



GCSE (9-1) Spanish

Sample Assessment Materials

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

For first assessment June 2021

Issue 5

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 1/2 GCSE in Spanish sample assessment materials Issue 5 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 2 Speaking, Foundation and Higher tiers, sequencing grids The exemplar sequencing grids for Foundation and Higher tiers have been updated to reflect the format used in live assessments.	36–37 and 208–209
Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: • the addition of the optional Question 2(b) on the Foundation tier paper • an addition of 5 minutes to the length of the Foundation tier paper • question titles appearing in English instead of the target language for both Foundation and Higher tier papers	155–163 and 327–338

Earlier issues show previous changes.

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

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Introduction

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

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

General marking guidance

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

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

**Sample assessment material for first assessment
June 2021**

Time: 30 minutes and 5 minutes'
reading time

Paper Reference **1SP0/1F**

Spanish

**Paper 1: Listening and understanding in Spanish
Foundation Tier**

Transcript

Do not return the Booklet with the question paper.

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SECTION A

Radio interview about daily life

Question 1

F1: Tengo 16 años.

Mi hermano se llama Juan.

Me encanta jugar al fútbol y al tenis.

My school

Question 2

Question 2 Part (i)

M1: Las clases empiezan a las ocho.

Question 2 Part (ii)

M1: Los profesores son muy buenos.

Question 2 Part (iii)

M1: Me encanta estudiar inglés.

Work

Question 3

F1: Trabajo desde hace un año en un banco.

F2: Trabajo en un colegio. Me gusta mucho.

M2: Soy enfermero en un hospital.

Spanish Grand Prix in Cataluña

Question 4

M1: Soy Hugo y quiero hacer fotos de los famosos coches.

F1: Soy Camila y no tengo mucho dinero. Quiero comprar entradas baratas.

M2: Soy Jorge y me gustaría conocer a los conductores.

A new Spanish student

Question 5

Question 5 Part (a)

M2: Hace dos meses que estoy en este colegio.

Question 5 Part (b)

M2: Me gusta mucho, porque los estudiantes son muy simpáticos.

Question 5 Part (c)

M2: Estudiamos muchas asignaturas; mi favorita es Historia.

Question 5 Part (d)

M2: Tenemos que hacer muchos deberes.

The festival, 'The day of the dead'

Question 6

F1: Háblame del festival, Sara.

F2: Es en octubre. Dura solamente tres días, va de viernes a domingo.

F1: ¿Qué dices tú, Fernando?

M1: Los pequeños se divierten mucho porque salen a la calle y reciben caramelos y chocolates.

The environment

Question 7

F2: Todos reciclamos el papel y las botellas de plástico en mi colegio. El medio ambiente es importante para mi familia, siempre nos duchamos para no usar mucha agua. Mi padre siempre va a su trabajo en autobús, casi nunca usa su coche.

The weather forecast

Question 8

M2: En Madrid, hoy hace mucho frío en el centro de la ciudad. Mañana el tiempo va a mejorar y por la tarde hará sol. En Barcelona, está haciendo mucho viento y va a llover esta noche.

Learning languages

Question 9

M1: Yo creo que los idiomas y las ciencias son muy útiles. Yo estudio francés y alemán porque en el futuro quiero trabajar en el extranjero. Además, mi madre es profesora de idiomas en la universidad. Una ventaja de hablar diferentes idiomas es que es una de las mejores maneras de conocer gente. Desafortunadamente, muchos de mis amigos no estudian ni idiomas ni ciencias en el colegio, porque piensan que son asignaturas difíciles.

Traffic bulletin in Bilbao

Question 10

M2: Buenos días, señoras y señores. En Málaga, les recomendamos no usar la autopista hoy. Esta mañana hubo un accidente y en este momento hay muchos coches que están causando atascos en varios lugares.

F1: En Bilbao, para ir al centro de la ciudad desde la zona sur, tiene que usar el metro porque, desafortunadamente, todo el fin de semana la estación de tren estará cerrada.

In a hotel

Question 11

F2: Buenos días, señor Gómez. ¿Le puedo ayudar?

M1: El cuarto de baño está limpio, pero hay muy pocas toallas.

