

GCSE

WJEC Eduqas GCSE in SPANISH

ACCREDITED BY OFQUAL

SAMPLE ASSESSMENT MATERIALS

Teaching from 2016





For teaching from 2016
For award from 2018

GCSE (9-1) SPANISH

SAMPLE ASSESSMENT
MATERIALS

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 1 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

The test will last 7-9 minutes. You will have 12 minutes to prepare the role play and photo card discussion.

Role play: you should attempt to provide complete responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

Conversation: you may start the first part of the conversation with your nominated theme from one of the broad themes and your teacher will start the second part of the conversation with a different theme.

Complete the role play, the photo card discussion **and** the conversation.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

If you wish to, you may make notes on a single side of A4 paper during the preparation time and may take these notes into the test to refer to during the test. You must **not** write out complete and continuous sentences nor write on the task booklet. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each. The conversation carries 30 marks. A total of 15 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (5 in the photo card discussion and 10 in the conversation task).

ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Youth Culture

Escenario: Estás hablando con tu amigo/a español/a sobre la tecnología.

Tu profesor/a es el/la amigo/a y habla primero.

- Descripción de tu móvil (**dos** detalles)
- Tu uso de la tecnología (**un** detalle)
- El ordenador - ayer (**un** detalle)
- ? Las redes sociales
- !

PHOTO CARD DISCUSSION

Sub-theme: Home and Locality



- Describe la foto
- ¿Prefieres el campo o la ciudad? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 2 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Role play: you should attempt to provide complete responses in the role play task.

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ROLE PLAY

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Sub-theme: Lifestyle

Escenario: Estás hablando con tu amigo/a español/a sobre el deporte y la salud.

Tu profesor/a es el/la amigo/a y habla primero.

- Mantenerse en forma (**un** detalle)
- Comida – tus gustos (**dos** detalles)
- ? La comida basura
- !
- Deporte - la semana pasada (**un** detalle)

PHOTO CARD DISCUSSION

Sub-theme: Jobs and Future Plans



- Describe la foto
- ¿Qué tipo de trabajo te interesa? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 3 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



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ROLE PLAY

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Sub-theme: Customs and traditions

Escenario: Estás hablando de tradiciones españolas e inglesas con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- Tu cumpleaños – **una** actividad
- Tu cumpleaños – regalos (**dos** detalles)
- !
- ? La comida española
- La cena – ayer (**un** detalle)

PHOTO CARD DISCUSSION

Sub-theme: Current study



- Describe la foto
- ¿Crees que tu instituto es muy estricto? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 4 FOUNDATION TIER

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SAMPLE ASSESSMENT MATERIALS



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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una estación de trenes en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Viajar – dónde (**un** detalle)
- Tipo de billete (**dos** detalles)
- Tu viaje a España - cómo (**un** detalle en el pasado)
- ? El precio del viaje
- !

PHOTO CARD DISCUSSION

Sub-theme: Customs and Traditions



- Describe la foto
- ¿Te gustan los festivales de música? ¿Por qué?

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SPANISH

COMPONENT 1: SPEAKING

SET 5 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Role play: you should attempt to provide complete responses in the role play task.

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una oficina de turismo en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Visitar – **dos** monumentos
- **Una** razón
- ? El horario
- **Una** actividad - ayer
- !

PHOTO CARD DISCUSSION

Sub-theme: World of Work



- Describe la foto
- ¿Te interesa hacer un trabajo voluntario? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 6 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Role play: you should attempt to provide complete responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás de vacaciones en un hotel en España.

Tu profesor/a es el/la recepcionista y habla primero.

- Reservar – una excursión
- La excursión – cuándo (**dos** detalles)
- ? El transporte
- **Una** actividad - ayer
- !

PHOTO CARD DISCUSSION

Sub-theme: Youth Culture



- Describe la foto
- ¿Te llevas bien con tus amigos? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 7 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Role play: you should attempt to provide complete responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

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Complete the role play, the photo card discussion **and** the conversation.

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Current Study

Escenario: Estás hablando con tu amigo/a español/a sobre tu colegio.

Tu profesor/a es el/la amigo/a y habla primero.

- Tu colegio – **una** opinión
- Tus asignaturas (**dos** detalles)
- **Una** actividad en el colegio - ayer
- ? El colegio de tu amigo/a
- !

PHOTO CARD DISCUSSION

Sub-theme: Global Sustainability



- Describe la foto
- ¿Crees que es importante reciclar? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 8 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Role play: you should attempt to provide complete responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: World of work

Escenario: Estás hablando del trabajo con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- Un trabajo que te interesa
- Por qué (**dos** detalles)
- !
- Trabajo – en el pasado – dónde
- ? Trabajo a tiempo parcial

PHOTO CARD DISCUSSION

Sub-theme: Lifestyle



- Describe la foto
- ¿Prefieres jugar a videojuegos o practicar deporte? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 9 FOUNDATION TIER

**7–9 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
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Sub-theme: Jobs and Future Plans

Escenario: Estás hablando con tu amigo/a español/a del trabajo y tus planes para el futuro.

Tu profesor/a habla primero.

- Un trabajo que te interesa

Cualidades personales (**dos** detalles)

- Trabajo – en el pasado - dónde
- ? La universidad

PHOTO CARD DISCUSSION

Sub-theme: Spain and Spanish-speaking countries



- Describe la foto
- ¿Qué tipo de vacaciones prefieres? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 1 HIGHER TIER

**10-12 minutes and 12 minutes
preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play and photo card discussion.

Role play: you should attempt to provide complete responses in the role play task.

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ROLE PLAY

Instructions to candidate

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- ! means that you will have to respond to an unexpected question

Sub-theme: Youth Culture

Escenario: Estás en una tienda de móviles en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Tu móvil – **un** problema
- El problema – cómo y cuándo ocurrió
- Cómo se podría resolver el problema – **una** solución
- ? Los móviles en la tienda - información
- !

PHOTO CARD DISCUSSION

Sub-theme: Home and Locality



- ¿De qué trata esta foto?
- ¿Crees que la vida es más difícil en las grandes ciudades? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 2 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play and photo card discussion.

Role play: you should attempt to provide complete sentences as responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

Conversation: you may start the first part of the conversation with your nominated theme from one of the broad themes and your teacher will start the second part of the conversation with a different theme.

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ROLE PLAY

Instructions to candidate

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Sub-theme: Lifestyle

Escenario: Estás hablando de tu tiempo libre con tu amigo español/a.

Tu profesor/a es el amigo/a y habla primero.

- La importancia de hacer deporte – **una** razón
- La última vez que hiciste deporte – dónde y cuándo
- !
- Tu fin de semana ideal (**un** detalle)
- ? Planes para el fin de semana

PHOTO CARD DISCUSSION

Sub-theme: Jobs and Future Plans



- ¿De qué trata esta foto?
- ¿Es difícil para los jóvenes encontrar un trabajo hoy en día? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 3 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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ROLE PLAY

Instructions to candidate

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- ! means that you will have to respond to an unexpected question

Sub-theme: Customs and Traditions

Escenario: Estás hablando de la comida española e inglesa con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- Tu cumpleaños el año pasado – **una** actividad
- Regalos - el año que viene (**dos** detalles)
- Tu opinión de la comida inglesa
- ? La comida española
- !

PHOTO CARD DISCUSSION

Sub-theme: Current Study



- ¿De qué trata esta foto?
- ¿Crees que los exámenes son necesarios? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 4 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



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Role play: you should attempt to provide complete sentences as responses in the role play task.

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una estación de trenes en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Un viaje en tren mañana (**dos** detalles)
- Un problema
- Cómo se podría resolver el problema – **una** solución
- ? Otro viaje
- !

PHOTO CARD DISCUSSION

Sub-theme: Customs and Traditions



- ¿De qué trata esta foto?
- ¿Cuáles son los aspectos negativos de los festivales de música? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 5 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

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Role play: you should attempt to provide complete sentences as responses in the role play task.

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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una oficina de turismo en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Una visita a un monumento ayer (**un** detalle)
- Tu opinión del monumento y **una** razón
- Mañana – tus planes (**un** detalle)
- ? Otro monumento
- !

PHOTO CARD DISCUSSION

Sub-theme: World of Work



- ¿De qué trata esta foto?
- ¿Cuáles son las ventajas y desventajas de un trabajo voluntario? ¿Por qué?

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SPANISH

COMPONENT 1: SPEAKING

SET 6 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



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ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás de vacaciones en un hotel en España.

Tu profesor/a es el/la recepcionista y habla primero.

- **Un** problema en tu habitación
- Cómo se podría resolver el problema - **una** solución
- **Dos** actividades en el hotel ayer
- !
- ? Las excursiones del hotel

PHOTO CARD DISCUSSION

Sub-theme: Youth Culture



- ¿De qué trata esta foto?
- ¿Crees que los amigos son más importantes que la familia? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 7 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play and photo card discussion.

Role play: you should attempt to provide complete sentences as responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

Conversation: you may start the first part of the conversation with your nominated theme from one of the broad themes and your teacher will start the second part of the conversation with a different theme.

Complete the role play, the photo card discussion **and** the conversation.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

If you wish to, you may make notes on a single side of A4 paper during the preparation time and may take these notes into the test to refer to during the test. You must **not** write out complete and continuous sentences nor write on the task booklet. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each. The conversation carries 30 marks. A total of 15 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (5 in the photo card discussion and 10 in the conversation task).

ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Current Study

Escenario: Estás hablando con tu amigo/a español/a sobre tu colegio.

Tu profesor/a es el/la amigo/a y habla primero.

- **Un** aspecto negativo de tu colegio
- Tu colegio ideal (**un** detalle)
- Tus estudios el año pasado (**dos** detalles)
- ? Los estudios de tu amigo/a
- !

PHOTO CARD DISCUSSION

Sub-theme: Global Sustainability



- ¿De qué trata esta foto?
- ¿Crees que proteger el medio ambiente es importante para los jóvenes? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 8 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play and photo card discussion.

Role play: you should attempt to provide complete sentences as responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

Conversation: you may start the first part of the conversation with your nominated theme from one of the broad themes and your teacher will start the second part of the conversation with a different theme.

Complete the role play, the photo card discussion **and** the conversation.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

If you wish to, you may make notes on a single side of A4 paper during the preparation time and may take these notes into the test to refer to during the test. You must **not** write out complete and continuous sentences nor write on the task booklet. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each. The conversation carries 30 marks. A total of 15 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (5 in the photo card discussion and 10 in the conversation task).

ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: World of work

Escenario: Estás hablando del trabajo con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- La importancia de tener un trabajo a tiempo parcial (**un** detalle)
- Trabajo a tiempo parcial - qué preferirías hacer
- **Una** actividad después de tus exámenes el año pasado
- ? La experiencia de trabajo de tu amigo/a
- !

PHOTO CARD DISCUSSION

Sub-theme: Lifestyle



- ¿De qué trata esta foto?
- ¿Cuáles son los aspectos negativos de los videojuegos? ¿Por qué?

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GCSE

SPANISH

COMPONENT 1: SPEAKING

SET 9 HIGHER TIER

**10-12 minutes
and 12 minutes preparation time**

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

The test will last 10-12 minutes. You will have 12 minutes to prepare the role play and photo card discussion.

Role play: you should attempt to provide complete sentences as responses in the role play task.

Photo card discussion: you should attempt to provide extended responses to each of the questions asked.

Conversation: you may start the first part of the conversation with your nominated theme from one of the broad themes and your teacher will start the second part of the conversation with a different theme.

Complete the role play, the photo card discussion **and** the conversation.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

If you wish to, you may make notes on a single side of A4 paper during the preparation time and may take these notes into the test to refer to during the test. You must **not** write out complete and continuous sentences nor write on the task booklet. The notes must be handed to your teacher at the end of the test.

The role play and photo card discussion carry 15 marks each. The conversation carries 30 marks. A total of 15 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (5 in the photo card discussion and 10 in the conversation task).

ROLE PLAY

Instructions to candidate

- ? means that you will have to ask a question
- ! means that you will have to respond to an unexpected question

Sub-theme: Jobs and Future Plans

Escenario: Estás hablando de tus planes para el futuro con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- Ir a la universidad – **una** razón
- El tipo de trabajo que preferirías hacer en el futuro
- Tus estudios el año pasado (**dos** detalles)
- ? Los planes futuros de tu amigo/a
- !

PHOTO CARD DISCUSSION

Sub-theme: Spain and Spanish-speaking countries



- ¿De qué trata esta foto?
- ¿Crees que el turismo tiene muchos beneficios? ¿Por qué?

TEACHER EXAMINER COPY

FOUNDATION TIER SET 1

ROLE PLAY

Sub-theme: Youth Culture

Escenario: Estás hablando con tu amigo/a español/a sobre la tecnología.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Cómo es tu móvil?**
- Descripción de tu móvil (**dos** detalles)
- **¿Qué tecnología utilizas normalmente?**
- Tu uso de la tecnología (**un** detalle)
- **¿Qué hiciste ayer en el ordenador?**
- El ordenador - ayer (**un** detalle)
- **Muy bien**
- ? Las redes sociales
- **Reply appropriately. ¿Con qué frecuencia utilizas las redes sociales?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Home and Locality



- Describe la foto
- ¿Prefieres el campo o la ciudad? ¿Por qué?

Teacher examiner's additional questions:

- Creo que es el transporte público es muy caro. ¿Estás de acuerdo?
- ¿Qué hiciste en tu pueblo/ciudad el fin de semana pasado?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 2

ROLE PLAY

Sub-theme: Lifestyle

Escenario: Estás hablando con tu amigo/a española/a sobre el deporte y la salud.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Qué haces para mantenerte en forma?**
- Mantenerse en forma (**un** detalle)
- **¿Qué tipo de comida te gusta?**
- Comida – tus gustos (**dos** detalles)
- **Muy bien**
- ? La comida basura
- **Reply appropriately. ¿Con qué frecuencia haces deporte?**
- **!**
- **¿Qué deporte hiciste la semana pasada?**
- Deporte - la semana pasada (**un** detalle)

PHOTO CARD DISCUSSION

Sub-theme: Jobs and Future Plans



- Describe la foto
- ¿Qué tipo de trabajo te interesa? ¿Por qué?

Teacher examiner's additional questions:

- Creo que es importante ir a la universidad. ¿Estás de acuerdo?
- ¿Te gustaría encontrar un trabajo a tiempo parcial? ¿Por qué?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 3

ROLE PLAY

Sub-theme: Customs and traditions

Escenario: Estás hablando de tradiciones españolas e inglesas con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Qué haces normalmente para tu cumpleaños?**
- Tu cumpleaños – **una** actividad
- **¿Qué regalos recibes normalmente para tu cumpleaños?**
- Tu cumpleaños – regalos (**dos** detalles)
- **¿Qué tipo de comida prefieres?**
- **!**
- **Yo también**
- **? La comida española**
- **Reply appropriately. ¿Qué comiste ayer?**
- La cena – ayer (**un** detalle)

PHOTO CARD DISCUSSION

Sub-theme: Current study



- Describe la foto
- ¿Crees que tu instituto es muy estricto? ¿Por qué?

Teacher examiner's additional questions:

- Creo que los jóvenes tienen demasiados deberes. ¿Estás de acuerdo?
- ¿Qué actividades hiciste en tu instituto la semana pasada?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 4

ROLE PLAY

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una estación de trenes en España.

Tu profesor/a es el/la empleado/a y habla primero.

Teacher examiner's prompts:

- **Buenos días. ¿En qué puedo servirle?**
- Viajar – dónde (**un** detalle)
- **¿Qué tipo de billete quiere?**
- Tipo de billete (**dos** detalles)
- **¿Cómo viajó a España?**
- Tu viaje a España - cómo (**un** detalle en el pasado)
- **Muy bien**
- **? El precio del viaje**
- **Reply appropriately. ¿Cuántos billetes quiere?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Customs and Traditions



- Describe la foto
- ¿Te gustan los festivales de música? ¿Por qué?

Teacher examiner's additional questions:

- Creo que los festivales de música son demasiados caros. ¿Estás de acuerdo?
- ¿Qué hiciste para tu cumpleaños el año pasado?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 5

ROLE PLAY

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una oficina de turismo en España.

Tu profesor/a es el/la empleado/a y habla primero.

Teacher examiner's prompts

- **Buenos días. ¿Puedo ayudarle?**
- Visitar – **dos** monumentos
- **¿Por qué le interesan estos monumentos?**
- **Una** razón
- **Muy bien**
- ? El horario
- **Reply appropriately. ¿Qué hizo ayer?**
- **Una** actividad - ayer
- **Reply appropriately. ¿De qué nacionalidad es usted?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: World of Work



- Describe la foto
- ¿Te interesa hacer un trabajo voluntario? ¿Por qué?

Teacher examiner's additional questions:

- Creo que es importante tener un trabajo a tiempo parcial. ¿Estás de acuerdo?
- ¿Qué tipo de trabajo te gustaría hacer en el futuro? ¿Por qué?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 6

ROLE PLAY

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás de vacaciones en un hotel en España.

Tu profesor/a es el/la recepcionista y habla primero.

Teacher examiner's prompts:

- **¿Quiere reservar una excursión del hotel?**
- Reservar – una excursión
- **¿Cuándo quiere hacer esta excursión?**
- La excursión – cuándo (**dos** detalles)
- **Muy bien**
- ? El transporte
- **Reply appropriately. ¿Qué hizo ayer?**
- Una actividad - ayer
- **¿Cuál es el número de su habitación de hotel?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Youth Culture



- Describe la foto
- ¿Te llevas bien con tus amigos? ¿Por qué?

Teacher examiner's additional questions:

- Creo que los jóvenes tienen muchos problemas. ¿Estás de acuerdo?
- ¿Qué hiciste con tus amigos la semana pasada?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 7

ROLE PLAY

Sub-theme: Current Study

Escenario: Estás hablando con tu amigo/a español/a sobre tu colegio.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Te gusta tu colegio?**
- Tu colegio – **una** opinión
- **¿Qué asignaturas estudias?**
- Tus asignaturas (**dos** detalles)
- **¿Qué hiciste ayer en el colegio?**
- **Una** actividad en el colegio - ayer
- **Muy bien**
- **? El colegio de tu amigo/a**
- **Reply appropriately. ¿Cómo vas al colegio?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Global Sustainability



- Describe la foto
- ¿Crees que es importante reciclar? ¿Por qué?

