

GCSE



# WJEC GCSE in SPANISH

APPROVED BY QUALIFICATIONS WALES

# SAMPLE ASSESSMENT MATERIALS

Teaching from 2016



This Qualifications Wales regulated qualification is not available to centres in England.





For teaching from 2016  
For award from 2018

GCSE SPANISH

SAMPLE ASSESSMENT  
MATERIALS



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Candidate Name	Centre Number				Candidate Number			
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**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 1**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

### **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**  
**FOUNDATION Set 1**

**IDENTITY AND CULTURE**

**(15 marks)**

**Technology and social media**

**Setting: You are skyping your Spanish friend and you start talking about how you use technology. Your teacher will play the part of your Spanish friend.**

Your teacher will speak first.

- Say what sort of technology you like.
- Say what your favourite website is.
- Answer the question.
- Say what technology you used yesterday.
- Ask your friend if he/she has a mobile phone.



**PHOTO CARD DISCUSSION**

**FOUNDATION Set 1**

**WALES AND THE WORLD**

**(15 marks)**

**The Wider World**



**Answer the questions.**

- Describe la foto.
- ¿Qué tipo de vacaciones te gusta? ¿Por qué?

**Your teacher will now ask you two further questions.**

**CONVERSATION**  
**FOUNDATION Set 1**

**Part 1**

**(30 marks)**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college life  
**or**
- Career plans

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: IDENTITY AND CULTURE**

- Self and relationships  
**or**
- Health and fitness



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 2**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

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**ROLE PLAY**  
**FOUNDATION Set 2**

**WALES AND THE WORLD**

**(15 marks)**

**Travel and transport**

**Setting: Whilst on holiday in Spain, you go to the train station to buy a ticket.**

Your teacher will speak first.

- Say that you want to go to Toledo.
- Say how many tickets you want.
- Answer the question
- Ask how much it costs.
- Say you travelled by bus.

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 2**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Answer the questions.**

- Describe la foto.
- ¿Cuáles son tus cualidades personales? Explica tu respuesta.

**Your teacher will now ask you two further questions.**

**CONVERSATION**  
**FOUNDATION Set 2**

**Part 1**

**(30 marks)**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: IDENTITY AND CULTURE**

- Festivals and celebrations  
**or**
- Entertainment and leisure

**Part 2**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: WALES AND THE WORLD**

- Local areas of interest  
**or**
- Environment



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 3**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

### **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**  
**FOUNDATION Set 3**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Career plans**

**Setting: You have a Spanish student staying with you and you talk about your future plans with your Spanish friend. Your teacher will play the role of the Spanish student.**

Your teacher will speak first.

- Say what job you want to do.
- Say why you want to do this job.
- Answer the question.
- Say what you did at school yesterday.
- Ask your friend if he / she has a job.



PHOTO CARD DISCUSSION

FOUNDATION Set 3

IDENTITY AND CULTURE

(15 marks)

Lifestyle



Answer the questions.

- Describe la foto.
- ¿Te gusta la comida **basura** ? ¿Por qué (no) ?

Your teacher will now ask you two further questions.

**CONVERSATION**  
**FOUNDATION Set 3**

**Part 1**

**(30 marks)**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: WALES AND THE WORLD**

- Holidays and tourism  
**or**
- Social issues

**Part 2**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college studies  
**or**
- Employment



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 4**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

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During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**  
**FOUNDATION Set 4**

**IDENTITY AND CULTURE**

**(15 marks)**

**Health and fitness**

**Setting: Your Spanish friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your Spanish friend.**

Your teacher will speak first.

- Say what sport you like.
- Answer the question.
- Say what you eat to stay healthy.
- Say what you did yesterday to be healthy.
- Ask your friend what sport he / she prefers.

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 4**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Answer the questions.**

- Describe la foto.
- ¿Te gusta estudiar con tus amigos? ¿Por qué (no)?

**Your teacher will now ask you two further questions.**

**CONVERSATION**  
**FOUNDATION Set 4**

**Part 1**

**(30 marks)**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: WALES AND THE WORLD**

- Travel and transport
- or**
- Environment

**Part 2**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: IDENTITY AND CULTURE**

- Technology and social media
- or**
- Food and drink



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 5**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

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**ROLE PLAY**  
**FOUNDATION Set 5**

**WALES AND THE WORLD**

**(15 marks)**

**Holidays and tourism**

**Setting: Your Spanish exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your Spanish friend.**

Your teacher will speak first.

- Say what types of holidays you prefer.
- Say who you go on holiday with.
- Answer the question.
- Say where you went on holiday last year.
- Ask your friend where he/she is going on holiday.



**PHOTO CARD DISCUSSION**

**FOUNDATION Set 5**

**IDENTITY AND CULTURE**

**(15 marks)**

**Customs and Traditions**



**Answer the questions.**

- Describe la foto.
- ¿Te gustan las fiestas? ¿Por qué (no)?

**Your teacher will now ask you two further questions.**

**CONVERSATION**  
**FOUNDATION Set 5**

**Part 1**

**(30 marks)**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college life  
**or**
- Skills and personal qualities

**Part 2**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of Spain and Spanish-speaking countries  
**or**
- Travel and transport



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 6**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

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**ROLE PLAY**  
**FOUNDATION Set 6**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Skills and personal qualities**

**Setting: Your Spanish friend has telephoned you and you talk about your skills. Your teacher will play the part of your Spanish friend.**

The teacher will speak first.

- Say what sort of person you are (personal qualities).
- Say what languages you speak.
- Answer the question.
- Say what you studied yesterday at school.
- Ask your friend what he / she likes studying.

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 6**

**WALES AND THE WORLD**

**(15 marks)**

**Global sustainability**



**Answer the questions.**

- Describe la foto.
- ¿Ayudas el medio ambiente? ¿Por qué (no)?

**Your teacher will now ask you two further questions.**

**CONVERSATION**  
**FOUNDATION Set 6**

**Part 1**

**(30 marks)**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: IDENTITY AND CULTURE**

- Health and Fitness
- or**
- Technology and social media

**Part 2**

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Post-16 study
- or**
- School / college studies



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 7**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

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

**ROLE PLAY**  
**FOUNDATION Set 7**

**IDENTITY AND CULTURE**

**(15 marks)**

**Festivals and celebrations**

**Setting: You are talking about a family party with your Spanish friend.**

The teacher will speak first.

- Say what you do for your birthday.
- Say who you celebrate with.
- Answer the question.
- Say where you went for your last birthday .
- Ask your friend if he / she likes parties.



**PHOTO CARD DISCUSSION**

**FOUNDATION Set 7**

**WALES AND THE WORLD**

**(15 marks)**

**Home and Locality**



**Answer the questions.**

- Describe la foto.
- ¿Te gusta vivir aquí? ¿Por qué (no) ?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### FOUNDATION Set 7

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Career plans  
**or**
- School / college life

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

**Theme: IDENTITY AND CULTURE**

- Food and drink  
**or**
- Self and relationships



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 8**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

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**ROLE PLAY**

**FOUNDATION Set 8**

**WALES AND THE WORLD**

**(15 marks)**

**Environment**

**Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about recycling. Your teacher will play the part of the Spanish pupil.**

Your teacher will speak first.

- Say which items you recycle at home.
- Say how often you recycle.
- Say what you did yesterday to help the environment.
- Answer the question.
- Ask if he / she recycles at school.

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 8**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Current Study**



**Answer the questions.**

- Describe la foto.
- ¿Qué te gusta estudiar ? ¿Por qué ?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### FOUNDATION Set 8

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

#### Theme: IDENTITY AND CULTURE

- Entertainment and leisure
- or**
- Festivals and celebrations

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

#### Theme: WALES AND THE WORLD

- Local areas of interest
- or**
- Holidays and tourism



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**FOUNDATION TIER - SET 9**

**7-9 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** You must choose **one** of the bullet points noted under the main theme for **both Part 1 and Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**FOUNDATION Set 9**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**School / college life**

**Setting: You are on a school exchange to Salamanca. You are talking to your Spanish friend about school life. Your teacher will play the part of your Spanish friend.**

Your teacher will speak first.

- Say which school you go to.
- Answer the question.
- Say what you did at school yesterday.
- Say what you wear to school.
- Ask which subject he / she prefers.



**PHOTO CARD DISCUSSION**

**FOUNDATION Set 9**

**IDENTITY AND CULTURE**

**(15 marks)**

**Youth culture**



**Answer the questions.**

- Describe la foto.
- ¿Qué prefieres: los móviles o las tabletas? ¿Por qué?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### FOUNDATION Set 9

#### Part 1

(30 marks)

You will be required to discuss the following theme. You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.
- You are expected to start the conversation.

#### Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- or**
- Social issues

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 1½ to 2½ minutes on this discussion.

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Skills and personal qualities
- or**
- School / college studies



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 1**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 1**

**IDENTITY AND CULTURE**

**(15 marks)**

**Technology and social media**

**Setting: You are skypeing your Spanish friend and you start talking about technology. Your teacher will play the role of your Spanish friend.**

Your teacher will speak first.

- Say why it is important to have a mobile phone.
- Say what technology you used last night.
- Answer the question.
- Ask your friend what he / she thinks of social media.
- Say you will buy a new mobile phone tomorrow.

**PHOTO CARD DISCUSSION**

**HIGHER Set 1**

**WALES AND THE WORLD**

**(15 marks)**

**The Wider World**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿El turismo es bueno o malo para una región? ¿Por qué (no)?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### HIGHER Set 1

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college life  
**or**
- Career plans

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point theme you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

**Theme: IDENTITY AND CULTURE**

- Self and relationships  
**or**
- Health and fitness



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 2**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 2**

**WALES AND THE WORLD**

**(15 marks)**

**Environment**

**Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about pollution in your town. Your teacher will play the part of the Spanish pupil.**

The teacher will speak first

- Give one environmental problem in your area.
- Say what you will do to help this.
- Say what you did yesterday to help the environment.
- Answer the question.
- Ask how he / she travels to school.



**PHOTO CARD DISCUSSION**

**HIGHER Set 2**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Answer the questions.**

- **De qué trata esta foto?**
- **¿Cuáles son las cualidades más importantes de un buen empleado? ¿Por qué?**

**Your teacher will now ask you two further questions**

## CONVERSATION

### HIGHER Set 2

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: IDENTITY AND CULTURE**

- Festivals and celebrations
- or**
- Entertainment and leisure

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

**Theme: WALES AND THE WORLD**

- Local areas of interest
- or**
- Environment



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 3**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 3**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**School / college life**

**Setting: You are on a school exchange with a school in Spain. You are talking about your school with your Spanish friend. Your teacher will play the part of your Spanish friend.**

Your teacher will speak first.

- Say what the advantages of school uniform are.
- Say what you would prefer to wear to school.
- Answer the question.
- Ask your friend what he/she thinks of school.
- Say what homework you did yesterday.

**PHOTO CARD DISCUSSION**

**HIGHER Set 3**

**IDENTITY AND CULTURE**

**(15 marks)**

**Lifestyle**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿Comer sanamente es importante? ¿Por qué (no)?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### HIGHER Set 3

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: WALES AND THE WORLD**

- Holidays and tourism
- or**
- Social issues

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college studies
- or**
- Employment



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 4**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**  
**HIGHER SET 4**

**IDENTITY AND CULTURE**

**(15 marks)**

**Entertainment and leisure**

**Setting: You are on holiday in Spain and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant.**

The teacher will speak first.

- Say what items of clothing you bought in the shop.
- Say what the problem is with one of the items.
- Say that you would like another.
- Answer the question.
- Ask if the item is available in another colour.



**PHOTO CARD DISCUSSION**

**HIGHER Set 4**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿Crees que la vida escolar es estresante? ¿Por qué (no) ?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### HIGHER Set 4

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet points you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

#### Theme: WALES AND THE WORLD

- Travel and transport
- or**
- Environment

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

#### Theme: IDENTITY AND CULTURE

- Technology and social media
- or**
- Food and drink



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 5**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**  
**HIGHER Set 5**

**WALES AND THE WORLD**

**(15 marks)**

**Holidays and tourism**

**Setting: Your Spanish exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student.**

Your teacher will speak first.

- Say where you went on holiday last year.
- Say what you would like to do next year.
- Answer the question.
- Ask your friend if he / she likes camping.
- Say what sort of holiday accommodation you prefer.

**PHOTO CARD DISCUSSION**

**HIGHER Set 5**

**IDENTITY AND CULTURE**

**(15 marks)**

**Customs and Traditions**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿Crees que las fiestas de cumpleaños son importantes? ¿Por qué (no) ?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### HIGHER Set 5

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college life  
**or**
- Skills and personal qualities

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

**Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of Spain and Spanish-speaking countries  
**or**
- Travel and transport



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 6**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 6**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**

**Setting: Your Spanish friend has telephoned you and you talk about your study plans. Your teacher will play the part of your Spanish friend.**

The teacher will speak first.

- Say what you will study next year.
- Say why.
- Say what you did yesterday after school.
- Answer the question.
- Ask you friend what languages he / she speaks.



**PHOTO CARD DISCUSSION**

**HIGHER Set 6**

**WALES AND THE WORLD**

**(15 marks)**

**Global Sustainability**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿Crees que hay demasiada contaminación en tu barrio? ¿Por qué (no)?

**Your teacher will now ask you two further questions**

## CONVERSATION

### HIGHER Set 6

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: IDENTITY AND CULTURE**

- Health and Fitness
- or**
- Technology and social media

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Post-16 study
- or**
- School / college studies



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 7**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 7**

**IDENTITY AND CULTURE**

**(15 marks)**

**Festivals and celebrations**

**Setting: You are talking to your Spanish friend about parties. Your teacher will play the part of your Spanish friend.**

Your teacher will speak first.

- Say you will go to a party at the weekend.
- Say why you like parties.
- Say what present you had for your last birthday.
- Ask your friend what they wear to parties.
- Answer the question.

**PHOTO CARD DISCUSSION**

**HIGHER Set 7**

**WALES AND THE WORLD**

**(15 marks)**

**Home and Locality**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿Cuáles son las desventajas de vivir en una ciudad? ¿Por qué ?

**Your teacher will now ask you two further questions**

## CONVERSATION

### HIGHER Set 7

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Career plans  
**or**
- School / college life

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

**Theme: IDENTITY AND CULTURE**

- Food and drink  
**or**
- Self and relationships



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 8**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 8**

**WALES AND THE WORLD**

**(15 marks)**

**Local areas of interest**

**Setting: You are talking to your Spanish friend about your local area. Your teacher will play the role of the friend.**

The teacher will speak first.

- Say why you like your area.
- Answer the question.
- Say what you did in your area last weekend.
- Say where you would like to live in the future.
- Ask your friend where he / she is from in Spain.



**PHOTO CARD DISCUSSION**

**HIGHER Set 8**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Current Study**



**Answer the question.**

- ¿De qué trata esta foto?
- ¿Cuáles son los aspectos negativos de la vida escolar? ¿Por qué?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### HIGHER Set 8

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

#### Theme: IDENTITY AND CULTURE

- Entertainment and leisure
- **or**
- Festivals and celebrations

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

#### Theme: WALES AND THE WORLD

- Local areas of interest
- **or**
- Holidays and tourism



**GCSE**

**SPANISH**

**UNIT 1: Speaking**

**HIGHER TIER - SET 9**

**10-12 minutes**

**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, photo card discussion and the conversation.

**Role play:** you should attempt to provide full responses to the prompts in the role play task.

**Photo card discussion:** you should attempt to provide extended responses to each of the prompts and questions asked by your teacher.

**Conversation:** - You must choose **one** of the bullet points noted under the main theme for both **Part 1** and **Part 2**. You should attempt to provide extended responses and opinions where appropriate. You are expected to start Part 1 of the conversation.

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

Do **not** write on the test booklet.

## **INFORMATION FOR CANDIDATES**

**Dictionaries are not allowed.**

During the preparation time you may make notes on a separate sheet of A4 paper to refer to during the test. The notes must **not** contain complete sentences. 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 and the conversation carries 30 marks. A total of 15 marks overall are available for knowledge of, and accurate application of grammar and structures in the photo card (5 marks) and conversation task (10 marks).

**ROLE PLAY**

**HIGHER Set 9**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Career plans**

**Setting: You are talking to your Spanish friend about your future plans. Your teacher will play the part of your friend.**

The teacher will speak first.

- Say what job you would like to do in the future.
- Say why you want to do this job.
- Answer the question.
- Ask your friend what sort of work they like.
- Say what you studied yesterday.

**PHOTO CARD DISCUSSION**

**HIGHER Set 9**

**IDENTITY AND CULTURE**

**(15 marks)**

**Youth culture**



**Answer the questions.**

- ¿De qué trata esta foto?
- ¿La tecnología es importante para ti? ¿Por qué?

**Your teacher will now ask you two further questions.**

## CONVERSATION

### HIGHER Set 9

#### Part 1

(30 marks)

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.
- You are expected to start the conversation.

#### **Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- or**
- Social issues

#### Part 2

You will be required to discuss the following theme. You must choose one of the bullet points provided.

- Your teacher will ask you which bullet point you have chosen.
- You must spend between 2½ to 3½ minutes on this discussion.

#### **Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Skills and personal qualities
- or**
- School / college studies

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 1**

**IDENTITY AND CULTURE**

**(15 marks)**

**Youth Culture**

Setting: You are skyping your Spanish friend and you start talking about how you use technology. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Qué tipo de tecnología te gusta?**
- Say what sort of technology you like.
- **¿Cuál es tu sitio web preferido?**
- Say what your favourite website is.
- **¿Cuándo utilizas el ordenador?**
- Answer the question.
- **¿Qué tipo de tecnología utilizaste ayer?**
- Say what technology you used yesterday.
- **Muy bien.**
- Ask your friend if he/she has a mobile phone.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**FOUNDATION Set 1**

**WALES AND THE WORLD**

**(15 marks)**

**The Wider World**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Qué tipo de vacaciones te gusta? ¿Por qué ?**
- 3) Unseen questions.
  - **Prefiero las vacaciones con mis amigos. ¿Qué piensas ? (¿Por qué ?/ Explica tu respuesta)**
  - **¿Adónde vas a ir de vacaciones el año que viene? (¿Por qué? / Explica tu respuesta)**



**TEACHER EXAMINER'S COPY****CONVERSATION****FOUNDATION Set 1****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college life  
or
- Career plans

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: IDENTITY AND CULTURE**

- Self and relationships  
or
- Health and fitness

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 2**

**WALES AND THE WORLD**

**(15 marks)**

**Travel and transport**

Setting: Whilst on holiday in Spain, you go to the train station to buy a ticket. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **Buenos días, ¿puedo ayudarle?**
- Say that you want to go to Toledo.
- **¿Cuántos billetes?**
- Say how many tickets you want.
- **¿Qué tipo de billete quiere?**
- Answer the question
- **Muy bien.**
- Ask how much it costs.
- **Cincuenta euros. ¿Cómo viajó usted aquí?**
- Say you travelled by bus.

TEACHER EXAMINER'S COPY

PHOTO CARD DISCUSSION

FOUNDATION Set 2

CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

Enterprise, Employability and Future Plans



Please note the approximate timing for this task is 2 minutes.

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Cuáles son tus cualidades personales? Explica tu respuesta.**
- 3) Unseen questions.
  - **¿Qué tipo de trabajo prefieres ? (¿Por qué? / Explica tu respuesta)**
  - **¿Adónde vas a trabajar en el futuro? (¿Por qué? / Explica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### FOUNDATION Set 2

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: IDENTITY AND CULTURE

- Festivals and celebrations
- **or**
- Entertainment and leisure

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

#### Theme: WALES AND THE WORLD

- Local areas of interest
- **or**
- Environment

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 3**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Career plans**

Setting: You have a Spanish student staying with you and you talk about your future plans. Your teacher will play the role of the Spanish student. The teacher will speak first.