F2: La encargada traerá más inmediatamente. ¿Necesita más jabón?

M1: No, gracias. Mi hijo quisiera un folleto sobre las excursiones que sugiere el hotel.

F2: ¿Algo más?

M1: Sí, por favor. Mi hija necesita saber cómo ir al centro comercial.

F2: ¡Por supuesto! Este plano le va a ayudar. Está cerca y hay muchos restaurantes y tiendas.

The Viña del Mar Music Festival

Question 12

F1: Este es el festival de música más grande de Latinoamérica. Es a finales de febrero y cada año se está haciendo más popular. Personas de muchos países vienen para escuchar a los famosos artistas. Si quieres ir, tendrás que comprar tus entradas y reservar una habitación en un hotel en octubre.

SECTION B

El empleo en Alicante

Question 13

M2: Quisiera trabajar en Alicante en mayo. Tengo unos primos y puedo quedarme con ellos.

F1: ¡Buena idea!

M2: Estoy agotado de estudiar y quiero encontrar un empleo. Pienso que no será difícil. No me importa si no me pagan mucho, pero quiero tener días libres. Quiero quedarme doce meses.

Un nuevo teléfono inteligente

Question 14

F2: ¿No te gusta el primer modelo de nuestro móvil, que cuesta muy poco pero es inmenso?

¡No importa! Nuestro nuevo móvil conecta rápidamente y es más pequeño. Con este nuevo modelo no pagas nada por descargar música de Internet. Comprar este móvil cuesta mucho dinero, pero dura mucho más que otros. También acabamos de abrir un nuevo servicio al cliente, que contestará inmediatamente todas las preguntas y reducirá los retrasos.

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE (9–1)		 	
Sample assessment material for first assessment June 2021			
Time: 30 minutes and 5 minutes' reading time		Paper Reference 1SP0/1F	
Spanish Paper 1: Listening and understanding in Spanish Foundation Tier			
You do not need any other materials.			Total Marks

Instructions

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

Information

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

Advice

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

Turn over ►

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

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

SECTION A

Radio interview about daily life

- 1 What does Sofía mention about her life?

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

☐	A house
☐	B age
☐	C brother
☐	D school
☐	E sport
☐	F food
☐	G pets

(Total for Question 1 = 3 marks)

My school

2 What does Iván say about his school?

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

(i) School starts at...

☐	A 8.00.
☐	B 7.30.
☐	C 9.00.
☐	D 8.30.

(ii) The teachers are very...

☐	A strict.
☐	B good.
☐	C amusing.
☐	D young.

(iii) Iván likes to study...

☐	A Science.
☐	B IT.
☐	C English.
☐	D Humanities.

(Total for Question 2 = 3 marks)

Work

3 Where do these three students work?

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

☐	A bank
☐	B petrol station
☐	C restaurant
☐	D cinema
☐	E school
☐	F library
☐	G hospital

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Spanish Grand Prix in Cataluña**4** What do these people want to do?

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

organisers cheap tickets sit at the front
drivers take photos a brochure arrive early

- (a) Hugo wants to (1)
- (b) Camila wants to buy (1)
- (c) Jorge wants to meet the (1)

(Total for Question 4 = 3 marks)

A new Spanish student

5 What does Miguel say about the school?

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

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

(1)

(b) What does Miguel say about the students?

(1)

(c) Which is Miguel's favourite subject?

(1)

(d) What does Miguel say about homework?

(1)

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

The festival, 'The day of the dead'

- 6 Listen to a presentation about a festival.

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

October toys three dinner
sweets four April

- (a) This festival is in It lasts for days.
(b) The children receive

(Total for Question 6 = 3 marks)

The environment

7 What does Carlota mention about looking after the environment?

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

☐	A animals
☐	B recycling
☐	C water
☐	D air
☐	E public transport
☐	F volunteering
☐	G energy

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

The weather forecast

8 You listen to the weather forecast for Madrid and Barcelona.

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

(a) What is the weather like in Madrid today?

(1)

(b) What will the weather be like tomorrow?

(1)

(c) What is the weather forecast for Barcelona? Give **one** detail.

(1)

(Total for Question 8 = 3 marks)

Learning languages

9 What does María say about learning languages?

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

(i) María thinks that studying a foreign language is...