Teacher examiner's additional questions:

- Creo que nuestro barrio tiene mucha contaminación. ¿Estás de acuerdo?
- ¿Qué hiciste la semana pasada para proteger el medio ambiente?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

TEACHER EXAMINER COPY
FOUNDATION TIER SET 8
ROLE PLAY

Sub-theme: World of Work

Escenario: Estás hablando del trabajo con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Qué tipo de trabajo te interesa?**
- Un trabajo que te interesa
- **¿Por qué?**
- Por qué (**dos** detalles)
- **¿Qué te gusta estudiar en el colegio?**
- **!**
- **Muy bien. ¿Dónde trabajaste en el pasado?**
- Trabajo – en el pasado - dónde
- **Muy bien**
- **? Trabajo a tiempo parcial**
- **Reply appropriately**

PHOTO CARD DISCUSSION

Sub-theme: Lifestyle



- Describe la foto
- ¿Prefieres jugar a videojuegos o practicar deporte? ¿Por qué?

Teacher examiner's additional questions:

- Creo que los jóvenes pasan demasiado tiempo jugando a videojuegos. ¿Estás de acuerdo?
- ¿Qué hiciste con tus amigos el fin de semana pasado?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

TEACHER EXAMINER COPY

FOUNDATION TIER SET 9

ROLE PLAY

Sub-theme: Jobs and Future Plans

Escenario: Estás hablando con tu amigo/a español/a del trabajo y tus planes para el futuro.

Tu profesor/a habla primero.

Teacher examiner's prompts:

- **¿Qué trabajo quieres hacer en el futuro?**
- Un trabajo que te interesa
- **¿Por qué quieres hacer este trabajo?**
- **!**
- **Muy bien. ¿Qué cualidades personales son necesarias para este trabajo?**
- Cualidades personales (**dos** detalles)
- **¿Dónde trabajaste en el pasado?**
- Trabajo – en el pasado - dónde
- **? La universidad**
- **Reply appropriately**

PHOTO CARD DISCUSSION

Sub-theme: Spain and Spanish-speaking countries



- Describe la foto
- ¿Qué tipo de vacaciones prefieres? ¿Por qué?

Teacher examiner's additional questions:

- Creo que las vacaciones culturales son aburridas. ¿Estás de acuerdo?
- ¿Qué hiciste durante las vacaciones escolares el año pasado?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (3)

TEACHER EXAMINER COPY

HIGHER TIER SET 1

ROLE PLAY

Sub-theme: Youth Culture

Escenario: Estás en una tienda de móviles en España.

Tu profesor/a es el/la empleado/a y habla primero.

Teacher examiner's prompts

- **Buenos días. ¿Puedo ayudarle?**
- Tu móvil – **un** problema
- **¿Cómo y cuándo ocurrió este problema?**
- El problema – cómo y cuándo ocurrió
- **Lo siento**
- Cómo se podría resolver el problema – **una** solución
- **Sí, claro**
- ? Los móviles en la tienda - información
- **Reply appropriately. ¿Cuáles son las funciones más importantes de un móvil?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Home and Locality



- ¿De qué trata esta foto?
- ¿Crees que la vida es más difícil en las grandes ciudades? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, se debe construir más centros comerciales en el campo. ¿Estás de acuerdo?
- ¿Cómo sería tu pueblo/ciudad ideal?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

TEACHER EXAMINER COPY

HIGHER TIER SET 2

ROLE PLAY

Sub-theme: Lifestyle

Escenario: Estás hablando de tu tiempo libre con tu amigo español/a.

Tu profesor/a es el amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Crees que es importante hacer deporte?**
- La importancia de hacer deporte – **una** razón
- **¿Qué deporte hiciste últimamente?**
- La última vez que hiciste deporte – dónde y cuándo
- **¿Qué actividades hay para los jóvenes en tu barrio?**
- **!**
- **¿Cómo sería tu fin de semana ideal?**
- Tu fin de semana ideal (**un** detalle)
- **Muy bien**
- **? Planes para el fin de semana**
- **Reply appropriately**

PHOTO CARD DISCUSSION

Sub-theme: Jobs and Future Plans



- ¿De qué trata esta foto?
- ¿Es difícil para los jóvenes encontrar un trabajo hoy en día? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, todos los jóvenes deberían ir a la universidad. ¿Estás de acuerdo?
- ¿Cómo sería tu trabajo ideal?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

TEACHER EXAMINER COPY

HIGHER TIER SET 3

ROLE PLAY

Sub-theme: Customs and Traditions

Escenario: Estás hablando de la comida española e inglesa con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Cómo celebraste tu cumpleaños el año pasado?**
- Tu cumpleaños el año pasado – **una** actividad
- **¿Qué regalos recibirás el año que viene?**
- Regalos - el año que viene (**dos** detalles)
- **¿Te gusta la comida inglesa?**
- Tu opinión sobre la comida inglesa
- **Muy bien**
- ? La comida española
- **Reply appropriately. ¿Qué tipo de comida quieres probar?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Current Study



- ¿De qué trata esta foto?
- ¿Crees que los exámenes son necesarios? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, los deberes son una pérdida de tiempo. ¿Estás de acuerdo?
- ¿Cómo cambiarías tu colegio para mejorarlo?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Identity and culture (1)

TEACHER EXAMINER COPY

HIGHER TIER SET 4

ROLE PLAY

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una estación de trenes en España.

Tu profesor/a es el/la empleado/a y habla primero.

Teacher examiner's prompts:

- **Buenos días. ¿En qué puedo servirle?**
- Un viaje en tren mañana (**dos** detalles)
- **¿Y hay algún problema?**
- Un problema
- **Lo siento. ¿Cómo podríamos ayudarle?**
- Cómo se podría resolver el problema – **una** solución
- **Muy bien**
- ? Otro viaje
- **Reply appropriately. ¿Qué otros sitios le interesa visitar en España?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Customs and Traditions



- ¿De qué trata esta foto?
- ¿Cuáles son los aspectos negativos de los festivales de música? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, es mejor escuchar música en vivo. ¿Estás de acuerdo?
- ¿Cómo sería tu festival de música ideal?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

TEACHER EXAMINER COPY

HIGHER TIER SET 5

ROLE PLAY

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás en una oficina de turismo en España.

Tu profesor/a es el/la empleado/a y habla primero.

Teacher examiner's prompts:

- **Buenos días. ¿Puedo ayudarle?**
- Una visita a un monumento ayer (**un** detalle)
- **¿Y qué piensa de este monumento?**
- Tu opinión del monumento y **una** razón
- **¿Y qué hará mañana?**
- Mañana – tus planes (**un** detalles)
- Lo siento
- ? Otro monumento
- **Reply appropriately. ¿Qué otras actividades culturales le interesa hacer en España?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: World of Work



- ¿De qué trata esta foto?
- ¿Cuáles son las ventajas y desventajas de un trabajo voluntario? ¿Por qué?

Teacher examiner's additional questions:

- Para mí, ganar mucho dinero es lo más importante. ¿Estás de acuerdo?
- ¿Cómo sería tu trabajo ideal?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

TEACHER EXAMINER COPY

HIGHER TIER SET 6

ROLE PLAY

Sub-theme: Spain and Spanish-speaking countries

Escenario: Estás de vacaciones en un hotel en España.

Tu profesor/a es el/la recepcionista y habla primero.

Teacher examiner's prompts:

- **¿Puedo ayudarle?**
- **Un problema en tu habitación**
- **¿Qué podríamos hacer para solucionar el problema?**
- **Cómo se podría resolver el problema - una solución**
- **Vale. ¿Qué hizo usted en nuestro hotel ayer?**
- **Dos actividades en el hotel ayer**
- **¿Cuál es su opinión del hotel?**
- **!**
- **Muy bien**
- **? Las excursiones del hotel**
- **Reply appropriately**

PHOTO CARD DISCUSSION

Sub-theme: Youth Culture



- ¿De qué trata esta foto?
- ¿Crees que los amigos son más importantes que la familia? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, la vida para los jóvenes es demasiado difícil hoy en día. ¿Estás de acuerdo?
- ¿Cómo sería tu amigo/a ideal?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Current and future study and employment (3)

OR (to be used if the candidate has covered the above theme in Part 1)

Local, national, international and global areas of interest (2)

TEACHER EXAMINER COPY

HIGHER TIER SET 7

ROLE PLAY

Sub-theme: Current Study

Escenario: Estás hablando con tu amigo/a español/a sobre tu colegio.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Hay algún aspecto negativo de tu colegio?**
- **Un** aspecto negativo de tu colegio
- **¿Cómo sería tu colegio ideal?**
- Tu colegio ideal (**un** detalle)
- **¿Qué estudiaste el año pasado?**
- Tus estudios el año pasado (**dos** detalles)
- **Muy bien**
- **?** Los estudios de tu amigo/a
- **Reply appropriately. ¿Qué te gusta hacer durante el recreo?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Global Sustainability



- ¿De qué trata esta foto?
- ¿Crees que proteger el medio ambiente es importante para los jóvenes? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, el reciclaje es una pérdida de tiempo. ¿Estás de acuerdo?
- ¿Qué debería hacer el gobierno para mejorar el medio ambiente?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

TEACHER EXAMINER COPY

HIGHER TIER SET 8

ROLE PLAY

Sub-theme: World of Work

Escenario: Estás hablando del trabajo con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Es importante tener un trabajo a tiempo parcial?**
- La importancia de tener un trabajo a tiempo parcial (**un** detalle)
- **¿Qué tipo de trabajo a tiempo parcial preferirías hacer?**
- Trabajo a tiempo parcial - qué preferirías hacer
- **¿Qué hiciste después de tus exámenes el año pasado?**
- **Una** actividad después de tus exámenes el año pasado
- **Muy bien**
- ? La experiencia de trabajo de tu amigo/a
- **Reply appropriately. ¿Cuáles son tus cualidades personales?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Lifestyle



- ¿De qué trata esta foto?
- ¿Cuáles son los aspectos negativos de los videojuegos? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, el internet puede ser muy peligroso para los jóvenes. ¿Estás de acuerdo?
- ¿Cómo pasarías tu fin de semana ideal?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Local, national, international and global areas of interest (2)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

TEACHER EXAMINER COPY

HIGHER TIER SET 9

ROLE PLAY

Sub-theme: Jobs and Future Plans

Escenario: Estás hablando de tus planes para el futuro con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

Teacher examiner's prompts:

- **¿Por qué quieres ir a la universidad?**
- Ir a la universidad – **una** razón
- **¿Qué tipo de trabajo preferirías hacer en el futuro?**
- El tipo de trabajo que preferirías hacer en el futuro
- **¿Qué estudiaste el año pasado?**
- Tus estudios el año pasado (**dos** detalles)
- **Muy bien**
- ? Los planes futuros de tu amigo/a
- **Reply appropriately. ¿Qué te gusta hacer durante las vacaciones?**
- **!**

PHOTO CARD DISCUSSION

Sub-theme: Spain and Spanish-speaking countries



- ¿De qué trata esta foto?
- ¿Crees que el turismo tiene muchos beneficios? ¿Por qué?

Teacher examiner's additional questions:

- En mi opinión, es importante aprender sobre la cultura de un país. ¿Estás de acuerdo?
- ¿Qué actividades culturales harías durante tus vacaciones ideales?

CONVERSATION

Part 1

Candidate's nominated theme

Part 2

Identity and culture (1)

OR (to be used if the candidate has covered the above theme in Part 1)

Current and future study and employment (3)

SUGGESTED QUESTIONS FOR CONVERSATION

During both parts of the conversation it is important that the candidate is given opportunity to initiate and develop conversation and produce extended sequences of speech. The teacher/examiner can facilitate the conversation by asking the candidate:

- for more detail
- to give and/or justify their ideas and/or opinions
- to narrate events or give an account of something that has happened relating to the topic
- for their future plans relating to the topic

Some candidates will be able to discuss some sub-themes in depth while others may have less knowledge and/or linguistic ability and will cover a broader range of sub-themes. Candidates' performance depends not only on their own capacity and ability but also on the nature of the additional questions asked by the teacher/examiner. Within each part of the conversation, the teacher should choose sub-themes which reflect the individual candidate's interest. The teacher is advised to familiarise themselves with the descriptors on the assessment grids for foundation and higher tier conversations and to ensure that their questioning gives candidates opportunities to achieve their potential in each section of the mark scheme.

The following questions are examples only and are not prescriptive or exhaustive. The teacher/examiner may use any appropriate questions to give candidates opportunity to achieve their potential.

Theme 1: Identity and culture

- ¿Te interesa la moda? (¿Por qué (no)?)
- ¿Es importante llevar ropa de diseño? (¿Por qué (no)?)
- ¿Cuáles son las ventajas y desventajas de los medios sociales?
- ¿Qué tecnología utilizaste ayer?
- ¿Qué ropa llevarás este fin de semana?
- ¿Cuál es tu deporte favorito? (¿Por qué?)
- ¿Es importante llevar una vida sana? (¿Por qué (no)?)
- ¿Qué te gusta hacer en el tiempo libre?
- ¿Qué hiciste la semana pasada para mantenerte en forma?
- ¿Qué harás el fin de semana que viene?
- ¿Es importante probar comida diferente? (¿Por qué (no)?)
- ¿Prefieres celebrar tu cumpleaños con tus amigos o con tu familia? (¿Por qué?)
- Háblame de la última vez que fuiste a un restaurante.
- ¿Qué harás para celebrar tu cumpleaños el año que viene?
- ¿Cómo sería tu cumpleaños ideal?

Theme 2: Local, national, international and global areas of interest

- ¿Qué se puede hacer en tu pueblo/ciudad?
- ¿Cuáles son las ventajas y desventajas del transporte público?
- ¿Qué hiciste el fin de semana pasado en tu región?
- ¿Cómo será tu región en el futuro?
- ¿Cómo viajaste al colegio ayer?
- ¿Crees que las playas son más populares que los museos? (¿Por qué (no)?)
- ¿Crees que el turismo tiene muchas ventajas? (¿Por qué (no)?)
- Describe tus vacaciones ideales.
- ¿Qué hiciste durante las vacaciones escolares el verano pasado?
- ¿Qué harás para tus vacaciones el año que viene? (¿Por qué?)
- ¿Qué cosas reciclas en casa?
- ¿Crees que es importante reciclar? (¿Por qué (no)?)
- ¿Crees que es importante ayudar a los demás? (¿Por qué (no)?)
- ¿Qué hiciste ayer para ayudar al medio ambiente?
- ¿Qué harás para ayudar a la gente la semana que viene?

Theme 3: Current and future study and employment

- ¿Qué actividades extraescolares se pueden hacer en tu instituto?
- ¿Estás a favor del uniforme escolar? (¿Por qué (no)?)
- ¿Crees que los jóvenes tienen demasiados exámenes? (¿Por qué (no)?)
- ¿Qué hiciste en el colegio la semana pasada?
- ¿Qué harás el año que viene? ¿Por qué?
- ¿Es importante para los jóvenes tener un trabajo a tiempo parcial? (¿Por qué (no)?)
- ¿Qué cualidades personales tienes?
- ¿Qué hiciste para tus prácticas?
- ¿Cuáles son las ventajas y desventajas de las prácticas?
- ¿Qué tipo de trabajo harás en el futuro?
- ¿Qué asignaturas se pueden estudiar en tu colegio?
- ¿En tu opinión es importante ir a la universidad? (¿Por qué (no)?)
- ¿Qué estudiaste el año pasado?
- ¿Qué harás después de tus exámenes?
- ¿Te gustaría vivir al extranjero? (¿Por qué (no)?)

COMPONENT 1: SPEAKING (60 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the role plays, the photo card questions and the conversation themes
- Make sure you are familiar with the assessment grids for the photo cards and conversation at both tiers and the descriptors for each section of the grid (pages 156-159). See information below regarding advice on awarding marks using banded mark schemes.
- The specified length of the Speaking test for Foundation Tier is 7-9 minutes and 10-12 minutes for Higher Tier. You are not required to mark speaking evidence that exceeds these timings.

Centres are instructed to ensure that each candidate carries out the correctly allocated speaking set of tasks from a randomly generated list. Examiners will be provided with a copy of this list and are required to check that the correct set has been used. In cases where an incorrect set has been used, the examiner is requested to inform WJEC.

Banded mark schemes (Speaking)

Banded mark schemes are divided so that each band has relevant descriptors. The descriptors for the band provide a description of the performance level for that band.

Stage 1 - Deciding on the band

When deciding on a band, the discussion/conversation should be viewed holistically. Beginning at the lowest band, examiners should look at the descriptors for that band and see if they match the qualities shown in the candidate's work for that section. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the work.

If a candidate's discussion/conversation covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band. For instance if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. WJEC will provide standardising material already awarded a mark and this should be used as reference material when assessing the work.

When marking, examiners can use these examples to decide whether a candidate's work is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

The following pages contain notes for examiners; mark schemes for the role play for both Foundation and Higher Tier (pages 135-152); and assessment grids for the photo card discussion and the conversation. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for the photo card discussion, the skills of Communication and interaction and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

When using the assessment grids for Conversation, the skills of Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.