**The teacher examiner responses are given in bold.**

- **¿Qué trabajo quieres hacer?**
- Say what job you want to do.
- **¿Por qué quieres hacer este trabajo?**
- Say why you want to do this job.
- **¿Qué idiomas hablas?**
- Answer the question.
- **¿Qué hiciste ayer al colegio?**
- Say what you did at school yesterday.
- **Muy bien.**
- Ask your friend if he / she has a job.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**FOUNDATION Set 3**

**IDENTITY AND CULTURE**

**(15 marks)**

**Lifestyle**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **Te gusta la comida basura ? ¿Por qué (no) ?**
- 3) Unseen questions.
  - **¿Qué piensas de la comida en la cantina? (¿Por qué? / Explica tu respuesta)**
  - **¿Qué hiciste la semana pasada para mantenerte en forma ? (¿Por qué? / Explica tu respuesta)**

**TEACHER EXAMINER'S COPY****CONVERSATION****FOUNDATION Set 3****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

**Part 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: WALES AND THE WORLD**

- Holidays and tourism
- **or**
- Social issues

**Part 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college studies
- **or**
- Employment

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 4**

**IDENTITY AND CULTURE**

**(15 marks)**

**Health and fitness**

Setting: Your Spanish friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Qué deporte te gusta?**
- Say what sport you like.
- **¿Con quién practicas el deporte?**
- Answer the question.
- **¿Qué comes para mantenerte en forma ?**
- Say what you eat to stay healthy.
- **¿Qué hiciste ayer para mantenerte en forma?**
- Say what you did yesterday to be healthy.
- **Muy bien.**
- Ask your friend what sport he / she prefers.
- **Reply appropriately.**



**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**FOUNDATION Set 4**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Te gusta estudiar con tus amigos? ¿Por qué (no)?**
- 3) Unseen questions.
  - **¿Qué piensas de los exámenes? (¿Por qué? / Explica tu respuesta)**
  - **¿Qué vas a estudiar el año que viene? (¿Por qué? / Explica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### FOUNDATION Set 4

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: WALES AND THE WORLD

- Travel and transport
- **or**
- Environment

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

#### Theme: IDENTITY AND CULTURE

- Technology and social media
- **or**
- Food and drink

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 5**

**WALES AND THE WORLD**

**(15 marks)**

**Holidays and tourism**

Setting: Your Spanish exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold**

- **¿Qué tipo de vacaciones prefieres?**
- Say what types of holidays you prefer.
- **¿Con quién?**
- Say who you go on holiday with.
- **¿Cómo viajas de vacaciones normalmente?**
- Answer the question.
- **¿Adónde fuiste de vacaciones el año pasado?**
- Say where you went on holiday last year.
- **Muy bien.**
- Ask your friend where he/she is going on holiday.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**FOUNDATION Set 5**

**IDENTITY AND CULTURE**

**(15 marks)**

**Customs and Traditions**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Te gustan las fiestas? ¿Por qué (no)?**
- 3) Unseen questions.
  - **Prefiero las fiestas con mis amigos. ¿Qué piensas ? (¿Por qué? / Explica tu respuesta)**
  - **¿Qué hiciste para tu cumpleaños el año pasado? (¿Por qué? / Explica tu respuesta)**

**TEACHER EXAMINER'S COPY****CONVERSATION****FOUNDATION Set 5****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- School / college life
- **or**
- Skills and personal qualities

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- **or**
- Travel and transport

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 6**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Skills and personal qualities**

Setting: Your Spanish friend has telephoned you and you talk about your skills. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Qué tipo de persona eres?**
- Say what sort of person you are.
- **¿Qué idiomas hablas?**
- Say what languages you speak.
- **¿Cuál es tu asignatura preferida?**
- Answer the question.
- **¿Qué estudiaste en el colegio ayer?**
- Say what you studied yesterday at school.
- **Muy bien.**
- Ask your friend what he / she likes studying.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 6**

**WALES AND THE WORLD**

**(15 marks)**

**Global Sustainability**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Ayudas el medio ambiente? ¿Por qué (no)?**
- 3) Unseen questions.
  - **¿Qué piensas del reciclaje ? (¿Por qué? / Explica tu respuesta)**
  - **¿Qué hiciste la semana pasada para ayudar el medio ambiente ? (¿Por qué? / Explica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### FOUNDATION Set 6

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- to give and / or justify their opinions
- to narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: IDENTITY AND CULTURE

- Your Health and Fitness  
or
- Technology and social media

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Post-16 study  
or
- School / college studies



**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 7**

**IDENTITY AND CULTURE**

**(15 marks)**

**Festivals and celebrations**

Setting: You are talking about a family party with your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold**

- **¿Qué haces para tu cumpleaños?**
- Say what you do for your birthday.
- **¿Con quién?**
- Say who you celebrate with.
- **¿Cuándo es tu cumpleaños ?**
- Answer the question.
- **¿Adónde fuiste para tu cumpleaños el año pasado?**
- Say where you went for your last birthday.
- **Muy bien.**
- Ask your friend if he / she likes parties.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 7**

**WALES AND THE WORLD**

**(15 marks)**

**Home and Locality**



**Please note the approximate timing for this task is 2 minutes.**

1) Start the discussion by asking the first question.

- **Describe la foto.**

2) When the candidate has completed their response continue with the following question

- **¿Te gusta vivir aquí? ¿Por qué (no) ?**

3) Unseen questions

- **¿Qué piensas del transporte en tu barrio ? (¿Por qué? / Explica tu respuesta)**
- **¿Qué hiciste en tu barrio la semana pasada ? (¿Por qué? / Explica tu respuesta)**

**TEACHER EXAMINER'S COPY**

**CONVERSATION**

**FOUNDATION Set 7**

**Guidance for Conversations**

**(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Career plans  
or
- School / college life

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: IDENTITY AND CULTURE**

- Food and drink  
or
- Self and relationships

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 8**

**WALES AND THE WORLD**

(15 marks)

**Global Sustainability**

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about recycling. Your teacher will play the part of the Spanish pupil.

**Teacher examiner responses are in bold**

- **¿Qué reciclas en casa?**
- Say which you items you recycle at home.
- **¿Con qué frecuencia reciclas?**
- Say how often you recycle.
- **¿Qué hiciste ayer para ayudar el medio ambiente?**
- Say what you did yesterday to help the environment.
- **¿Qué día es la recolección de basura?**
- Answer the question.
- **Muy bien.**
- Ask if he / she recycles at school.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**FOUNDATION Set 8**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Current Study**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Qué te gusta estudiar ? ¿Por qué ?**
- 3) Unseen questions.
  - **¿Qué piensas de los deberes? (¿Por qué? / Explica tu respuesta)**
  - **¿Qué hiciste al colegio ayer? (¿Por qué? / Explica tu respuesta)**

**TEACHER EXAMINER'S COPY**

**CONVERSATION**

**FOUNDATION Set 8**

**Guidance for Conversations**

**(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: IDENTITY AND CULTURE**

- Entertainment and leisure  
**or**
- Festivals and celebrations

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: WALES AND THE WORLD**

- Local areas of interest  
**or**
- Holidays and tourism

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**FOUNDATION Set 9**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**School / college life**

Setting: You are on a school exchange to Spain. You are talking to your Spanish friend about school life. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Cómo se llama tu colegio?**
- Say which school you go to.
- **¿A qué hora empiezan las clases?**
- Answer the question.
- **¿Qué hiciste al colegio ayer?**
- Say what you did at school yesterday.
- **¿Qué llevas al colegio?**
- Say what you wear to school.
- **Muy bien.**
- Ask which subject he / she prefers.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**FOUNDATION Set 9**

**IDENTITY AND CULTURE**

**(15 marks)**

**Youth culture**



**Please note the approximate timing for this task is 2 minutes.**

- 1) Start the discussion by asking the first question.
  - **Describe la foto.**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Qué prefieres: los móviles o las tabletas? ¿Por qué?**
- 3) Unseen questions.
  - **¿Qué piensas de las redes sociales? (¿Por qué? / Explica tu respuesta)**
  - **¿Que tipo de tecnología utilizaste ayer? (¿Por qué? / Explica tu respuesta)**



**TEACHER EXAMINER'S COPY****CONVERSATION****FOUNDATION Set 9****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **1½ to 2½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of Spain and Spanish-speaking countries
- or**
- Social issues

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Skills and personal qualities
- or**
- School / college studies

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 1**

**IDENTITY AND CULTURE**

**(15 marks)**

**Technology and social media**

Setting: You are skypeing your Spanish friend and you start talking about technology. Your teacher will play the role of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are in bold**

- **¿Por qué es importante tener un móvil?**
- Say why it is important to have a mobile phone.
- **¿Qué tecnología utilizaste ayer por la noche?**
- Say what technology you used last night.
- **¿Cuánto tiempo pasas en tu móvil?**
- Answer the question.
- **Muy bien.**
- Ask your friend what he / she thinks of social media.
- **Reply appropriately. ¿Qué harás mañana ?**
- Say you will buy a new mobile phone tomorrow.

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**HIGHER Set 1**

**WALES AND THE WORLD**

**(15 marks)**

**The Wider World**



**Please note the approximate timing for this task is 3 minutes.**

- 1) Start the discussion by asking the first question.
  - **¿De qué trata esta foto?**
- 2) When the candidate has completed their response continue with the following question.
  - **¿El turismo es bueno o malo para una región? ¿Por qué (no)?**
- 3) Unseen questions.
  - **Las vacaciones son caras. ¿Que piensas? (¿Por qué ?/ Justifica tu respuesta)**
  - **¿Cómo serían tus vacaciones ideales? (¿Por qué ?/ Justifica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### HIGHER Set 1

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life  
or
- Career plans

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

#### Theme: IDENTITY AND CULTURE

- Self and relationships  
or
- Health and fitness

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 2**

**WALES AND THE WORLD**

**(15 marks)**

**Environment**

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about pollution in your town. Your teacher will play the part of the Spanish pupil. The teacher will speak first.

**Teacher examiner responses are in bold.**

- **¿Qué problemas hay en tu barrio?**
- Give one environmental problem in your area.
- **¿Qué harás para ayudar este problema?**
- Say what you will do to help this.
- **¿Qué hiciste ayer para ayudar el medio ambiente?**
- Say what you did yesterday to help the environment.
- **¿Y con qué frecuencia reciclas?**
- Answer the question.
- **Muy bien.**
- Ask how he / she travels to school.
- **Voy en coche.**

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**HIGHER Set 2**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Please note the approximate timing for this task is 3 minutes.**

1) Start the discussion by asking the first question.

- **¿De qué trata esta foto?**

2) When the candidate has completed their response continue with the following question.

- **¿Cuáles son las cualidades más importantes de un buen empleado? ¿Por qué?**

3) Unseen questions.

- **Un buen salario es lo más importante. ¿Qué piensas ? (¿Por qué (no)?/ Justifica tu respuesta)**
- **¿Cómo sería tu trabajo ideal? (¿Por qué ?/ Justifica tu respuesta)**

**TEACHER EXAMINER'S COPY****CONVERSATION****HIGHER Set 2****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- to give and / or justify their opinions
- to narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: IDENTITY AND CULTURE**

- Festivals and celebrations
- **or**
- Entertainment and leisure

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: WALES AND THE WORLD**

- Local areas of interest
- **or**
- Environment

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 3**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**School / college life**

Setting: You are on a school exchange with a school in Spain. You are talking about your school with your Spanish friend. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Cuáles son las ventajas de un uniforme escolar?**
- Say what the advantages of school uniform are.
- **¿Qué preferirías llevar al colegio?**
- Say what you would prefer to wear to school.
- **Que haces durante el recreo?**
- Answer the question.
- **Yo también.**
- Ask your friend what he/she thinks of school.
- **¿Qué deberes hiciste anoche?**
- Say what homework you did yesterday.
- **Reply appropriately.**



**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**HIGHER Set 3**

**IDENTITY AND CULTURE**

**(15 marks)**

**Lifestyle**



**Please note the approximate timing for this task is 3 minutes.**

1) Start the discussion by asking the first question.

- **¿De qué trata esta foto?**

2) When the candidate has completed their response continue with the following question.

- **¿Comer sanamente es importante? ¿Por qué (no)?**

3) Unseen questions.

- **La comida orgánica es demasiado cara. ¿Que piensas ? (¿Por qué ?/ Justifica tu respuesta)**
- **¿Qué harás para mantenerte en forma este fin de semana? (¿Por qué ?/ Justifica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### HIGHER Set 3

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- to give and / or justify their opinions
- to narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: WALES AND THE WORLD

- Holidays and tourism
- **or**
- Social issues

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college studies
- **or**
- Employment

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 4**

**Entertainment and leisure**

Setting: You are on holiday in Spain and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Hola, ¿puedo ayudarle?**
- Say what items of clothing you bought in the shop.
- **Bueno, ¿hay algún problema?**
- Say what the problem is with one of the items.
- **¿Que le gustaría hacer ?**
- Say that you would like another.
- **Muy bien. ¿De que tamaño es usted?**
- Answer the question.
- **Muy bien.**
- Ask if the item is available in another colour.
- **Sí, lo tenemos en amarillo.**

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**HIGHER Set 4**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**



**Please note the approximate timing for this task is 3 minutes.**

1) Start the discussion by asking the first question.

- **¿De qué trata esta foto?**

2) When the candidate has completed their response continue with the following question.

- **¿Crees que la vida escolar es estresante? ¿Por qué?**

3) Unseen questions

- **Aprender una lengua extranjera es muy importante. ¿Qué piensas ? (¿Por qué (no) ? / Justifica tu respuesta)**
- **¿Te gustaría ir a la universidad? (¿Por qué (no) ? / Justifica tu respuesta)**

**TEACHER EXAMINER'S COPY**

**CONVERSATION**

**HIGHER Set 4**

**Guidance for Conversations**

**(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: WALES AND THE WORLD**

- Travel and transport
- or
- Environment

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: IDENTITY AND CULTURE**

- Technology and social media
- or
- Food and drink

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 5**

**WALES AND THE WORLD**

**(15 marks)**

**Holidays and tourism**

Setting: Your Spanish exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Adónde fuiste para tus vacaciones el año pasado?**
- Say where you went on holiday last year.
- **¿Y qué te gustaría hacer el año que viene?**
- Say what you would like to do next year.
- **¿Con quién prefieres ir de vacaciones?**
- Answer the question.
- **Yo también.**
- Ask your friend if he / she likes camping.
- **Por supuesto. ¿Y tú?**
- Say what sort of holiday accommodation you prefer.

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**HIGHER Set 5**

**IDENTITY AND CULTURE**

**(15 marks)**

**Customs and Traditions**



**Please note the approximate timing for this task is 3 minutes.**

- 1) Start the discussion by asking the first question.
  - **¿De qué trata esta foto?**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Crees que las fiestas de cumpleaños son importantes? ¿Por qué?**
- 3) Unseen questions.
  - **Los regalos de cumpleaños son demasiado caros. ¿Qué piensas? (¿Por qué (no)?/ Justifica tu respuesta)**
  - **¿Cómo sería tu fiesta ideal? (¿Por qué ?/ Justifica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### HIGHER Set 5

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- School / college life  
or
- Skills and personal qualities

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

#### Theme: WALES AND THE WORLD

- Local and regional features and characteristics of Spain and Spanish-speaking countries  
or
- Travel and transport



**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 6**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Enterprise, Employability and Future Plans**

Setting: Your Spanish friend has telephoned you and you talk about your study plans. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Qué estudiarás el año que viene?**
- Say what you will study next year.
- **¿Por qué?**
- Say why.
- **¿Qué hiciste después del colegio ayer?**
- Say what you did yesterday after school.
- **¿Cuáles son tus cualidades personales?**
- Answer the question.
- **Muy bien.**
- Ask your friend what languages he / she speaks.
- **Reply appropriately.**

**TEACHER EXAMINER'S COPY**  
**PHOTO CARD DISCUSSION**  
**HIGHER Set 6**

**WALES AND THE WORLD**

**(15 marks)**

**Global Sustainability**



**Please note the approximate timing for this task is 3 minutes.**

- 1) Start the discussion by asking the first question.
  - **¿De qué trata esta foto?**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Crees que hay demasiada contaminación en tu barrio? ¿Por qué (no)?**
- 3) Unseen questions.
  - **El reciclaje es demasiado complicado. ¿Qué piensas? (¿Por qué ? / Justifica tu respuesta)**
  - **¿Qué harías para mejorar el medio ambiente en tu barrio ? (¿Por qué ? / Justifica tu respuesta)**

**TEACHER EXAMINER'S COPY**

**CONVERSATION**

**HIGHER Set 6**

**Guidance for Conversations**

**(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: IDENTITY AND CULTURE**

- Health and Fitness  
or
- Technology and social media

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Post-16 study  
or
- School / college studies

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 7**

**IDENTITY AND CULTURE**

**(15 marks)**

**Festivals and celebrations**

Setting: You are talking to your Spanish friend about parties. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher responses are given in bold.**

- **¿Qué harás este fin de semana ?**
- Say you will go to a party at the weekend.
- **Muy bien. ¿Por qué te gustan las fiestas ?**
- Say why you like parties.
- **¿Qué recibiste para tu cumpleaños el año pasado ?**
- Say what present you had for your last birthday.
- **Tienes suerte.**
- Ask your friend what they wear to parties.
- **¿Qué prefieres comer en una fiesta?**
- Answer the question.

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**HIGHER Set 7**

**WALES AND THE WORLD**

**(15 marks)**

**Home and Locality**



**Please note the approximate timing for this task is 3 minutes.**

1) Start the discussion by asking the first question.

- **¿De qué trata esta foto?**

2) When the candidate has completed their response continue with the following question.

- **¿Cuáles son las desventajas de vivir en una ciudad? ¿Por qué ?**

3) Unseen questions.

- **No hay muchas actividades para los jóvenes aquí. ¿Qué piensas? (¿Por qué ? / Justifica tu respuesta)**
- **¿Cómo sería tu ciudad ideal? (¿Por qué ? / Justifica tu respuesta)**

## TEACHER EXAMINER'S COPY

### CONVERSATION

#### HIGHER Set 7

#### Guidance for Conversations

(30 marks)

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

#### General Notes

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

#### PART 1

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

#### Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT

- Career plans  
or
- School / college life

#### PART 2

- You must ask the candidate which bullet point they have chosen.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on this discussion.

#### Theme: IDENTITY AND CULTURE

- Food and drink  
or
- Self and relationships

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 8**

**WALES AND THE WORLD**

**(15 marks)**

**Local areas of interest**

Setting: You are talking to your Spanish friend about your local area. Your teacher will play the role of the friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Por qué te gusta tu barrio?**
- Say why you like your area.
- **¿Qué actividades hay para los jóvenes ?**
- Answer the question.
- **¿Qué hiciste en tu barrio el fin de semana pasada ?**
- Say what you did in your area last weekend.
- **¿Dónde te gustaría vivir en el futuro?**
- Say where you would like to live in the future.
- **Muy bien.**
- Ask your friend where he / she is from in Spain.
- **Soy de Valencia.**

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**HIGHER Set 8**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Current Study**



**Please note the approximate timing for this task is 3 minutes.**

- 1) Start the discussion by asking the first question.
  - **¿De qué trata esta foto?**
- 2) When the candidate has completed their response continue with the following question.
  - **¿Cuáles son los aspectos negativos de la vida escolar? ¿Por qué?**
- 3) Unseen questions.
  - **Los exámenes son muy importantes. ¿Qué piensas ? (¿Por qué ? / Justifica tu respuesta)**
  - **¿Qué harás después de tus exámenes? (¿Por qué ? / Justifica tu respuesta)**



**TEACHER EXAMINER'S COPY****CONVERSATION****HIGHER Set 8****Guidance for Conversations****(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: IDENTITY AND CULTURE**

- Entertainment and leisure
- or**
- Festivals and celebrations

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: WALES AND THE WORLD**

- Local areas of interest
- or**
- Holidays and tourism

**TEACHER EXAMINER'S COPY**

**ROLE PLAY**

**HIGHER Set 9**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**Career plans**

Setting: You are talking to your Spanish friend about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

**Teacher examiner responses are in bold.**

- **¿Qué te gustaría hacer en el futuro ?**
- Say what job you would like to do in the future.
- **¿Por qué?**
- Say why you want to do this job
- **¿Cuáles son tus cualidades personales ?**
- Answer the question.
- **Muy bien.**
- Ask your friend what sort of work they like.
- **Reply appropriately. ¿Qué estudiaste ayer ?**
- Say what you studied yesterday.

**TEACHER EXAMINER'S COPY**

**PHOTO CARD DISCUSSION**

**HIGHER Set 9**

**IDENTITY AND CULTURE**

**(15 marks)**

**Youth culture**



**Please note the approximate timing for this task is 3 minutes.**

1) Start the discussion by asking the first question.

- **¿De qué trata esta foto?**

2) When the candidate has completed their response continue with the following question.

- **¿La tecnología es importante para tí? ¿Por qué?**

3) Unseen questions.

- **Las redes sociales tienen muchos aspectos negativos. ¿Qué piensas? (¿Por qué? / Justifica tu respuesta)**
- **¿Te gustaría pasar menos tiempo en Internet? (¿Por qué? / Justifica tu respuesta)**

**TEACHER EXAMINER'S COPY**

**CONVERSATION**

**HIGHER Set 9**

**Guidance for Conversations**

**(30 marks)**

It is important that the candidate has the opportunity to demonstrate extended responses and is supported by the teacher.

A candidate should be looking to:

- provide facts and information relating to the bullet point chosen
- give and / or justify their opinions
- narrate events or give an account of something that happened related to the topic
- talk about their future plans or ideas relating to the topic.

