted lines for writing.

(Total for Question 2 = 22 marks)

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at <https://www.multilingprofiler.net>

GCSE Spanish Writing 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. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.
- When assigning a band, 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 band and then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.
- You must also use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

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. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

Interaction between AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: all questions)

A minor error may or may not hinder clarity, i.e., the message may take time to understand but is understood (see tables below).

A major error prevents meaning being communicated, i.e., the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Spelling (slight)	Voy a colegio en biciletta	Spelling (significant)	Me gusta beber aqua
Gender	Trabaja en un oficina en la centro	Relative pronouns	Mi jardín, quien tiene flores, es grande
Accents (missing)	Estudio ingles y espanol	Accents (incorrect)	Tengo un trabajó en un supermercado
Contractions	Mi colegio está cerca de el hospital	Vocabulary	Mi amiga canta muy bueno
Word order (incorrect)	Hacer deberes es no divertido	Constructions	No llevo bien con mi hermana En invierno siempre es mucho frío
Mother-tongue interference	Vivo en una bonita casa	Mother-tongue interference	Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco	Tenses (inappropriate)	Esta noche voy a veo una película en casa

Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días
Spelling (misleading)	Me gusta la nación y baloncesto
Tenses (incorrect)	El sábado pasado iré al cine con amigos
Incorrect verb formation	Podó ir de compras esta tarde Sabó que es muy interesante
Vocabulary	Me gusta tener divertido
Use of infinitive instead of conjugated verb	María ir al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago tus deberes para prepararse para su examen
Mother-tongue interference	Mi hermano's habitación Hay un museum en el pueblo

Glossary of terms (questions 1 and 2)

AO2 grids

Addressed (*Bullet points*): the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses all four task bullet points in Question 1 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See *Example response 2* in *Exemplification of mark schemes* for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence which elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read as a whole. Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

AO3 grids

Complex language includes features such as:

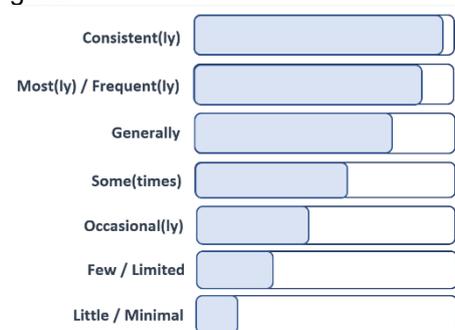
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word order which is very different to English in form and/or function.

Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Conversely, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

Differentiation terms within the mark scheme (AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although “**frequent development...**” equates to higher marks “**frequent errors...**” would conversely equate to lower marks.

Question 1 – Higher tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
11-13	<ul style="list-style-type: none"> • All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear. 	5	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of past, present and future timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
8-10	<ul style="list-style-type: none"> • Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately. 	3-4	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of past, present and future timeframes • Some accurate language; mostly minor errors with some major errors.
5-7	<ul style="list-style-type: none"> • Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down. 	1-2	<ul style="list-style-type: none"> • Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with different timeframes • Limited accuracy in the language; frequent errors both major and minor.
1-4	<ul style="list-style-type: none"> • One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down. 	0	<ul style="list-style-type: none"> • No rewardable material.
0	<ul style="list-style-type: none"> • No rewardable material. 		

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
 - i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
 - ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
 - iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Mi instituto es público, bastante antiguo y tiene un poco de clases. Mi uniforme es incómodo y muy feo pero la peor es las normas porque son bastante estricto y nunca son justos. También, mi profesora de inglés es un poco sevro, pero a menudo simpatica. Generalmente, mi profesora de dibujo es más estricto que mi profesora de inglés. Me encanta la clase porque son interesante y divertido. No me gusta nada la educación fisica porque son muy aburrido. Después de clases, voy a ir de compras en pueblo. Voy a comprar los zapatos verde y pantalones blanco. La semana, tengo la informatica y la educación fisica.