SET 1 FOUNDATION TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando con tu amigo/a español/a sobre la tecnología.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Cómo es tu móvil?
- **Descripción de tu móvil (dos detalles)¹**
- ¿Qué tecnología utilizas normalmente?
- **Tu uso de la tecnología (un detalle)²**
- ¿Qué hiciste ayer en el ordenador?
- **El ordenador - ayer (un detalle)³**
- Muy bien
- **? Las redes sociales⁴**
- Reply appropriately. ¿Con qué frecuencia utilizas las redes sociales?
- **¡⁵**

¹ Mi móvil es nuevo con una pantalla grande: accept any suitable description with two details

² Normalmente utilizo una tableta: accept any correct response with one detail

³ Mandé correos electrónicos a mis amigos: accept any correct response in the past with one detail

⁴ ¿Te gustan los medios sociales?: accept any correct question about social media

⁵ Utilizo las redes sociales todos los días: accept any correct response

Look for and reward any valid alternatives

SET 2 FOUNDATION TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando con tu amigo/a español/a sobre el deporte y la salud.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Qué haces para mantenerte en forma?
- **Mantenerte en forma (un detalle)¹**
- ¿Qué tipo de comida te gusta?
- **Comida – tus gustos (dos detalles)²**
- Muy bien
- **? La comida basura³**
- Reply appropriately. ¿Con qué frecuencia haces deporte?
- **!⁴**
- ¿Qué deporte hiciste la semana pasada?
- **Deporte - la semana pasada (un detalle)⁵**

¹ Juego al fútbol: accept any suitable response with one detail

² Me gustan las frutas y las verduras: accept any correct response with two details

³ ¿Te gusta la comida basura?: accept any correct question about junk food

⁴ Hago deporte todos los días: accept any correct response

⁵ Jugué al tenis la semana pasada: accept any correct response in the past with one detail

Look for and reward any valid alternatives

SET 3 FOUNDATION TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p. 153)

Escenario: Estás hablando de tradiciones españolas e inglesas con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Qué haces normalmente para tu cumpleaños?
- **Tu cumpleaños – una actividad¹**
- ¿Qué regalos recibes normalmente para tu cumpleaños?
- **Tu cumpleaños – regalos (dos detalles)²**
- ¿Qué tipo de comida prefieres?
- **!³**
- Yo también
- **? La comida española⁴**
- Reply appropriately. ¿Qué comiste ayer?
- **La cena – ayer (un detalle)⁵**

¹ Normalmente voy a un restaurante con mi familia: accept any suitable response with one activity

² Me gusta recibir dinero y sorpresas: accept any correct response with two details

³ Prefiero la pizza: accept any correct response with at least one detail

⁴ ¿Te gusta la comida española?: accept any suitable question about Spanish food

⁵ Ayer comí pollo: accept any correct response in the past with one detail

Look for and reward any valid alternatives

SET 4 FOUNDATION TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás en una estación de trenes en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Buenos días. ¿En qué puedo servirle?
- **Viajar – dónde (un detalle)¹**
- ¿Qué tipo de billete quiere?
- **Tipo de billete (dos detalles)²**
- ¿Cómo viajó a España?
- **Tu viaje a España - cómo (un detalle en el pasado)³**
- Muy bien
- **? El precio del viaje⁴**
- Reply appropriately. ¿Cuántos billetes quiere?
- **!⁵**

¹ Quiero ir a Barcelona: accept any suitable response with one detail

² Quiero un billete de ida y vuelta de primera clase: accept any correct response with two details

³ Viajé en avión: accept any correct response in the past with one detail

⁴ ¿Cuánto cuesta un billete?: accept any correct question about the price

⁵ Quiero cinco billetes: accept any correct response

Look for and reward any valid alternatives

SET 5 FOUNDATION TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás en una oficina de turismo en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Buenos días. ¿Puedo ayudarle?
- **Visitar – dos monumentos¹**
- ¿Por qué le interesan estos monumentos?
- **Una razón²**
- Muy bien
- **? El horario³**
- Reply appropriately. ¿Qué hizo ayer?
- **Una actividad - ayer⁴**
- Reply appropriately. ¿De qué nacionalidad es usted?
- **¡⁵**

¹ Quiero visitar el castillo y el museo: accept any suitable response with two details

² Me parecen muy interesantes: accept any correct response with one reason

³ ¿A qué hora abre el museo?: accept any correct question about times

⁴ Fui de compras: accept any correct response in the past with one detail

⁵ Soy inglés: accept any correct response

Look for and reward any valid alternatives

SET 6 FOUNDATION TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás de vacaciones en un hotel en España.

Tu profesor/a es el/la recepcionista y habla primero.

- ¿Quiere reservar una excursión del hotel?
- **Reservar – una excursión¹**
- ¿Cuándo quiere hacer esta excursión?
- **La excursión – cuándo (dos detalles)²**
- Muy bien
- **? El transporte³**
- Reply appropriately. ¿Qué hizo ayer?
- **Una actividad – ayer⁴**
- ¿Cuál es el número de su habitación de hotel?
- **!⁵**

¹ Quiero reservar una excursión al museo: accept any suitable response with one detail

² Quiero ir el martes por la mañana: accept any correct response with two details

³ ¿A qué hora sale el autobús?: accept any correct question about transport

⁴ Fui a la piscina ayer: accept any correct response in the past with one detail

⁵ Mi habitación es la número 22: accept any correct response

Look for and reward any valid alternatives

SET 7 FOUNDATION TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando con tu amigo/a español/a sobre tu colegio.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Te gusta tu colegio?
- **Tu colegio – una opinión¹**
- ¿Qué asignaturas estudias?
- **Tus asignaturas – (dos detalles)²**
- ¿Qué hiciste ayer en el colegio?
- **Una actividad en el colegio - ayer³**
- Muy bien
- **? El colegio de tu amigo/a⁴**
- Reply appropriately. ¿Cómo vas al colegio?
- ¡⁵

¹ Mi colegio es aburrido: accept any suitable response with one opinion

² Estudio matemáticas y ciencias: accept any correct response with two details

³ Hablé con mis amigos en el patio: accept any correct response in the past with one activity

⁴ ¿Qué piensas de tu colegio?: accept any correct question

⁵ Voy al colegio a pie: accept any correct response about school

Look for and reward any valid alternatives

SET 8 FOUNDATION TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando del trabajo con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Qué tipo de trabajo te interesa?
- **Un trabajo que te interesa¹**
- ¿Por qué?
- **Por qué (dos detalles)²**
- ¿Qué te gusta estudiar en el colegio?
- **¡³**
- Muy bien. ¿Dónde trabajaste en el pasado?
- **Trabajo – en el pasado - dónde⁴**
- Muy bien
- **? Trabajo a tiempo parcial⁵**
- Reply appropriately

¹ Quiero ser profesor/a: accept any suitable response

² Es un trabajo interesante y me gusta trabajar con los niños: accept any correct response with two details

³ Me gustan las ciencias: accept any correct response

⁴ Trabajé en el supermercado: accept any correct response in the past

⁵ ¿Tienes un trabajo a tiempo parcial?: accept any correct question about a part-time job

Look for and reward any valid alternatives

SET 9 FOUNDATION TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando con tu amigo/a español/a del trabajo y tus planes para el futuro.

Tu profesor/a habla primero.

- ¿Qué trabajo quieres hacer en el futuro?
- **Un trabajo que te interesa¹**
- ¿Por qué quieres hacer este trabajo?
- **¿²**
- **Trabajo – en el pasado - dónde⁴**
- **? La universidad⁵**
- Reply appropriately

¹ Quiero ser profesor: accept any correct job

² Me gusta trabajar con los niños: accept any correct response

³ Tengo que ser amable y estricto/a: accept any correct response with two details

⁴ Trabajé en una farmacia: accept any correct response in the past

⁵ ¿Quieres ir a la universidad?: accept any correct question about university

Look for and reward any valid alternatives

SET 1 HIGHER TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás en una tienda de móviles en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Buenos días. ¿Puedo ayudarle?
- **Tu móvil – un problema¹**
- ¿Cómo y cuándo ocurrió este problema?
- **El problema – cómo y cuándo ocurrió²**
- Lo siento
- **Cómo se podría resolver el problema – una solución³**
- Sí, claro
- **? Los móviles en la tienda - información⁴**
- Reply appropriately. ¿Cuáles son las funciones más importantes de un móvil?
- **!⁵**

¹ Mi móvil no funciona muy bien: accept any correct response with one detail

² Lo dejé en mi bolsa ayer: accept any correct response in the past with a response to how and when

³ Me gustaría cambiar mi móvil: accept any suitable response in the conditional with one detail

⁴ ¿Son caros los móviles aquí?: accept any correct question about mobiles in the shop

⁵ Es importante hacer fotos y mandar mensajes: accept any correct response with at least one function

Look for and reward any valid alternatives

SET 2 HIGHER TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando de tu tiempo libre con tu amigo español/a.

Tu profesor/a es el amigo/a y habla primero.

- ¿Crees que es importante hacer deporte?
- **La importancia de hacer deporte – una razón¹**
- ¿Qué deporte hiciste últimamente?
- **La última vez que hiciste deporte – dónde y cuándo²**
- ¿Qué actividades hay para los jóvenes en tu barrio?
- ¡³
- ¿Cómo sería tu fin de semana ideal?
- **Tu fin de semana ideal (un detalle)⁴**
- Muy bien
- **? Planes para el fin de semana⁵**
- Reply appropriately

¹ Es importante hacer deporte para mantenerse en forma: accept any suitable response with one reason

² Jugué al bádminton la semana pasada en el polideportivo: accept any correct response in the past saying where and when

³ Hay un polideportivo y un cine: accept any correct response

⁴ Saldría con mis amigos: accept any correct response in the conditional with one detail

⁵ ¿Qué quieres hacer este fin de semana?: accept any suitable question about weekend plans

Look for and reward any valid alternatives

SET 3 HIGHER TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando de la comida española e inglesa con tu amigo/a español/a.

Tu profesor es el/ la amigo/a y habla primero.

Teacher examiner's prompts:

- ¿Cómo celebraste tu cumpleaños el año pasado?
- **Tu cumpleaños el año pasado – una actividad¹**
- ¿Qué regalos recibirás el año que viene?
- **Regalos - el año que viene (dos detalles)²**
- ¿Te gusta la comida inglesa?
- **Tu opinión sobre la comida inglesa³**
- Muy bien
- **? La comida española⁴**
- Reply appropriately. ¿Qué tipo de comida quieres probar?
- ¡⁵

¹ Fui a un restaurante: accept any suitable response in the past with one activity

² Recibiré un ordenador y mucho dinero: accept any correct response in the future with two details

³ Me encantan las patatas fritas: accept any correct response with one reason

⁴ ¿La comida española es barata?: accept any correct question about Spanish food

⁵ Quiero probar la comida china: accept any correct response

Look for and reward any valid alternatives

SET 4 HIGHER TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás en una estación de trenes en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Buenos días. ¿En qué puedo servirle?
- **Un viaje en tren mañana (dos detalles)¹**
- ¿Y hay algún problema?
- **Un problema²**
- Lo siento. ¿Cómo podríamos ayudarle?
- **Cómo se podría resolver el problema – una solución³**
- Muy bien
- **? Otro viaje⁴**
- Reply appropriately. ¿Qué otros sitios le interesa visitar en España?
- **¡⁵**

¹ Mañana iré a Madrid en tren a las siete: accept any suitable response in the future with two details

² No puedo viajar: accept any suitable response

³ Me gustaría cambiar de billete: accept any correct response (in the conditional) with one solution or request

⁴ ¿Cuánto cuesta un billete a Barcelona?: accept any correct question about another journey

⁵ Quiero visitar todas las ciudades famosas: accept any correct response with at least one detail

Look for and reward any valid alternatives

SET 5 HIGHER TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás en una oficina de turismo en España.

Tu profesor/a es el/la empleado/a y habla primero.

- Buenos días. ¿Puedo ayudarle?
- **Una visita a un monumento ayer (un detalle)¹**
- ¿Y qué piensa de este monumento?
- **Tu opinión del monumento y una razón²**
- ¿Y qué harás mañana?
- **Mañana – tus planes (un detalle)³**
- Lo siento
- **? Otro monumento⁴**
- Reply appropriately. ¿Qué otras actividades culturales le interesa hacer en España?
- **¡⁵**

¹ Ayer visité el castillo: accept any suitable response in the past with one detail

² El monumento es muy interesante porque me gusta la historia: accept any correct response with one reason

³ Iré de compras: accept any correct response in the future with one detail

⁴ ¿A qué hora abre el museo?: accept any correct question about another monument

⁵ Quiero visitar una galería de arte: accept any correct response

Look for and reward any valid alternatives

SET 6 HIGHER TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás de vacaciones en un hotel en España.

Tu profesor/a es el/la recepcionista y habla primero.

- ¿Puedo ayudarle?
- **Un problema en tu habitación¹**
- ¿Qué podríamos hacer para solucionar el problema?
- **Cómo se podría resolver el problema - una solución²**
- Vale. ¿Qué hizo usted en nuestro hotel ayer?
- **Dos actividades en el hotel ayer³**
- ¿Cuál es su opinión del hotel?
- ¡⁴
- Muy bien
- **? Las excursiones del hotel⁵**
- Reply appropriately

¹ La ducha no funciona: accept any suitable response with one detail

² Me gustaría cambiar de habitación: accept any suitable response in the conditional with one solution

³ Nadé en la piscina y comí en el restaurante: accept any suitable response with two activities in the past

⁴ Me gusta el hotel porque es grande y me encanta la piscina: accept any suitable response with at least one opinion

⁵ ¿Es posible reservar una excursión al centro comercial?: accept any correct question about excursions

Look for and reward any valid alternatives

SET 7 HIGHER TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando con tu amigo/a español/a sobre tu colegio.

Tu profesor es el/la amigo/a y habla primero.

- ¿Hay algún aspecto negativo de tu colegio?
- **Un aspecto negativo de tu colegio**¹
- ¿Cómo sería tu colegio ideal?
- **Tu colegio ideal (un detalle)**²
- ¿Qué estudiaste el año pasado?
- **Tus estudios el año pasado (dos detalles)**³
- Muy bien
- **? Los estudios de tu amigo/a**⁴
- Reply appropriately. ¿Qué te gusta hacer durante el recreo?
- **!**⁵

¹ Los profesores son severos: accept any correct response with one detail

² Mi colegio ideal no tendría uniforme: accept any correct response in the conditional with one detail

³ Estudié español y francés: accept any correct response in the past with two details

⁴ ¿Cuál es tu asignatura preferida?: accept any correct question about school studies

⁵ Prefiero hablar con mis amigos en el patio: accept any correct response

Look for and reward any valid alternatives

SET 8 HIGHER TIER**ROLE PLAY**

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando del trabajo con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Es importante tener un trabajo a tiempo parcial?
- **La importancia de tener un trabajo a tiempo parcial (un detalle)¹**
- ¿Qué tipo de trabajo a tiempo parcial preferirías hacer?
- **Trabajo a tiempo parcial - qué preferirías hacer²**
- ¿Qué hiciste después de tus exámenes el año pasado?
- **Una actividad después de tus exámenes el año pasado³**
- Muy bien
- **? La experiencia de trabajo de tu amigo/a⁴**
- Reply appropriately. ¿Cuáles son tus cualidades personales?
- **¡⁵**

¹ Es importante tener un trabajo a tiempo parcial para aprender sobre el mundo de trabajo: accept any suitable response with one detail

² Preferiría trabajar en un bar: accept any correct response in the conditional with one reason

³ Fui de vacaciones: accept any correct response in the past with one detail

⁴ ¿Qué quieres hacer para tu experiencia laboral?: accept any correct question about work experience

⁵ Soy muy trabajador y responsable: accept any correct response with at least two qualities

Look for and reward any valid alternatives

SET 9 HIGHER TIER

ROLE PLAY

Notes for examiners - to be used in conjunction with the mark scheme for role plays (p.153)

Escenario: Estás hablando de tus planes para el futuro con tu amigo/a español/a.

Tu profesor/a es el/la amigo/a y habla primero.

- ¿Por qué quieres ir a la universidad?
- **Ir a la universidad – una razón¹**
- ¿Qué tipo de trabajo preferirías hacer en el futuro?
- **El tipo de trabajo que preferirías hacer en el futuro²**
- ¿Qué estudiaste el año pasado?
- **Tus estudios el año pasado (dos detalles)³**
- Muy bien
- **? Los planes futuros de tu amigo/a⁴**
- Reply appropriately. ¿Qué te gusta hacer durante las vacaciones?
- **¡⁵**

¹ Quiero ir a la universidad para estudiar mis asignaturas preferidas: accept any suitable response with one reason

² Me gustaría trabajar como profesor: accept any correct response in the conditional

³ Estudié ciencias e idiomas en el colegio: accept any correct response in the past with two details

⁴ ¿Qué quieres hacer en el futuro?: accept any suitable question about future plans

⁵ Me gusta ir a la playa con mis amigos: accept any correct response

Look for and reward any valid alternatives

MARK SCHEME**Role Play (Foundation and Higher tier)****(15 marks)**

Each candidate will be required to complete a role play giving five responses.

The role play will be assessed according to the following criteria:

Communication and interaction

Each response by the candidate will be given 3, 2, 1, or 0 marks on the following basis:

Foundation tier

3	Message is conveyed. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures contain frequent errors. Pronunciation and intonation are more accurate than inaccurate.
1	Message is partially conveyed, but is ambiguous. Limited knowledge of vocabulary or grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Higher tier

3	Message is conveyed fully without ambiguity. Vocabulary and grammatical structures are correct. Consistently accurate pronunciation and intonation.
2	Message is conveyed, though there may be some ambiguity, or message is partially conveyed without ambiguity. Vocabulary and grammatical structures are mostly correct. Pronunciation and intonation are mostly accurate, may have occasional lapses.
1	Message is partially conveyed, but is ambiguous. Vocabulary and grammatical structures contain frequent errors, or limited knowledge of vocabulary or grammatical structures demonstrated. Lapses in pronunciation and intonation may impede communication.
0	Inappropriate or no response. None of the required information is communicated.

Guidance for examiners

Foundation Tier

- (a) The 'notes for examiners' on pages 135-143 contain possible responses to the role plays for Foundation Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are mostly accurate. Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be mostly correct. Where limited knowledge of vocabulary and grammatical structures is demonstrated, one mark will be awarded.
- (b) Where candidates are required to give one detail in one response, and there is some ambiguity in the message due to frequent errors in vocabulary or structures, or occasional lapses in pronunciation and intonation, two marks will be awarded.
- (c) Where candidates are required to give two details in one response, and give two details, but there is some ambiguity in the message due to frequent errors in vocabulary or structures or where pronunciation and intonation may be inaccurate, they will be awarded two marks.
- (d) Where candidates are required to give two details in one response, but give only one detail without ambiguity, the message is partially conveyed without ambiguity and they will be awarded two marks.
- (e) Where candidates are required to give two details in one response, but give only one detail with ambiguity, the message is partially conveyed, but is ambiguous and they will be awarded one mark.
- (f) Where candidates are required to give one detail in one response or two details in one response and the message is ambiguous due to limited knowledge of vocabulary and grammatical structures, or lapses in pronunciation and intonation, one mark will be awarded.
- (g) Where candidates respond using language solely from the prompts, 0 marks will be awarded.

Higher Tier

- (a) The 'notes for examiners' on pages 144-152 contain possible responses to the role plays for Higher Tier and exemplify 'complete responses' that would gain maximum marks assuming that the candidate's pronunciation and intonation are consistently accurate. Candidates are instructed on the front of the question paper to '**attempt** to provide complete responses in the role play task', and full sentences are not required; however, in order to achieve maximum marks for a response, knowledge of vocabulary and grammatical structures must be demonstrated and be correct. Where limited knowledge of vocabulary and grammatical structures is demonstrated, one mark will be awarded.