☐	A interesting.
☐	B easy.
☐	C useful.
☐	D difficult.

(ii) She studies languages because she wants to...

☐	A be more self-confident.
☐	B earn more money.
☐	C work as a language teacher.
☐	D get a job overseas.

(iii) María says that speaking another language helps her...

☐	A with her holidays.
☐	B to be more sociable.
☐	C with her school life.
☐	D university studies.

(iv) María says that some of her friends...

☐	A avoid learning languages.
☐	B find language lessons boring.
☐	C think that sciences are easy.
☐	D prefer sciences to languages.

(Total for Question 9 = 4 marks)

Traffic bulletin in Bilbao

10 Listen to the traffic bulletin on the radio.

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

(a) In Málaga, what should you avoid if you are travelling today? (1)

(b) What happened this morning? (1)

(c) In Bilbao, how can you get to the city centre? (1)

(d) What is happening in the south of the city? (1)

(Total for Question 10 = 4 marks)

In a hotel

- 11** You are listening to a receptionist who is helping Señor Gómez. What would he and his family like?

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

☐	A more towels
☐	B a clean bathroom
☐	C a restaurant menu
☐	D details of trips
☐	E a bar of soap
☐	F to exchange money
☐	G directions to the shops

(Total for Question 11 = 3 marks)

The Viña del Mar Music Festival

12 Listen to the advert about the Viña del Mar Music Festival.

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

(a) Why is this event important?

(1)

(b) When is the festival?

(1)

(c) If you want to go, what should you do in October? Give **two** details.

(2)

1

2

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

SECTION B

El empleo en Alicante

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

Rellena el espacio de cada frase con una palabra de la lista. Hay más palabras que espacios.

dinero	semana	la primavera	mes	difícil
el invierno	familiares	amigos	fácil	año
				tiempo libre

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

(Total for Question 13 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Un nuevo teléfono inteligente

14 Escuchas el anuncio de un nuevo teléfono inteligente.

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

- (a) El primer modelo era (1)
- (b) El nuevo modelo es (1)
- (c) Descargar música es (1)
- (d) Comprar este móvil es (1)
- (e) Nuestro servicio al cliente es (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

GCSE Spanish Foundation tier

Paper 1 Mark scheme

SECTION A

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

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

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

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

Question number	Answer	Mark
3	A, E, G	(1)

Question number	Answer	Mark
4(Hugo)	take photos	(1)

Question number	Answer	Mark
4(Camila)	cheap tickets	(1)

Question number	Answer	Mark
4(Jorge)	meet the drivers	(1)

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

Question number	Answer	Mark
5(b)	they are nice / kind	(1)

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

Question number	Answer	Mark
5(d)	there is a lot (of homework)	(1)

Question number	Answer	Mark
6(a)	October	(1)

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

Question number	Answer	Mark
6(c)	sweets	(1)

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

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

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

Question number	Answer	Mark
8(c)	wind OR rain	(1)

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

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

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

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

Question number	Answer	Mark
10(a)	the motorway	(1)

Question number	Answer	Mark
10(b)	there was an accident	(1)

Question number	Answer	Mark
10(c)	the underground	(1)

Question number	Answer	Mark
10(d)	the train station is closed (the whole weekend)	(1)

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

Question number	Answer	Mark
12(a)	biggest in Latin America	(1)

Question number	Answer	Mark
12(b)	in February	(1)

Question number	Answer	Mark
12(c)	buy your tickets and book a hotel room	(2)

SECTION B

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

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

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

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

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

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

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

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

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

**Paper 2: Speaking in Spanish
General Instructions to the teacher**

Foundation Tier

You do not need any other materials.

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General instructions to the teacher conducting the assessment

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

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

Task 1: Role play

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

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

Task 2: Picture-based task

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

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

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

Task 3: Conversation

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

Conversation Part 1

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

Conversation Part 2

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

GCSE Spanish Foundation Tier

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

For example:

Candidate 1 Foundation tier (Candidate selection for Conversation Part 1: Theme 3)

- Role play FR1
- Picture card FP3
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation Part 2: Theme 4 OR Theme 5

Where consecutive candidates select the same theme for Task 3 – Conversation Part 1 (eg Theme 2), the sequencing grid will allocate a different range of tasks.