107 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 10 marks	Linguistic knowledge and accuracy (AO3): 5 marks
<ul style="list-style-type: none"> The candidate has addressed three of the four bullet points, but doesn't seem to answer the third bullet point though this may have been intended in the final sentence. The response would therefore achieve no higher than the 8-10 mark band for coverage (1.i). There is frequent development shown with each point covered including extra detail (e.g. "...mi profesora de inglés es un poco sevro, pero a menudo simpatica", "Voy a comprar los zapatos verde y pantalones blanco."). For development, the 11-13 mark band best fits (1.i). The response is comprehensible, despite errors which are accounted for in the AO3 grid. Only the final sentence is a little unclear and seems rushed. For comprehensibility, the response sits best in the mark band 11-13 (2). <p>Overall, the best fit approach when considering the three bullet points of this mark grid is in mark band 11-13 for response to stimulus, however, since the candidate only covered 3 of the bullet points, they can only achieve the top mark in the 8-10 mark band for AO2 (1.i, 2).</p>	<ul style="list-style-type: none"> Despite minor errors, there is some variety of vocabulary shown (e.g. "antiguo", "normas", "a menudo" etc.). Although the latter is misspelt, the words "feo" and 'severo' do not appear in the vocabulary list so are given equal but not extra credit for variety (3). Variation in grammar includes phrases such as "También", and "es más". There are some conjunctions and evidence of complex language. The response best sits in the top mark band for variety. The response shows some success at using the present and future timeframes but is not very successful in using the past timeframe due to the incorrect form of "tengo" in the final sentence. The response therefore sits best in the 3-4 mark band for use of timeframes (1.ii). The language is generally accurate, but includes several minor errors such as misspellings, lack of accents or incorrect articles (e.g. "simpatica", "La semana", "y pantalones" etc.). There is also an incorrect verb formation in the example "porque son interesante". The response could still be placed in the top mark band for accuracy despite this major error (1.iii). <p>The best-fit approach results in this response being placed in the top mark band for linguistic knowledge and accuracy (1.ii, 2).</p>

Example response 2: open response questions

Mi colegio es grande y muy divertido. En mi opinión historia es bien porque es interesante, mi profesor es divertido. Después del colegio lo hare jugar vídeo juegos. Luego lo hare tomar una ducha y ve a dormir. La semana pasada tuve historia, matemáticas y las ciencias.

49 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	Linguistic knowledge and accuracy (AO3): 4 marks
<ul style="list-style-type: none"> The candidate has addressed all four bullet points, though not in order of the question which is appropriate. The response would therefore sit in the 11-13 mark band for coverage (1.i). There is very little extra detail shown (e.g. “<i>muy divertido</i>”). For development, the lower end of the 1-4 mark band best fits (1.i). The response is generally comprehensible, but the occasional message leads to a delay in understanding (e.g. “<i>tuve historia...</i>”). The flow of the response is slightly disjointed. For comprehensibility, the response sits best in the lower end of the mark band 8-10 (1.i). <p>Overall, the best fit approach when considering the three bullet points of this mark grid is at the top end of the 5-7 mark band for response to stimulus, despite the fact that the candidate answered all bullet points (1.i, 2).</p>	<ul style="list-style-type: none"> There is limited variety of vocabulary and grammatical structures shown, with repetition of some words like “<i>divertido</i>”. All vocabulary appears in the Foundation tier vocabulary list, which is appropriate (3). There is the occasional extended sentence using “<i>porque</i>”. The response would best sit in the 1-2 band for variety (1.ii). There is some success at using a range of timeframes (e.g. “<i>es + adj</i>” and “<i>tuve</i>”), but the use of “<i>lo hare</i>” means that the future timeframe isn’t successfully covered. The response would best sit in the 3-4 mark band for use of timeframes. The language used is generally accurate, but with some minor errors such as incorrect articles (e.g. “<i>las ciencias</i>”) and the occasional major error. For accuracy, it would be best placed in the top mark band (1.ii, 1.iii). <p>The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy (1.ii, 2).</p>