- (b) Where candidates are required to give one detail in one response, and there is some ambiguity in the message due to errors in vocabulary or structures or lapses in pronunciation and intonation, two marks will be awarded.
- (c) Where candidates are required to give two details in one response, and give two details but there is some ambiguity in the message due to frequent errors in vocabulary or structures, they will be awarded two marks.
- (d) Where candidates are required to give two details in one response, but give only one detail without ambiguity, the message is partially conveyed without ambiguity and they will be awarded two marks.
- (e) Where candidates are required to give two details in one response, but give only one detail with ambiguity, where the vocabulary and structures contain frequent errors or where there are lapses in pronunciation and intonation, they will be awarded one mark.
- (f) Where candidates are required to give one detail in one response or two details in one response and the message is ambiguous due to frequent errors in vocabulary and structures or lapses in pronunciation and intonation, they will be awarded one mark.
- (g) Where candidates respond using language solely from the prompts, 0 marks will be awarded.

To exemplify the application of the mark scheme in relation to an individual role play, Foundation Tier Set 9 and Higher Tier Set 9 has been selected.

Foundation Tier Set 9 (not taking into account pronunciation and intonation)

- ¹ Quiero profesor = 2 marks (message is conveyed though there is some ambiguity)
- ² Gusta niños = 1 mark (message is partially conveyed but is ambiguous; limited knowledge of vocabulary or grammatical structures demonstrated)
- ³ Tengo que ser amable = 2 marks (message is partially conveyed without ambiguity, only one detail of a required two is conveyed)
- ⁴ Farmacia = 1 mark (message is partially conveyed but is ambiguous; limited knowledge of vocabulary or grammatical structures demonstrated)
- ⁵ Quieres universidad? = 2 marks (message is partially conveyed, but is ambiguous)

Higher Tier Set 9 (not taking into account pronunciation and intonation)

- ¹ Quiero ir a la universidad para esudiar mis preferidas = 2 marks (message is conveyed though there is some ambiguity)
- ² Profesor = 1 mark (message is partially conveyed but is ambiguous; limited knowledge of grammatical structures demonstrated)
- ³ ciencias = 1 mark (message is partially conveyed but is ambiguous, only one detail of a required two is conveyed; limited knowledge of vocabulary or grammatical structures demonstrated)
- ⁴ Quieres en el futuro? = 1 mark (message is partially conveyed, but is ambiguous)
- ⁵ Gusta a la playa = 1 mark (message is partially conveyed but it is ambiguous; there are frequent errors)

Assessment Grid for Component 1: Speaking Foundation Tier Photo Card Discussion**(15 marks)**

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys mainly relevant information with occasional extended responses to the photo and questions. - Able to express thoughts, points of view and exchange opinions with some justification. - Generally good pronunciation and intonation but with some inconsistency.	5	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	7-8	- Conveys some relevant information in response to the photo and questions. - Able to express thoughts, some points of view and exchange some opinions with simple justification. - Pronunciation and intonation is more accurate than inaccurate.	4	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	5-6	- Gives simple responses to the photo and most questions. - Conveys simple thoughts and exchanges simple opinions with very simple justification. - Pronunciation is mostly understandable with some correct intonation.	3	- Basic language using simple vocabulary and grammatical structures. - Some accuracy demonstrated when using simple structures. There may be errors which prevent communication. Little success in references to past, present or future events.
2	3-4	- Gives simple responses to the photo and some questions. - Conveys simple thoughts and opinions with occasional attempts at justification. - Attempts to pronounce words accurately.	2	- Limited language with a very simple range of vocabulary and grammatical structures. - Frequent errors likely. Very little or no success in making reference to past, present or future events
1	1-2	- Very simple information conveyed in response to the photo. Some attempts to respond to the questions. - Occasional attempts to convey simple opinions. - Pronunciation is occasionally understandable.	1	- Very poor language with a very limited range of vocabulary and grammatical structures. - Occasional accuracy demonstrated.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Component 1: Speaking Higher Tier Photo Card Discussion**(15 marks)**

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys detailed and relevant information in response to the photo and questions. - Consistently able to express and justify thoughts, points of view and exchange opinions in detail. - Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.	5	- Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. - High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	- Conveys detailed and mainly relevant information in response to the photo and questions. - Able to express and justify thoughts, points of view and exchange opinions in some detail. - Very good pronunciation and intonation with occasional inaccuracies.	4	- Very good language with some variety of vocabulary and grammatical structures, including complex structures. - Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
3	5-6	- Conveys mainly relevant information with some detail in response to the photo and questions. - Able to justify thoughts, points of view and exchange opinions. - Generally good pronunciation and intonation.	3	- Good language with some variety of vocabulary and grammatical structures, including some complex structures. - A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful.
2	3-4	- Conveys mainly relevant information with occasional extended responses to the photo and questions. - Able to express thoughts, points of view and exchange opinions with some justification. - Generally good pronunciation and intonation but with some inconsistency.	2	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	- Conveys some relevant information in response to the photo and questions. - Able to express thoughts, some points of view and exchange some opinions with simple justification. - Pronunciation and intonation is more accurate than inaccurate.		- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Component 1: Speaking Foundation Tier Conversation

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys mainly relevant and mainly clear information. - Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. - Able to express thoughts, points of view and exchange opinions with some justification. - Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions.	9-10	Generally good pronunciation and intonation but with some inconsistency.	9-10	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
4	7-8	- Conveys some relevant information in response to questions. Responses may be occasionally unclear. - Occasionally attempts longer responses to questions. Has limited success in narrating events. - Able to express thoughts, some points of view and exchange some opinions with simple justification. - Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.	7-8	Pronunciation and intonation is more accurate than inaccurate.	7-8	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
3	5-6	- Gives short responses to most questions. Some responses may be difficult to understand or may be unclear. - Attempts made at longer responses or at narrating events but with very limited success. - Conveys simple thoughts and exchanges simple opinions with very simple justification. - Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.	5-6	Pronunciation is mostly understandable with some correct intonation.	6-7	- Basic language using simple vocabulary and grammatical structures. - Some accuracy demonstrated when using simple structures. There may be errors which prevent communication. Little success in references to past, present or future events.
2	3-4	- Gives very short responses. Many responses are unclear. - Some attempts made at slightly longer responses or at narrating events but without success. - Conveys simple thoughts and opinions. - Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.	3-4	Attempts to pronounce words accurately.	3-4	- Limited language with a very simple range of vocabulary and grammatical structures. - Frequent errors likely. Very little or no success in making reference to past, present or future events.
1	1-2	- Very little information conveyed. Most responses are very unclear. - Unable to attempt slightly longer responses or narrate events. - Unable to give an opinion. - Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.	1-2	Pronunciation is occasionally understandable.	1-2	- Very poor language with a very limited range of vocabulary and grammatical structures. - Occasional accuracy demonstrated.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Assessment Grid for Component 1: Speaking Higher Tier Conversation**(30 marks in total)**

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	9-10	- Conveys detailed and relevant information in response to the questions at all times. - Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so. - Consistently able to express and justify thoughts, points of view and exchange opinions in detail. - Excellent interaction with natural reactions to questions. Prompt responses with some fluency.	9-10	Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.	9-10	- Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures. - High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.
4	7-8	- Conveys detailed and mainly relevant information in response to the questions. Almost always conveys information clearly. - Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so. - Able to express and justify thoughts, points of view and exchange opinions in some detail. - Very good interaction with usually natural reactions to questions. Usually prompt responses.	7-8	Very good pronunciation and intonation with occasional inaccuracies.	7-8	- Very good language with some variety of vocabulary and grammatical structures, including complex structures. - Very good level of accuracy with some minor errors. Other errors occur when attempting more complex structures or vocabulary. References to past, present and future events are mostly successful.
	5-6	- Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly. - Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so. - Able to justify thoughts, points of view and exchange opinions. - Good interaction with some natural reactions to questions. There may be some hesitations but the conversation has a reasonable pace.	5-6	Generally good pronunciation and intonation.	5-6	- Good language with some variety of vocabulary and grammatical structures, including some complex structures. - A good level of accuracy. There may be minor errors and occasionally more serious ones. Attempts made at more complex structures are sometimes successful. References to past, present and future events are made and are sometimes successful.
2	3-4	- Conveys mainly relevant and mainly clear information. - Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so. - Able to express thoughts, points of view and exchange opinions with some justification. - Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions.	3-4	Generally good pronunciation and intonation but with some inconsistency.	3-4	- Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures. - Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in making reference to past, present and future events.
1	1-2	- Conveys some relevant information in response to the questions. Responses may be occasionally unclear. - Occasionally attempts longer responses to questions. Has limited success in narrating events. - Able to express thoughts, some points of view and exchange some opinions with simple justification. - Reasonable interaction with a little spontaneity. The conversation often has hesitations and delivery can be quite slow at times.	1-2	Pronunciation and intonation is more accurate than inaccurate.	1-2	- Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures. - Accuracy demonstrated when using simple structures. There may be errors which occasionally prevent communication. Attempts to make reference to past, present and future events may have only limited success.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.

When awarding marks, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately.

NB * Candidates who use rephrasing or repair strategies successfully without impeding communication may access the higher bands.

Candidate Name	Centre Number					Candidate Number				
						0				



GCSE

SPANISH

COMPONENT 2: LISTENING

FOUNDATION TIER

35 minutes including 5 minutes reading time

SAMPLE ASSESSMENT MATERIALS



INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will hear a recording which contains a number of items in Spanish and you will answer questions on each of these in English or Spanish as instructed.

Write your answers in the spaces provided in this question paper.

You will have five minutes to read the question paper before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the question paper during this time. The recording will be played and you will hear question 1 as it appears in your answer book, introduced by the question number or part-question number. The Spanish item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1**(5 marks)**Listen to this radio item. Answer the questions below **in English**.

- (a) What is the announcement about? (1)

Tick (✓) the correct box

holiday activities	
weather forecast	
school timetable	

- (b) Complete the table with the key information for each section. (4)

Monday and Tuesday (two details)	(2)
Wednesday (one detail)	(1)
Thursday and Friday (one detail)	(1)

Question 2**(5 marks)**

Pedro is having a discussion with his teacher. **Tick (✓) the correct box for each question.**

- (a) What are they discussing? (1)

what he does at school	
what he does in town	
what he does at home	

- (b) What does Pedro always do? (1)

recycles glass	
walks everywhere	
turns off the lights	

- (c) What problem does he mention? (1)

wasting water	
air pollution	
too much rubbish	

- (d) What suggestion does he make? (1)

recycle more	
have showers instead of baths	
use public transport	

(e) What does he recycle?

(1)

paper and card	
paper and plastic	
plastic and glass	

Question 3**(4 marks)**

María está hablando de su experiencia laboral. **Marca (✓) la casilla correcta para cada pregunta.**

- (a) María trabajó con su... (1)

tío	padre	primo

- (b) El día terminó a las... (1)

5.30	6.30	9.15

- (c) Su opinión del trabajo ... (1)

		

- (d) Su opinión de las personas allí ... (1)

		

Question 4**(5 marks)**Escucha el anuncio de radio. **Marca (✓) la casilla correcta para cada pregunta.**

- (a) El anuncio trata de ... (1)

		

- (b) Tiene lugar en ... (1)

		

- (c) Distancia ... (1)

600 metros	500 metros	1 kilómetro

- (d) La edad mínima... (1)

18	16	14

- (e) Temporada... (1)

otoño	invierno	verano

Question 5**(5 marks)**

Listen to Alejandro talking about jobs. **Complete the grid in English** with one detail for each question.

Section 1

(a)	Father's job		(1)
(b)	Job Alejandro wanted to do when he was younger		(1)

Section 2

(c)	Job Alejandro would like in the future		(1)
(d)	Alejandro's part-time job		(1)
(e)	What his brother does		(1)

Question 6**(6 marks)**

Elena is talking about health and fitness. **Listen to what she says and tick (✓) the three correct statements for each section.**

Section 1

Tick (✓) three boxes.

She goes to the leisure centre on Sundays	
She goes swimming a lot	
She would like to lose weight	
Sport helps you lose weight	
She enjoys basketball	
She is not very good at basketball	

(3)

Section 2

Tick (✓) three boxes.

Sport helps avoid illnesses	
Sport helps with stress	
Sport makes you strong	
She eats a lot of fast food	
She eats a lot of fruit and vegetables	
Sport should be played 5 times a week	

(3)

Question 7**(5 marks)**

Listen to this radio advertisement. **Fill in the table with the information in English.**

Section 1

What is this announcement for?	(1)
Opening times	(1)
Location	(1)

Section 2

Two things that are not allowed	(2)
--	-----

Question 8

(5 marks)

Nuria is talking to her teacher about her visit to an English school. Answer the questions **in English**.

Section 1

(a) What did Nuria say was the main difference between Spanish and English schools? (1)

.....

(b) What else did she say about this? (1)

.....

Section 2

(c) What other differences did she notice? Write **two** details. (2)

.....

.....

(d) What does she say about the teachers? Write **one** detail. (1)

.....

Question 9**(5 marks)**

Listen to Eduardo talking about where he used to live. Answer the questions **in English.**

Section 1

- (a) What does Eduardo say about life in the village when he was young? Write **one** detail. (1)

.....

- (b) What does he say about life in the village today? Write **two** details. (2)

.....

.....

Section 2

- (c) Why does he prefer the village as it was before? Write **two** details. (2)

.....

.....

Candidate Name	Centre Number					Candidate Number				
						0				



GCSE

SPANISH

COMPONENT 2: LISTENING

HIGHER TIER

45 minutes including 5 minutes reading time



SAMPLE ASSESSMENT MATERIALS

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will hear a recording which contains a number of items in Spanish and you will answer questions on each of these in English or Spanish as instructed.

Write your answers in the spaces provided in this question paper.

You will have five minutes to read the question paper before the recording begins.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

Before you hear the recording, you will be allowed **five minutes** to read the questions. You may make notes on the question paper during this time. The recording will be played and you will hear question 1 as it appears in your answer book, introduced by the question number or part-question number. The Spanish item will then follow. At the end of this there will be a pause and the item will be repeated. All other questions will be heard in the same way. **You may make notes or write your answers at any time.**

The paper carries 45 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1**(5 marks)**

Listen to this radio advertisement. **Fill in the table with the information in English.**

Section 1

What is this announcement for?	(1)
Opening times	(1)
Location	(1)

Section 2

Two things that are not allowed	(2)
--	-----

Question 2**(5 marks)**

Nuria is talking to her teacher about her visit to an English school. **Answer the questions in English.**

Section 1

- (a) What did Nuria say was the main difference between Spanish and English schools? (1)
-

- (b) What else did she say about this? (1)
-

Section 2

- (c) What other differences did she notice? Write **two** details. (2)
-
-

- (d) What does she say about the teachers? Write **one** detail. (1)
-

Question 3**(5 marks)**

Listen to Eduardo talking about where he used to live. **Answer the questions in English.**

Section 1

- (a) What does Eduardo say about life in the village when he was young? Write **one** detail. (1)
-

- (b) What does he say about life in the village today? Write **two** details. (2)
-
-

Section 2

- (c) Why does he prefer the village as it was before? Write **two** details. (2)
-
-

Question 4**(4 marks)**

Silvia is at a job interview for a summer job. **Answer the questions in English.**

Where does Silvia want to work?	(1)
Write one detail about the café where she worked last summer	(1)
Write one task that she did in her last job	(1)
Write one of the personal qualities that Silvia mentions	(1)

Question 5**(4 marks)**

Escucha la entrevista con el cantante español Abraham Mateo. **Rellena los espacios en español.**

Section 1

(a) Abraham ha visitado Argentina veces. (1)

(b) Sule ha acompañado. (1)

Section 2

(c) Es un chico..... (1)

(d) Su novia ideal sería (1)

Question 6**(5 marks)**

Escucha el anuncio de radio. Rellena el formulario **en español**.

Section 1

Tipo de producto	(1)
Una ventaja para los padres	(1)

Section 2

Dos funciones	(2)
Tiempo de carga	(1)

Question 7**(5 marks)**

Listen to this report from a Spanish radio station. **Complete the table in English.**

Section 1

What is the announcement about?	(1)
When in August does it take place?	(1)

Section 2

Write one thing that you should wear to take part	(1)
Write two things that you are not allowed to do	(2)

Question 8**(6 marks)**

Luis and Laura are being interviewed about their experience in the workplace. **Answer the questions in the table in English.**

Section 1

Luis	
How does Luis feel about his job?	(1)
What causes him to feel like this? Write one detail	(1)
What is he worried about?	(1)

Section 2

Laura	
What happened after she finished university?	(1)
How did this make her feel?	(1)
What will be a new experience for her?	(1)

Question 9

(6 marks)

Listen to the news report and **answer the questions in English**.

Section 1

- (a) According to the news report, what has a positive impact on health? (1)

.....

- (b) Write **one** of the environmental benefits that are mentioned as a result. (1)

.....

- (c) What would give people a better perception of their own health? (1)

.....

Section 2

- (d) Who took part in the online survey? (1)

.....

- (e) Write **two** benefits as a result of the improvement in air quality. (2)

.....

.....

COMPONENT 2: LISTENING (45 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in Spanish which have Spanish spelling which is incorrect but understandable will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the transcripts of the extracts used for Component 2 and mark schemes for both Foundation and Higher Tier.

FOUNDATION TIER

LISTENING (45 marks)

Question 1

(5 marks)

Buenos días, aquí tenemos el pronóstico del tiempo:
 Lunes y martes, mayormente soleado y caluroso. Temperaturas altas.
 Miércoles, probabilidad de lluvia. ¡No olvide su paraguas!
 Finalmente, jueves y viernes, tormentas por la noche.

(33 words)

(a)

(1)

holiday activities	
weather forecast	✓
school timetable	

(b)

(4)

Monday and Tuesday (two details)	sunny warm/hot high temperatures (any 2) (2)
Wednesday (one detail)	rain (1)
Thursday and Friday (one detail)	storms (at night) (1)

Question 2**(5 marks)**

Teacher: ¿Qué haces en casa para proteger el medioambiente?

Pedro: Siempre apago la luz.

Teacher: ¿Hay muchos problemas medioambientales en tu pueblo?

Pedro: Hay mucha contaminación del aire. Debemos utilizar el transporte público en vez de ir en coche.

Teacher: ¿Con qué frecuencia reciclas en casa?

Pedro: Reciclamos el papel y el plástico todos los días.