**General Notes**

- You can facilitate the discussion by responding to what the candidate has said and /or asking relevant questions in response to what is being communicated. (See guidance above).
- The candidate must discuss their chosen bullet point for part 1 and part 2.
- Please ensure that the candidate spends between **2½ to 3½ minutes** on each part of the discussion.

**PART 1**

- You must ask the candidate which bullet point they have chosen.
- The candidate will be expected to initiate the discussion.

**Theme: WALES AND THE WORLD**

- Local and regional features and characteristics of Spain and Spanish-speaking countries  
**or**
- Social issues

**PART 2**

- You must ask the candidate which bullet point they have chosen.
- You will then start the discussion for part 2.

**Theme: CURRENT AND FUTURE STUDY AND EMPLOYMENT**

- Skills and personal qualities  
**or**
- School / college studies

## SUGGESTED SUPPORT QUESTIONS FOR CONVERSATION TASK

During both parts of the conversation it is important that the candidate is given the opportunity to develop the conversation and produce extended sequences of speech. If the candidate starts to dry up 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 bullet points in depth while others may have less knowledge and/or linguistic ability. Candidates' performance depends not only on their own skills and ability but also on the nature of the support questions asked by the teacher/examiner. 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 other appropriate questions to give candidates opportunity to expand their responses.

### 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: Wales and the World - 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?)
  - ¿Dónde te gustaría visitar en España? ¿Por qué?
  - ¿Recomendarías España como destino turístico? ¿Por qué (no)?
  - ¿Qué cosas reciclas en casa?
  - ¿Crees que es importante reciclar? (¿Por qué (no)?)
  - ¿Crees que es importante ayudar a los demás? (¿Por qué (no)?)
  - ¿Cuáles son los problemas sociales más grandes en el mundo?
  - ¿Qué hiciste ayer para ayudar el 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 puede 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 próximo? ¿Por qué?
- ¿Es importante para los jóvenes tener un trabajo a tiempo parcial? (¿Por qué (no)?)
- ¿Qué cualidades personales tienes?
- ¿Qué hiciste para tu experiencia laboral?
- ¿Cuáles son las ventajas y desventajas de la experiencia laboral?
- ¿Qué tipo de trabajo harás en el futuro?
- ¿Qué asignaturas se puede 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)?)

**UNIT 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 and bullet points.
- 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 152-155). 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**

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 candidate's spoken evidence.

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 responses.

## Stage 2 - Deciding on the mark -

Once the band has been decided, examiners can then assign a mark within the band. 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; 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 holistically across both parts of the conversation. Candidates achieving a lower mark in one column are not automatically precluded from accessing higher marks in another.



**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 and 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 and 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****Role Play Task - Unseen question**

The 'notes for examiners' on pages 137-154 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 and pronunciation must also be accurate and clear. Where limited knowledge of vocabulary and grammatical structures is demonstrated and pronunciation is unclear one mark will be awarded.

Exemplification for application of the mark scheme for unseen question on the role play task:

**Foundation Tier****¿Cuándo es tu cumpleaños?**

<b>Response</b>	<b>Comments</b>	<b>Mark</b>
Es el catorce de mayo	Clear pronunciation with complete information	3 marks
catorce mayo	Pronunciation inaccurate	2 marks
mayo	Message partially conveyed no date is given.	1 mark
cumpleaños	Language solely from the prompt question inappropriate response.	0 marks

**Higher Tier****¿Qué prefieres comer en una fiesta?**

<b>Response</b>	<b>Comments</b>	<b>Mark</b>
Me encantan comer las patatas fritas	Message accurately conveyed with accurate grammatical structures and accurate pronunciation	3 marks
Tengo patatas fritas	Message conveyed but some ambiguity as grammatical structures do not correspond to the question.	2 marks
patatas	Pronunciation inaccurate and/ or limited vocabulary demonstrated.	1 mark
fiesta	Language solely from the prompt question inappropriate response.	0 marks

## ROLE PLAY

### FOUNDATION Set 1

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### IDENTITY AND CULTURE

(15 marks)

#### Technology and social media

Setting: You are skyping your Spanish friend and you start talking about how you use technology. The teacher will speak first.

Teacher examiner responses are in bold

- **¿Qué tipo de tecnología te gusta?**
- Say what sort of technology you like.<sup>1</sup>
- **¿Cuál es tu sitio web preferido?**
- Say what your favourite website is.<sup>2</sup>
- **¿Cuándo utilizas el ordenador?**
- Answer the question.<sup>3</sup>
- **¿Qué tipo de tecnología utilizaste ayer?**
- Say what technology you used yesterday.<sup>4</sup>
- **Muy bien.**
- Ask your friend if he/she has a mobile phone.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Me gusta jugar con los videojuegos: accept any suitable response

<sup>2</sup> Prefiero YouTube: accept preference in present + any site

<sup>3</sup> Utilizo el ordenador cada noche: accept any day or time

<sup>4</sup> Leí un blog: accept any suitable response in the past

<sup>5</sup> ¿Tienes un móvil? Accept any suitable question

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION Set 2

Notes for Examiners – to be used in conjunction with mark scheme for role plays

#### WALES AND THE WORLD

(15 marks)

#### Travel and transport

Setting: Whilst on holiday in Spain, you go to the train station to buy a ticket. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Buenos días, ¿puedo ayudarle?**
- Say that you want to go to Toledo.<sup>1</sup>
- **¿Cuántos billetes?**
- Say how many tickets you want.<sup>2</sup>
- **¿Qué tipo de billete quiere?**
- Answer the question<sup>3</sup>
- **Muy bien.**
- Ask how much it costs.<sup>4</sup>
- **Cincuenta euros. ¿Cómo viajó usted aquí?**
- Say you travelled by bus.<sup>5</sup>

<sup>1</sup> Quiero ir a Toledo. Accept any suitable response.

<sup>2</sup> Quiero dos billetes. Accept any suitable quantity.

<sup>3</sup> Quiero un billete de ida y vuelta. Accept any suitable type of ticket.

<sup>4</sup> ¿Cuánto cuesta? Accept any suitable question

<sup>5</sup> Viajé en autobús. Accept any suitable response in the past.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION Set 3

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

#### Enterprise, Employability and Future Plans

Setting: You have a Spanish student staying with you and you talk about your future plans. Your teacher will play the role of the Spanish student. The teacher will speak first.

The teacher examiner responses are given in bold.

- **¿Qué trabajo quieres hacer?**
- Say what job you want to do.<sup>1</sup>
- **¿Por qué quieres hacer este trabajo?**
- Say why you want to do this job.<sup>2</sup>
- **¿Qué idiomas hablas?**
- Answer the question.<sup>3</sup>
- **¿Qué hiciste ayer al colegio?**
- Say what you did at school yesterday.<sup>4</sup>
- **Muy bien.**
- Ask your friend if he / she has a job.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Quiero ser contable. Accept any job.

<sup>2</sup> Porque me encantan las matemáticas. Accept any suitable reason.

<sup>3</sup> Hablo español. Accept any suitable language.

<sup>4</sup> Hablé con mis amigos. Accept any suitable response in the past

<sup>5</sup> ¿Tienes un trabajo ?. Accept any suitable question

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION Set 4

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### IDENTITY AND CULTURE

(15 marks)

#### Health and Fitness

Setting: Your Spanish friend has come to visit you and you are chatting about the sports you like and how you keep fit. Your teacher will play the part of your Spanish friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué deporte te gusta?**
- Say what sport you like.<sup>1</sup>
- **¿Con quién practicas el deporte?**
- Answer the question.<sup>2</sup>
- **¿Qué comes para mantenerte en forma ?**
- Say what you eat to stay healthy.<sup>3</sup>
- **¿Qué hiciste ayer para mantenerte en forma?**
- Say what you did yesterday to be healthy.<sup>4</sup>
- **Muy bien.**
- Ask your friend what sport he / she prefers.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Me encanta el tenis. Accept any suitable response.

<sup>2</sup> Juego al tenis con mis amigos. Accept any suitable response.

<sup>3</sup> Como mucha fruta. Accept any suitable response.

<sup>4</sup> Fui al gimnasio. Accept any suitable response in the past.

<sup>5</sup> ¿Qué deporte prefieres? Accept any suitable question.

**Look for and reward any valid alternative**

**ROLE PLAY****FOUNDATION Set 5****NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS****WALES AND THE WORLD****(15 marks)****Holidays and tourism**

Setting: Your Spanish exchange friend has come to visit you and asks you about holidays you have enjoyed. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold**

- **¿Qué tipo de vacaciones prefieres?**
- Say what types of holidays you prefer.<sup>1</sup>
- **¿Con quién?**
- Say who you go on holiday with.<sup>2</sup>
- **¿Cómo viajas de vacaciones normalmente?**
- Answer the question.<sup>3</sup>
- **¿Adónde fuiste de vacaciones el año pasado?**
- Say where you went on holiday last year.<sup>4</sup>
- **Muy bien.**
- Ask your friend where he/she is going on holiday.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Prefiero las vacaciones activas. Accept any suitable answer.

<sup>2</sup> Voy de vacaciones con mi familia. Accept any suitable answer.

<sup>3</sup> Voy en avión. Accept any suitable response.

<sup>4</sup> Fui a la playa. Accept any suitable answer in the past.

<sup>5</sup> ¿Adónde vas de vacaciones?. Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION Set 6

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

#### Skills and personal qualities

Setting: Your Spanish friend has telephoned you and you talk about your skills. Your teacher will play the part of your Spanish friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Qué tipo de persona eres?**
- Say what sort of person you are.<sup>1</sup>
- **¿Qué idiomas hablas?**
- Say what languages you speak.<sup>2</sup>
- **¿Cuál es tu asignatura preferida?**
- Answer the question.<sup>3</sup>
- **¿Qué estudiaste en el colegio ayer?**
- Say what you studied yesterday at school.<sup>4</sup>
- **Muy bien.**
- Ask your friend what he / she likes studying.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Soy inteligente. Accept any suitable description.

<sup>2</sup> Hablo español y francés. Accept any suitable language.

<sup>3</sup> Prefiero la historia. Accept any suitable response.

<sup>4</sup> Estudié las ciencias. Accept any suitable response in the past.

<sup>5</sup> ¿Qué te gusta estudiar? Accept any suitable question.

**Look for and reward any valid alternative**



## ROLE PLAY

### FOUNDATION Set 7

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### IDENTITY AND CULTURE

(15 marks)

#### Festivals and celebrations

Setting: You are talking about a family party with your Spanish friend. The teacher will speak first.

Teacher examiner responses are given in bold

- **¿Qué haces para tu cumpleaños?**
- Say what you do for your birthday.<sup>1</sup>
- **¿Con quién?**
- Say who you celebrate with.<sup>2</sup>
- **¿Cuándo es tu cumpleaños ?**
- Answer the question.<sup>3</sup>
- **¿Adónde fuiste para tu cumpleaños el año pasado?**
- Say where you went for your last birthday .<sup>4</sup>
- **Muy bien.**
- Ask your friend if he / she likes parties.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Voy a un restaurante. Accept any suitable response.

<sup>2</sup> Salgo con mis amigos. Accept any suitable response.

<sup>3</sup> Es el catorce de mayo. Accept any suitable date.

<sup>4</sup> Fui al cine. Accept any suitable response in the past.

<sup>5</sup> ¿Te gustan las fiestas ? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### FOUNDATION Set 8

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### WALES AND THE WORLD

(15 marks)

#### Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about recycling. Your teacher will play the part of the Spanish pupil.

#### Teacher examiner responses are in bold

- **¿Qué reciclas en casa?**
- Say which you items you recycle at home.<sup>1</sup>
- **¿Con qué frecuencia reciclas?**
- Say how often you recycle.<sup>2</sup>
- **¿Qué hiciste ayer para ayudar el medio ambiente?**
- Say what you did yesterday to help the environment.<sup>3</sup>
- **¿Qué día es la recolección de basura?**
- Answer the question.<sup>4</sup>
- **Muy bien.**
- Ask if he / she recycles at school.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Reciclo el papel. Accept any suitable item(s)

<sup>2</sup> Reciclo todos los días. Accept any suitable response

<sup>3</sup> Apagué las luces. Any suitable response in the past

<sup>4</sup> Es el jueves. Accept any suitable day

<sup>5</sup> ¿Reciclas en el colegio? Accept any suitable question.

#### Look for and reward any valid alternative

## ROLE PLAY

### FOUNDATION Set 9

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

#### School / college life

Setting: You are on a school exchange to Spain. You are talking to your Spanish friend about school life. Your teacher will play the part of your Spanish friend. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Cómo se llama tu colegio?**
- Say which school you go to.<sup>1</sup>
- **¿A qué hora empiezan las clases?**
- Answer the question.<sup>2</sup>
- **¿Qué hiciste al colegio ayer?**
- Say what you did at school yesterday.<sup>3</sup>
- **¿Qué llevas al colegio?**
- Say what you wear to school.<sup>4</sup>
- **Muy bien.**
- Ask which subject he / she prefers.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Mi colegio se llama...: accept any suitable response

<sup>2</sup> La clases empiezan a las nueve: accept any suitable time

<sup>3</sup> Jugué al fútbol en el patio: accept any suitable response in the past

<sup>4</sup> Llevo uniforme escolar: accept any clothing

<sup>5</sup> ¿Qué asignatura prefieres? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER Set 1

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### IDENTITY AND CULTURE

(15 marks)

#### Technology and social media

Setting: You are skypeing your Spanish friend and you start talking about technology. Your teacher will play the role of your Spanish friend. The teacher will speak first.

#### Teacher examiner responses are in bold

- **¿Por qué es importante tener un móvil?**
- Say why it is important to have a mobile phone.<sup>1</sup>
- **¿Qué tecnología utilizaste ayer por la noche?**
- Say what technology you used last night.<sup>2</sup>
- **¿Cuánto tiempo pasas en tu móvil?**
- Answer the question.<sup>3</sup>
- **Muy bien.**
- Ask your friend what he / she thinks of social media.<sup>4</sup>
- **Reply appropriately. ¿Qué harás mañana ?**
- Say you will buy a new mobile phone tomorrow.<sup>5</sup>

<sup>1</sup> Porque me gusta mandar mensajes. Accept any suitable reason.

<sup>2</sup> Hice mis deberes en el ordenador. Accept any suitable response in the past tense.

<sup>3</sup> Paso muchas horas en mi móvil. Accept any suitable amount of time.

<sup>4</sup> ¿Qué piensas de las redes sociales? Accept any suitable question.

<sup>5</sup> Compraré un nuevo móvil mañana. Accept any suitable response in the future.

#### Look for and reward any valid alternative

## ROLE PLAY

### HIGHER Set 2

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### WALES AND THE WORLD

(15 marks)

#### Environment

Setting: As part of a school twinning project, you are taking part in a video conference with a school in Spain. You are talking to a Spanish pupil about pollution in your town. Your teacher will play the part of the Spanish pupil. The teacher will speak first.

Teacher examiner responses are in bold.

- **¿Qué problemas hay en tu barrio?**
- Give one environmental problem in your area.<sup>1</sup>
- **¿Qué harás para ayudar este problema?**
- Say what you will do to help this.<sup>2</sup>
- **¿Qué hiciste ayer para ayudar el medio ambiente?**
- Say what you did yesterday to help the environment.<sup>3</sup>
- **¿Y con qué frecuencia reciclas?**
- Answer the question.<sup>4</sup>
- **Muy bien.**
- Ask how he / she travels to school.<sup>5</sup>
- **Voy en coche.**

<sup>1</sup> Hay mucha contaminación del aire. Accept any suitable problem.

<sup>2</sup> Utilizaré el transporte público. Accept any acceptable response in the future.

<sup>3</sup> Reciclé la basura. Any suitable response in the past.

<sup>4</sup> Reciclo todos los días. Accept any suitable response.

<sup>5</sup> ¿Cómo vas al colegio? Accept any suitable question.

**Look for and reward any valid alternative**

**ROLE PLAY**

**HIGHER Set 3**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**School/college life**

Setting: You are on a school exchange with a school in Spain. You are talking about your school with your Spanish friend. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Cuáles son las ventajas de un uniforme escolar?**
- Say what the advantages of school uniform are.<sup>1</sup>
- **¿Qué preferirías llevar al colegio?**
- Say what you would prefer to wear to school.<sup>2</sup>
- **Que haces durante el recreo?**
- Answer the question.<sup>3</sup>
- **Yo también.**
- Ask your friend what he/she thinks of school.<sup>4</sup>
- **Reply appropriately. ¿Qué deberes hiciste anoche?**
- Say what homework you did yesterday.<sup>5</sup>

<sup>1</sup> Ayuda la disciplina. Accept any suitable opinion.

<sup>2</sup> Me gustaría llevar vaqueros. Accept any suitable clothing in the conditional.

<sup>3</sup> Voy a la biblioteca. Accept any suitable activity.

<sup>4</sup> ¿Qué piensas de tu colegio? Accept any suitable question.

<sup>5</sup> Hice mis deberes de historia. Accept any suitable response in the past.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER Set 4

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### IDENTITY AND CULTURE

(15 marks)

#### Entertainment and leisure

Setting: You are on holiday in Spain and have bought some clothes from a shop. One of your items doesn't fit and you go back to the shop to return it. Your teacher will play the role of the shop assistant. The teacher will speak first.

Teacher examiner responses are given in bold.

- **Hola, ¿puedo ayudarle?**
- Say what items of clothing you bought in the shop.<sup>1</sup>
- **Bueno, ¿hay algún problema?**
- Say what the problem is with one of the items.<sup>2</sup>
- **¿Que le gustaría hacer ?**
- Say that you would like another.<sup>3</sup>
- **Muy bien. ¿De que tamaño es usted?**
- Answer the question.<sup>4</sup>
- **Muy bien.**
- Ask if the item is available in another colour.<sup>5</sup>
- **Sí, lo tenemos en amarillo.**

<sup>1</sup> Compré una falda. Accept any suitable response in the past

<sup>2</sup> La falda es demasiado pequeña. Accept any suitable problem.

<sup>3</sup> Mu gustaría una otra. Accept any suitable response in the conditional.

<sup>4</sup> Soy de tamaño mediano. Accept any size.

<sup>5</sup> ¿Hay otros colores? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER Set 5

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### WALES AND THE WORLD

(15 marks)

#### Holidays and tourism

Setting: Your Spanish exchange student has come to visit you. You are talking to him/her about holidays. Your teacher will play the role of the exchange student. The teacher will speak first.

Teacher examiner responses are given in bold.

- **¿Adónde fuiste para tus vacaciones el año pasado?**
- Say where you went on holiday last year.<sup>1</sup>
- **¿Y qué te gustaría hacer el año que viene?**
- Say what you would like to do next year.<sup>2</sup>
- **¿Con quién prefieres ir de vacaciones?**
- Answer the question.<sup>3</sup>
- **Yo también.**
- Ask your friend if he / she likes camping.<sup>4</sup>
- **Por supuesto. ¿Y tú?**
- Say what sort of holiday accommodation you prefer.<sup>5</sup>

<sup>1</sup> Fui a Francia . Accept any response in the past.

<sup>2</sup> Me gustaría hacer esquí. Accept any suitable response in the conditional.

<sup>3</sup> Prefiero las vacaciones con mis amigos. Accept any suitable response.

<sup>4</sup> ¿Te gusta el camping? Accept any suitable question.

<sup>5</sup> Prefiero quedarme en un hotel. Accept any suitable response.

**Look for and reward any valid alternative**



**ROLE PLAY**

**HIGHER Set 6**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**CURRENT AND FUTURE STUDY AND EMPLOYMENT**

**(15 marks)**

**School / college studies**

Setting: Your Spanish friend has telephoned you and you talk about your study plans. Your teacher will play the part of your Spanish friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Qué estudiarás el año que viene?**
- Say what you will study next year.<sup>1</sup>
- **¿Por qué?**
- Say why.<sup>2</sup>
- **¿Qué hiciste después del colegio ayer?**
- Say what you did yesterday after school.<sup>3</sup>
- **¿Cuáles son tus cualidades personales?**
- Answer the question.<sup>4</sup>
- **Muy bien.**
- Ask your friend what languages he / she speaks.<sup>5</sup>
- **Reply appropriately.**

<sup>1</sup> Estudiaré francés y ciencias. Accept any suitable response in the future.

<sup>2</sup> Porque me gustan los profesores. Accept any suitable reason.

<sup>3</sup> Hice mis deberes. Accept any suitable response in the past.

<sup>4</sup> Soy una persona honesta. Accept any suitable response.