For example (continuing to follow the sequencing grid below):

Candidate 2 Foundation tier (Candidate selection Theme 3)

- Role play FR3
- Picture card FP8
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation part 2: Theme 1 OR Theme 5

The candidate selection of theme and topic for Conversation Part 1 is known in advance of the speaking assessment and this determines the allocation of tasks. Please arrange and conduct assessments as per the prescribed sequence, based on each candidate's chosen Conversation Part 1 Theme.

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

If conducting tests on more than one day, start each new day where your tests finished the day before. For example, if on day one your final test on the sequencing grid was candidate 7, start day two with candidate 8 and so on.

If tests are being conducted on a particular day by more than one teacher, each teacher should start at the beginning of the sequence.

Themes:

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3	
		Pearson Allocated		Pearson Allocated		Candidate Selection	
		Role Play		Picture Based		Conversation Part 1	
Candidate 1	Theme 1	FR3 (Theme 2)		FP3 (Theme 5)		Theme 1	
	Theme 2	FR8 (Theme 4)		FP2 (Theme 3)		Theme 2	
	Theme 3	FR4 (Theme 1)		FP6 (Theme 2)		Theme 3	
	Theme 4	FR1 (Theme 3)		FP4 (Theme 1)		Theme 4	
	Theme 5	FR2 (Theme 2)		FP1 (Theme 4)		Theme 5	
Candidate 2	Theme 1	FR10 (Theme 4)		FP7 (Theme 2)		Theme 1	
	Theme 2	FR5 (Theme 1)		FP8 (Theme 5)		Theme 2	
	Theme 3	FR6 (Theme 2)		FP5 (Theme 4)		Theme 3	
	Theme 4	FR7 (Theme 3)		FP4 (Theme 1)		Theme 4	
	Theme 5	FR9 (Theme 1)		FP10 (Theme 3)		Theme 5	
Candidate 3	Theme 1	FR1 (Theme 3)		FP1 (Theme 4)		Theme 1	
	Theme 2	FR10 (Theme 3)		FP4 (Theme 1)		Theme 2	
	Theme 3	FR8 (Theme 4)		FP3 (Theme 5)		Theme 3	
	Theme 4	FR4 (Theme 1)		FP6 (Theme 2)		Theme 4	
	Theme 5	FR2 (Theme 2)		FP9 (Theme 3)		Theme 5	
Candidate 4	Theme 1	FR10 (Theme 4)		FP10 (Theme 3)		Theme 1	
	Theme 2	FR5 (Theme 1)		FP8 (Theme 5)		Theme 2	
	Theme 3	FR8 (Theme 4)		FP7 (Theme 2)		Theme 3	
	Theme 4	FR3 (Theme 2)		FP4 (Theme 1)		Theme 4	
	Theme 5	FR7 (Theme 3)		FP5 (Theme 4)		Theme 5	
Candidate 5	Theme 1	FR6 (Theme 2)		FP2 (Theme 3)		Theme 1	
	Theme 2	FR1 (Theme 3)		FP1 (Theme 4)		Theme 2	
	Theme 3	FR10 (Theme 4)		FP4 (Theme 1)		Theme 3	
	Theme 4	FR9 (Theme 1)		FP3 (Theme 5)		Theme 4	
	Theme 5	FR4 (Theme 1)		FP6 (Theme 2)		Theme 5	

Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3	
		Pearson Allocated		Pearson Allocated		Candidate Selection	
		Role Play		Picture Based		Conversation Part 1	
Candidate 6	Theme 1	FR7 (Theme 3)		FP7 (Theme 2)		Theme 1	Theme 4 or Theme 5
	Theme 2	FR8 (Theme 4)		FP8 (Theme 5)		Theme 2	Theme 1 or Theme 3
	Theme 3	FR5 (Theme 1)		FP5 (Theme 4)		Theme 3	Theme 2 or Theme 5
	Theme 4	FR2 (Theme 2)		FP9 (Theme 3)		Theme 4	Theme 1 or Theme 5
	Theme 5	FR10 (Theme 4)		FP4 (Theme 1)		Theme 5	Theme 2 or Theme 3
Candidate 7	Theme 1	FR9 (Theme 2)		FP1 (Theme 4)		Theme 1	Theme 3 or Theme 5
	Theme 2	FR8 (Theme 4)		FP10 (Theme 3)		Theme 2	Theme 1 or Theme 5
	Theme 3	FR3 (Theme 2)		FP3 (Theme 5)		Theme 3	Theme 1 or Theme 4
	Theme 4	FR9 (Theme 1)		FP6 (Theme 2)		Theme 4	Theme 3 or Theme 5
	Theme 5	FR7 (Theme 3)		FP4 (Theme 1)		Theme 5	Theme 2 or Theme 4
Candidate 8	Theme 1	FR1 (Theme 3)		FP8 (Theme 5)		Theme 1	Theme 2 or Theme 4
	Theme 2	FR4 (Theme 1)		FP5 (Theme 4)		Theme 2	Theme 3 or Theme 5
	Theme 3	FR5 (Theme 1)		FP7 (Theme 2)		Theme 3	Theme 4 or Theme 5
	Theme 4	FR6 (Theme 2)		FP2 (Theme 3)		Theme 4	Theme 1 or Theme 5
	Theme 5	FR10 (Theme 4)		FP4 (Theme 1)		Theme 5	Theme 2 or Theme 3
Candidate 9	Theme 1	FR8 (Theme 4)		FP3 (Theme 5)		Theme 1	Theme 2 or Theme 3
	Theme 2	FR1 (Theme 3)		FP1 (Theme 4)		Theme 2	Theme 1 or Theme 5
	Theme 3	FR3 (Theme 2)		FP4 (Theme 1)		Theme 3	Theme 4 or Theme 5
	Theme 4	FR7 (Theme 3)		FP6 (Theme 2)		Theme 4	Theme 1 or Theme 5
	Theme 5	FR9 (Theme 1)		FP9 (Theme 3)		Theme 5	Theme 2 or Theme 4
Candidate 10	Theme 1	FR1 (Theme 3)		FP7 (Theme 2)		Theme 1	Theme 4 or Theme 5
	Theme 2	FR7 (Theme 3)		FP4 (Theme 1)		Theme 2	Theme 4 or Theme 5
	Theme 3	FR10 (Theme 4)		FP8 (Theme 5)		Theme 3	Theme 1 or Theme 2
	Theme 4	FR4 (Theme 1)		FP10 (Theme 3)		Theme 4	Theme 2 or Theme 5
	Theme 5	FR2 (Theme 2)		FP1 (Theme 4)		Theme 5	Theme 1 or Theme 3

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR1

Topic: What school is like

Instructions to candidates:

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

You must address your Spanish friend as *tú*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR1

Topic: What school is like

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to candidates:

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

You must address the employee as *usted*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR2

Topic: Travel and tourist transactions

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to candidates:

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

You must address the receptionist as *usted*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR3

Topic: Travel and tourist transactions

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
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- You may ask for questions to be repeated.
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STIMULUS FR4

Topic: Cultural life

Instructions to candidates:

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

You must address the receptionist as *usted*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR4

Topic: Cultural life

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Cultural life

Instructions to candidates:

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

You must address your Spanish friend as *tú*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Pearson

STIMULUS FR5

Topic: Cultural life

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- You may ask for questions to be repeated.
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STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to candidates:

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

You must address the booking clerk as *usted*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR6

Topic: Travel and tourist transactions

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

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Instructions

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

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STIMULUS FR7

Topic: School activities

Instructions to candidates:

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

You must address your Spanish friend as *tú*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Pearson

STIMULUS FR7

Topic: School activities

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
- Do **not** make notes on this stimulus card.
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STIMULUS FR8

Topic: Ambitions

Instructions to candidates:

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

You must address the employee as *usted*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** for the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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STIMULUS FR9

Topic: Who am I?

Instructions to candidates:

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

You must address your Spanish friend as *tú*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR9

Topic: Who am I?

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR10

Topic: Work

Instructions to candidates:

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

You must address the interviewer as *usted*.