(50 words)

(a)

(1)

what he does at school	
what he does in town	
what he does at home	✓

(b)

(1)

recycles glass	
walks everywhere	
turns off the lights	✓

(c)

(1)

wasting water	
air pollution	✓
too much rubbish	

(d)

(1)

recycle more	
have showers instead of baths	
use public transport	✓

(e)

(1)

paper and card	
paper and plastic	✓
plastic and glass	

Question 3**(4 marks)**

Trabajé en la oficina de mi tío. Empecé a las nueve y cuarto cada mañana y terminé a las cinco y media. Tenía cincuenta minutos para comer cada día. Lo pasé muy bien pero mis compañeros no eran simpáticos y el jefe era estricto.

(44 words)

(a) María trabajó con su...

tío	padre	primo
✓		

(1)

(b) El día terminó a las...

5.30	6.30	9.15
✓		

(1)

(c) Su opinión del trabajo...

		
		✓

(1)

(d) Su opinión de las personas allí ...

		
	✓	

(1)

Question 4**(5 marks)**

La fiesta de los toros de San Fermín tiene lugar en el norte de España. Consiste en correr unos 500 metros por las calles delante de los toros y los participantes tienen que tener al menos dieciocho años. La fiesta comienza el seis de julio y termina el catorce de julio. Empieza cada día a las siete y media de la mañana.

(62 words)

(a) El anuncio trata de ...

		
		✓

(b) Tiene lugar en ...

(1)

		
	✓	

(c) Distancia...

(1)

600 metros	500 metros	1 kilómetro
	✓	

(d) La edad mínima...

(1)

18	16	14
✓		

(e) Temporada...

(1)

otoño	invierno	verano
		✓

(1)

Question 5**(5 marks)**Section 1

Mi padre es abogado y trabaja en una oficina grande y mi madre es enfermera y trabaja en el hospital local. Cuando era más joven, yo quería ser futbolista.

Section 2

Ahora preferiría ser profesor después de mis estudios. Tengo un trabajo a tiempo parcial y trabajo como camarero en un restaurante pequeño en mi barrio. Mi hermano es estudiante en la universidad y tiene que estudiar muy duro.

(67 words)

Section 1

(a)	Father's job	lawyer/solicitor (any 1)	(1)
(b)	Job Alejandro wanted to do when he was younger	footballer/football player (any 1)	(1)

Section 2

(c)	Job Alejandro would like in the future	teacher	(1)
(d)	Alejandro's part-time job	waiter	(1)
(e)	What his brother does	(university) student	(1)

Question 6**(6 marks)**Section 1

Para mantenerme en forma, hago natación en el polideportivo todos los días. En mi opinión, el deporte ayuda a perder peso. El domingo pasado jugué al baloncesto con mis amigos pero lo pasé muy mal porque no soy muy buena jugadora.

Section 2

En mi opinión, el deporte ayuda a evitar las enfermedades y quitar el estrés. Intento comer comida rápida solamente de vez en cuando porque prefiero la fruta y la verdura. Pienso que es necesario comer cinco raciones cada día.

(81 words)

Section 1

She goes to the leisure centre on Sundays	
She goes swimming a lot	✓
She would like to lose weight	
Sport helps you lose weight	✓
She enjoys basketball	
She is not very good at basketball	✓

(3)

Section 2

Sport helps avoid illnesses	✓
Sport helps with stress	✓
Sport makes you strong	
She eats a lot of fast food	
She eats a lot of fruit and vegetables	✓
Sport should be played 5 times a week	

(3)

Question 7**(5 marks)**Section 1

Vive el mundo de los dinosaurios en el parque temático Dinópolis. Abierto todos los días excepto el veinticinco de diciembre, Dinópolis está a cuarenta kilómetros de Valencia, un viaje de aproximadamente una hora en coche.

Section 2

Por razones de higiene y seguridad, no está permitido entrar comida ni bebida al parque. No está permitido hacer fotografías en los espectáculos del teatro. No se admiten animales.

(64 words)

Section 1

What is this announcement for?	(Dinosaur) theme park/dinosaur park (accept dinosaur world) (any 1) (1)
Opening times	Open every day/all year (except Christmas/25th December) (any 1) (1)
Location	40km from Valencia/an hour by car from Valencia (any 1) (1)

Section 2

Two things that are not allowed	Any 2: Taking food/drink into the park (accept food OR drink) Taking photos (in the theatre shows) Pets/animals (accept either) (2)
--	--

Question 8**(5 marks)**Section 1

Teacher: ¿Qué diferencias hay entre los colegios españoles e ingleses?
 Nuria: Todos los alumnos llevan uniforme en Inglaterra. Solamente los colegios privados en España tienen uniforme obligatorio, en los colegios públicos podemos llevar nuestra propia ropa.

Section 2

Teacher: ¿Hay otras diferencias?
 Nuria: Pues, el día escolar es más corto en España. Empezamos más temprano por la mañana y luego volvemos a casa a la hora de comer.
 Los alumnos ingleses traen bocadillos o compran comida del comedor del colegio. Además, diría que los colegios ingleses son más formales y serios.
 Los profesores me dan miedo. Hay que llamarles 'señor' o 'señora'.

(96 words)

- (a) English schools have a uniform/everyone wears a uniform in England (any 1) (1)
- (b) only private schools in Spain have uniform/in state schools you can wear your own clothes (any 1) (1)
- (c) Any 2:
 Spanish school day is shorter/starts earlier (any 1)
 Spanish pupils go home for lunch/English pupils eat at school (bring sandwiches/eat in the canteen) (any 1)
 English schools are more formal/serious (any 1) (2)
- (d) they scare her/she is scared of them/you have to call them 'sir' or 'miss' (any 1) (1)

Question 9**(5 marks)**Section 1

Cuando era más joven vivía en un pueblo pequeño con mi familia. No había mucho que hacer pero me encantaba jugar al aire libre en el parque. Hoy en día mi pueblo es muy diferente. Primero, hay más casas, y por tanto hay más habitantes. Han construido un centro comercial enorme y muy moderno. También construirán un polideportivo el año que viene.

Section 2

Hay muchas actividades que se pueden hacer aquí pero desafortunadamente se ven menos espacios verdes hoy en día. Hay más tráfico y el pueblo es más ruidoso. ¡Yo prefiero la tranquilidad!

(93 words)

- (a) Any 1:
 not much to do
 he liked playing in the park/outdoors/in the fresh air (any 1) (1)
- (b) Any 2:
 it's very different
 there are more houses/inhabitants (any 1)
 there is a (big/modern) shopping centre (2)
- (c) Any 2:
 because there are fewer green spaces now/there is more traffic now/it's noisier now/he prefers peace and quiet (any 2) (2)

HIGHER TIER**LISTENING (45 marks)****Question 1****(5 marks)**Section 1

Vive el mundo de los dinosaurios en el parque temático Dinópolis. Abierto todos los días excepto el veinticinco de diciembre, Dinópolis está a cuarenta kilómetros de Valencia, un viaje de aproximadamente una hora en coche.

Section 2

Por razones de higiene y seguridad, no está permitido entrar comida ni bebida al parque. No está permitido hacer fotografías en los espectáculos del teatro. No se admiten animales.

(64 words)

Section 1

What is this announcement for?	(Dinosaur) theme park/dinosaur park (accept dinosaur world) (any 1) (1)
Opening times	Open every day/all year (except Christmas/25th December) (any 1) (1)
Location	40km from Valencia/an hour by car from Valencia (any 1) (1)

Section 2

Two things that are not allowed	Any 2: Taking food/drink into the park (accept food OR drink) Taking photos (in the theatre shows) Pets/animals (accept either) (2)
--	--

Question 2**(5 marks)**Section 1

Teacher: ¿Qué diferencias hay entre los colegios españoles e ingleses?
 Nuria: Todos los alumnos llevan uniforme en Inglaterra. Solamente los colegios privados en España tienen uniforme obligatorio, en los colegios públicos podemos llevar nuestra propia ropa.

Section 2

Teacher: ¿Hay otras diferencias?
 Nuria: Pues, el día escolar es más corto en España. Empezamos más temprano por la mañana y luego volvemos a casa a la hora de comer.
 Los alumnos ingleses traen bocadillos o compran comida del comedor del colegio. Además, diría que los colegios ingleses son más formales y serios.
 Los profesores me dan miedo. Hay que llamarles 'señor' o 'señora'.

(96 words)

- (a) English schools have a uniform/everyone wears a uniform in England (any 1) (1)
- (b) only private schools in Spain have uniform/in state schools you can wear your own clothes (any 1) (1)
- (c) Any 2:
 Spanish school day is shorter/starts earlier (any 1)
 Spanish pupils go home for lunch/English pupils eat at school (bring sandwiches/eat in the canteen) (any 1)
 English schools are more formal/ serious (any 1) (2)
- (d) they scare her/she is scared of them/you have to call them 'sir' or 'miss' (any 1) (1)

Question 3**(5 marks)**Section 1

Cuando era más joven vivía en un pueblo pequeño con mi familia. No había mucho que hacer pero me encantaba jugar al aire libre en el parque. Hoy en día mi pueblo es muy diferente. Primero, hay más casas, y por tanto hay más habitantes. Han construido un centro comercial enorme y muy moderno. También construirán un polideportivo el año que viene.

Section 2

Hay muchas actividades que se pueden hacer aquí pero desafortunadamente se ven menos espacios verdes hoy en día. Hay más tráfico y el pueblo es más ruidoso. ¡Yo prefiero la tranquilidad!

(93 words)

- (a) Any 1:
not much to do (1)
he liked playing in the park/outdoors/in the fresh air (any 1) (1)
- (b) Any 2:
it's very different (1)
there are more houses/inhabitants (any 1)
there is a (big/modern) shopping centre (2)
- (c) Any 2:
because there are fewer green spaces now/there is more traffic now/it's noisier now/he prefers peace and quiet (any 2) (2)

Question 4**(4 marks)**

Interviewer: ¿Qué tipo de trabajo le interesa?

Silvia: Me gustaría trabajar en un restaurante de comida rápida porque trabajé el verano pasado en la cafetería de la mejor amiga de mi madre en el centro de la ciudad. Tenía que servir a los clientes, preparar las bebidas y limpiar las mesas.

Interviewer: ¿Qué cualidades personales tiene?

Silvia: Creo que soy atenta y me encanta hablar con la gente.

(63 words)

Where does Silvia want to work?	In a fast food restaurant (must say fast food) (1)
Write one detail about the café where she worked last summer	Any 1: It is in the town centre/ It is her mum's (best) friend's café (1)
Write one task that she did in her last job	Any 1: Served customers Prepared/made drinks (accept either) Cleaned/cleared tables (accept either) (1)
Write one of the personal qualities that Silvia mentions	Any 1: (She is) helpful (She) loves talking to people (1)

Question 5**(4 marks)**

Interviewer: Abraham, bienvenido a Argentina.

Abraham: Muchas gracias. Es mi segunda visita a Argentina, pero el primer concierto que voy a hacer con música en directo.

Interviewer: ¿Quién te acompaña de tu familia?

Abraham: Mi madre es la que me acompaña.

Section 2

Interviewer: ¿Qué tipo de persona eres?

Abraham: Siempre he sido un niño muy maduro, creo que soy muy tranquilo, muy responsable.

Interviewer: ¿Tienes novia?

Abraham: No, no tengo tiempo, pero lo que más me gusta de una chica es que sea sincera y honesta siempre.

(78 words)

Section 1

(a) Ha visitado Argentina **dos** veces. (1)

(b) Su **madre** (accept **mamá**) le ha acompañado. (1)

Section 2

(c) Es un chico **maduro/tranquilo/responsable** (any 1) (1)

(d) Su novia ideal sería **sincera/honesta** (any 1) (1)

Question 6**(5 marks)**Section 1

La nueva generación de tabletas de Amazon tiene una pantalla rígida y sólida, diseñada para soportar golpes y caídas accidentales, por lo que puedes dejar que tu hijo juegue sin preocuparte. Protege a tus hijos con los controles parentales.

Section 2

Es perfecto para niños con un amplio catálogo de libros infantiles y juegos. Navegar por internet con wifi, ver películas o escuchar música y se carga completamente en 6 horas. envío gratis, solo 139 euros.

(74 words)

Section 1

Tipo de producto	tableta (1)
Una ventaja para los padres	Any 1: Controles parentales Pantalla rígida/sólida (any 1) Soporta golpes/caídas (any 1) (1)

Section 2

Dos funciones	Any 2: Libros/juegos/ver películas/escuchar música/navegar por internet (2)
Tiempo de carga	6 horas (1)

Question 7**(5 marks)**Section 1

La Tomatina es una fiesta española en la cual los participantes se arrojan tomates los unos a los otros. Se celebra la fiesta la última semana del mes de agosto y según una estimación, se distribuyen alrededor de 150.000 tomates entre unos 20.000 participantes.

Section 2

Se recomienda el uso de gafas protectores y guantes a todos los participantes. Desde 2013 se necesitan entradas para poder participar. No se debe lanzar botellas ni se debe romper las camisetas de otros participantes.

(79 words)

Section 1

What is the announcement about?	A Spanish (tomato throwing) festival (1)
When in August does it take place?	The last week (1)

Section 2

Write one thing that you should wear to take part	Any 1: gloves goggles/protective glasses (1)
Write two things that you are not allowed to do	Throw bottles (1) tear/rip (other people's) t-shirts/tops/clothes (any 1) (2)

Question 8**(6 marks)**Section 1

Interviewer: ¿Cómo es tu trabajo, Luis?

Luis: Estoy harto de sentirme estresado en mi trabajo. No creo que nos den suficiente tiempo para hacer todo el trabajo necesario y tampoco tenemos suficientes empleados. Ahora temo que la calidad de mi trabajo vaya a sufrir.

Section 2

Interviewer: Y tú, Laura, háblame un poco de tus experiencias de trabajo.

Laura: Después de terminar la universidad, no conseguí trabajo en ningún sitio y me sentía inútil y muy ansiosa. Ahora, trabajo en un laboratorio de investigación científica que me permite utilizar mis habilidades científicas.

Interviewer: ¿Cuáles son tus planes para el futuro?

Laura: En septiembre me voy a trasladar a una oficina en los Estados Unidos y será una experiencia completamente diferente. Aquí sigo aprendiendo mucho y cada día es un desafío.

(122 words)

Section 1

Luis	
How does Luis feel about his job?	Fed up of feeling stressed/(he is) fed up/stressed (1)
What causes him to feel like this? Write one detail	Any 1: Not enough time to do the work Not enough employees/workers/staff (any 1) (1)
What is he worried about?	That (the quality of) his work is going to suffer (1)

Section 2

Laura	
What happened after she finished university?	She couldn't find a job (anywhere) (1)
How did this make her feel?	useless/anxious/worried (any 1) (1)
What will be a new experience for her?	moving to America/to the American office (any 1) (1)

Question 9**(6 marks)**Section 1

Algunos estudios han demostrado que los espacios verdes mejoran la salud física y mental. Los árboles ayudan a reducir el nivel de contaminación y las temperaturas extremas y además reducen las enfermedades. Aumentar el número de árboles en las aceras y a lo largo de las carreteras hace que los habitantes tengan una mejor percepción de su salud.

Section 2

Utilizando respuestas de residentes de zonas urbanas a través de un cuestionario en línea, los autores encontraron que la mejora de la calidad de aire en los espacios verdes, específicamente los árboles en las calles y en otras áreas como los parques, reduce el estrés y promueve la actividad física. En conclusión, es evidente que las personas que viven en barrios arbolados tienen mejor salud.

(123 words)

Section 1

- (a) Green spaces (1)
- (b) Reduce levels of pollution/reduce extreme temperatures (any 1) (1)
- (c) Increasing the number of trees/planting more trees (on pavements and alongside roads) (any 1) (1)

Section 2

- (d) People who live in urban areas/ people who live in cities/towns/Inhabitants of urban areas/ cities/ towns (any 1) (1)
- (e) Reduces stress (1)
Promotes/ encourages physical activity/ exercise (any 1) (2)

FOUNDATION TIER

LISTENING

TAPE SCRIPT

Question 1

Buenos días, aquí tenemos el pronóstico del tiempo:
Lunes y martes, mayormente soleado y caluroso. Temperaturas altas.
Miércoles, probabilidad de lluvia. ¡No olvide su paraguas!
Finalmente, jueves y viernes, tormentas por la noche.

(33 words)

Question 2

Teacher: ¿Qué haces en casa para proteger el medioambiente?
Pedro: Siempre apago la luz.
Teacher: ¿Hay muchos problemas medioambientales en tu pueblo?
Pedro: Hay mucha contaminación del aire. Debemos utilizar el transporte público en vez de ir en coche.
Teacher: ¿Con qué frecuencia reciclas en casa?
Pedro: Reciclamos el papel y el plástico todos los días.

(50 words)

Question 3

Trabajé en la oficina de mi tío. Empecé a las nueve y cuarto cada mañana y terminé a las cinco y media. Tenía cincuenta minutos para comer cada día. Lo pasé muy bien pero mis compañeros no eran simpáticos y el jefe era estricto.

(44 words)

Question 4

La fiesta de los toros de San Fermín tiene lugar en el norte de España. Consiste en correr unos 500 metros por las calles delante de los toros y los participantes tienen que tener al menos dieciocho años. La fiesta comienza el seis de julio y termina el catorce de julio. Empieza cada día a las siete y media de la mañana.

(62 words)

Question 5

Section 1

Mi padre es abogado y trabaja en una oficina grande y mi madre es enfermera y trabaja en el hospital local. Cuando era más joven, yo quería ser futbolista.

Section 2

Ahora preferiría ser profesor después de mis estudios. Tengo un trabajo a tiempo parcial y trabajo como camarero en un restaurante pequeño en mi barrio. Mi hermano es estudiante en la universidad y tiene que estudiar muy duro.

(67 words)

Question 6

Section 1

Para mantenerme en forma, hago natación en el polideportivo todos los días. En mi opinión, el deporte ayuda a perder peso. El domingo pasado jugué al baloncesto con mis amigos pero lo pasé muy mal porque no soy muy buena jugadora.

Section 2

En mi opinión, el deporte ayuda a evitar las enfermedades y quitar el estrés. Intento comer comida rápida solamente de vez en cuando porque prefiero la fruta y verdura. Pienso que es necesario comer cinco raciones cada día.

(81 words)

Question 7Section 1

Vive el mundo de los dinosaurios en el parque temático Dinópolis. Abierto todos los días excepto el veinticinco de diciembre, Dinópolis está a cuarenta kilómetros de Valencia, un viaje de aproximadamente una hora en coche.