Comparison of example responses 1 and 2

Response to stimulus (AO2):	Linguistic knowledge and accuracy (AO3):
<ul style="list-style-type: none"> Response 1 addresses fewer task bullet points than Response 2 Response 1 shows much more development than Response 2 Response 1 is more comprehensible than Response 2 	<ul style="list-style-type: none"> Response 1 shows more variety of vocabulary than Response 2 Response 1 shows similar success at different timeframes to Response 2 Response 1 shows similar accuracy to Response 2
<p>Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, and slightly higher on the AO3 grid too. The main differences are in development of response and variation of grammar and vocabulary.</p>	

Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
14-17	<ul style="list-style-type: none"> • All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear. 	4-5	<ul style="list-style-type: none"> • A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of past, present and future timeframes • Consistently accurate language; any errors are minor.
11-13	<ul style="list-style-type: none"> • All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear. 	2-3	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Some successful use of past, present and future timeframes • Generally accurate language; mostly minor errors, occasional major errors.
8-10	<ul style="list-style-type: none"> • Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with past, present and future timeframes • Some accurate language; frequent errors, some of them major.
5-7	<ul style="list-style-type: none"> • Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down. 	0	<ul style="list-style-type: none"> • No rewardable material.
1-4	<ul style="list-style-type: none"> • One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down. 		
0	<ul style="list-style-type: none"> • No rewardable material. 		

Question 3 – Higher tier translation (10 marks)

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

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.	4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.	3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.	2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
0	No rewardable material.	1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
		0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
Normally we go to a campsite for a month. It is a beautiful place near the coast. I think that the facilities are good because it has a swimming pool. Last time I swam all day. Next year we will stay in another village to see more of the surrounding area.	<i>Normalmente vamos a un camping durante un mes. Es un hermoso lugar cerca de la costa. Creo que las instalaciones son buenas porque tiene piscina. La última vez nadé todo el día. El próximo año nos quedaremos en otro pueblo para ver más de los alrededores.</i>

Example response 1

Normalmente vamos a una camping para un mes. Es una bonito lugar cerca de costa. Creo que la instalacions son bien porque tiene una piscina. La última vez que nadé todo el día. El año futuro nos quedaremos en una otro pueblo para ver más de las alrededores.

Total marks: 9 out of 10	
Response to stimulus (AO2): 6 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of the original language is consistently and appropriately transferred; with little deviation from the original meaning despite some errors which are accounted for in the AO3 mark.	Vocabulary and grammatical structures are generally accurate, but there are some minor errors (e.g., “una camping”, “de costa”, “instalacions”, “son bien” and “las”).

Example response 2

Normalmente vamos a un campo por un mes. Es un lugar hermos cerca de la costa. Pienso que las facilidades es buenas porque hay un piscina. La ultimate tiempo nadò todo el dia. El año proximi vamos a quedarse en en un pueblo diferente par ver los barrios.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	Linguistic knowledge and accuracy (AO3): 3 marks
The meaning of most of the original language is appropriately transferred, but differences exist such as the use of “campo” instead of “camping,” and the use of “ver los barrios”, which differs from the text to be translated.	Vocabulary and grammatical structures are generally accurate, but the response contains some minor errors (e.g., “hermos”, “proximi”, and “par ver”) in addition to rare major errors (e.g. “la ultimate tiempo”).

Example response 3

Normalmente voy a camping par una mes. esta una lugar bon .. el costa. Creo que los ... son bon porque hay una piscina..... nadar todo el dia. el ano que viene en un nuevo ville.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	Linguistic knowledge and accuracy (AO3): 1 marks
The meaning of some parts of the original language is communicated, but the majority of sentences are incomplete. Despite this, we do get the gist of what the message is about.	Vocabulary and grammatical structures are limited in accuracy, there are frequent errors both major (e.g., “el ano que viene”, “nuevo ville”), and minor (e.g. “voy a”, “una mes” “nadar”).

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