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FR10

Topic: Work

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP1

Topic: Town, region and country



(Source: © Ken Welsh/ Alamy Stock Photo)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Pearson

STIMULUS FP1

Topic: Town, region and country



(Source: © Ken Welsh/ Alamy Stock Photo)

1. Describe esta foto.
[¿Algo más?]
2. Pienso que hay mucho que hacer para los jóvenes en tu ciudad. ¿Qué opinas tú?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué hiciste la última vez que fuiste al centro de una ciudad?
[¿Algo más?]
4. ¿Qué ciudad te gustaría visitar en el futuro?
[¿Por qué? / ¿Algo más?]
5. ¿Prefieres la ciudad o el campo?
[¿Por qué? / ¿Algo más?]

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP2

Topic: Daily life



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

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP2

Topic: Daily life



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

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

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP3

Topic: Work



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

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP3

Topic: Work



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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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- You must hand in your notes **before** completing the final task (conversation).
- You may ask for questions to be repeated.
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STIMULUS FP4

Topic: Cultural life



(Source: © Juanmonino/iStock)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP4

Topic: Cultural life



(Source: © Juanmonino/iStock)

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP5

Topic: What school is like



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

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Pearson

STIMULUS FP5

Topic: What school is like



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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

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Instructions

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STIMULUS FP6

Topic: School activities



(Source: © kali9 / iStock)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP6

Topic: School activities



(Source: © kali9 / iStock)

1. Describe esta foto.

[¿Algo más?]

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

[¿Por qué (no)? / ¿Algo más?]

3. ¿Qué excursión hiciste con tu colegio?

[¿Algo más?]

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

[¿Por qué? / ¿Algo más?]

5. ¿Te gustan los intercambios escolares?

[¿Por qué (no)? / ¿Algo más?]

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

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- You may ask for questions to be repeated.
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STIMULUS FP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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STIMULUS FP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
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STIMULUS FP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

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

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

**Sample assessment material for first assessment
June 2021**

Time: 19 to 21 minutes (total), which
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Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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STIMULUS FP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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STIMULUS FP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore/Getty Images)

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** for the picture-based task.
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STIMULUS FP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2F**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
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Pearson

STIMULUS FP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

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

GCSE Spanish Foundation tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Foundation tier - Part 1

Role play - Foundation tier (10 marks)

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

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

Additional guidance on the mark scheme

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

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

Guidance on application of role play mark grid

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

Foundation card 1 (FR1)

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

Prompt 1: Colegio – hora (empezar)

Question 1: ¿A qué hora empieza tu colegio?

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

Prompt 2: Asignatura preferida – razón

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

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

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

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

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

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

Prompt 5: ? Clases – duración

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

Assessment criteria for the Foundation tier - Part 2

Picture-based task - Foundation tier (24 marks)

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

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	• Limited response to set questions, likely to consist of single-word answers • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	• Responds briefly to set questions, there is much hesitation and continuous prompting needed • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond • Straightforward, brief opinions are given but without justification • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

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

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

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

Mark	Descriptor
0	No rewardable material
1–2	- Limited accuracy when responding to set questions; minimal success when referring to past, present and future events - Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning being conveyed throughout most of the conversation
3–4	- Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity - Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning being conveyed.
5–6	- Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7–8	- Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity - Responses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

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

Errors that **do not hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Assessment criteria for the Foundation tier - Part 3

Conversation - Foundation tier (36 marks)

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

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

Conversation: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	• Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

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

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

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

Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	- Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question - Short, undeveloped responses, many incomplete - Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4–6	- Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question - Short responses, any development depends on teacher prompting - Limited ability to sustain communication, pace is mostly slow and hesitant
7–9	- Occasionally able to respond spontaneously with some examples of natural interaction although often stilted - Occasionally able to initiate and develop responses independently but regular prompting needed - Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10–12	- Responds spontaneously to some questions, interacting naturally for parts of the conversation - Sometimes able to initiate and develop the conversation independently, some prompting needed - Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

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

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

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

Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4–6	• Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7–9	• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10–12	• Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 1/Level 2 GCSE (9–1)									
Sample assessment material for first assessment June 2021									
Time: 45 minutes					Paper Reference 1SP0/3F				
Spanish Paper 3: Reading and understanding in Spanish Foundation Tier									
You do not need any other materials.								Total Marks	

Instructions

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

Information

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

Advice

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

Turn over ►

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SECTION A

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

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

School subjects

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

www.forum.es	
Isabel:	Me gusta estudiar historia. Pienso que es muy difícil aprender el inglés.
Paco:	Me gusta mucho el dibujo. No me gustan las ciencias porque son muy aburridas.
Jorge:	Mi asignatura preferida son las matemáticas. También es muy interesante estudiar informática.
Marta:	Me encanta la educación física. Es muy divertido estudiar geografía.