<sup>5</sup> ¿Qué idiomas hablas? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER Set 7

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### IDENTITY AND CULTURE

(15 marks)

#### Festivals and celebrations

Setting: You are talking to your Spanish friend about parties. Your teacher will play the part of your Spanish friend. The teacher will speak first.

Teacher responses are given in bold.

- **¿Qué harás este fin de semana?**
- Say you will go to a party at the weekend.<sup>1</sup>
- **Muy bien. ¿Por qué te gustan las fiestas?**
- Say why you like parties.<sup>2</sup>
- **¿Qué recibiste para tu cumpleaños el año pasado?**
- Say what present you had for your last birthday.<sup>3</sup>
- **Tienes suerte.**
- Ask your friend what they wear to parties.<sup>4</sup>
- **¿Qué prefieres comer en una fiesta?**
- Answer the question.<sup>5</sup>

<sup>1</sup> Iré a una fiesta. Accept any suitable response in the future.

<sup>2</sup> Me gusta bailar. Accept any suitable reason.

<sup>3</sup> Recibí dinero. Accept any suitable response in the past.

<sup>4</sup> ¿Qué ropa llevas para una fiesta? Accept any suitable question.

<sup>5</sup> Me encantan las patatas fritas. Accept any suitable food.

**Look for and reward any valid alternative**

**ROLE PLAY**

**HIGHER Set 8**

**NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS**

**WALES AND THE WORLD**

**(15 marks)**

**Local areas of interest**

Setting: You are talking to your Spanish friend about your local area. Your teacher will play the role of the friend. The teacher will speak first.

**Teacher examiner responses are given in bold.**

- **¿Por qué te gusta tu barrio?**
- Say why you like your area.<sup>1</sup>
- **¿Qué actividades hay para los jóvenes?**
- Answer the question.<sup>2</sup>
- **¿Qué hiciste en tu barrio el fin de semana pasada?**
- Say what you did in your area last weekend.<sup>3</sup>
- **¿Dónde te gustaría vivir en el futuro?**
- Say where you would like to live in the future.<sup>4</sup>
- **Muy bien.**
- Ask your friend where he / she is from in Spain.<sup>5</sup>
- **Soy de Valencia.**

<sup>1</sup> Hay muchas cosas que hacer. Accept any suitable reason.

<sup>2</sup> Hay un cine y un centro comercial. Accept any suitable response.

<sup>3</sup> Fui al museo. Accept any possible activity in the past.

<sup>4</sup> Me gustaría vivir cerca de la playa. Accept any suitable response in the conditional.

<sup>5</sup> ¿De dónde eres en España? Accept any suitable question.

**Look for and reward any valid alternative**

## ROLE PLAY

### HIGHER Set 9

#### NOTES FOR EXAMINERS – TO BE USED IN CONJUNCTION WITH MARK SCHEME FOR ROLE PLAYS

#### CURRENT AND FUTURE STUDY AND EMPLOYMENT

(15 marks)

#### Career plans

Setting: You are talking to your Spanish friend about your future plans. Your teacher will play the part of your friend. The teacher will speak first.

Teacher examiner responses are in bold.

- **¿Qué te gustaría hacer en el futuro?**
- Say what job you would like to do in the future.<sup>1</sup>
- **¿Por qué?**
- Say why you want to do this job<sup>2</sup>
- **¿Cuáles son tus cualidades personales?**
- Answer the question.<sup>3</sup>
- **Muy bien.**
- Ask your friend what sort of work they like.<sup>4</sup>
- **Reply appropriately. ¿Qué estudiaste ayer ?**
- Say what you studied yesterday.<sup>5</sup>

<sup>1</sup> Me gustaría trabajar en una oficina. Accept any suitable response in the conditional.

<sup>2</sup> Porque soy una persona práctica. Accept any suitable reason.

<sup>3</sup> Soy responsable. Accept any suitable response.

<sup>4</sup> ¿Qué tipo de trabajo te gusta ? Accept any suitable question.

<sup>5</sup> Estudié la historia. Accept any suitable response in the past.

## Photo Card Discussion

### Guidance for examiners

Teacher-examiners should aim to spend equal time on all four questions. However, some candidates will give uneven responses and some candidates may cover the unseen questions before these are asked. Teachers are allowed to prompt candidates to extend their answers where appropriate. Acceptable prompts in the assessed language include:

- asking why/ why not
- asking their opinion
- asking what they think
- asking them to say more
- asking them to develop their answer, give more details or explain their response

Students who do not understand the unseen questions asked by the teacher-examiner may use repair strategies to seek clarification and should not be penalised. Candidates who then proceed to respond to the question should be awarded marks based on their response given to the question.

If a candidate does not respond to all the questions in this task this should be reflected in the marks awarded (see marking grids).

**Assessment Grid for Unit 1: Speaking Photo Card Discussion FOUNDATION TIER**

(15 marks)

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> <li>Conveys relevant information with occasional extended responses to the photo and all questions.</li> <li>Frequently gives points of view and opinions with justification.</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>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.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Conveys relevant information in response to the photo and all or nearly all questions.</li> <li>Able to express points of view and opinions with some attempts at justification.</li> </ul>	4	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Gives simple responses to the photo and most questions.</li> <li>Conveys some opinions with simple justification.</li> </ul>	3	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Gives short simple responses to the photo and some of the questions.</li> <li>Occasional attempts to convey simple opinions.</li> </ul>	2	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and questions with very short responses.</li> <li>Few or no opinions given.</li> </ul>	1	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

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 Unit 1: Speaking Photo Card Discussion HIGHER TIER**

Band	Marks	Communication and interaction *	Marks	Linguistic knowledge and accuracy
5	9-10	<ul style="list-style-type: none"> <li>Conveys detailed information and extended responses to the photo and all questions.</li> <li>Consistently able to express and justify thoughts, points of view and exchange opinions in detail.</li> </ul>	5	<ul style="list-style-type: none"> <li>Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures.</li> <li>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.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>Conveys relevant information with some extended responses to the photo and all or nearly all questions.</li> <li>Able to express thoughts, points of view and exchange opinions with justification</li> </ul>	4	<ul style="list-style-type: none"> <li>Very good language with some variety of vocabulary and grammatical structures.</li> <li>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.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Conveys mainly relevant information with occasional extended responses in response to the photo and most questions.</li> <li>Able to express points of view and opinions with some attempts at justification</li> </ul>	3	<ul style="list-style-type: none"> <li>Good language with some variety of vocabulary and grammatical structures, including some complex structures.</li> <li>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</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Conveys some information in response to the photo and questions.</li> <li>Able to express some opinions with some attempts at simple justification.</li> </ul>	2	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures.</li> <li>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.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Some attempts to respond to the photo and some questions with simple responses.</li> <li>Able to express some basic opinions.</li> </ul>	1	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

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.**

## Conversation Task

### Guidance for examiners

Teacher-examiners must remember that the candidate needs to cover both bullet points equally to access the full range of marks for the conversation. Candidates will not be penalised if they include content which could be linked to another bullet point as long as it is relevant and the requirements of the task are still met.

When awarding marks for the Conversation, Communication and interaction, Pronunciation and intonation and Linguistic knowledge and accuracy will be assessed separately. However if a candidate is awarded 0 for communication they will not be able to gain any marks for the other categories.

If a candidate is unable to start either part 1 or part 2 of the conversation as indicated on the candidate and teacher instructions then the teacher/examiner may prompt the candidate with a question taken from the **Suggested support questions for conversation task** p131 or another appropriate question. This will be reflected in the awarding of marks for communication and interaction. In part 2 the teacher/examiner will start by asking the candidate a question based on the bullet point selected by the candidate. The question may be taken from the support questions p131.

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



**Assessment Grid for Unit 1: Speaking Conversation FOUNDATION TIER**

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	<b>13-15</b>	<ul style="list-style-type: none"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions.</li> </ul>	5	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Some attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. There may be errors but they do not generally prevent communication. Some success in references to past, present and future events.</li> </ul>
4	<b>10-12</b>	<ul style="list-style-type: none"> <li>Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times</li> </ul>	4	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
3	<b>7-9</b>	<ul style="list-style-type: none"> <li>May need support to initiate and structure the discussion and gives short responses to most questions Some responses may be difficult to understand or may be unclear.</li> <li>Attempts made at longer responses or at narrating events but with very limited success.</li> <li>Conveys simple thoughts and exchanges simple opinions with very simple justification.</li> <li>Basic interaction with little or no spontaneity. The conversation has hesitations, which can be long, and delivery is quite slow.</li> </ul>	3	<ul style="list-style-type: none"> <li>Pronunciation is mostly understandable with some correct intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Basic language using simple vocabulary and grammatical structures.</li> <li>Some accuracy demonstrated when using simple structures. There may be errors which sometimes prevent communication. Little success in references to past or future events.</li> </ul>
2	<b>4-6</b>	<ul style="list-style-type: none"> <li>Gives very short responses. Many responses are unclear.</li> <li>Some attempts made at slightly longer responses or at narrating events but without success.</li> <li>Conveys simple thoughts and opinions</li> <li>Limited interaction with no spontaneity. The conversation has frequent hesitations which are often long. Delivery is slow.</li> </ul>	2	<ul style="list-style-type: none"> <li>Attempts to pronounce words accurately.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Limited language with a very simple range of vocabulary and grammatical structures.</li> <li>Frequent errors likely. Very little or no success in making references to past or future events.</li> </ul>
1	<b>1-3</b>	<ul style="list-style-type: none"> <li>Very little information conveyed. Most responses are very unclear.</li> <li>Unable to attempt slightly longer responses or narrate events.</li> <li>Unable to give an opinion.</li> <li>Poor interaction. Long hesitations before answering most questions. Very disjointed conversation.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation is occasionally understandable.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Very poor language with a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

**Assessment Grid for Unit 1: Speaking Conversation HIGHER TIER**

(30 marks in total)

Band	Marks	Communication and interaction *	Marks	Pronunciation and intonation	Marks	Linguistic knowledge and accuracy
5	13-15	<ul style="list-style-type: none"> <li>Confidently initiates and leads the conversation. Conveys detailed and relevant information in response to the questions clearly at all times.</li> <li>Conveys detailed and relevant information in response to the questions. Consistently develops responses to questions in extended sequences of speech. Narrates events coherently when asked to do so.</li> <li>Consistently able to express and justify thoughts, points of view and exchange opinions in detail.</li> <li>Excellent interaction with natural reactions and some fluency.</li> </ul>	5	<ul style="list-style-type: none"> <li>Very good pronunciation and intonation. Consistently accurate with only minor inaccuracies.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>Excellent language with a wide variety of vocabulary and grammatical structures, including complex structures.</li> <li>High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.</li> </ul>
4	10-12	<ul style="list-style-type: none"> <li>Can initiate and lead most of the conversation. Conveys detailed and mainly relevant information in response to questions. Almost always conveys information clearly.</li> <li>Regularly develops responses to questions in extended sequences of speech. Usually narrates events when asked to do so.</li> <li>Able to express and justify thoughts, points of view and exchange opinions in some detail.</li> <li>Very good interaction with usually natural reactions to questions. Usually prompt responses.</li> </ul>	4	<ul style="list-style-type: none"> <li>Very good pronunciation and intonation with occasional inaccuracies.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>Very good language with some variety of vocabulary and grammatical structures.</li> <li>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.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>Can initiate the conversation may need occasional prompting. Conveys mainly relevant information with some detail in response to questions. Usually conveys information clearly.</li> <li>Conveys mainly relevant information with some detail in response to the questions. Develops some responses to questions in extended sequences of speech. Sometimes narrates events when asked to do so.</li> <li>Able to justify thoughts, points of view and exchange opinions.</li> <li>Good interaction with some natural reactions to questions. There may be some hesitations but the conversation has a reasonable pace.</li> </ul>	3	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Good language with some variety of vocabulary and grammatical structures, including some complex structures.</li> <li>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 sometimes successful.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>Can initiate the conversation but needs support to extend responses. Conveys mainly relevant and mainly clear information.</li> <li>Occasional extended responses to questions. Occasionally narrates events briefly when asked to do so.</li> <li>Able to express thoughts, points of view and exchange opinions with some justification.</li> <li>Generally good interaction with some spontaneity. Sometimes hesitates and may not be able to respond to some questions</li> </ul>	2	<ul style="list-style-type: none"> <li>Generally good pronunciation and intonation but with some inconsistency.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>Generally good language with a mainly simple range of vocabulary and grammatical structures. Attempts made at more complex structures.</li> <li>Generally good level of accuracy when using simple structures. Some success in references to past, present and future events.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Attempts to initiate the conversation. Needs support to both structure and extend the conversation Conveys some relevant information in response to questions. Responses may be occasionally unclear.</li> <li>Occasionally attempts longer responses to questions. Has limited success in narrating events.</li> <li>Able to express thoughts, some points of view and exchange some opinions with simple justification.</li> <li>Reasonable interaction with a little spontaneity. The conversation often has hesitations, and delivery can be quite slow at times.</li> </ul>	1	<ul style="list-style-type: none"> <li>Pronunciation and intonation is more accurate than inaccurate.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Reasonable language with a simple range of vocabulary and simple grammatical structures. Limited attempts made at more complex structures.</li> <li>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.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE**

**SPANISH**

**UNIT 2**

**Listening**

**SAMPLE ASSESSMENT MATERIALS**

**FOUNDATION TIER 35 minutes including 5 minutes reading time**

## **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 advert and **tick (✓) the correct box for each question.**

**Section 1**

- (a) What is the advert for? (1)

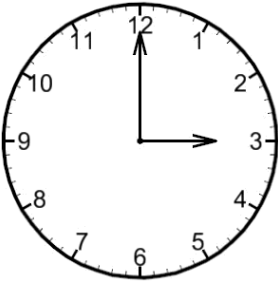
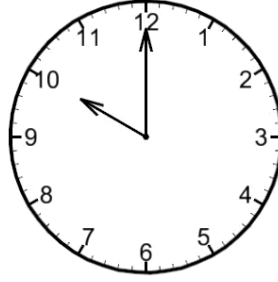
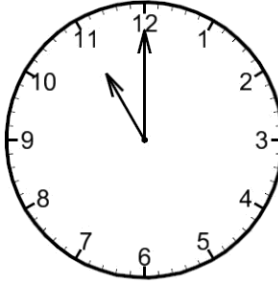
theatre	
cinema	
bowling alley	

- (b) Where is it located? (1)

in a sports centre	
on the high street	
shopping centre	

**Section 2**

- (c) When does it open? (1)

- (d) How much is a ticket? (1)

5€	6€	7€

- (e) Who gets a discount? (1)

children	
students	
tourists	

**Question 2****(5 marks)**Listen to this tourist information. **Tick (✓) the correct box for each question.****Section 1**

(a) Parador hotels offer you.....service

average	
good	
the best	

(b) You can relax

in the pool	
in the bar	
in the gym	

**Section 2**

(c) The offer is for two

weeks	
days	
nights	

(d) There is 20% off

breakfast	
lunch	
supper	

(e) The offer will only be available in

spring	
summer	
autumn	

**Question 3**

**(4 marks)**

Marcos está hablando sobre sus vacaciones en Andorra. **Elige la letra correcta.**

Marcos fue de vacaciones con ...	
Viajó...	
Le encantó ...	
Marcos estaba ...	

- A. esquiar
- B. su familia
- C. cómodo
- D. en coche
- E. en tren
- F. sus amigos
- G. cansado

**Question 4****(5 marks)**Escucha lo que dice Beatriz. **Marca (✓) la casilla correcta.**

(a) Habla de su ...

(1)

trabajo a tiempo parcial	
experiencia laboral	
dinero	

(b) Trabajó en ...

(1)

verano	
invierno	
primavera	

(c) Viajaba allí ...

(1)

en autobús	
a pie	
en coche	

(d) El trabajo era ...

(1)

difícil	
aburrido	
divertido	

(e) Sus compañeros eran ...

(1)

simpáticos	
estrictos	
antipáticos	



**Question 5**

**(5 marks)**

Listen to the conversation between Ana and Roberto. **Answer the questions in English.**

- (a) What does Roberto say about his parents? Write **two** details. (2)

.....  
.....

- (b) What does Ana tell him? Write **two** details. (2)

.....  
.....

- (c) What does Roberto say about her advice? Write **one** detail. (1)

.....  
.....

**Question 6****(6 marks)**

Listen to Lara and Ramón talking about their studies. Tick (✓) three correct statements for each person.

**Section 1 – Lara****(3)**

She is going to continue with science but drop maths	
She is going to stop studying after 2 years	
Her father says university is too expensive	
Her father wants her to go to university	
She is going to study chemistry next year	
She wants to go to university	

**Section 2 – Ramón****(3)**

He is good at maths	
He is good at English	
The subject he hates most is history	
He used to like English	
His English teacher was strict	
He never does his art homework	

**Question 7**

**(5 marks)**

Listen to this radio announcement about 'Dcode 2015'. **Answer the questions in English.**

**Section 1**

(a) What is 'Dcode 2015'? (1)

.....

(b) When does it take place? (1)

.....

(c) What can you win in the competition? (1)

.....

**Section 2**

(d) Give two details about the competition. (2)

.....

.....

.....

**Question 8**

**(5 marks)**

Listen to Leo's interview for a summer work placement in a Spanish hotel. **Complete the table in English.**

**Section 1**

**(1)**

<p><b>One</b> detail about why languages are important to Leo</p>	
---	--

**Section 2**

**(2)**

<p><b>Two</b> details about why he is well suited to the summer job</p>	
---	--

**Section 3**

**(2)**

<p><b>Two</b> details about his plans for the future</p>	
--	--

**Question 9**

**(5 marks)**

Listen to this news report about transport in Wales and **answer the questions in English**.

**Section 1**

- (a) Write **one** of the main reasons for the transport problems. (1)

.....

- (b) Write **one** detail mentioned about air travel. (1)

.....

**Section 2**

- (c) Write **one** detail about the problems on the roads. (1)

.....

.....

- (d) Why are the Welsh authorities advising people not to travel? Write **one** reason. (1)

.....

- (e) How long is this situation likely to continue? (1)

.....



Candidate Name	Centre Number				Candidate Number			
					0			



**GCSE**

**SPANISH**

**UNIT 2**

**Listening**

**SAMPLE ASSESSMENT MATERIALS**

**HIGHER TIER 45 minutes including 5 minutes reading time**

## **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 announcement about 'Dcode'. **Answer the questions in English.**

**Section 1**

- (a) What is 'Dcode'? (1)

.....

- (b) When does it take place? (1)

.....

- (c) What can you win in the competition? (1)

.....

**Section 2**

- (d) Give **two** details about the competition. (2)

.....

.....



**Question 2****(5 marks)**

Listen to Leo's interview for a summer work placement in a Spanish hotel. **Complete the table in English.**

**Section 1****(1)**

<b>One</b> detail about why languages are important to Leo	
--	--

**Section 2****(2)**

<b>Two</b> details about why he is well suited to the summer job	
--	--

**Section 3****(2)**

<b>Two</b> details about his plans for the future	
---	--

**Question 3**

**(5 marks)**

Listen to this news report about transport in Wales and **answer the questions in English**.

**Section 1**

- (a) Write **one** of the main reasons for the transport problems. (1)

.....

- (b) Write **one** detail mentioned about air travel. (1)

.....

**Section 2**

- (c) Write **one** detail about the problems on the roads. (1)

.....

- (d) Why are the Welsh authorities advising people not to travel? Write **one** reason. (1)

.....

- (e) How long is this situation likely to continue? (1)

.....

**Question 4**

**(4 marks)**

Listen to the radio advert and **answer the questions in English**.

- (a) What is the advert for? (1)

.....

- (b) Write **two** things that are included in the price. (2)

.....

.....

- (c) What is the cheapest day? (1)

.....

**Question 5****(4 marks)**El profesor de Maite está hablando sobre el medio ambiente. **Marca (✓) la casilla correcta.**

- (a) El profesor habla de ... (1)

la energía solar	
la energía nuclear	
la energía hidráulica	

- (b) Número de reactores en el mundo ... (1)

435	
453	
454	

- (c) Número de reactores en España ... (1)

7	
15	
8	

- (d) Electricidad producida por los reactores en España (1)

20%	
15%	
35%	

**Question 6****(5 marks)**Escucha la conversación entre Juanjo y Marisa. **Elige la letra correcta.**

Marisa y Juanjo hablan sobre ...	
Juanjo está ...	
Juanjo necesita...	
Juanjo quiere ser ...	
Marisa no quiere ...	

- A. ir a la universidad
- B. difícil
- C. sus exámenes
- D. abogado
- E. arquitecto
- F. estresado
- G. buenos resultados

**Question 7****(5 marks)**

Listen to the tourist information about the Hotel Valenciano. Tick (✓) the five correct statements.