Section 2

Por razones de higiene y seguridad, no está permitido entrar comida ni bebida al parque. No está permitido hacer fotografías en los espectáculos del teatro. No se admiten animales.
(64 words)

Question 8Section 1

Teacher: ¿Qué diferencias hay entre los colegios españoles e ingleses?
Nuria: Todos los alumnos llevan uniforme en Inglaterra. Solamente los colegios privados en España tienen uniforme obligatorio, en los colegios públicos podemos llevar nuestra propia ropa.

Section 2

Teacher: ¿Hay otras diferencias?
Nuria: Pues, el día escolar es más corto en España. Empezamos más temprano por la mañana y luego volvemos a casa a la hora de comer.
Los alumnos ingleses traen bocadillos o compran comida del comedor del colegio. Además, diría que los colegios ingleses son más formales y serios. Los profesores me dan miedo. Hay que llamarles 'señor' o 'señora'.

(96 words)

Question 9Section 1

Cuando era más joven vivía en un pueblo pequeño con mi familia. No había mucho que hacer pero me encantaba jugar al aire libre en el parque. Hoy en día mi pueblo es muy diferente. Primero, hay más casas, y por tanto hay más habitantes. Han construido un centro comercial enorme y muy moderno. También construirán un polideportivo el año que viene.

Section 2

Hay muchas actividades que se pueden hacer aquí pero desafortunadamente se ven menos espacios verdes hoy en día. Hay más tráfico y el pueblo es más ruidoso. ¡Yo prefiero la tranquilidad!

(93 words)

HIGHER TIER

LISTENING

TAPE SCRIPT

Question 1

Section 1

Vive el mundo de los dinosaurios en el parque temático Dinópolis. Abierto todos los días excepto el veinticinco de diciembre, Dinópolis está a cuarenta kilómetros de Valencia, un viaje de aproximadamente una hora en coche.

Section 2

Por razones de higiene y seguridad, no está permitido entrar comida ni bebida al parque. No está permitido hacer fotografías en los espectáculos del teatro. No se admiten animales.

(64 words)

Question 2

Section 1

Teacher: ¿Qué diferencias hay entre los colegios españoles e ingleses?
Nuria: Todos los alumnos llevan uniforme en Inglaterra. Solamente los colegios privados en España tienen uniforme obligatorio, en los colegios públicos podemos llevar nuestra propia ropa.

Section 2

Teacher: ¿Hay otras diferencias?
Nuria: Pues, el día escolar es más corto en España. Empezamos más temprano por la mañana y luego volvemos a casa a la hora de comer.
Los alumnos ingleses traen bocadillos o compran comida del comedor del colegio. Además, diría que los colegios ingleses son más formales y serios. Los profesores me dan miedo. Hay que llamarles 'señor' o 'señora'.

(96 words)

Question 3

Section 1

Cuando era más joven vivía en un pueblo pequeño con mi familia. No había mucho que hacer pero me encantaba jugar al aire libre en el parque. Hoy en día mi pueblo es muy diferente. Primero, hay más casas, y por tanto hay más habitantes. Han construido un centro comercial enorme y muy moderno. También construirán un polideportivo el año que viene.

Section 2

Hay muchas actividades que se pueden hacer aquí pero desafortunadamente se ven menos espacios verdes hoy en día. Hay más tráfico y el pueblo es más ruidoso. ¡Yo prefiero la tranquilidad!

(91 words)

Question 4

Interviewer: ¿Qué tipo de trabajo le interesa?

Silvia: Me gustaría trabajar en un restaurante de comida rápida porque trabajé el verano pasado en la cafetería de la mejor amiga de mi madre en el centro de la ciudad. Tenía que servir a los clientes, preparar las bebidas y limpiar las mesas

Interviewer: ¿Qué cualidades personales tiene?

Silvia: Creo que soy atenta y me encanta hablar con la gente.

(63 words)

Question 5

Section 1

Interviewer: Abraham, bienvenido a Argentina.

Abraham: Muchas gracias. Es mi segunda visita a Argentina, pero el primer concierto que voy a hacer con música en directo.

Interviewer: ¿Quién te acompaña de tu familia?

Abraham: Mi madre es la que me acompaña.

Section 2

Interviewer: ¿Qué tipo de persona eres?

Abraham: Siempre he sido un niño muy maduro, creo que soy muy tranquilo, muy responsable.

Interviewer: ¿Tienes novia?

Abraham: No, no tengo tiempo, pero lo que más me gusta de una chica es que sea sincera y honesta siempre.

(78 words)

Question 6

Section 1

La nueva generación de tabletas de Amazon tiene una pantalla rígida y sólida, diseñada para soportar golpes y caídas accidentales, por lo que puedes dejar que tu hijo juegue sin preocuparte. Protege a tus hijos con los controles parentales.

Section 2

Es perfecto para niños con un amplio catálogo de libros infantiles y juegos. Navegar por internet con wifi, ver películas o escuchar música y se carga completamente en 6 horas. Reembolso gratis, solo 139 euros.

(74 words)

Question 7Section 1

La Tomatina es una fiesta española en la cual los participantes se arrojan tomates los unos a los otros. Se celebra la fiesta la última semana del mes de agosto y según una estimación, se distribuyen alrededor de 150.000 tomates entre unos 20.000 participantes.

Section 2

Se recomienda el uso de gafas protectoras y guantes a todos los participantes. Desde 2013 se necesitan entradas para poder participar. No se debe lanzar botellas ni se debe romper las camisetas de otros participantes.

(79 words)

Question 8Section 1

Interviewer: ¿Cómo es tu trabajo, Luis?

Luis: Estoy harto de sentirme estresado en mi trabajo. No creo que nos den suficiente tiempo para hacer todo el trabajo necesario y tampoco tenemos suficientes empleados. Ahora temo que la calidad de mi trabajo vaya a sufrir.

Section 2

Interviewer: Y tú, Laura, háblame un poco de tus experiencias de trabajo.

Laura: Después de terminar la universidad, no conseguí trabajo en ningún sitio y me sentía inútil y muy ansiosa. Ahora, trabajo en un laboratorio de investigación científica que me permite utilizar mis habilidades científicas.

Interviewer: ¿Cuáles son tus planes para el futuro?

Laura: En septiembre me voy a trasladar a una oficina en los Estados Unidos y será una experiencia completamente diferente. Aquí sigo aprendiendo mucho y cada día es un desafío.

(122 words)

Question 9Section 1

Algunos estudios han demostrado que los espacios verdes mejoran la salud física y mental. Los árboles ayudan a reducir el nivel de contaminación y las temperaturas extremas y además reducen las enfermedades. Aumentar el número de árboles en las aceras y a lo largo de las carreteras hace que los habitantes tengan una mejor percepción de su salud.

Section 2

Utilizando respuestas de residentes de zonas urbanas a través de un cuestionario en línea, los autores encontraron que la mejora de la calidad de aire en los espacios verdes, específicamente los árboles en las calles y en otras áreas como los parques, reduce el estrés y promueve la actividad física. En conclusión, es evidente que las personas que viven en barrios arbolados tienen mejor salud.

(123 words)

Candidate Name		Centre Number					Candidate Number				
							0				



GCSE
SPANISH
COMPONENT 3: READING
FOUNDATION TIER 1 hour



SAMPLE ASSESSMENT MATERIALS

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will answer questions in English or Spanish as instructed.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1**(6 marks)**Read the two notices and **answer the questions** in English.

(a)

El billete turístico te permite utilizar todos los transportes públicos

- Viajar sin límites
- Descuento para jóvenes
- Los niños menores de 4 años pueden viajar sin billete

Source: www.metromadrid.es

(i) What is being advertised? Tick (✓) one box.

(1)

children's club	
travel ticket	
town tours	

(ii) Write **two** pieces of information that are given in the advert.

(2)

.....

.....

(b)

Choque múltiple en la autopista

- Diez kilómetros de colas
- Colisión de nueve vehículos
- Cuatro personas heridas

Source: <http://www.deia.com>

(i) What is the news item about? Tick (✓) one box.

(1)

strike	
parking	
accident	

(ii) Write **two** pieces of information that are given in the news item.

(2)

.....

.....

Question 2

(6 marks)

Lee los comentarios de un foro en línea sobre el trabajo y los planes futuros de los jóvenes.
Elige el trabajo apropiado para cada persona y **escribe la letra correcta en la casilla.**

Me encanta viajar y visitar otros países. No quiero trabajar en Gran Bretaña. Roberto
Quisiera un trabajo manual al aire libre. Juanjo
Tengo la intención de ayudar a la gente enferma. Iker
Preferiría trabajar con ordenadores porque me encanta la tecnología. Santi
Trabajar en una oficina no me interesa. Prefiero trabajar con niños. Mohamed
Busco un trabajo bien pagado en una oficina. Arturo

Roberto		(1)
Juanjo		(1)
Iker		(1)
Santi		(1)
Mohamed		(1)
Arturo		(1)

A	médico
B	piloto
C	fontanero
D	profesor
E	programador
F	mecánico
G	albañil
H	abogado
I	peluquero

Question 3

(6 marks)

Lee la información sobre los restaurantes. Elige el restaurante apropiado y **escribe la letra correcta en el espacio.**

A

Restaurante Casa Mariana

Precio menú diario: Menos de 12 €

De martes a domingo de 13:30 a 17:00 horas

Acepta tarjetas

B

Restaurante El Figón

Precio medio carta: 26-35 €

Zona ajardinada y terraza

Admite mascotas

C

Restaurante El Bistró de Lino

De domingo a jueves de 7.00 a 23.00 horas

Menú grupos

Recomendado reservar

D

Restaurante El Molino

De miércoles a sábado de 12.00 a 24:00 horas.

Menú infantil: menos de 12 años

Local climatizado

Source: www.buscorestaurantes.com/Guadalajara

- | | | | |
|-----|---------------------|-------|-----|
| (a) | Abierto el lunes | ..... | (1) |
| (b) | Comida barata | ..... | (1) |
| (c) | Comer al aire libre | ..... | (1) |
| (d) | Comer el desayuno | ..... | (1) |
| (e) | Salir con un niño | ..... | (1) |
| (f) | Salir con un perro | ..... | (1) |

Question 4**(6 marks)**

Ana escribe un blog sobre su colegio. Lee el texto y elige la respuesta correcta. **Marca** (✓)
la casilla correcta.

Cuando era joven, iba a una escuela primaria mixta. Los profesores eran muy simpáticos. Ahora asisto a un instituto femenino. Vivo bastante cerca así que voy andando. Estudio muchas asignaturas pero prefiero la química y la biología. Creo que los profesores son severos y nos dan mucho trabajo. Voy a hacer mis tareas de historia mañana por la noche.

Ana

- (a) Antes asistía a un colegio... (1)

privado	
de chicos y chicas	
femenino	

- (b) Le gustaban... (1)

los profesores	
los alumnos	
los deberes	

- (c) Va al colegio... (1)

en coche	
a pie	
en autobús	

- (d) Prefiere... (1)

el dibujo	
la historia	
las ciencias	

- (e) Los profesores son... (1)

estrictos	
simpáticos	
divertidos	

- (f) Mañana va a hacer... (1)

sus tareas domésticas	
sus exámenes	
sus deberes	

Question 5

(6 marks)

Read this information from a Spanish recycling website. Fill in the table in English with items that can be recycled.

¿Qué podemos reciclar?



Es importante depositar en el **contenedor amarillo** las botellas o las bolsas de plástico. También podemos reciclar el brik de leche o de zumo y las latas en el **contenedor negro**. Las revistas, los periódicos viejos, las cajas de cereales, de zapatos... todos deben ir al **contenedor azul** para ser reciclados. Debemos separar el vidrio del resto de las materiales. ¡Al **contenedor verde**! Las pilas y baterías tienen componentes contaminantes, por lo que es muy importante llevarlas al **contenedor rojo**. Los electrodomésticos, los aparatos electrónicos, las bombillas, los aceites usados se pueden reciclar en el **contenedor blanco**.

source:www.ecoembes.com

Write **one** item or type of item that can be recycled in each colour container.

Colour container	Item or type of item that can be recycled	
Yellow		(1)
Black		(1)
Blue		(1)
Green		(1)
Red		(1)
White		(1)

Question 6 (6 marks)

Read this article from the Madrid community website. **Complete the table in English.**

Actividades Verano 2015 La Comunidad de Madrid presenta este verano una oferta de actividades. Si tienes entre 14 y 17 años puedes elegir entre actividades acuáticas y deportivas. También es posible hacer un curso de salvamento y socorrismo, estudiar un curso de inglés o de tecnología o participar en un campo de trabajo. Tienes la oportunidad de conocer nuevos lugares y culturas y contactar con jóvenes de otras comunidades y países.	
---	--

source:www.madrid.org

What is the article about?	(1)
Write three activities that are available	(3)
Write two benefits of taking part	(2)

Question 7

(6 marks)

Read this extract from the novel '*El Bosque*' by Alicia Vera. **Answer the questions in English.**

El *bosque* es el quinto piso del edificio marrón donde vivo con mi abuelo. Ir hasta el instituto desde el *bosque* es una de las cosas peores de mi vida. Tengo que coger un autobús hasta la estación de tren. No puede sentarme porque siempre hay un montón de trabajadores.

Después de llegar a la parada de Plaza Catalunya, aún me quedan dos paradas en tren. Luego cinco minutos a pie hasta el lugar que más odio.

El instituto.

adapted from '*El Bosque*' by Alicia Vera

- (a) Write **one** detail about where the narrator lives. (1)

.....

- (b) Where is she travelling to? (1)

.....

- (c) How do we know that the bus is full? Write **one** detail. (1)

.....

- (d) Write **two** further details about the journey. (2)

.....

.....

- (e) How does she feel about her destination? (1)

.....

Question 8**(6 marks)**Read the following email from José Manuel. **Answer the questions in English.**

¡Hola!

Acabo de llegar de pasar la Semana Santa en Tenerife con toda mi familia. Nos encantó la habitación que daba a la piscina climatizada y tenía camas súper cómodas. Durante el día nos divertimos mucho haciendo excursiones en nuestro coche de alquiler. Había un bufet de altísima calidad y variadísimo, instalaciones en perfecto estado y un personal permanentemente pendiente de hacerte la vida agradable. Si tuviera que poner un punto de mejora, yo mejoraría la red Wífi que era muy lenta. Espero regresar por tercera vez el verano que viene.

Hasta luego,
José Manuel

adapted from source: www.tripadvisor.com

- (a) What has José Manuel just done? (1)
.....
- (b) What did he like about the hotel room? (1)
.....
- (c) What did he enjoy doing during the day? (1)
.....
- (d) What does he say about the food? (1)
.....
- (e) What does he say about the staff at the hotel? (1)
.....
- (f) How many times has he visited the hotel? (1)
.....

Question 9**(6 marks)**

Read this extract from the short story '*¿Y si no quiero chocolate?*' by Estefanía Yepes Sánchez. **Answer the questions in English.**

A sus diecinueve años, Olimpia y Elsa se habían convertido en dos chicas bastante independientes y maduras, en comparación con la inmensa mayoría de jóvenes de su entorno. Compartían piso con dos estudiantes que habían conocido en la universidad.

A pesar de que sus carreras no tenían nada que ver la una con la otra, Olimpia y Elsa se habían conocido en el instituto y habían establecido entre ellas una gran amistad.

Elsa: "¡Olimpia, la respuesta es no!"

Olimpia: "Vamos, Elsa, lo pasarás genial. Te encantará. Ganarás un poco de dinero... y lo más importante, ayudarás a tu mejor amiga."

adapted from '*¿Y si no quiero chocolate?*' by Estefanía Yepes Sánchez

- (a) Write **two** details about Olimpia and Elsa. (2)

.....

.....

- (b) Who do they live with? (1)

.....

- (c) Where did Olimpia and Elsa meet? (1)

.....

- (d) Write **two** reasons that Olimpia gives Elsa to try to convince her to do something she doesn't want to do. (2)

.....

.....

Question 10**(6 marks)**

Read the following text and translate **into English.**

Hice mi experiencia laboral en una oficina. Tenía que levantarme muy temprano pero fue interesante e útil. Ahora no tengo trabajo a tiempo parcial porque tengo demasiados deberes. En el futuro me gustaría ser periodista.

Write your answer below.

.....
--

Candidate Name		Centre Number					Candidate Number				
							0				

**GCSE****SPANISH****COMPONENT 3: READING****HIGHER TIER 1 hour 15 minutes****SAMPLE ASSESSMENT MATERIALS****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions. Where numbers are required, figures may be used. You will answer questions in English or Spanish as instructed.

Write your answers in the spaces provided in this question paper.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

Question 1**(6 marks)**Read the following email from José Manuel. **Answer the questions in English.**

¡Hola!

Acabo de llegar de pasar la Semana Santa en Tenerife con toda mi familia. Nos encantó la habitación que daba a la piscina climatizada y tenía camas súper cómodas. Durante el día nos divertimos mucho haciendo excursiones en nuestro coche de alquiler. Había un bufet de altísima calidad y variadísimo, instalaciones en perfecto estado y un personal permanentemente pendiente de hacerte la vida agradable. Si tuviera que poner un punto de mejora, yo mejoraría la red Wifi que era muy lenta. Espero regresar por tercera vez el verano que viene.

Hasta luego,
José Manuel

adpated from source:www.tripadvisor.com.ar

- (a) What has José Manuel just done? (1)

.....

- (b) What did he like about the hotel room? (1)

.....

- (c) What did he enjoy doing during the day? (1)

.....

- (d) What does he say about the food? (1)

.....

- (e) What does he say about the staff at the hotel? (1)

.....

- (f) How many times has he visited the hotel? (1)

.....

Question 2

(6 marks)

Read this extract from the short story '*¿Y si no quiero chocolate?*' by Estefanía Yepes Sánchez. **Answer the questions in English.**

A sus diecinueve años, Olimpia y Elsa se habían convertido en dos chicas bastante independientes y maduras, en comparación con la inmensa mayoría de jóvenes de su entorno. Compartían piso con dos estudiantes que habían conocido en la universidad. A pesar de que sus carreras no tenían nada que ver la una con la otra, Olimpia y Elsa se habían conocido en el instituto y habían establecido entre ellas una gran amistad.

Elsa: "¡Olimpia, la respuesta es no!"