Who says what about their school subjects? Enter either **Isabel**, **Paco**, **Jorge** or **Marta**. You can use each person more than once.

- (a) prefers Maths. (1)
- (b) loves PE. (1)
- (c) thinks Science is boring. (1)
- (d) likes History. (1)
- (e) thinks English is difficult. (1)
- (f) says Geography is fun. (1)

(Total for Question 1 = 6 marks)

My day

2 Read Irene's diary notes.

Me como un bocadillo en la cafetería y después voy a la estación de trenes para comprar el billete para visitar a Carmen.

Por la tarde, voy al supermercado para comprar leche y pan. Después, compro entradas para ir al cine esta noche. El sábado voy a ir a una fiesta.

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

train station	bank	cinema	cafeteria	party	
hairdresser's	supermarket	library	theatre	concert	museum

- (a) Irene eats a sandwich in the (1)
- (b) Afterwards, she goes to the (1)
- (c) First thing in the afternoon she goes to the (1)
- (d) Later, she goes to the (1)
- (e) On Saturday, Irene is going to a (1)

(Total for Question 2 = 5 marks)

Rosas hotel

- 3 (a) Read this advertisement in the Cádiz tourism magazine. You do not need to write in full sentences.

Rosas es un hotel cómodo en Cádiz. Durante sus vacaciones, usted puede nadar en nuestra piscina y probar comida típica en uno de nuestros restaurantes.

También puede visitar fácilmente todas las atracciones turísticas. Tenemos un monumento famoso. El centro está muy cerca del hotel.

- (i) How is the hotel described?

(1)

- (ii) What facilities are mentioned? Give **ONE** detail.

(1)

- (iii) What tourist attraction is recommended?

(1)

- (b) The advertisement continues.

Este año es especial porque es nuestro segundo cumpleaños y, para celebrarlo, tenemos una oferta muy buena.

Usted puede pasar el fin de semana en nuestro hotel por 169 euros solamente y tener desayuno todos los días.

- (i) Why is this year special for the hotel?

(1)

- (ii) What meal is included in the 169 euros?

(1)

(Total for Question 3 = 5 marks)

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QUESTION 4 BEGINS ON THE NEXT PAGE.

Como agua para chocolate by Laura Esquivel

4 Read this extract from a text.

Tita is at home with her sisters and their mother Mamá Elena.

Mamá Elena, Tita y sus hermanas están preparando la comida por la tarde en el comedor. Esta es una actividad muy importante para ellas.

Finalmente, Mamá Elena dice: «Ahora vamos a terminar».

Al día siguiente, Tita está feliz porque Pedro, su novio, quiere hablar con Mamá Elena.

Mamá Elena dice: «Tenemos que decirle a Pedro que Tita no puede casarse porque es la más pequeña de mis hijas. Tita tiene que cuidarme toda mi vida».

Put a cross ☒ in the correct box.

(i) Tita's family are...

☐	A reading.
☐	B eating.
☐	C laughing.
☐	D cooking.

(ii) They are in the...

☐	A kitchen.
☐	B living room.
☐	C dining room.
☐	D garden.

(iii) Tita's mother tells them to:

☐	A finish for the day.
☐	B start eating.
☐	C wash the dishes.
☐	D lay the table.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iv) Tita's ... wants to speak to her mother.

☐	A boyfriend
☐	B aunt
☐	C sister
☐	D cousin

(v) Tita can't get married because she is...

☐	A an only child.
☐	B too young.
☐	C the youngest daughter.
☐	D the oldest daughter.