You have to pay for wifi	
The hotel is 500 metres from the beach	
The swimming pool is not heated	
You don't have to pay extra for breakfast	
There are no facilities for children	
You have to pay extra for a balcony	
The hotel organises boat trips	
The swimming pool is heated	
The hotel is 50 metres from the beach	
The hotel has its own boat	
You can get your hair cut	

**Question 8****(6 marks)**Listen to this news report and **answer the questions in English**.

- (a) What is happening on 7
- <sup>th</sup>
- April? (1)

.....

- (b) Who took part in the survey? (1)

.....

- (c) Complete the table with
- one**
- detail for each section. (4)

7 out of 10 young people ...	
6 out of 10 young people ...	
40% of young people ...	
9% of young people ...	

**Question 9**

**(6 marks)**

Listen to this report about social networks. **Answer the questions in English.**

**Section 1**

- (a) Write **two** benefits of social networks according to the report. (2)

.....  
.....

- (b) What feature do all social networks have in common according to the report? (1)

.....

- (c) What has become an obsession for some people? (1)

.....

**Section 2**

- (d) What do the majority of people have in their list of contacts? (1)

.....

- (e) Write **one** reason according to the report why a friend on social media is not the same as a real friend. (1)

.....  
.....



**UNIT 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 Unit 2 and mark schemes for both Foundation and Higher tier.

**UNIT 2**  
**LISTENING FOUNDATION TIER**  
**MARK SCHEME**

**Question 1**

**(5 marks)**

Listen to this radio advert and **tick (✓)** the correct box for each question.

**Section 1**

- (a) What is the advert for? (1)

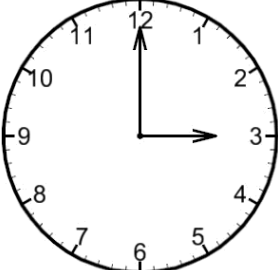
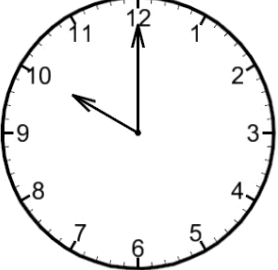
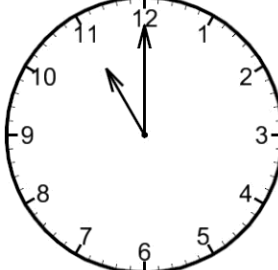
theatre	
cinema	✓
bowling alley	

- (b) Where is it located? (1)

in a sports centre	
on the high street	
shopping centre	✓

**Section 2**

- (c) What time does it open? (1)

		
✓		

(d) How much is a ticket? (1)

5€	6€	7€
		✓

(e) Who gets a discount? (1)

children	
students	✓
tourists	

### Section 1

**Bienvenidos a Multicines Puerto Venecia. El cine está situado en el centro comercial. Nuestro nuevo cine tiene 10 salas donde puedes encontrar diferentes tipos de películas. Esta semana hay muchos dibujos animados para niños.**

### Section 2

**Abierto de las tres hasta las once todos los días. Cerrado los festivos nacionales. Las entradas cuestan siete euros. Además hay descuento para estudiantes antes de las cinco de la tarde.**

(65 words) (Adapted from <http://www.puertovenecia.com/pages/cine>)

**Question 2****(5 marks)**Listen to this tourist information. Tick (✓) the five correct statements.**Section 1**

- (a) Parador hotels offer you...service

average	
good	
the best	✓

- (b) You can relax

in the pool	
in the bar	✓
in the gym	

**Section 2**

- (c) The offer is for two

weeks	
days	
nights	✓

- (d) There is 20% off

breakfast	✓
lunch	
supper	

- (e) The offer will only be available in

spring	
summer	✓
autumn	

**Section 1****[5]**

Los Paradores de España ofrecen el mejor servicio; tienen restaurantes a nivel internacional. Puedes nadar en la piscina, relajarte en el bar, y hacer ejercicio en un gimnasio bien equipado.

**Section 2**

Con la oferta "Especial de dos noches" tendrás muchas ventajas para tus vacaciones este año. Hay un 15% de descuento sobre la tarifa de la habitación y un 20% de descuento sobre los precios del desayuno. Esta oferta estará disponible durante verano.

(72 words)

**Question 3****(4 marks)**

Marcos está hablando sobre sus vacaciones en Andorra. **Elige la letra correcta.**

Marcos fue de vacaciones con ...	<b>B</b>
Viajó...	<b>E</b>
Le encantó ...	<b>A</b>
Marcos estaba ...	<b>G</b>

- A. esquiar
- B. su familia
- C. cómodo
- D. en coche
- E. en tren
- F. sus amigos
- G. cansado

**En Semana Santa fui de vacaciones cinco días. Fui con mis padres y mi hermano. Viajamos en tren porque era más cómodo y odio viajar en coche. Nos quedamos en un hotel. Era la primera vez que iba a esquiar y me encantó. Estaba muy cansado y mi hermano se rompió la pierna.**

(54 words)

**Question 4**

**(5 marks)**

Escucha lo que dice Beatriz. **Marca (✓) la casilla correcta.**

(a) Habla de su ...

(1)

trabajo a tiempo parcial	
experiencia laboral	✓
dinero	

(b) Trabajó en ...

(1)

verano	✓
invierno	
primavera	

(c) Viajaba allí ... (1)

en autobús	
a pie	
en coche	✓

(d) El trabajo era ... (1)

difícil	
aburrido	✓
divertido	

(e) Sus compañeros eran ... (1)

simpáticos	✓
estrictos	
antipáticos	

**Pasé quince días en la oficina de mi padre durante el mes de julio para mis prácticas laborales. Empezaba a las nueve y mi hermano me llevaba en coche allí cada mañana. El trabajo no me parecía muy interesante pero me llevaba bien con mis compañeros porque eran amables.**

(47 words)

**Question 5**

**(5 marks)**

Listen to the conversation between Ana and Roberto. **Answer the questions in English.**

- (a) What does Roberto say about his parents? Give **two** details. (2)

**Any two: They never let him go out (at night) / they say he has to study for his exams/ they are very strict**

- (b) What does Ana tell him? Give **two** details. (2)

**Any two: he can save money / he can get good grades / he can spend more time with his family**

- (c) What does Roberto say about her advice? Give **one** detail. (1)

**Any one: it's really boring staying at home / he doesn't get on with his sister / his sister reads his messages**

**Roberto: Mis padres nunca me dejan salir por la noche. Dicen que tengo que estudiar para mis exámenes. Son muy severos.**

**Ana: Por lo menos puedes ahorrar dinero y sacar buenas notas. También puedes pasar más tiempo con tu familia.**

**Roberto: Sí pero es súper aburrido quedarme en casa y no me llevo bien con mi hermana. Siempre lee mis mensajes.**

(58 words)



**Question 6****(6 marks)**

Listen to Lara and Ramón talking about their studies. Tick (✓) three correct statements for each person.

**Section 1 – Lara****(3)**

She is going to continue with science but drop maths	
She is going to stop studying after 2 years	✓
Her father says university is too expensive	✓
Her father wants her to go to university	
She is going to study chemistry next year	✓
She wants to go to university	

**Section 2 – Ramón****(3)**

He is good at maths	✓
He is good at English	
The subject he hates most is history	
He used to like English	✓
His English teacher was strict	
He never does his art homework	✓

**Section 1**

**Lara:** El año próximo voy a estudiar biología, química y también matemáticas, pero después de dos años voy a dejar de estudiar. No voy a ir a la universidad porque mi padre dice que es demasiado caro.

**Section 2**

**Ramón:** Soy bueno en matemáticas, pero odio la historia y sobre todo el dibujo - nunca hago los deberes. El año pasado me gustó el inglés porque el profesor era divertido.

(66 words)

**Question 7****(5 marks)**

Listen to this radio announcement about 'Dcode'. **Answer the questions in English.**

**Section 1**

- (a) What is 'Dcode'? (1)

**A music festival**

- (b) When does it take place? (1)

**12<sup>th</sup> September**

- (c) What can you win in the competition? (1)

**Tickets for the festival****Section 2**

- (d) Give **two** details about the competition. (2)

**Any two: you have to say your favourite clothes to wear to the festival / your entry should be less than 300 words / you have to enter by 9<sup>th</sup> September / they will choose the most original entries.**

**Section 1**

**El festival de música más importante de Madrid llega el 12 de septiembre con algunos de los artistas musicales más importantes. Participa en nuestro concurso y gana una entrada para el festival.**

**Section 2**

**Para participar, solo tienes que decirnos tu ropa preferida para asistir al festival Dcode en menos de 300 caracteres. Participa antes del día 9 de septiembre. Escogeremos las respuestas más originales.**

(64 words)

(Adapted from [http://elpais.com/elpais/2015/09/04/tentaciones/1441377540\\_777880.html](http://elpais.com/elpais/2015/09/04/tentaciones/1441377540_777880.html))

**Question 8**

**(5 marks)**

Listen to Leo's interview for a summer work placement in a Spanish hotel. **Complete the table in English.**

**Section 1**

**(1)**

<p><b>One</b> detail about why languages are important to Leo</p>	<p><b>Any one: he chose to study languages / he wants to work in the tourism industry / he wants to work there to improve his Spanish.</b></p>
---	--

**Section 2**

**(2)**

<p><b>Two</b> details about why he is well suited to the summer job</p>	<p><b>Any two: he has relevant work experience / he works in a café where he serves customers / he has had work experience in a hotel / he has experience of working in a team</b></p>
---	--

**Section 3**

**(2)**

<p><b>Two</b> details about his plans for the future</p>	<p><b>Any two: he wants to go to university / he wants to study tourism / he wants to travel the world/ he wants to work abroad</b></p>
--	---

### Section 1

**Entrevistador:** Hábleme de su formación académica  
**Leo:** Escogí estudiar idiomas porque quisiera trabajar en el sector del turismo. Tengo muchas ganas de trabajar en su organización para mejorar mi español.

### Section 2

**Entrevistador:** ¿Cree que tiene suficiente experiencia para el puesto?  
**Leo:** Tengo mucha experiencia apropiada. Cada sábado trabajo en una cafetería donde sirvo a los clientes. Además pasé dos semanas de prácticas en un hotel donde aprendí a trabajar en equipo.

### Section 3

**Entrevistador:** ¿Cuáles son sus planes para el futuro?  
**Leo:** Pues, después de mis exámenes, me gustaría ir a la universidad para estudiar turismo. En el futuro quisiera viajar por el mundo y trabajar en el extranjero.

(101 words)

(Adapted from <http://cazaturabajo.com/preguntas-entrevista-trabajo/>)

**Question 9**

**(5 marks)**

Listen to this news report about transport in Wales and **answer the questions in English**.

**Section 1**

- (a) Write **one** of the main reasons for the transport problems. (1)

**The weather (cold / snow / low temperatures) / the start of the Christmas holidays**

- (b) Write **one** detail mentioned about air travel. (1)

**Flights are delayed/ cancelled**

**Section 2**

- (c) Write **one** detail about the problems on the roads. (1)

**Any one: There are traffic jams / the roads are chaotic / people have been forced to sleep in their cars**

- (d) Why are the Welsh authorities advising people not to travel? Give **one** reason. (1)

**Ice (on the roads) / more snow is forecast**

- (e) How long is this situation likely to continue? (1)

**A month**

**Section 1**

**El temporal de frío y nieve y el inicio de las vacaciones de Navidad provocan graves problemas de transporte. En el tráfico aéreo hay numerosos retrasos y cancelaciones de vuelos.**

**Section 2**

**La nieve y las bajas temperaturas en Gales han causado atascos y situaciones caóticas en carreteras, que han obligado a cientos de personas a pasar la noche en sus vehículos en la zona de Cardiff. Las autoridades galesas han recomendado no viajar a causa del hielo y el pronóstico de más nieve. Las bajas temperaturas podrían durar un mes.**

(89 words) (Adapted from: [http://internacional.elpais.com/internacional/2010/12/18/actualidad/1292626808\\_850215.html](http://internacional.elpais.com/internacional/2010/12/18/actualidad/1292626808_850215.html))

**LISTENING Higher Tier**

**UNIT 2**

**MARK SCHEME**

**Question 1**

**(5 marks)**

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**Section 1**

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- (b) When does it take place? (1)

**12<sup>th</sup> September**

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**Tickets for the festival**

**Section 2**

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(64 words)

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**Question 2**

**(5 marks)**

Listen to Leo's interview for a summer work placement in a Spanish hotel. **Complete the table in English.**

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---	--

**Section 2**

**(2)**

<p><b>Two</b> details about why he is well suited to the summer job</p>	<p><b>Any two: he has relevant work experience / he works in a café where he serves customers / he has had work experience in a hotel / he has experience of working in a team</b></p>
---	--

**Section 3**

**(2)**

<p><b>Two</b> details about his plans for the future</p>	<p><b>Any two: he wants to go to university / he wants to study tourism / he wants to travel the world/ he wants to work abroad</b></p>
--	---



### Section 1

**Entrevistador:** Hábleme de su formación académica  
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### Section 2

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### Section 3

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(101 words)

(Adapted from <http://cazatutrabajo.com/preguntas-entrevista-trabajo/>)

**Question 3**

**(5 marks)**

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- (b) Write **one** detail mentioned about air travel. (1)

**Flights are delayed / cancelled**

**Section 2**

- (c) Write **one** detail about the problems on the roads. (1)

**Any one: There are traffic jams / the roads are chaotic / people have been forced to sleep in their cars**

- (d) Why are the Welsh authorities advising people not to travel? Give **one** reason. (1)

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**Question 4**

**(4 marks)**

Listen to the radio advert and **answer the questions in English**.

- (a) What is the advert for? (1)

**Birthday parties**

- (b) Give **two** things that are included in the price. (2)

**Any two: bowling game / food / birthday cake / drinks / invitations**

**NOT a bowling**

- (c) What is the cheapest day? (1)

**Monday**

**Celebra tu cumpleaños en la bolera, disfruta de una partida de bolos, la comida, el pastel de cumpleaños, las bebidas y las invitaciones desde 7,95€ por niño. El número mínimo de niños para celebrar un cumpleaños es de 8. Cada día tenemos una oferta diferente, los días con mayores descuentos son los lunes, en que podrás celebrar tu cumpleaños desde 6,95€.**

(60 words)

(Adapted from <http://boleraxanadu.com/precios-y-extras/>)

**Question 5**

**(4 marks)**

El profesor de Maite está hablando sobre el medio ambiente. **Marca (✓) la casilla correcta.**

- (a) El profesor habla de ... (1)

la energía solar	
la energía nuclear	✓
la energía hidráulica	

- (b) Número de reactores en el mundo ... (1)

435	✓
453	
454	

(c) Número de reactores en España ... (1)

15	
7	
8	✓

(d) Electricidad producida por los reactores en España (1)

20%	✓
15%	
35%	

**Las centrales nucleares son una de las principales fuentes energéticas en el mundo. Los 435 reactores en activo producen alrededor del 15% de la electricidad mundial. En España hay 8 reactores nucleares que producen electricidad. En 2014 los siete reactores nucleares españoles actualmente en activo han producido el 20% de la electricidad total del país.**

(54 words)

(Adapted from <http://twenergy.com/a/las-centrales-nucleares-por-dentro-598>)

**Question 6****(5 marks)**

Escucha la conversación entre Juanjo y Marisa. **Elige la letra correcta para completar la frase.**

Marisa y Juanjo hablan sobre ...	<b>C</b>
Juanjo está ...	<b>F</b>
Juanjo necesita...	<b>G</b>
Juanjo quiere ser ...	<b>D</b>
Marisa no quiere ...	<b>A</b>

- A. ir a la universidad
- B. difícil
- C. sus exámenes
- D. abogado
- E. arquitecto
- F. estresado
- G. buenos resultados

**Marisa:** ¡Hola Juanjo! ¿Cómo fueron los exámenes?

**Juanjo:** Los encontré muy difíciles y estoy bastante preocupado. Necesito sacar buenas notas para poder estudiar en la universidad. ¿Y tú?

**Marisa:** En alemán y latín me fue muy bien, pero en ciencias, me fue fatal. ¿Qué planes tienes para después de los exámenes?

**Juanjo:** Quisiera ir a la universidad y estudiar derecho. ¿Y tú?

**Marisa:** Preferiría dejar mis estudios. Creo que hay demasiada presión hoy en día.

(71 words)

**Question 7****(5 marks)**

Listen to the tourist information about the Hotel Valenciano. **Tick (✓) the five correct statements.**

You have to pay for wifi	
The hotel is 500 metres from the beach	✓
The swimming pool is not heated	
You don't have to pay extra for breakfast	✓
There are no facilities for children	
You have to pay extra for a balcony	
The hotel organises boat trips	✓
The swimming pool is heated	✓
The hotel is 50 metres from the beach	
The hotel has its own boat	
You can get your hair cut	✓

**El Hotel Valenciano les ofrece descuentos especiales para grupos de más de veinte personas. A sólo quinientos metros de la playa, nuestras instalaciones incluyen piscinas climatizadas, peluquería, salón de juegos y varios bares y restaurantes de comida local. Todas las habitaciones tienen balcón, acceso gratuito a internet y el desayuno está incluido. El hotel también organiza viajes cortos a playas cercanas y excursiones a la selva para los clientes del hotel solamente.**

(72 words)

**Question 8****(6 marks)**Listen to this news report and **answer the questions in English.**

- (a) What is happening on 7<sup>th</sup> April? (1)

**World Health Day**

- (b) Who took part in the survey? (1)

**14-16 year olds**

- (c) Complete the table with **one** detail for each section. (4)

7 out of 10 young people ...	<b>eat 5 portions of fruit and vegetables a day</b>
6 out of 10 young people ...	<b>exercise in their spare time</b>
40% of young people ...	<b>have been to the doctor recently / in the last 4 weeks</b>
9% of young people ...	<b>have never been to the dentist</b>

**Cada año, el 7 de abril se celebra el Día Mundial de la Salud. Según una encuesta nacional de los jóvenes de 14 a 16 años, siete de cada diez come cinco raciones de fruta y verduras cada día y seis de cada diez realiza ejercicio físico en su tiempo libre. Por otro lado, el 53% de la población juvenil presenta sobrepeso u obesidad. Además, el 40% de la población dice que ha consultado al médico en las cuatro semanas previas a la encuesta, pero el 9% de los adolescentes ha admitido que no ha ido nunca al dentista.**

(98 words)

(Adapted from <http://www.ine.es/revistas/cifraine/0209.pdf>)



**Question 9****(6 marks)**

Listen to this report about social networks. **Answer the questions in English.**

**Section 1**

- (a) Write **two** benefits of social networks according to the report. (2)

**Any two: they help us to be informed (or to find things out quickly) / to know the likes and preferences of friends / to be in contact with people**

- (b) What feature do all social networks have in common according to the report? (1)

**They allow people to connect to each other**

- (c) What has become an obsession for some people? (1)

**Getting as many contacts / friends as possible**

**Section 2**

- (d) What do the majority of people have in their list of contacts? (1)

**Someone who they don't know**

- (e) Write **one** reason according to the report why a friend on social media is not the same as a real friend. (1)

**Any one: a friend is now only a contact on social media / a friend is someone who you don't really know/ you don't really know if they are who they say they are / it's probably someone you never see in person**

## Section 1

**Las redes sociales nos ayudan a estar informados de una forma más rápida, de conocer los gustos y las preferencias de nuestros amigos y a estar en contacto. Todas tienen la característica común de conectar a la gente, pero tener la mayor cantidad de contactos parece una obsesión para muchos. Esto es divertido al principio, pero se puede convertir en un problema.**

## Section 2

**Seguramente en tus contactos verás a alguna persona que en realidad no conoces. Ahora un 'amigo' es solamente un contacto en una red social, la verdad es que no tienes ni idea de quién es, si realmente es quien dice ser, una persona que muy probablemente nunca en tu vida verás personalmente.**

(113 words)

(Adapted from <https://www.fayerwayer.com/2013/10/el-gran-problema-de-las-redes-sociales-quien-era-este-tipo/>)

Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****SPANISH****UNIT 3****READING****SAMPLE ASSESSMENT PAPER****FOUNDATION TIER 1 hour****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.**

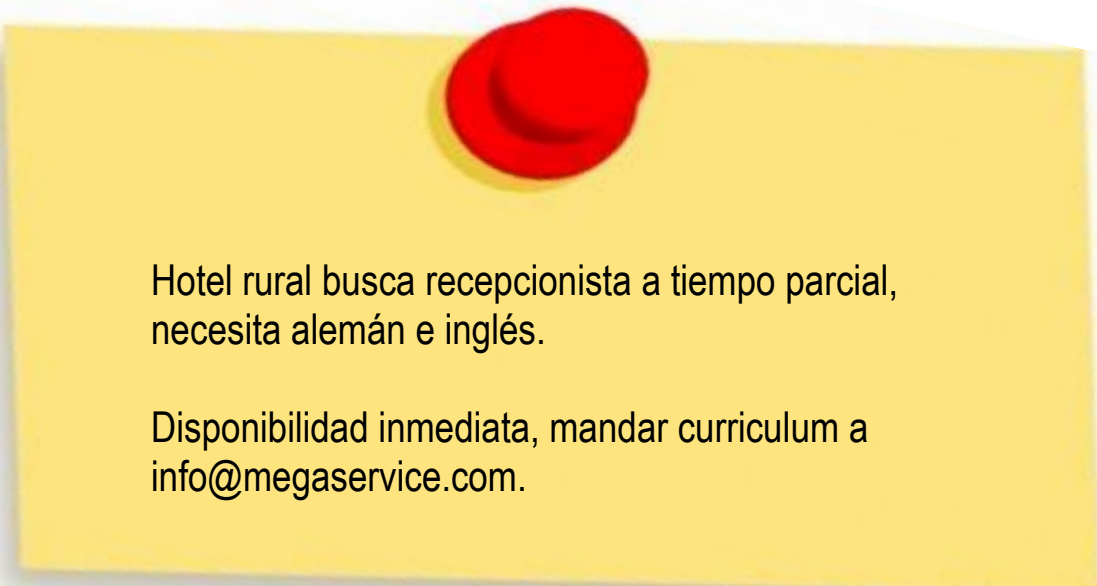
The paper carries 60 marks. The number of marks for each question or part-question is given in brackets. You are advised to divide your time accordingly.