Olimpia: "Vamos, Elsa, lo pasarás genial. Te encantará. Ganarás un poco de dinero... y lo más importante, ayudarás a tu mejor amiga."

adapted from '*¿Y si no quiero chocolate?*' by Estefanía Yepes Sánchez

- (a) Write **two** details about Olimpia and Elsa. (2)

.....

.....

- (b) Who do they live with? (1)

.....

- (c) Where did Olimpia and Elsa meet? (1)

.....

- (d) Write **two** reasons that Olimpia gives Elsa to try to convince her to do something she doesn't want to do. (2)

.....

.....

Question 3**(6 marks)**

Lee los comentarios de un foro en línea sobre el colegio y las opiniones de los jóvenes. ¿De qué están hablando? **Escribe la letra correcta en la casilla.**

Prefiero las escuelas españolas porque las clases terminan más temprano. Martina
Hay mucha presión hoy en día para sacar buenas notas. Elías
Me gustaría ir al cine este fin de semana pero no creo que vaya a ser posible porque tendré tanto trabajo escolar. Valeria
Algunos son muy severos pero diría que la mayoría son agradables, pero nos ponen demasiados deberes. Lucas
Vivo bastante cerca así que voy andando con mis amigos. Daniela
Ayer charlaba con mis amigos y hablé con mi profesor de matemáticas. Ana

Martina		(1)
Elías		(1)
Valeria		(1)
Lucas		(1)
Daniela		(1)
Ana		(1)

A	el estrés de los exámenes
B	como llegar al colegio
C	las normas del instituto
D	el uniforme
E	los profesores
F	las actividades extraescolares
G	los deberes
H	el recreo
I	el horario del colegio

Question 4

(6 marks)

Lee este anuncio de un sitio web español y elige las seis frases correctas. **Marca (✓) seis casillas.**

Hotel de cinco estrellas en Barcelona necesita camareros/as extras para diferentes eventos y banquetes (cinco puestos temporales).

- Disponibilidad inmediata para trabajar de lunes a domingo con horario de mañana, tarde o noche
- Imprescindible buen nivel de inglés.
- Experiencia en puesto similar (al menos dos años).
- Buscamos personas organizadas, dinámicas y proactivas.
- Muy valorable disponer de carnet de conducir y vehículo propio.

Source: www.infojobs.net/Barcelona

El trabajo empieza el lunes	
Buscan trabajadores en la industria de la hostelería y restauración	
Sería útil tener un coche	
No es importante hablar inglés	
Es un trabajo permanente	
Se necesita dos años de experiencia	
Es necesario hablar una lengua extranjera	
El trabajo empieza en seguida	
Es esencial tener un coche	
Es un anuncio de trabajo	

Question 5

(6 marks)

Lee este artículo de un periódico español. Marca (✓) **dos casillas** para cada pregunta.

El cásting de extras para la nueva temporada de Juego de Tronos.

Salir como extra en la nueva temporada de *Juego de Tronos* no va a ser fácil. Se buscan hombres y mujeres de entre 18 y 65 años de edad de todas las razas y preferentemente delgados, con buenas condiciones físicas. Las mujeres, con pelo largo, y los hombres, con pelo corto, medio o largo. Absténganse menores de edad, "personas con peinados muy modernos" o que lleven algún tatuaje.

Tampoco se admitirán mechas en el pelo o "colores de pelo verde, rojo, violeta, azul, rosa ni mechas californianas".

Además todos los asistentes al casting deben llevar pantalones cortos y manga corta. Para participar, los aspirantes deberán identificarse con su DNI y número de la seguridad social y tener el permiso de trabajo.



adapted from article – El Pais, 27/6/15

(a) Marca (✓) **dos** cosas que se buscan.

(2)

adolescentes	
personas atractivas	
jubilados	
adultos	

(b) Marca (✓) **dos** cosas que no se permiten.

(2)

tatuajes	
adultos	
el pelo de colores	
el pelo largo	

(c) Marca (✓) **dos** cosas que se necesitan.

(2)

pasaporte	
documentos de identidad	
ropa de verano	
ropa de moda	

Question 6

(8 marks)

Read the interview with Joaquín Fernandez about his love of participating in ‘encierros’ (running with bulls). **Answer the questions in English.**

¿Qué piensa tu familia sobre tu pasatiempo?

Mi familia está en contra, ahora mis padres empiezan a aceptarlo, pero no están de acuerdo.



¿Qué significa la tauromaquia para tí?

Para mí es una psicología, un estilo de vida. El toro te cambia la forma de ver las cosas, como vivir, te enseña a sentir...

¿Recuerdas tu primera vez delante de los toros?

Por supuesto, ese día mi vida cambió mucho. Ver un toro tan cerca me apasionó, y ya nada me quitó las ganas de seguir corriendo. Una parte graciosa de ese día es que tras correr el encierro, tuve que bajar corriendo al instituto porque luego tenía clase.

¿Asistirás a los Sanfermines en Pamplona? ¿Cómo sentirás?

Describiría los Sanfermines como la cita obligada. Sentiré algo maravilloso, estaré a gusto, feliz. Antes del encierro estaré nervioso y tranquilo pero delante del toro estaré relajado, seremos solo él y yo.

adapted from source: <http://entrevistastaurinas.jimdo.com>

- (a) How do his family feel about his hobby? (1)

.....

- (b) What does he say about his hobby? Write **two** details. (2)

.....

.....

- (c) Write **two** details about his first ‘encierro’ (bull run). (2)

.....

.....

- (d) What funny story does he tell related to his first bull run? Write **one** detail. (1)

.....

- (e) What does he say about the San Fermín festival in Pamplona? Write **two** details. (2)

.....

.....

Question 7

(8 marks)

Read this extract from the novel '*Carlota en las alturas*' by Mercedes Alonso. **Answer the questions in English.**

Adoro las novelas románticas. Durante toda mi vida he querido ser una de esas bellas heroínas que al final siempre consiguen su final feliz. En contra de la opinión de muchos de mis amigos que piensan que son poco serias, no puedo evitar devorarlas. Quizá ellos tengan razón. Sé que no es lo mismo leer novelas románticas que leer literatura histórica, pero es una forma de desconectarme de todo y relajarme. Así que en contra de todos, seguiré haciéndolo.

Mi heroína de novela tiene unos preciosos ojos que cambian de color con la luz, su piel es perfecta y es la elegancia personificada. Aunque no siempre le ha ido bien en la vida, al final todos sus problemas se resuelven y alcanza la felicidad completa.

Como puedes suponer, no tengo nada en común con ella. Por supuesto, no hay nadie locamente enamorado de mí. Es más, mi novio acaba de dejarme por mi mejor amiga.

adapted from '*Carlota en las alturas*' by Mercedes Alonso

- (a) What has the author always dreamed of being? (1)

.....

- (b) Write **one** negative point that is mentioned about romantic novels. (1)

.....

- (c) Write **one** reason why she will continue reading them. (1)

.....

- (d) Write **three** details about the person she imagines. (3)

.....

.....

.....

- (e) Write **two** reasons why her life has nothing in common with this person. (2)

.....

.....

Question 8

(8 marks)

Read the article from a Spanish website and **answer the questions in English.**

Reciclaje en casa: mucho más fácil de lo que crees

Para reciclar es necesario tener un cambio de hábito. Cada vez que vayas a tirar algo en tu basurero, debes verificar si se puede reciclar.

Los habitantes de la Región Metropolitana generamos en promedio 1 kg de basura por persona. En camiones, esto significa que, diariamente, pasan por la ciudad unos 500 de estos vehículos con destino a los rellenos sanitarios.

Es evidente que las empresas tienen una gran responsabilidad de reducir, reciclar y si es posible, reutilizar sus desechos, pero nosotros también podemos marcar la diferencia. En este punto, es lamentable decir que solo el 7% de los residuos domiciliarios se reciclan, porque se ve como algo muy complejo. De hecho, casi el 70% de las personas no tiene el hábito de reciclar o lo encuentra penoso.

Ya lo sabes, reciclar es mucho más simple de lo que se ve. Sólo hace falta esforzarse para cuidar el planeta y dejarlo en buen estado para las futuras generaciones.

adapted from source: www.guioteca.com

- (a) According to the article, what should we do before we throw something away? (1)
.....
- (b) What is the impact on the roads of the rubbish we produce? (1)
.....
- (c) According to the article, who should take responsibility for recycling? (1)
.....
- (d) According to the article, what is regretful? (1)
.....
- (e) Approximately how many people recycle regularly? (1)
.....
- (f) Write **one** reason according to the article why the rest of people don't recycle. (1)
.....
- (g) According to the article, are the majority of people correct in their opinion on recycling? Write **one** reason. (1)
.....
- (h) Write **one** reason we should make these changes. (1)
.....

Question 9

(6 marks)

Read the following text and translate **into English.**

Mis abuelos dicen que en el pasado mi ciudad era mucho más tranquila. No había nada que hacer para los jóvenes. Ahora el transporte público parece muy eficaz y se puede desplazarse fácilmente. Preferiría ver más centros culturales y deportivos por la noche. Creo que los cines y los teatros deberían tener entradas más baratas.

Write your answer below.

.....

.....

.....

.....

.....

.....

.....

.....

COMPONENT 3: READING (60 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

A detailed mark scheme is provided but further answers will be discussed at the examiners' conference in the light of candidates' scripts.

Figures and numbers are acceptable and this is stated in the notes to candidates.

Additional incorrect information given by the candidate must be disregarded as long as the correct answer has been given unless the incorrect information obviously contradicts or modifies what has been written.

When extra boxes are ticked or additional answers given, the correct answers are credited and the incorrect ones subtracted. If candidates hedge their bets (give two contradictory answers), the marks awarded are $+1 -1 = 0$.

Where information given for example in brackets or with an oblique (unless considered an alternative answer) makes the answer more ambiguous a mark is deducted.

On some occasions there may be only a partial, incomplete or ambiguous answer and we need to look at these on an individual basis.

Answers in English which have English spelling which is incorrect but understandable and which does not interfere with the message communicated will be generally accepted. Answers in Spanish which have Spanish spelling which is incorrect but understandable will be generally accepted.

Translation into English

Suggested translations of each sentence or passage are provided in the mark scheme. Each sentence or section is credited with 1 or 0 marks. Possible alternatives will be looked at on an individual basis. English spelling which is incorrect but understandable and does not interfere with the message communicated will be generally accepted.

The marks awarded for each question should be shown in the margin by the question. These should be totalled and the total shown at the bottom of the margin on the final page.

Marking reminders

- Ensure marks awarded tally with the number of marks allocated
- Check the number of details required in the response
- Check mathematical additions when totalling marks

The following pages contain the mark schemes for both Foundation and Higher Tier.

FOUNDATION TIER READING (60 marks)**Question 1****(6 marks)**

(a) (i) (1)

children's club	
travel ticket	✓
town tours	

- (ii) Unlimited travel (on public transport)
 Tourist ticket for public transport
 Discount for young people
 Children under 4 travel for free/don't need a ticket (any 2)

(b)

(i) (1)

strike	
parking	
accident	✓

- (ii) 4 people injured
 9 cars involved/ 9 car accident/ collision
 10km of queues/ 10km of traffic
 The accident was on the motorway (any 2)

(2)

Question 2**(6 marks)**

Roberto	B	(1)
Juanjo	G	(1)
Iker	A	(1)
Santi	E	(1)
Mohamed	D	(1)
Arturo	H	(1)

Question 3**(6 marks)**

- | | | | |
|-----|---------------------|----------|-----|
| (a) | Abierto el lunes | C | (1) |
| (b) | Comida barata | A | (1) |
| (c) | Comer al aire libre | B | (1) |
| (d) | Comer el desayuno | C | (1) |
| (e) | Salir con un niño | D | (1) |
| (f) | Salir con un perro | B | (1) |

Question 4**(6 marks)**

- (a) Antes asistía a un colegio... (1)

privado	
de chicos y chicas	✓
femenino	

- (b) Le gustaban... (1)

los profesores	✓
los alumnos	
los deberes	

- (c) Va al colegio... (1)

en coche	
a pie	✓
en autobús	

- (d) Prefiere... (1)

el dibujo	
la historia	
las ciencias	✓

- (e) Los profesores son... (1)

estrictos	✓
simpáticos	
divertidos	

- (f) Mañana va a hacer... (1)

sus tareas domésticas	
sus exámenes	
sus deberes	✓

Question 5

(6 marks)

Colour container	Item or type of item that can be recycled	
Yellow	Plastic	(1)
Black	cartons/cans/tins	(1)
Blue	paper or card/magazines/(old) newspapers/cereal boxes/shoe boxes	(1)
Green	glass	(1)
Red	batteries	(1)
White	electrical appliances/electronic items/lightbulbs/used oil	(1)

Question 6

(6 marks)

What is the article about?	Summer (holiday) activities in Madrid	(1)
Write three activities that are available	Water sports/sports/lifesaving (course)/lifeguard (course)/English course/technology course/work camp (any 3)	(3)
Write two benefits of taking part	Learn about other places/cultures/meet young people from other places (any 2)	(2)

Question 7**(6 marks)**

- (a) The narrator lives on the fifth floor/in a brown building/with her grandfather (any 1) (1)
- (b) School (1)
- (c) She can't sit down/there are lots of people/workers (on the bus) (any 1) (1)
- (d) Once she reaches the Plaza Catalunya/ once she gets off the bus she has to take a train/get on a train (for two stops) then walk (for five minutes)/go on foot (for five minutes) (2)
- (e) She hates it/going to school is one of the worst things in her life (any 1) (1)

Question 8**(6 marks)**

- (a) He has just been to Tenerife on holiday (for Easter)/ been on holiday with his family (any 1) (1)
- (b) It had a view of the swimming pool/it had comfy beds (any 1) (1)
- (c) Going on day trips (in the hire car) (1)
- (d) There was a buffet/ the food was good quality/there was a big choice/variety (any 1) (1)
- (e) Always ready to help/always ready to make life better/more pleasant/always available (any 1) (1)
- (f) Twice (1)

Question 9**(6 marks)**

- (a) They are 19/ they are (quite) independent/mature (compared to other young people)/they studied different things at university/they went to university (any 2) (2)
- (b) Two students (who they met at university) (1)
- (c) (They met) at school (1)
- (d) She tells her she will have a great time/she will love it/she will earn some money/she will be helping her best friend (any 2) (2)

Question 10 – Translation**(6 marks)**

Spanish	*Reward 1 mark for each section
Hice mi experiencia laboral en una oficina.	I did my work experience in an office.
Tenía que levantarme muy temprano	I had to get up very early
pero fue interesante e útil.	but it was interesting and useful
Ahora no tengo trabajo a tiempo parcial	Now I don't have a part time job/work
porque tengo demasiados deberes.	because I have too much homework
En el futuro me gustaría ser periodista.	In the future I would like to be a journalist.

(35 words)

*To be discussed at examiners' conference

HIGHER TIER READING (60 marks)**Question 1****(6 marks)**

- (a) He has just been to Tenerife on holiday (for Easter)/ been on holiday with his family (any 1) (1)
- (b) It had a view of the swimming pool/it had comfy beds (any 1) (1)
- (c) Going on day trips (in the hire car) (1)
- (d) There was a buffet/ the food was good quality/there was a big choice/variety (any 1) (1)
- (e) Always ready to help/always ready to make life better/more pleasant/always available (any 1) (1)
- (f) Twice (1)

Question 2**(6 marks)**

- (a) They are 19/they are (quite) independent/mature (compared to other young people)/they studied different things at university/they went to university (any 2) (2)
- (b) Two students (who they met at university) (1)
- (c) (They met) at school (1)
- (d) She tells her she will have a great time/she will love it/she will earn some money/she will be helping her best friend (any 2) (2)

Question 3**(6 marks)**

Martina	I	(1)
Elías	A	(1)
Valeria	G	(1)
Lucas	E	(1)
Daniela	B	(1)
Ana	H	(1)

Question 4**(6 marks)**

El trabajo empieza el lunes	
Buscan trabajadores en la industria de la hostelería y restauración	✓
Sería útil tener un coche	✓
No es importante hablar inglés	
Es un trabajo permanente	
Se necesita dos años de experiencia	✓
Es necesario hablar una lengua extranjera	✓
El trabajo empieza en seguida	✓
Es esencial tener un coche	
Es un anuncio de trabajo	✓

Question 5**(6 marks)**

(a)

(2)

adolescentes	
personas atractivas	✓
jubilados	
adultos	✓

(b)

(2)

tatuajes	✓
adultos	
el pelo de colores	✓
el pelo largo	

(c)

(2)

pasaporte	
documentos de identidad	✓
ropa de verano	✓
ropa de moda	

Question 6

(8 marks)

- (a) They are against it/they have come/started to accept it/they don't agree with it (1)
- (b) He sees it as a type of psychology/a way of life/it (the bull) changes the way you see things/it changes the way you live/it shows you how to feel (any 2) (2)
- (c) His life changed a lot/it was exciting being so near to the bull/nothing has made him want to stop (running) (any 2) (2)
- (d) He had to run straight to school from the bull run because he had a class/he was late for school/he had to run to his lesson/class/school (any 1) (1)
- (e) He thinks it's a date not to be missed/a date you must attend/it will be a marvellous/happy feeling/he will be happy/before it starts he will be nervous/quiet but once it starts he will be relaxed (any 2) (2)

Question 7**(8 marks)**

- (a) A romantic heroine/a (pretty) heroine in a (romantic) novel/book (1)
- (b) Her friends think they aren't very serious/they are not the same as reading historical novels/ books (any 1) (1)
- (c) It's a way of disconnecting/ getting away from everything/ relaxing (any 1) (1)
- (d) She has lovely eyes/eyes that change colour with the light/she has perfect skin/she is very elegant/she is elegance personified/(despite life not always going well) all her problems are solved at the end/she has a happy ending/she finds complete happiness in the end (any 3) (3)
- (e) No one is (crazily/completely) in love with her/her boyfriend has just left her/finished with her (for her best friend) (2)

Question 8**(8 marks)**

- (a) Check if it can be recycled (1)
- (b) 500 rubbish trucks are used on a daily basis/there are more rubbish trucks/lorries on the road (1)
- (c) Us/individuals/ourselves and companies/firms/ businesses (1)
- (d) That only 7% of household waste/rubbish is recycled/that so little (rubbish/waste) is recycled (1)
- (e) 30% of people (1)
- (f) They think it is complicated/they are not in the habit of doing so/they think it's difficult/a pain (any 1) (1)
- (g) No, because it's easier/simpler than they think (1)
- (h) To care for the planet/to leave it in a good state/condition for the future/for future generations (any 1) (1)

Question 9 – Translation**(6 marks)**

Spanish	*Reward 1 mark for each section
Mis abuelos dicen que en el pasado mi ciudad era mucho más tranquila	My grandparents say that in the past my city/ town was much quieter/more peaceful
No había nada que hacer para los jóvenes.	There wasn't anything/There was nothing for young people/youngsters to do
Ahora el transporte público parece muy eficaz	Now public transport seems very efficient
y se puede desplazarse fácilmente	and it is easy to get around/get from place to place/you can get/move around easily
Preferiría ver más centros culturales y deportivos por la noche.	I would prefer to see more cultural and sports centres (open) at night
Creo que los cines y los teatros deberían tener entradas más baratas.	I think the cinemas and theatres should have cheaper/less expensive (entrance) tickets

(55 words)

*To be discussed at examiners' conference

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****SPANISH****COMPONENT 4: WRITING****FOUNDATION TIER****1 hour 15 minutes****SAMPLE ASSESSMENT MATERIALS****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this question paper.