**Question 1**

**(6 marks)**

Read the two job adverts and **tick (✓) one box for each question.**

**Section 1**



Hotel rural busca recepcionista a tiempo parcial,  
necesita alemán e inglés.

Disponibilidad inmediata, mandar curriculum a  
info@megaservice.com.

(Adapted from <http://www.milanuncios.com/ofertas-de-empleo/curriculum.htm>)

- (a) What job is being advertised? (1)

cleaner	
receptionist	
waiter	

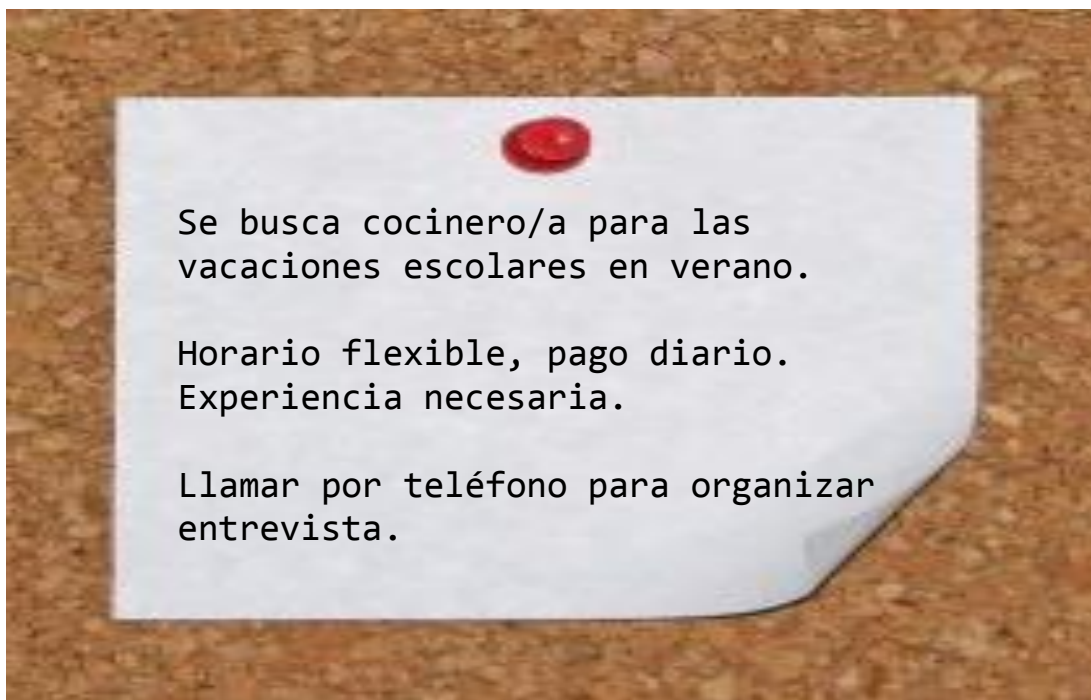
- (b) What languages do you need? (1)

French and English	
German and English	
Italian and German	

(c) When does the job start?

(1)

straight away	
next week	
Monday	

**Section 2**(Adapted from <http://www.milanuncios.com/ofertas-de-empleo/curriculum.htm>)

(d) What job is being advertised?

(1)

bus driver	
teacher	
cook	

(e) When is the job for? (1)

weekends	
school holidays	
evenings	

(f) How do you organize an interview? (1)

by email	
by letter	
by phone	

## Question 2

(6 marks)

Lee los comentarios sobre la 'Ciudad de las Artes y las Ciencias' en Valencia. **Escribe el número correcto en la casilla.**

Carlos	En verano puedes tomar una bebida en la terraza	
Clara	Los aparcamientos están abiertos 24 horas	
Blanca	Hay óperas y conciertos	
Elena	La estación de metro está muy cerca	
Carlota	La entrada es gratuita	
Pedro	Hay exposiciones sobre ciencia y tecnología	

(Adapted from <http://www.turisvalencia.es/es/que-visitar-valencia/ciudad-de-las-artes-y-las-ciencias/que-es-la-ciudad-de-las-artes-y-de-las-ciencias>)

1		2	
3		4	
5		6	
7		8	

**Question 3**

**(6 marks)**

Lee los comentarios de un foro en línea sobre los problemas escolares. **Escribe el nombre correcta.**

<p><b>Luis</b> No puedo dormir. La vida es muy estresante.</p>	<p><b>Malena</b> Mis padres son muy severos. No me dejan salir los fines de semana.</p>
<p><b>Josefina</b> Me gustaría ir a la universidad. Tengo que trabajar muy duro.</p>	<p><b>Hugo</b> Mi profesor es antipático. Siempre grita en clase.</p>

- (a) Tiene mucho trabajo .....
- (b) No le gusta su profesor .....
- (c) Tiene padres estrictos .....
- (d) Quiere ir a la universidad .....
- (e) Está estresado .....
- (f) No puede salir .....



## Question 4

(6 marks)

Lee esta conversación por mensaje de texto. **Marca (✓) la casilla apropiada.**

¿Estás libre sábado por la noche? ¿Te gustaría ver una película conmigo a las 7.30? Mi hermana puede llevarnos en coche.

Lo siento pero juego al baloncesto en el polideportivo el sábado. Luego tengo que hacer mis deberes. ¿Quieres venir a mi casa?

**Alex**

**Eva**

(a) Alex invita a Eva ... (1)

al teatro	
al cine	
al polideportivo	

(b) La película empieza ... (1)

el sábado a las 7.30	
el viernes a las 7.00	
el sábado a las 7.15	

(c) Alex va ... (1)

a pie	
en coche	
en autobús	

(d) Eva va ... (1)

al colegio	
al cine	
al polideportivo	

(e) Eva necesita ... (1)

ir al colegio	
hacer sus deberes	
trabajar	

(f) Eva invita a Alex ... (1)

a su casa	
al polideportivo	
al cine	

## Question 5

(6 marks)

Mohamed has written this report for his teacher. **Complete the table in English.**

*En mi colegio todos hacemos experiencia laboral. Hice mis prácticas en una fábrica el año pasado. Tuve que trabajar a tiempo completo y siempre estaba cansado al llegar a casa. Pasé dos semanas allí. El trabajo fue muy aburrido y repetitivo, lo mismo cada día y no me llevaba bien con el jefe porque era desagradable.*

*Sin embargo, fue una buena experiencia porque aprendí como trabajar en equipo y los empleados eran muy amables y divertidos. También había una cantina con comida deliciosa. Compré un bocadillo cada día.*

What is the report about?		(1)
Give <b>three</b> negative points about his time there		(3)
Give <b>two</b> good points about his time there.		(2)

**Question 6**

**(6 marks)**

Read this extract from the novel *'Hola Princess'* by Gloria Candiotti. **Answer the questions in English.**

Paula tenía quince años y era alta, de cabello castano oscuro y de ojos verdes.

El padre de Paula era taxista, un hombre trabajador. Tenía dos hijos de su primer matrimonio y no tenía una buena relación con Paula.

Su madre no trabajaba y se dedicaba a la casa. Durante el día miraba las telenovelas o hablaba por teléfono durante horas con sus amigas.

Adapted from 'Hola Princess' by Gloria Candiotti

(a) Write **two** details about Paula's appearance. (1)

.....  
.....

(b) Write **three** details about Paula's father. (3)

.....  
.....  
.....

(c) Write **two** things that Paula's mother does during the day. (2)

.....  
.....

## Question 7

(6 marks)

Read this information from the Madrid community website. Answer the questions **in English**.

### Reciclaje: dónde tirar cada residuo



Este año se ha proclamado como el año del reciclaje. Sin embargo, todavía queda mucho por aprender porque la mayoría de los ciudadanos se preguntan aún dónde tirar algunos de sus desechos.

Lo primero que hay que comprender es que **para poder reciclar es necesario separar**.

Cerca de nuestro hogar disponemos de los siguientes contenedores:

- **Contenedor gris:** los desechos que no se puede reciclar
- **Contenedor amarillo:** envases de plástico
- **Contenedor verde:** vidrio
- **Contenedor azul:** papel y cartón

Antes de depositar envases en los contenedores amarillos y verdes, es conveniente pasarlos por agua para limpiarlos.

(Adapted from <http://www.madrid.org>)

- (a) What has this year been declared as? (1)  
 .....
- (b) What do many people still ask? (1)  
 .....
- (c) What is the first thing that people have to understand? (1)  
 .....
- (d) Which container is for rubbish that can't be recycled? (1)  
 .....
- (e) Write **one** item that goes in the blue container (1)  
 .....
- (f) What should you do before putting things in the green and yellow containers? (1)  
 .....

**Question 8**

**(6 marks)**

Read the extract from the novel '*Extraño viaje hacia Frontera la Vieja*' by Beatriz Actis.

**Answer the questions in English.**

Vivo en 'Frontera la Vieja' desde hace tres meses. 'Frontera la Vieja' es un pueblo ubicado a unos cien kilómetros de la capital de la Provincia. A 'Frontera la Vieja' vienen muchos turistas porque es un monumento histórico. Es una ciudad construida sobre las ruinas de una de las primeras ciudades de América. Nos mudamos aquí porque mi papa consiguió trabajo como director del museo. Sinceramente tenía pocas ganas de mudarme porque no quería dejar la escuela pero papá nos explicó que su trabajo para él era muy importante.

Adapted from '*Extraño viaje hacia Frontera la Vieja*' by Beatriz Actis

(a) How long has the narrator lived in 'Frontera la Vieja'? (1)

.....

(b) Write **two** details about why tourists go there. (2)

.....

.....

(c) Why did she move there? (1)

.....

(d) Did she want to move there? Why/ why not? (2)

.....

.....

**Question 9****(6 marks)**

Read this news article about social media. **Answer the questions in English.**

**La importancia de las redes sociales para los adolescentes**

El 94% de los adolescentes han utilizado algún tipo de medio o red de comunicación social. El 51% informó que lee algún tipo de medio social, una o varias veces al día. Casi una cuarta parte de los adolescentes encuestados reportaron haber usado al menos dos tipos de medios sociales cada día. Sin embargo, la mayoría de los adolescentes no atribuyen bienestar emocional o social a los medios sociales. Algunos adolescentes reportan que los medios de comunicación social ayudan a resolver problemas como la timidez, confianza en sí mismo y la popularidad pero pocos adolescentes atribuyen la depresión a los medios sociales. El acoso cibernético puede ser una situación potencialmente peligrosa y las cuestiones de circular imágenes y compartir información personal en línea son otros riesgos potenciales.

(Adapted from: [http://www.livestrong.com/es/importancia-medios-redes-info\\_4997/#page=1Sent](http://www.livestrong.com/es/importancia-medios-redes-info_4997/#page=1Sent))

- (a) What percentage of young people check social media at least once a day? (1)

.....

- (b) How many of the young people interviewed use at least 2 types of social media per day? (1)

.....

- (c) Write **two** personal problems that social media can help. (2)

.....

.....

- (d) Write **two** risks / dangers that are mentioned. (2)

.....

.....

**Question 10**

**(6 marks)**

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

Este verano fui a un festival de música con mis amigos. Acampamos en el campo de una granja. Llovía todos los días pero nos divertimos mucho. Después de mis exámenes el año que viene me gustaría ir a otro festival.

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Candidate Name	Centre Number				Candidate Number			
					0			

**GCSE****SPANISH****UNIT 3****READING****SAMPLE ASSESSMENT PAPER****HIGHER TIER 1 hour 15 minutes****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 extract from the novel *'Extraño viaje hacia Frontera la Vieja'* by Beatriz Actis.  
**Answer the questions in English.**

Vivo en 'Frontera la Vieja' desde hace tres meses. 'Frontera la Vieja' es un pueblo ubicado a unos cien kilómetros de la capital de la Provincia. A 'Frontera la Vieja' vienen muchos turistas porque es un monumento histórico. Es una ciudad construida sobre las ruinas de una de las primeras ciudades de América. Nos mudamos aquí porque mi papá consiguió trabajo como director del museo. Sinceramente tenía pocas ganas de mudarme porque no quería dejar la escuela pero papá nos explicó que su trabajo para él era muy importante.

Adapted from 'Extraño viaje hacia Frontera la Vieja' by Beatriz Actis

(a) How long has the narrator lived in 'Frontera la Vieja'? (1)

.....

(b) Write **two** details about why tourists go there. (2)

.....  
.....

(c) Why did she move there? (1)

.....

(d) Did she want to move there? Why / why not? (2)

.....  
.....

**Question 2****(6 marks)**

Read this news article about social media. **Answer the questions in English.**

**La importancia de las redes sociales para los adolescentes**

El 94% de los adolescentes han utilizado algún tipo de medio o red de comunicación social. El 51% informó que lee algún tipo de medio social, una o varias veces al día. Casi una cuarta parte de los adolescentes encuestados reportaron haber usado al menos dos tipos de medios sociales cada día. Sin embargo, la mayoría de los adolescentes no atribuyen bienestar emocional o social a los medios sociales. Algunos adolescentes reportan que los medios de comunicación social ayudan a resolver problemas como la timidez, confianza en sí mismo y la popularidad pero pocos adolescentes atribuyen la depresión a los medios sociales. El acoso cibernético puede ser una situación potencialmente peligrosa y las cuestiones de circular imágenes y compartir información personal en línea son otros riesgos potenciales.

(Adapted from: [http://www.livestrong.com/es/importancia-medios-redes-info\\_4997/#page=1Sent](http://www.livestrong.com/es/importancia-medios-redes-info_4997/#page=1Sent))

- (a) What percentage of young people check social media at least once a day? (1)

.....

- (b) How many of the young people interviewed use at least 2 types of social media per day? (1)

.....

- (c) Write **two** personal problems that social media can help. (2)

.....

.....

- (d) Write **two** risks/ dangers that are mentioned. (2)

.....

**Question 3****(6 marks)**

Lee los comentarios de los jóvenes sobre los problemas mundiales y el medio ambiente.  
**Escribe una letra en cada casilla.**

Alicia	Más de 1 000 millones de personas viven con menos de un dólar al día	
Arturo	Millones de personas no tienen agua potable	
Mateo	Se debería apagar las luces al salir de una habitación	
Sara	Las capas de hielo se disminuyen progresivamente	
Miguel	En el mundo una persona de cada tres sufre hambre crónica	
Camila	Lo más importante para mí es separar la basura regularmente	

(Adapted from: [http://www.teamstoendpoverty.org/wq\\_pages/es/visages/chiffres.php](http://www.teamstoendpoverty.org/wq_pages/es/visages/chiffres.php))

- A. el ahorro de la energía
- B. la desnutrición
- C. el calentamiento global
- D. la enseñanza
- E. el reciclaje
- F. la inmigración
- G. la pobreza
- H. la bebida

**Question 4****(6 marks)**

Lee el texto de lo que piensan Jorge y Rosa sobre sus estudios y trabajos. **Marca (✓) casillas correctas.**

Después de los exámenes, a Jorge le gustaría estudiar la historia, las matemáticas y la química. Tiene la intención de ir a la universidad para estudiar los negocios pero sabe que tendrá que sacar buenas notas. Además, cree que hoy en día los jóvenes necesitan experiencia laboral porque hay mucho desempleo. También es muy difícil para los jóvenes encontrar un trabajo permanente.

A Rosa le gustaría estudiar la medicina para ayudar a la gente enferma. Es un trabajo con mucho estrés pero ganar mucho dinero no es lo más importante para ella. Le dicen que las horas de trabajo son muy largas y que los médicos nunca duermen pero ella piensa que si fuera médica, eso no le importaría porque es un trabajo tan importante en la sociedad.

(a) Jorge quiere ... (1)

buscar un trabajo	
continuar con sus estudios	
ganar mucho dinero	

(b) Jorge necesita... (1)

aprobar sus exámenes	
suspender sus exámenes	
encontrar un trabajo permanente	

(c) Es necesario para los jóvenes ... (1)

trabajar a tiempo parcial	
hacer prácticas de trabajo	
levantarse temprano	

(d) A Rosa no le importa ... (1)

ayudar a los enfermos	
tener un buen salario	
ir a la universidad	

(e) A Rosa no le preocupa ... (1)

la sociedad	
la comida	
el horario	

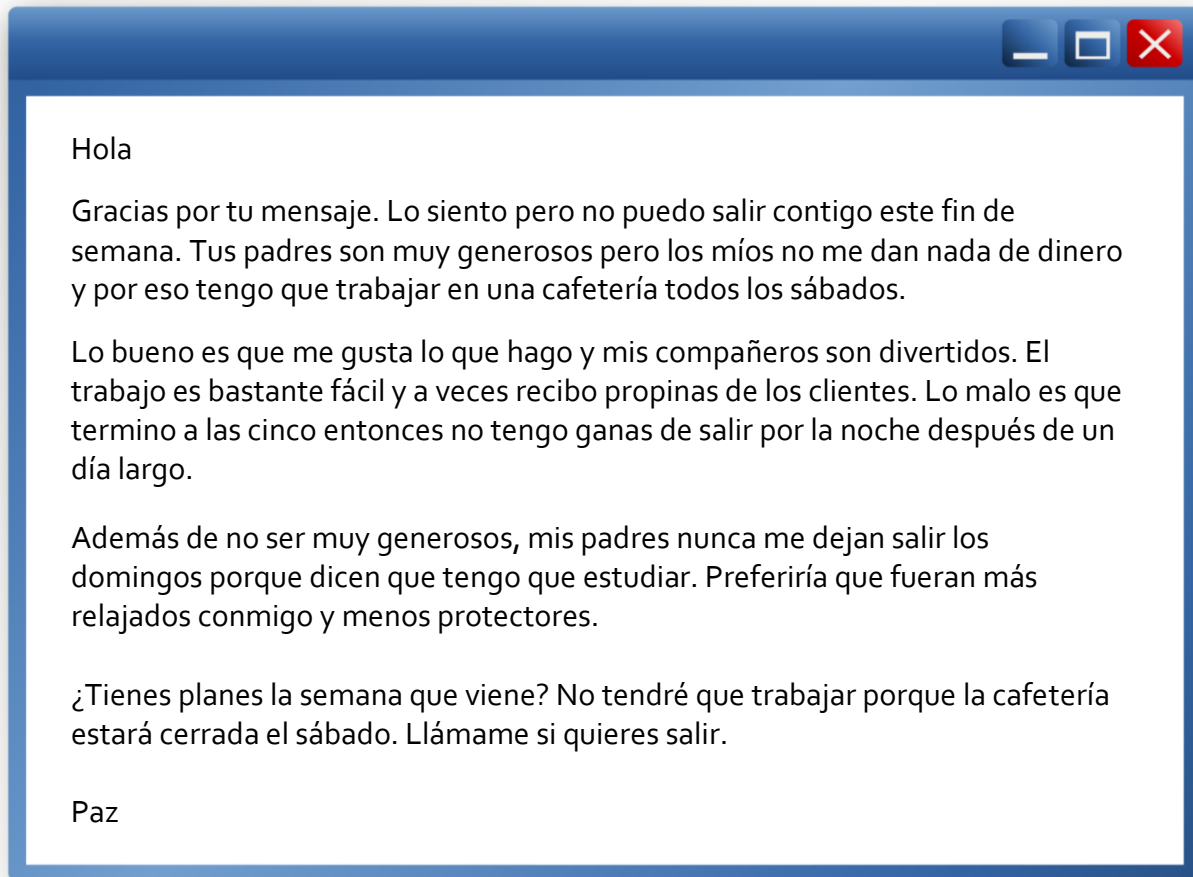
(f) Según Rosa, los médicos ... (1)

tienen mucho tiempo libre	
hacen un trabajo fácil	
duermen pocas horas	

## Question 5

(6 marks)

Lee el correo electrónico de Paz. **Rellena el cuadro en español.**



Hola

Gracias por tu mensaje. Lo siento pero no puedo salir contigo este fin de semana. Tus padres son muy generosos pero los míos no me dan nada de dinero y por eso tengo que trabajar en una cafetería todos los sábados.

Lo bueno es que me gusta lo que hago y mis compañeros son divertidos. El trabajo es bastante fácil y a veces recibo propinas de los clientes. Lo malo es que termino a las cinco entonces no tengo ganas de salir por la noche después de un día largo.

Además de no ser muy generosos, mis padres nunca me dejan salir los domingos porque dicen que tengo que estudiar. Preferiría que fueran más relajados conmigo y menos protectores.

¿Tienes planes la semana que viene? No tendré que trabajar porque la cafetería estará cerrada el sábado. Llámame si quieres salir.

Paz

<b>Dos</b> razones porque no puede salir		(2)
<b>Dos</b> detalles sobre su trabajo		(2)
<b>Dos</b> detalles sobre sus padres		(2)

**Question 6****(8 marks)**

Read this article from an online newspaper about going to university. Complete the table identifying the various benefits. **Answer the questions in English.**

**¿Por qué son importantes los estudios?**

La educación universitaria abre muchas puertas y ofrece muchas ventajas y oportunidades. De hecho, las personas con educación universitaria logran un salario de casi el doble que aquellos que solamente tienen un diploma de escuela secundaria. Los empleadores pueden usar los títulos universitarios como uno de los instrumentos de selección para sus empleados potenciales.

Además, un graduado universitario tiene otras ventajas. Algunos estudios indican que los graduados viven más años, tienen más tiempo para participar en actividades recreativas, votan en mayor porcentaje y participan más en sus comunidades. Tener una educación universitaria le ofrece al individuo muchas ventajas para su futuro también. Según los estudios, todas estas ventajas beneficiarán a sus hijos, los cuales crecerán más sanos, tendrán más éxito en la escuela y tendrá más posibilidades de asistir a una universidad.

Adapted from: <http://www.schev.edu/students/espanol/SpanishPDFs/SeccionI.pdf>

<b>One</b> financial benefit of going to university		(1)
<b>Two</b> health benefits		(2)
<b>Two</b> social and political benefits		(2)
<b>Three</b> future benefits for the children of graduates		(3)



## Question 7

(8 marks)

Read the extract from the novel *'Una Aventura en el Antiguo Egipto'* by Shannon Corbera Parcerisas. **Answer the questions in English.**

Mis padres hace 2 años me prometieron que cuando cumpliera los quince años me llevarían de viaje a Egipto porque siempre me ha interesado demasiado la historia del país, desde la primera vez que me hablaron de ello, a los cinco años me empecé a interesar.

El avión saldría a las 8:30 así que tenía una hora y media para empacar y desayunar. Cogí la maleta que me compraron mis padres hacía dos días expresamente para el viaje y empecé a meter ropa y otros objetos que creí que me harían falta en el viaje. Entre ellos no olvidé meter mi cámara fotográfica que me compré hacía 3 años con mis propios ahorros. Cerré mi maleta y la puse encima de la cama, bajé al comedor para desayunar. Me había levantado demasiado temprano porque estaba todo oscuro y mis padres aún no se habían levantado.

-Venga papá, mamá, perderemos el vuelo - Dije con un toque de nerviosismo.

Adapted from *'Una Aventura en el Antiguo Egipto'* by Shannon Corbera Parcerisas.

- (a) What did her parents promise her? (1)  
 .....
- (b) When did they say they would take her? (1)  
 .....
- (c) Write **one** reason she wanted to go there (1)  
 .....
- (d) What did her parents buy her? (1)  
 .....
- (e) Write **one** detail about her camera. (1)  
 .....
- (f) Write **two** reasons why she knew she got up too early. (2)  
 .....  
 .....
- (g) What was she worried about? (1)  
 .....

**Question 8**

**(8 marks)**

Read the following internet article on sport. **Answer the questions in English.**

**El deporte, vital para los jóvenes**

Las actividades deportivas en la adolescencia son de suma importancia para la formación física, mental, emocional y social. Además, un joven que practica un deporte tendrá menos problemas de salud en su futuro adulto. Es por esto que desde la infancia debe tener una adecuada educación física, fomentada desde el colegio y apoyada en casa. Esto le trae grandes beneficios para el desarrollo del cuerpo y la personalidad del joven, le ayuda a la estabilidad emocional y las buenas relaciones personales.

Cuando se dedica a las prácticas deportivas, los adolescentes aprenden a ser más disciplinados y más competitivos, disfrutan las victorias y aceptan las derrotas. Respecto a sus relaciones sociales, los adolescentes aprenden a trabajar en equipo porque respetan a los otros y a las reglas. La práctica del deporte también ayudará a prevenir hábitos perjudiciales como el consumo de tabaco, alcohol o drogas.

Adapted from <http://www.vanguardia.com/vida-y-estilo/jovenes/228621-el-deporte-vital-para-los-jovenes>

- (a) What future benefit will teenagers get from playing sport? (1)  
.....
- (b) When should you start playing sport? (1)  
.....
- (c) Write **one** benefit for the development of your personality. (1)  
.....
- (d) What **two** things do young people learn to be through playing sport? (2)  
.....  
.....
- (e) What do young people learn from team work? Write **two** things. (2)  
.....  
.....
- (f) Write **one** thing that playing sport will help prevent. (1)  
.....

**Question 9**

**(6 marks)**

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

Cuando era más joven celebraba mi cumpleaños con mi familia. Ahora prefiero salir con mis amigos porque me encanta pasar tiempo con ellos. Mi madre siempre me cocina un pastel de cumpleaños enorme porque cocina muy bien. Este año preferiría vestirme muy elegante y cenar en un restaurante muy caro.

(50 words)

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**UNIT 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.
---

**UNIT 3**  
**READING FOUNDATION TIER**  
**MARK SCHEME**

**Question 1**

**(6 marks)**

Read the two job adverts and tick (✓) one box for each question.

**Section 1**

Hotel rural busca camarero/a a tiempo parcial, necesita alemán e inglés. Disponibilidad inmediata, mandar curriculum a info@megaservice.com.

(17 words)

(Adapted from <http://www.milanuncios.com/ofertas-de-empleo/curriculum.htm>)

- (a) What job is being advertised? (1)

cleaner	
receptionist	✓
waiter	

- (b) What languages do you need? (1)

French and English	
German and English	✓
Italian and German	

- (c) When does the job start? (1)

straight away	✓
next week	
Monday	

**Section 2**

Se busca cocinero/a para las vacaciones escolares en verano. Horario flexible, pago diario. Experiencia necesaria. Llamar por teléfono para organizar entrevista.

(17 words)

(Adapted from <http://www.milanuncios.com/ofertas-de-empleo/curriculum.htm>)

(d) What job is being advertised? (1)

bus driver	
teacher	
cook	✓

(e) When is the job for? (1)

weekends	
school holidays	✓
evenings	

(f) How do you organize an interview? (1)

by email	
by letter	
by phone	✓

**Question 2**







**(6 marks)**

Lee los comentarios sobre la ‘Ciudad de las Artes y las Ciencias’ en Valencia. **Escribe el número correcto en la casilla.**



Carlos	En verano puedes tomar una bebida en la terraza	<b>6</b>
Clara	Los aparcamientos están abiertos 24 horas	<b>5</b>
Blanca	Hay óperas y conciertos	<b>2</b>
Elena	La estación de metro está muy cerca	<b>1</b>
Carlota	La entrada es gratuita	<b>3</b>
Pedro	Hay exposiciones sobre ciencia y tecnología	<b>7</b>

(36 words)

(Adapted from <http://www.turisvalencia.es/es/que-visitar-valencia/ciudad-de-las-artes-y-las-ciencias/que-es-la-ciudad-de-las-artes-y-de-las-ciencias>)

1		2	
3		4	
5		6	



7		8	
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**Question 3****(6 marks)**

Lee los comentarios de un foro en línea sobre los problemas escolares. **Escribe el nombre correcta.**

<p><b>Luis</b> No puedo dormir. La vida es muy estresante.</p>	<p><b>Malena</b> Mis padres son muy severos. No me dejan salir los fines de semana.</p>
<p><b>Josefina</b> Me gustaría ir a la universidad. Tengo que trabajar muy duro.</p>	<p><b>Hugo</b> Mi profesor es antipático. Siempre grita en clase.</p>

(40 words)

- |     |                            |                 |            |
|-----|----------------------------|-----------------|------------|
| (a) | Tiene mucho trabajo        | <b>Josefina</b> | <b>(1)</b> |
| (b) | No le gusta su profesor    | <b>Hugo</b>     | <b>(1)</b> |
| (c) | Tiene padres estrictos     | <b>Malena</b>   | <b>(1)</b> |
| (d) | Quiere ir a la universidad | <b>Josefina</b> | <b>(1)</b> |
| (e) | Está estresado             | <b>Luis</b>     | <b>(1)</b> |
| (f) | No puede salir             | <b>Malena</b>   | <b>(1)</b> |

## Question 4

(6 marks)

Lee esta conversación por mensaje de texto. **Marca (✓) la casilla apropiada.**

¿Estás libre sábado por la noche? ¿Te gustaría ver una película conmigo a las 7.30? Mi hermana puede llevarnos en coche.

Lo siento pero juego al baloncesto en el polideportivo el sábado. Luego tengo que hacer mis deberes. ¿Quieres venir a mi casa?

Alex

Eva

(43 words)

(a) Alex invita a Eva ...

(1)

al teatro	
al cine	✓
al polideportivo	

(b) La película empieza ...

(1)

el sábado a las 7.30	✓
el viernes a las 7.00	
el sábado a las 7.15	

(c) Alex va ... (1)

a pie	
en coche	✓
en autobús	

(d) Eva va ... (1)

al colegio	
al cine	
al polideportivo	✓

(e) Eva necesita ... (1)

ir al colegio	
hacer sus deberes	✓
trabajar	

(f) Eva invita a Alex ... (1)

a su casa	✓
al polideportivo	
al cine	

## Question 5

(6 marks)

Mohamed has written this report for his teacher. **Complete the table in English.**

En mi colegio todos hacemos experiencia laboral. Hice mis prácticas en una fábrica el año pasado. Tuve que trabajar a tiempo completo y siempre estaba cansado al llegar a casa. Pasé dos semanas allí. El trabajo fue muy aburrido y repetitivo, lo mismo cada día y no me llevaba bien col el jefe porque era desagradable.

Sin embargo, fue una buena experiencia porque aprendí como trabajar en equipo y los empleados eran muy amables y divertidos. También había una cantina con comida deliciosa. Compré un bocadillo cada día.

(88 words)

What is the report about?	<p><b>His work experience</b></p> <p><b>NOT his job/his work</b></p>	(1)
Give <b>three</b> negative points about his time there.	<p><b>Any three: he worked full time / he was tired at the end of the day/ the job was boring and repetitive / it was the same every day / the boss was not very nice</b></p>	(3)
Give <b>two</b> good points about his time there.	<p><b>Any two: he learned how to work in a team / the workers were very nice / fun / there was a canteen with delicious food</b></p> <p><b>NOT he bought a sandwich every day.</b></p>	(2)

**Question 6**

**(6 marks)**

Read this extract from the novel *'Hola Princess'* by Gloria Candiotti. **Answer the questions in English.**

Paula tenía quince años y era alta, de cabello castano oscuro y de ojos verdes.

El padre de Paula era taxista, un hombre trabajador. Tenía dos hijos de su primer matrimonio y no tenía una buena relacion con Paula.

Su madre no trababjaba y se dedicaba a la casa. Durante el dia miraba las telenovelas o hablaba por telefono durante horas con sus amigas.

Adapted from 'Hola Princess' by Gloria Candiotti

(64 words)

- (a) Write **two** details about Paula's appearance. (1)

**Any two: tall / dark brown hair / green eyes**

**NOT she's / she is**

- (b) Write **three** details about Paula's father. (3)

**Any three: He's a taxi driver/ hardworking/ has two sons from his first marriage/ doesn't get on with Paula**

- (c) Write **two** things that Paula's mother does during the day. (2)


**She watches soap operas/ talks on the phone with her friends (for hours)**

**NOT she doesn't work.**

## Question 7

(6 marks)

Read this information from the Madrid community website. Answer the questions **in English**.



**Reciclaje: dónde tirar cada residuo**

Este año se ha proclamado como el año del reciclaje. Sin embargo, todavía queda mucho por aprender porque la mayoría de los ciudadanos se preguntan aún dónde tirar algunos de sus desechos.

Lo primero que hay que comprender es que **para poder reciclar es necesario separar**.

Cerca de nuestro hogar disponemos de los siguientes contenedores:

- **Contenedor gris:** los desechos que no se puede reciclar
- **Contenedor amarillo:** envases de plástico
- **Contenedor verde:** vidrio
- **Contenedor azul:** papel y cartón

Antes de depositar envases en los contenedores amarillos y verdes, es conveniente pasarlos por agua para limpiarlos.

(Adapted from <http://www.madrid.org>)

- (a) What has this year been declared as? (1)  
**The year of recycling**
- (b) What do many people still ask? (1)  
**Where to throw their rubbish**
- (c) What is the first thing that people have to understand? (1)  
**They have to separate their rubbish**
- (d) Which container is for rubbish that can't be recycled? (1)  
**Grey**
- (e) Write **one** item that goes in the blue container(1)  
**Paper/ Card**
- (f) What should you do before putting things in the green and yellow containers? (1)  
**Wash/ clean them/ rinse them with water**

**Question 8**

**(6 marks)**

Read the extract from the novel '*Extraño viaje hacia Frontera la Vieja*' by Beatriz Actis.  
**Answer the questions in English.**

Vivo en 'Frontera la Vieja' desde hace tres meses. 'Frontera la Vieja' es un pueblo ubicado a unos cien kilómetros de la capital de la Provincia. A 'Frontera la Vieja' vienen muchos turistas porque es un monumento histórico. Es una ciudad construida sobre las ruinas de una de las primeras ciudades de América. Nos mudamos aquí porque mi papá consiguió trabajo como director del museo. Sinceramente tenía pocas ganas de mudarme porque no quería dejar la escuela pero papá nos explicó que su trabajo para él era muy importante.

Adapted from '*Extraño viaje hacia Frontera la Vieja*' by Beatriz Actis

(89 words)

- (a) How long has the narrator lived in 'Frontera la Vieja'? (1)

**Three months**

- (b) Write **two** details about why tourists go there. (2)

**It's a historical monument/ it's built on ruins (of one of the first American cities)**

- (c) Why did she move there? (1)

**Because of her father's job/ her father got a job at the museum**

- (d) Did she want to move there? Why / why not? (2)

**No**

**She didn't want to leave her school**



**Question 9****(6 marks)**

Read this news article about social media. **Answer the questions in English.**

**La importancia de las redes sociales para los adolescentes**

El 94% de los adolescentes han utilizado algún tipo de medio o red de comunicación social. El 51% informó que lee algún tipo de medio social, una o varias veces al día. Casi una cuarta parte de los adolescentes encuestados reportaron haber usado al menos dos tipos de medios sociales cada día. Sin embargo, la mayoría de los adolescentes no atribuyen bienestar emocional o social a los medios sociales. Algunos adolescentes reportan que los medios de comunicación social ayudan a resolver problemas como la timidez, confianza en sí mismo y la popularidad pero pocos adolescentes atribuyen la depresión a los medios sociales. El acoso cibernético puede ser una situación potencialmente peligrosa y las cuestiones de circular imágenes y compartir información personal en línea son otros riesgos potenciales.

(Adapted from: [http://www.livestrong.com/es/importancia-medios-redes-info\\_4997/#page=1Sent](http://www.livestrong.com/es/importancia-medios-redes-info_4997/#page=1Sent))

(127 words)

- (a) What percentage of young people check social media at least once a day? (1)

**51%**

- (b) How many of the young people interviewed use at least 2 types of social media per day? (1)

**A quarter / 25% / ¼**

- (c) Write **two** personal problems that social media can help. (2)

**Any two: shyness / self-confidence / popularity**

**NOT depression**

- (d) Write **two** risks / dangers that are mentioned. (2)

**Any two: cyber bullying/ posting photos/ sharing personal information online.**

**Question 10**

**(6 marks)**

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

Este verano fui a un festival de música con mis amigos. Acampamos en el campo de una granja. Llovía todos los días pero nos divertimos mucho. Después de mis exámenes el año que viene me gustaría ir a otro festival.

(40 words)

**This summer I went to a music festival with my friends.** (1)

**We camped in the field of a farm.** (1)

**It rained every day** (1)

**but we had lots of fun / we really enjoyed ourselves.** (1)

**After my exams next year** (1)

**I would like to go to another festival** (1)

## UNIT 3

## READING HIGHER TIER (60 marks)

## MARK SCHEME

## Question 1

(6 marks)

Read the extract from the novel '*Extraño viaje hacia Frontera la Vieja*' by Beatriz Actis.  
**Answer the questions in English.**

Vivo en 'Frontera la Vieja' desde hace tres meses. 'Frontera la Vieja' es un pueblo ubicado a unos cien kilómetros de la capital de la Provincia. A 'Frontera la Vieja' vienen muchos turistas porque es un monumento histórico. Es una ciudad construida sobre las ruinas de una de las primeras ciudades de América. Nos mudamos aquí porque mi papá consiguió trabajo como director del museo. Sinceramente tenía pocas ganas de mudarme porque no quería dejar la escuela pero papá nos explicó que su trabajo para él era muy importante.

Adapted from '*Extraño viaje hacia Frontera la Vieja*' by Beatriz Actis

(89 words)

- (a) How long has the narrator lived in 'Frontera la Vieja'? (1)

**Three months**

- (b) Write **two** details about why tourists go there. (2)

**It's a historical monument/ it's built on ruins (of one of the first American cities)**

- (c) Why did she move there? (1)

**Because of her father's job/ her father got a job at the museum**

- (d) Did she want to move there? Why/ why not? (2)

**No**

**She didn't want to leave her school**

**Question 2**

**(6 marks)**

Read this news article about social media. **Answer the questions in English.**

**La importancia de las redes sociales para los adolescentes**

El 94% de los adolescentes han utilizado algún tipo de medio o red de comunicación social. El 51% informó que lee algún tipo de medio social, una o varias veces al día. Casi una cuarta parte de los adolescentes encuestados reportaron haber usado al menos dos tipos de medios sociales cada día. Sin embargo, la mayoría de los adolescentes no atribuyen bienestar emocional o social a los medios sociales. Algunos adolescentes reportan que los medios de comunicación social ayudan a resolver problemas como la timidez, confianza en sí mismo y la popularidad pero pocos adolescentes atribuyen la depresión a los medios sociales. El acoso cibernético puede ser una situación potencialmente peligrosa y las cuestiones de circular imágenes y compartir información personal en línea son otros riesgos potenciales.

(Adapted from: [http://www.livestrong.com/es/importancia-medios-redes-info\\_4997/#page=1Sent](http://www.livestrong.com/es/importancia-medios-redes-info_4997/#page=1Sent))

(127 words)

(a) What percentage of young people check social media at least once a day? (1)

**51%**

(b) How many of the young people interviewed use at least 2 types of social media per day? (1)

**A quarter / 25% / ¼**

(c) Write **two** personal problems that social media can help. (2)

**Any two: shyness/ self-confidence/ popularity**

**NOT depression**

(d) Write **two** risks/ dangers that are mentioned. (2)

**Any two: cyber bullying/ posting photos/ sharing personal information  
onlinemation**

**Question 3****(6 marks)**

Lee los comentarios de los jóvenes sobre los problemas mundiales y el medio ambiente.

Escribe una letra en cada casilla.