For Question 1 you must write in complete sentences.

For Question 2 you must write a paragraph using complete sentences.

For Question 3 you must write in paragraphs using complete sentences.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

This paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly. A total of 16 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (6 in Question 2 and 10 in Question 3).

Question 1**(12 marks)**

Vas a participar en un intercambio español con tu instituto. Rellena el formulario con tus detalles personales **en español**.

Tienes que escribir **una frase completa** en cada espacio.

Familia	
Pasatiempos	
Personalidad	
Lenguas	
Comida que te gusta	
Comida que no te gusta	

Question 2**(16 marks)**

Recibes un correo electrónico de tu amigo/a español/a con preguntas sobre tu colegio.

Tienes que dar **información** y **opiniones** sobre:

- tus asignaturas
- tu uniforme
- tus clubes extraescolares.

Escribe aproximadamente 60 palabras **en español.**

**To:****Subject:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 3

(20 marks)

Escribe una página web sobre una atracción que visitaste.

Puedes dar más información pero **tienes que incluir:**

- las actividades que hiciste
- tus opiniones y razones
- una atracción diferente que vas a visitar este verano.

Escribe aproximadamente 90-120 palabras **en español**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Question 4 – Translation**(12 marks)**

Read the sentences below about Ana's lifestyle. Translate the sentences **into Spanish**.

- | | | |
|-----|---|-----|
| (a) | I do sport twice a week. | (2) |
| (b) | My favourite meal is fish and salad. | (2) |
| (c) | I do not eat a lot of fast food. | (2) |
| (d) | Last night I played tennis with my friends. | (3) |
| (e) | Do you like healthy food? | (3) |

- | | |
|-----|-------|
| (a) | ..... |
| (b) | ..... |
| (c) | ..... |
| (d) | ..... |
| (e) | ..... |

Candidate Name	Centre Number					Candidate Number				
						0				

**GCSE****SPANISH****COMPONENT 4: WRITING****HIGHER TIER****1 hour 30 minutes****SAMPLE ASSESSMENT MATERIALS****INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** the questions.

Write your answers in the spaces provided in this question paper.

For Questions 1 and 2 you must write in paragraphs using complete sentences.

INFORMATION FOR CANDIDATES

Dictionaries are not allowed.

This paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly. A total of 20 marks will be awarded for knowledge of, and accurate application of grammar and structures in the assessment (10 in Question 1 and 10 in Question 2).

Question 1

(20 marks)

Escribe una página web sobre una atracción que visitaste.

Puedes dar más información pero **tienes que incluir:**

- las actividades que hiciste
- tus opiniones y razones
- una atracción diferente que vas a visitar este verano.

Escribe aproximadamente 90-120 palabras **en español**.

.....
--

Question 2**(28 marks)**

Escribe un artículo para una revista española.

Presenta y justifica tus **ideas** y **opiniones** sobre **uno** de los temas siguientes.

Escribe aproximadamente 150-180 palabras **en español**.

Elige 1 o 2:

1. La tecnología y los jóvenes

Puedes dar más información pero **tienes que describir:**

- la importancia de la tecnología para los jóvenes
- cómo utilizaste la tecnología la semana pasada

2. Una vida sana

Puedes dar más información pero **tienes que describir:**

- la importancia de una vida sana
- lo que hiciste la semana pasada para mantenerte en forma

[illegible]

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box.

Question 3- Translation

(12 marks)

Read the paragraph below about Juan's work experience. Translate the paragraph **into Spanish**.

Last year I worked in an office for two weeks. I had to answer the phone and send emails. During the holidays I would like to find a part-time job. I used to work in a shop but now I don't have enough time. Getting good grades seems more important than earning money.

Write your answer in the space below.

.....

.....

.....

.....

.....

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.....

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.....

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.....

COMPONENT 4: WRITING (60 marks)**MARK SCHEME****General Advice**

Examiners are asked to read and digest thoroughly all the information set out in the document *Instructions for Examiners* sent as part of the stationery pack. It is essential for the smooth running of the examination that these instructions are adhered to by all.

Particular attention should be paid to the following instructions regarding marking.

- Examiners must be positive in their approach. Look for opportunities to reward rather than penalise.
- Make sure that you are familiar with the questions and the relevant mark schemes.
- Familiarise yourself with the descriptors for each section of each assessment grid. See information below regarding advice on awarding marks using banded mark schemes.
- For questions at Foundation and Higher tier where an approximate word count is advised, the whole task must be marked and no marks are to be deducted for exceeding the word limit.

Translation into Spanish

Suggested translations of each sentence or passage are provided in the mark scheme and will be further discussed at the examiners' conference in the light of candidates' scripts. Possible alternatives will be looked at on an individual basis.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Examiners should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

The following pages contain the mark scheme and assessment grids for both Foundation and Higher Tier. In addition, examiners should ensure they are familiar with the grammar requirements in Appendix B of the specification.

When using the assessment grids for Question 2 Foundation tier, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one skill are not automatically precluded from accessing higher marks in the other. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 3 (Foundation tier) and Question 1 (Higher tier), Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

When using the assessment grids for Question 2 Higher Tier, Communication and content and Linguistic knowledge and accuracy are to be assessed separately. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another. Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

MARK SCHEME**FOUNDATION TIER (60 marks)****Question 1****(12 marks)**

The candidate will be required to provide 6 responses. 2 marks for each response will be awarded as follows:

Conveying meaning:

2	Meaning fully conveyed with a good degree of accuracy. Minor errors (such as incorrect gender, agreement etc.) may be present.
1	Meaning partially conveyed with a fair degree of accuracy. Errors (such as incorrect tense, use of a verb etc.) may be present.
0	Inappropriate or no response.

2 marks	*1 mark
e.g. Tengo dos hermanos	e.g. Dos hermanos
e.g. Me gusta nadar	e.g. Nadar
e.g. Soy hablador	e.g. Hablador
e.g. Hablo español y francés	e.g. Español y francés
e.g. Me gustan las patatas fritas	e.g. Patatas fritas
e.g. No me gustan las verduras	e.g. Las verduras

*To be discussed at examiners' conference

Guidance for examiners

Candidates are instructed in the question paper to write in complete sentences and must provide a response with a verb in order to gain maximum marks. The task will enable candidates to demonstrate their ability to use simple sentences to convey meaning and exchange information.

Question 2**(16 marks)**

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

Band	Marks	Communication and content
5	9-10	Response is mainly clear and coherent in many sections but is occasionally ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented are fairly detailed but occasionally are not relevant.
4	7-8	Response is fairly clear and coherent in some sections but is often ambiguous. Some facts, ideas and opinions (as appropriate to the task) presented contain some detail but are fairly often not relevant.
3	5-6	Response in a few parts has some clarity and coherence but is frequently ambiguous. A few facts, ideas and opinions (as appropriate to the task) contain a little detail but are frequently not relevant.
2	3-4	Response in most parts has little clarity and coherence and is mainly ambiguous. Very few facts, ideas and opinions (as appropriate to the task) are presented and are mostly not relevant.
1	1-2	Response in most parts is mainly obscure, incoherent and ambiguous. Isolated facts and opinions (as appropriate to the task) are presented but are mostly not relevant.
0	0	Response not worthy of credit or not attempted.

Band	Marks	Linguistic knowledge and accuracy
3	5-6	- A simple range of vocabulary and grammatical structures is used. - A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures.
2	3-4	- Basic vocabulary and grammatical structures used. - Some accuracy demonstrated when using simple structures, very occasional attempts at complex structures.
1	1-2	- Uses a very limited range of vocabulary and grammatical structures. - Occasional accuracy demonstrated.
0	0	Response not worthy of credit or not attempted.

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for both Communication and content and Linguistic knowledge and accuracy will be awarded.

Guidance for examiners

Candidates are required to address the three compulsory bullet points and write approximately 60 words overall. The task will enable candidates to demonstrate their ability to use simple sentences to convey meaning and exchange information, to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms.

A simple range of vocabulary will include common and familiar words. A simple range of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.

Assessment Grid for Component 4: Writing Question 3 Foundation Tier/ Question 1 Higher Tier**(20 marks)**

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	9-10	- A very good response. Relevant information presented to meet all requirements of the task. - Facts, ideas and opinions (as appropriate to the task) are clear.	9-10	- A good variety of vocabulary and grammatical structures used, including attempts at complex structures. - A very good level of accuracy with mainly minor errors. References to past, present and future events are mainly successful. - Style and register are appropriate with minor lapses.
4	7-8	- A good response. Relevant information presented to meet almost all requirements of the task with minor omissions. - Facts, ideas and opinions (as appropriate to the task) are mostly clear.	7-8	- A reasonable variety of vocabulary and grammatical structures used, including some attempts at complex structures. - A good level of accuracy with occasional major errors and more frequent minor errors. References to past, present and future events are attempted but may not always be successful. - Style and register are mostly appropriate.
3	5-6	- A reasonable response. Relevant information presented to meet most of the requirements of the task. - Facts, ideas and opinions (as appropriate to the task) are generally clear but lapses are likely.	5-6	- Some variety of vocabulary and grammatical structures used including occasional attempts at complex structures. - A generally good level of accuracy with more frequent major errors and frequent minor errors. References to past, present and future are attempted with limited success. - Style and register may not always be appropriate.
2	3-4	- A basic response. Relevant information presented to meet some of the requirements of the task. - Some facts, ideas and opinions (as appropriate to the task) are sometimes clear but the message breaks down occasionally.	3-4	- A simple range of vocabulary and grammatical structures used. - Some accuracy when using simple structures, though errors are often present. - Limited awareness of style and register.
1	1-2	- A limited response. Relevant information presented to meet some aspect of the requirements of the task. - Facts, ideas and opinions (as appropriate to the task) are often not clear and the message may break down frequently.	1-2	- Little variety of vocabulary and very simple grammatical structures used. - Little accuracy demonstrated. - Little or no awareness of style and register.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted.

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Guidance for examiners

Candidates are required to address the three compulsory bullet points and write approximately 90-120 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (a) A good variety of vocabulary will include common and familiar and less common and less familiar words. A good variety of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.
- (b) When assessing style and register, the following will be taken into account:
 - the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, used consistently throughout, as appropriate to the level.

Question 4 –Translation

(12 marks)

The task will enable candidates to demonstrate their ability to convey key messages accurately and to apply grammatical knowledge of language and structures in context. Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

For each question (4a, 4b and 4c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each question (4d and 4e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as incorrect accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures, possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

	English	3 marks	2 marks	1 mark
1	I do sport twice a week.	N/A	Hago/practico deporte dos veces a la semana	Hago deporte dos etc
2	My favourite meal is fish and salad.	N/A	Mi comida favorita es pescado con/y ensalada	Favorita comida pescado/ensalada
3	I do not eat a lot of fast food.	N/A	No como mucha comida rápida	No como rápida
4	Last night I played tennis with my friends.	Anoche jugué al tenis con mis amigos (accept ayer por la noche instead of anoche)	Ayer noche jugué tenis con amigos	Ayer noche juego tennis con amigos
5	Do you like healthy food?	¿Te gusta la comida sana/comer sanamente?	¿Te gustas comida sana?	¿Gustas comer sana?

(40 words)

*To be discussed at examiners' conference

MARK SCHEME (60 marks)**HIGHER TIER****Question 1****(20 marks)**

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

See Assessment Grid for Foundation Tier Question 3/Higher Tier Question 1

Guidance for examiners

Candidates are required to address the three compulsory bullet points and write approximately 90-120 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (a) A good variety of vocabulary will include common and familiar and less common and less familiar words. A good variety of grammatical structures will include simple word order and short, simple sentences using common structures. Complex structures will include varied and more complex word order and extended sentences with a range of structures such as conjunctions, pronouns and adverbs.
- (b) When assessing style and register, the following will be taken into account:
 - the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, used consistently throughout, as appropriate to the level.

Question 2

Marks will be awarded for Communication and content and Linguistic knowledge and accuracy.

See Assessment Grid for Higher Tier Question 2

Guidance for examiners

Candidates are required to address the two compulsory bullet points and write approximately 150-180 words. The candidate must provide some evidence of coverage of both bullet points in order to access the full mark range. The task will enable candidates to demonstrate their ability to produce clear and coherent text of extended length to present facts and express ideas and opinions; to make independent, creative and more complex use of language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They will also be able to demonstrate their ability to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They will be required to manipulate the language, using and adapting a variety of structures and vocabulary, including appropriate style and register.

- (a) A very good variety of vocabulary will include common and less common, and familiar and less familiar words. Complex grammatical structures will include varied and complex word order, extended sentences with a range of structures such as conjunctions, pronouns and adverbs (see Grammar list in Appendix B of the specification with grammar items that are specific to Higher Tier).
- (b) When assessing style and register, the following will be taken into account:
 - the appropriateness of the piece for the intended audience (e.g. a friend, peers, tourists, teachers) and the appropriate register (formal or informal), including verbs and possessive adjectives, is used consistently throughout, as appropriate to the level

Assessment Grid for Component 4: Writing Question 2 Higher Tier**(28 marks)**

Band	Marks	Communication and content	Marks	Linguistic knowledge and accuracy
5	16-18	- An excellent response. Relevant and detailed information presented to meet all requirements of the task. - Facts, ideas and opinions (as appropriate to the task) are expressed and justified. - Communication is clear with little or no ambiguity.	9-10	- A very good variety of vocabulary and grammatical structures, including complex structures. - A very good level of accuracy with only a few minor errors. References to past, present and future events are successful. - Style and register are appropriate throughout.
4	12-15	- A very good response. Relevant information with some detail presented to meet almost all requirements of the task with minor omissions. - Facts, ideas and opinions (as appropriate to the task) are expressed and justified. - Communication is mostly clear but with a few ambiguities.	7-8	- A good variety of vocabulary and grammatical structures is used, including complex structures. - A good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct. - Style and register are appropriate with minor lapses.
3	8-11	- A good response. Relevant information presented to meet most of the requirements of the task. - Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification. - Communication is usually clear but with some ambiguities.	5-6	- A variety of vocabulary and grammatical structures is used including some complex structures. - A reasonable level of accuracy. Minor errors are likely and there may be some major errors. References to past, present and future events are usually correct. - Style and register may not always be appropriate.
2	4-7	- A reasonable response. Relevant information presented to meet some of the requirements of the task. - Some facts, ideas and opinions (as appropriate to the task) are expressed. - Communication is sometimes clear but there may be instances where messages break down.	3-4	- A simple range of vocabulary and grammatical structures is used. - More accurate than inaccurate. References to past, present and future events are occasionally correct. - Limited awareness of style and register.
1	1-3	- A basic response. Relevant information presented to meet some aspect of the requirements of the task. - Facts, ideas and opinions (as appropriate to the task) are occasionally expressed. - Communication may not be clear with instances where messages break down.	1-2	- Little variety of vocabulary, and simple grammatical structures used. - There may be major errors and frequent minor errors. References to past, present and future events have only limited success. - Little or no awareness of style and register.
0	0	Response not worthy of credit or not attempted.	0	Response not worthy of credit or not attempted

Where a candidate produces a response which is wholly irrelevant to the task set, 0 marks for Communication and content and Linguistic knowledge and accuracy will be awarded.

Question 3 - Translation**(12 marks)**

The task will enable candidates to demonstrate their ability to convey key messages accurately and to apply grammatical knowledge of language and structures in context. Marks for translation will be awarded for conveying meaning and for application of grammatical knowledge and structures.

The translation will be divided into five sections. For each section (a, b and c), marks of 0-1-2 will be awarded as follows:

2	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
1	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures for this section is 6, as there are three sections to be translated.

For each section (d and e), marks of 0-1-2-3 will be awarded as follows:

3	Meaning fully conveyed. Grammatical structures correct with very minor errors (such as accents, genders, agreements, etc.).
2	Meaning partially conveyed but grammatical structures used are correct; or meaning conveyed but grammatical structures incorrect.
1	Little meaning conveyed. Isolated words are communicated.
0	Inappropriate or no response. None of the required information is conveyed.

The maximum mark for conveying meaning and for application of grammatical knowledge and structures in this section is 6, as there are two sections to be translated.

The total number of marks available for the translation task as a whole is 12.

To aid examiners in awarding marks for conveying meaning and for application of grammatical knowledge and structures possible alternative answers will be discussed and agreed at conference. Where candidates have adopted a different approach, examiners are advised to discuss this with their Principal Examiner or Team Leader.

	English	3 marks	*2 marks	*1 mark
1	Last year I worked in an office for two weeks.	N/A	El año pasado trabajé en una oficina durante/para dos semanas/quince días.	Año pasado trabajo en una oficina por dos semanas.
2	I had to answer the phone and send emails.	N/A	Tenía que contestar el teléfono y enviar/mandar correos electrónicos.	Tengo que contestar el teléfono y mandar/enviar emails.
3	During the holidays I would like to find a part-time job.	N/A	Durante las vacaciones me gustaría/quisiera encontrar/buscar un trabajo a tiempo parcial.	En las vacaciones quiero encontrar/buscar un trabajo.
4	I used to work in a shop but now I don't have enough time.	Trabajaba en una tienda pero no tengo bastante/suficiente tiempo ahora.	Trabajaba en una tienda pero no tengo tiempo ahora.	Trabajé en una tienda pero no tengo tiempo.
5	Getting good grades seems more important than earning money.	Sacar buenas notas parece más importante que ganar dinero.	Sacar buenas notas es más importante que dinero.	Buenas notas son más importantes que dinero.

(54 words)

*To be discussed at examiners' conference