Alicia	Más de 1 000 millones de personas viven con menos de un dólar al día	<b>G</b>
Arturo	Millones de personas no tienen agua potable	<b>H</b>
Mateo	Se debería apagar las luces al salir de una habitación	<b>A</b>
Sara	Las capas de hielo se disminuyen progresivamente	<b>C</b>
Miguel	En el mundo una persona de cada tres sufre hambre crónica	<b>B</b>
Camila	Lo más importante para mí es separar la basura regularmente	<b>E</b>

(Adapted from: [http://www.teamstoendpoverty.org/wq\\_pages/es/visages/chiffres.php](http://www.teamstoendpoverty.org/wq_pages/es/visages/chiffres.php))

- A.** el ahorro de la energía
- B.** la desnutrición
- C.** el calentamiento global
- D.** la enseñanza
- E.** el reciclaje
- F.** la inmigración
- G.** la pobreza
- H.** la higiene

**Question 4****(6 marks)**

Lee el texto de lo que piensan Jorge y Rosa sobre sus estudios y trabajos. **Marca (✓) casillas correctas.**

Después de los exámenes, a Jorge le gustaría estudiar la historia, las matemáticas y la química. Tiene la intención de ir a la universidad para estudiar los negocios pero sabe que tendrá que sacar buenas notas. Además, cree que hoy en día los jóvenes necesitan experiencia laboral porque hay mucho desempleo. También es muy difícil para los jóvenes encontrar un trabajo permanente.

A Rosa le gustaría estudiar la medicina para ayudar a la gente enferma. Es un trabajo con mucho estrés pero ganar mucho dinero no es lo más importante para ella. Le dicen que las horas de trabajo son muy largas y que los médicos nunca duermen pero ella piensa que si fuera médica, eso no le importaría porque es un trabajo tan importante en la sociedad.

(a) Jorge quiere (1)

buscar un trabajo	
continuar con sus estudios	✓
ganar mucho dinero	

(b) Jorge necesita... (1)

aprobar sus exámenes	✓
suspender sus exámenes	
encontrar un trabajo permanente	

(c) Es necesario para los jóvenes ... (1)

trabajar a tiempo parcial	
hacer prácticas de trabajo	✓
levantarse temprano	

(d) A Rosa no le importa

(1)

ayudar a los enfermos	
tener un buen salario	✓
ir a la universidad	

(e) A Rosa no le preocupa ...

(1)

la sociedad	
la comida	
el horario	✓

(f) Según Rosa, los médicos ...

(1)

tienen mucho tiempo libre	
hacen un trabajo fácil	
duermen pocas horas	✓

## Question 5

(6 marks)

Lee el correo electrónico de Paz. **Rellena el cuadro en español.**

Hola

Gracias por tu mensaje. Lo siento pero no puedo salir contigo este fin de semana. Tus padres son muy generosos pero los míos no me dan nada de dinero y por eso tengo que trabajar en una cafetería todos los sábados. Lo bueno es que me gusta lo que hago y mis compañeros son divertidos. El trabajo es bastante fácil y a veces recibo propinas de los clientes. Lo malo es que termino a las cinco entonces no tengo ganas de salir por la noche después de un día largo. Además de no ser muy generosos, mis padres nunca me dejan salir los domingos porque dicen que tengo que estudiar. Preferiría que fueran más relajados conmigo y menos protectores.

¿Tienes planes la semana que viene? No tendré que trabajar porque la cafetería estará cerrada el sábado. Llámame si quieres salir.

Paz

(142 words)

<p><b>Dos</b> razones porque no puede salir</p>	<p><b>Any two: no tiene dinero / tiene que trabajar / está cansada/ tiene que estudiar</b></p>	<p><b>(2)</b></p>
<p><b>Dos</b> detalles sobre su trabajo</p>	<p><b>Any two: trabaja en una cafetería/ trabaja el sábado/ termina a las cinco / el trabajo es fácil / le gusta su trabajo / sus compañeros son divertidos/ recibe propinas</b></p>	<p><b>(2)</b></p>
<p><b>Dos</b> detalles sobre sus padres</p>	<p><b>Any two: no son generosos / son estrictos / no le dan dinero / no son relajados / no le dejan salir / son protectores</b></p>	<p><b>(2)</b></p>



**Question 6****(8 marks)**

Read this article from an online newspaper about going to university. Complete the table identifying the various benefits. **Answer the questions in English.**

**¿Por qué son importantes los estudios?**

La educación universitaria abre muchas puertas y ofrece muchas ventajas y oportunidades. De hecho, las personas con educación universitaria logran un salario de casi el doble que aquellos que solamente tienen un diploma de escuela secundaria. Los empleadores pueden usar los títulos universitarios como uno de los instrumentos de selección para sus empleados potenciales.

Además, un graduado universitario tiene otras ventajas. Algunos estudios indican que los graduados viven más años, tienen más tiempo para participar en actividades recreativas, votan en mayor porcentaje y participan más en sus comunidades. Tener una educación universitaria le ofrece al individuo muchas ventajas para su futuro también. Según los estudios, todas estas ventajas beneficiarán a sus hijos, los cuales crecerán más sanos, tendrán más éxito en la escuela y tendrá más posibilidades de asistir a una universidad.

Adapted from: <http://www.schev.edu/students/espanol/SpanishPDFs/SeccionI.pdf>

(133 words)

<b>One</b> financial benefit of going to university	<b>You earn double/ people who go to university earn twice as much/ double</b>	(1)
<b>Two</b> health benefits	<b>Graduates live longer They have more time for recreational activities</b>	(2)
<b>Two</b> social and political benefits	<b>A higher percentage vote They participate more in their communities</b>	(2)
<b>Three</b> future benefits for the children of graduates	<b>They will grow up healthier They will have more success at school They will have more chance to go to university</b>	(3)

**Question 7****(8 marks)**

Read the extract from the novel *'Una Aventura en el Antiguo Egipto'* by Shannon Corbera Parcerisas. **Answer the questions in English.**

Mis padres hace 2 años me prometieron que cuando cumpliera los quince años me llevarían de viaje a Egipto porque siempre me ha interesado demasiado la historia del país, desde la primera vez que me hablaron de ello, a los cinco años me empecé a interesar.

El avión saldría a las 8:30 así que tenía una hora y media para empacar y desayunar. Cogí la maleta que me compraron mis padres hacía dos días expresamente para el viaje y empecé a meter ropa y otros objetos que creí que me harían falta en el viaje. Entre ellos no olvidé meter mi cámara fotográfica que me compré hacía 3 años con mis propios ahorros. Cerré mi maleta y la puse encima de la cama, bajé al comedor para desayunar. Me había levantado demasiado temprano porque estaba todo oscuro y mis padres aún no se habían levantado.

-Venga papá, mamá, perderemos el vuelo - Dije con un toque de nerviosismo.

Adapted from *'Una Aventura en el Antiguo Egipto'* by Shannon Corbera Parcerisas.

(158 words)

- (a) What did her parents promise her? (1)

**To take her to Egypt**

- (b) When did they say they would take her? (1)

**When she was 15**

- (c) Write **one** reason she wanted to go there (1)

**She has always been interested in the history of the country (she's been interested in it since she was 5)**

- (d) What did her parents buy her? (1)

**A suitcase**

- (e) Write **one** detail about her camera. (1)

**Any one: She bought it 3 years ago/ she bought it with her savings**

- (f) Write **two** reasons why she knew she got up too early. (2)

**It was still dark  
Her parents hadn't got up yet**

- (g) What was she worried about? (1)

**Missing the flight**

**Question 8****(8 marks)**

Read the following internet article on sport. **Answer the questions in English.**

**El deporte, vital para los jóvenes**

Las actividades deportivas en la adolescencia son de suma importancia para la formación física, mental, emocional y social. Además, un joven que practica un deporte tendrá menos problemas de salud en su futuro adulto. Es por esto que desde la infancia debe tener una adecuada educación física, fomentada desde el colegio y apoyada en casa. Esto le trae grandes beneficios para el desarrollo del cuerpo y la personalidad del joven, le ayuda a la estabilidad emocional y las buenas relaciones personales.

Cuando se dedica a las prácticas deportivas, los adolescentes aprenden a ser más disciplinados y más competitivos, disfrutan las victorias y aceptan las derrotas. Respecto a sus relaciones sociales, los adolescentes aprenden a trabajar en equipo porque respetan a los otros y a las reglas. La práctica del deporte también ayudará a prevenir hábitos perjudiciales como el consumo de tabaco, alcohol o drogas.

Adapted from <http://www.vanguardia.com/vida-y-estilo/jovenes/228621-el-deporte-vital-para-los-jovenes>

(144 words)

- (a) What future benefit will teenagers get from playing sport? (1)

**Fewer health problems (as an adult)**

- (b) When should you start playing sport? (1)

**From childhood/ When you are a child**

- (c) Write **one** benefit for the development of your personality. (1)

**Helps with emotional stability/ helps with good personal relationships**

- (d) What **two** things do young people learn to be through playing sport? (2)

**More disciplined  
More competitive**

- (e) What do young people learn from team work? Write **two** things. (2)

**They learn to respect others/ respect rules**

- (f) Write **one** thing that playing sport will help prevent. (1)

**Bad/ harmful habits/ smoking/ drinking/ taking drugs**

**Question 9**

**(6 marks)**

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

Cuando era más joven celebraba mi cumpleaños con mi familia. Ahora prefiero salir con mis amigos porque me encanta pasar tiempo con ellos. Mi madre siempre me cocina un pastel de cumpleaños enorme porque cocina muy bien y sabe lo que me gusta. Este año preferiría vestirme elegante y cenar en un restaurante muy caro.

(55 words)

**When I was younger I celebrated my birthday with my family** (1)

**Now I prefer going out with my friends because I love spending time with them** (1)

**My mother always makes me a huge birthday cake** (1)

**because she's a really good cook and she knows what I like** (1)

**This year I would prefer to dress up smartly** (1)

**and have dinner in a very expensive restaurant** (1)

Candidate Name	Centre Number				Candidate Number			
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**GCSE**

**SPANISH**

**UNIT 4**

**WRITING**

**SAMPLE ASSESSMENT PAPER**

**FOUNDATION TIER 1 hour 15 minutes**

### **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.

### **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 – Current and Future Study and Employment**

**(12 marks)**

Write one full sentence in Spanish for each of the headings.

<b>Description of your school</b>	
<b>Subjects you study</b>	
<b>How you travel to school</b>	
<b>The school day</b>	
<b>Uniform</b>	
<b>What you do at break</b>	

**Question 2 – Identity and Culture**

**(16 marks)**

Escribe un correo electrónico a tu amigo español. Da **información y opiniones** sobre:

- tus amigos
- tu ropa preferida
- tu personalidad

Escribe aproximadamente **50 palabras en español**.



**To:**

**Subject:**

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**Question 3 – Wales and the World**

**(20 marks)**

Escribe un artículo sobre tu barrio.

**Tienes que incluir:**

- tu opinión de tu barrio
- lo que hiciste en tu barrio la semana pasada
- lo que vas a hacer en tu barrio la semana que viene

Escribe aproximadamente **100** palabras en español.

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**Question 4 –Translation**

**(12 marks)**

Translate the sentences **into Spanish.**

(a) I work in a café on Saturdays.	(2)
(b) My boss is very strict.	(2)
(c) I think my job is boring.	(2)
(d) I did my work experience in an office.	(3)
(e) I would like to work abroad in the future.	(3)

(35 words)

(a) .....

(b) .....

(c) .....

(d) .....

(e) .....

Candidate Name	Centre Number				Candidate Number			
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**GCSE****SPANISH****UNIT 4****WRITING****SAMPLE ASSESSMENT PAPER****HIGHER TIER 1 hour 30 minutes****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.

**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. 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 – Wales and the World**

**(20 marks)**

Escribe un artículo sobre tu barrio.

**Tienes que incluir:**

- tu opinión de tu barrio
- lo que hiciste en tu barrio la semana pasada
- lo que vas a hacer en tu barrio la semana que viene

Escribe aproximadamente **100** palabras en español.

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**Question 2 – Current and Future Study and Employment**

**(28 marks)**

Escribe un artículo para una revista escolar sobre uno de los temas siguientes **en español**.

Da información, ejemplos y **justifica** tus opiniones. Puedes utilizar los puntos como una ayuda.

**Choose:**

**EITHER**

**(a) Los jóvenes y el colegio**

- Tus opiniones sobre el colegio
- Los aspectos positivos del uniforme
- Lo que hiciste al colegio ayer

**OR**

**(b) Los jóvenes y el trabajo**

- La importancia de ganar dinero
- Las ventajas de trabajar a tiempo parcial
- Lo que harás después de terminar tus estudios

Escribe **150** palabras **en español**.

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**Question 3 – Translation**

**(12 marks)**

Translate the paragraph **into Spanish**.

Last week I went swimming in the leisure centre because I think it is important to keep fit. In the future I would like to eat more healthily. I used to play tennis every day when I was younger. Now I don't have enough time because I have to study for my exams.

(53 words)

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**UNIT 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. In order to be awarded the maximum 2 marks for each response candidates must provide answers which are in full sentences. 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. Errors (such as incorrect tense, use of a verb, etc.) may be present.
0	Inappropriate or no response.

**Example**

<b>2 marks</b>	<b>*1 mark</b>
e.g. Mi colegio es moderno	e.g. Colegio moderno
e.g. Estudio la historia y las matemáticas	e.g. Historia
e.g. Voy al colegio a pie	e.g. A pie
e.g. El recreo es a las once	e.g. Recreo las once
e.g. Llevo una corbata y un jersey	e.g. Corbata y jersey
e.g. Juego al fútbol	e.g. Fútbol

\*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.

**Question 2****(16 marks)**

Marks will be awarded for Communication and Content and Manipulation of language.

Band	Marks	Communication and content
5	9-10	<ul style="list-style-type: none"> <li>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.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>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.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>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.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>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.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>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.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

Band	Marks	Linguistic knowledge and accuracy
3	5-6	<ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures is used.</li> <li>A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Basic vocabulary and grammatical structures used.</li> <li>Some accuracy demonstrated when using simple structures, very occasional attempts at complex structures.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and grammatical structures.</li> <li>Occasional accuracy demonstrated.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>

**Guidance for Examiners**

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.

Candidates are required to address the three compulsory bullet points and write approximately 50 words overall.

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 Unit 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	<ul style="list-style-type: none"> <li>A very good response. Relevant information presented to meet all requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are clear.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>A good variety of vocabulary and grammatical structures used, including attempts at complex structures.</li> <li>A very good level of accuracy with mainly minor errors. References to past, present and future events are mainly successful.</li> <li>Style and register are appropriate with minor lapses.</li> </ul>
4	7-8	<ul style="list-style-type: none"> <li>A good response. Relevant information presented to meet almost all requirements of the task with minor omissions.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are mostly clear.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>A reasonable variety of vocabulary and grammatical structures used, including some attempts at complex structures.</li> <li>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.</li> <li>Style and register are mostly appropriate.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>A reasonable response. Relevant information presented to meet most of the requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are generally clear but lapses are likely.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures used including occasional attempts at complex structures.</li> <li>A generally good level of accuracy with more frequent major errors and frequent minor errors. References to past, present and future events are attempted with limited success.</li> <li>Style and register may not always be appropriate.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>A basic response. Relevant information presented to meet some of the requirements of the task.</li> <li>Some facts, ideas and opinions (as appropriate to the task) expressed are sometimes clear but the message breaks down occasionally.</li> </ul>	3-4	<ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures used.</li> <li>Some accuracy when using simple structures, though errors are often present.</li> <li>Limited awareness of style and register.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>A limited response. Relevant information presented to meet some aspect of the requirements of the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) expressed are often not clear and the message may break down frequently.</li> </ul>	1-2	<ul style="list-style-type: none"> <li>Little variety of vocabulary, and very simple grammatical structures used.</li> <li>Limited accuracy demonstrated.</li> <li>Little or no awareness of style and register.</li> </ul>
0	0	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	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 - Linguistic knowledge and accuracy**

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

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

**Question 4 –Translation****(12 marks)**

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.

<b>English</b>	<b>3 Marks</b>	<b>2 marks</b>	<b>1 mark</b>
I work in a café on Saturdays	N/A	Trabajo en una cafetería/ en un café los sábados/ el sábado	Trabajo en un café/ trabajo el sábado
My boss is very strict	N/A	Mi jefe es muy estricto	Es estricto
I think my job is boring	N/A	Creo/ Pienso que mi trabajo es aburrido	Mi/el trabajo es aburrido
I did my work experience in an office	Hice mi experiencia laboral/ mi experiencia de trabajo/ mis prácticas (de trabajo) en una oficina	Trabajé en una oficina/ Hago mi experiencia en una oficina/ Trabajo en una oficina	Hago mi experiencia en una oficina/ Trabajo en una oficina
I would like to work abroad in the future	Me gustaría/ Quisiera trabajar al extranjero en el futuro	Me gusta/quiero trabajar al extranjero en el futuro/ trabajo al extranjero en el futuro	Me gusta trabajar en el futuro/ trabajo en el futuro/ en el extranjero

\*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**

Candidates are required to address the three compulsory bullet points and write approximately 100 words overall. The candidate must provide some evidence of coverage of all bullet points in order to access the full mark range.

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

**Question 2**

**(28 marks)**

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 may use the three bullet points provided but are not limited to them. The content must however be relevant to the main theme of the task. Candidates are required to write approximately 150 words.

(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 Unit 4: Writing Question 2 Higher Tier****(28 marks)**

<b>Band</b>	<b>Marks</b>	<b>Communication and content</b>	<b>Marks</b>	<b>Linguistic knowledge and accuracy</b>
<b>5</b>	<b>16-18</b>	<ul style="list-style-type: none"> <li>An excellent response. Relevant and very detailed information presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are clearly expressed and justified.</li> <li>Communication is clear with little or no ambiguity.</li> </ul>	<b>9-10</b>	<ul style="list-style-type: none"> <li>A very good variety of vocabulary and grammatical structures, including complex structures.</li> <li>A very good level of accuracy. References to past, present and future events are successful.</li> <li>Style and register are appropriate.</li> </ul>
<b>4</b>	<b>12-15</b>	<ul style="list-style-type: none"> <li>A very good response. Relevant information with some detail presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are expressed and justified.</li> <li>Communication is mostly clear but with a few ambiguities.</li> </ul>	<b>7-8</b>	<ul style="list-style-type: none"> <li>A good variety of vocabulary and grammatical structures is used, including complex structures.</li> <li>A good level of accuracy with some minor errors and occasional major errors. References to past, present and future events are almost always correct.</li> <li>Style and register are appropriate with only minor lapses.</li> </ul>
<b>3</b>	<b>8-11</b>	<ul style="list-style-type: none"> <li>A good response. Mostly relevant information presented in relation to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are expressed with occasional justification.</li> <li>Communication is usually clear but with some ambiguities.</li> </ul>	<b>5-6</b>	<ul style="list-style-type: none"> <li>A variety of vocabulary and grammatical structures is used including some complex structures.</li> <li>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.</li> <li>Style and register may not always be appropriate.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>A reasonable response. Some relevant information presented in relation to the task.</li> <li>Some facts, ideas and opinions (as appropriate to the task) are expressed.</li> <li>Communication is sometimes clear but there may be instances where messages break down.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>A simple range of vocabulary and grammatical structures is used.</li> <li>A good level of accuracy when using simple structures, though errors are often present when attempting more complex structures. References to past, present and future events are occasionally correct.</li> <li>Limited awareness of style and register.</li> </ul>
<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>A basic response. Little relevant information presented in response to the task.</li> <li>Facts, ideas and opinions (as appropriate to the task) are occasionally expressed.</li> <li>Communication may not be clear with instances where messages break down.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Little variety of vocabulary, and simple grammatical structures used.</li> <li>There may be major errors and frequent minor errors. References to past, present and future events have limited success.</li> <li>Little or no awareness of style and register.</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>Response not worthy of credit or not attempted.</li> </ul>	<b>0</b>	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)**

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.

<b>English</b>	<b>3 marks</b>	<b>2 marks</b>	<b>1 mark</b>
Last week I went swimming in the leisure centre	N/A	La semana pasada hice natación en el polideportivo	La semana pasada fui al polideportivo/ fui a la piscina
In think it is important for young people to keep fit	N/A	porque pienso/ creo que es importante mantenerse en forma	pienso/ creo que la salud es importante
In the future I would like to eat more healthily	N/A	En el futuro, me gustaría/ quisiera comer más sanamente/ más comida sana	En el futuro quiero comer más comida sana
I used to play tennis every day when I was younger	Jugaba al tenis todos los días cuando era más joven	Jugaba al tenis todos los días cuando estaba más joven/ Jugué al tenis todos los días cuando era más joven	Jugué al tenis cuando estaba más joven
Now I don't have enough time because I have to study for my exams	Ahora no tengo bastante tiempo porque tengo que estudiar para mis exámenes	No tengo tiempo porque tengo que estudiar para mis exámenes	No tengo tiempo porque tengo exámenes.

\*To be discussed at examiners' conference