(Total for Question 4 = 5 marks)

Young people and work

5 Read the article below.

Hace diez años, todos los jóvenes españoles que iban a la universidad encontraban un buen trabajo sin problema. También, al terminar sus estudios universitarios era posible empezar un trabajo con un buen salario, pero ahora todo ha cambiado, hoy las compañías pagan muy poco.

Hoy en día, los universitarios españoles tienen muchos problemas para encontrar un trabajo porque la situación laboral es grave. Muchos jóvenes españoles deciden irse al extranjero, especialmente a países como Alemania e Inglaterra, en busca de trabajo.

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

(a) What was the benefit of going to university in the past? (1)

(b) What are we told about salaries nowadays? (1)

(c) Where do many young people look for work these days? Give **ONE** detail. (1)

(Total for Question 5 = 3 marks)

Manolito Gafotas: Un cumpleaños feliz by Elvira Lindo

6 Read what Manolito says about his grandfather's birthday.

Mi abuelo no quiere celebrar su cumpleaños. Dice que es muy viejo. Los viejos no celebran el cumpleaños.

Mi madre le responde:

—Pero papá, vas a tener ochenta años. Es un cumpleaños muy significativo.

Mi abuelo dice: en las fiestas de cumpleaños, la gente te regala cosas que no necesitas, te regala bufandas para el frío. A mí, me gustan las corbatas y las camisas, eso quiero yo.

—Abuelo, nosotros te prepararemos la fiesta, tú invitarás a tus amigos, mis padres van a cocinar y mi tía comprará el postre.

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

(a) Why does Manolito's grandfather not want to celebrate his birthday? (1)

(b) How old will Manolito's grandfather be this year? (1)

(c) What presents does his grandfather want this year? Give **ONE** example. (1)

(d) What plans have been made for the party? Give **ONE** detail. (1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Los móviles en el instituto

7 Lee este artículo sobre los móviles.

Muchos adolescentes dicen que los móviles son una necesidad, pero el nuevo director no está de acuerdo.

Algunos estudiantes juegan con los móviles en las clases y miran fotos continuamente. Esto molesta a los profesores.

Ahora, los estudiantes no pueden traer los móviles al colegio. Todos deben dejar sus móviles en sus casas.

Los estudiantes creen que el nuevo director ha cambiado muchas cosas y que es muy severo.

Además, dicen que este director no escucha a los estudiantes.

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Completa cada frase con una palabra de la lista de abajo. No necesitas todas las palabras.

inútiles	oficina	casas	importantes	estricto
profesores	clases	justo	escuchar	jóvenes
				hablar

- (a) Muchos jóvenes dicen que los móviles son (1)
- (b) Tener móviles en la clase fastidia a los (1)
- (c) El director dice que todos deben dejar los móviles en
sus (1)
- (d) Los alumnos piensan que el director es muy (1)
- (e) Dicen que el director debe a los alumnos. (1)

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE.

Un festival de música

8 Lee este artículo.

El sábado pasado en Barcelona tuvo lugar el gran festival catalán de música. Este festival empezó hace muchos años y todos piensan que es fantástico.

Como siempre, en el festival hubo un concurso. El ganador, Paco Pastrana, recibió quinientos euros, un poco menos que el año pasado. Él dijo que normalmente prefiere tocar la flauta. Esta vez tuvo que tocar su guitarra porque su flauta estaba rota.

Por la noche el festival empezó con fuegos artificiales. No hubo bailes típicos este año, pero la gente vendía mucha comida y bebidas.

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DO NOT WRITE IN THIS AREA

Pon una cruz ☒ en la casilla correcta.

(i) Este festival es...

☐	A antiguo.
☐	B caro.
☐	C moderno.
☐	D nuevo.

(ii) Todos piensan que este festival es...

☐	A muy aburrido.
☐	B estupendo.
☐	C diferente.
☐	D demasiado largo.

(iii) Este año, Paco Pastrana recibió...

☐	A 50 euros.
☐	B lo mismo que el año pasado.
☐	C más que el año pasado.
☐	D 500 euros.

(iv) Esta vez Paco tocó...

☐	A el piano.
☐	B la guitarra.
☐	C el violín.
☐	D la flauta.

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

☐	A una cena.
☐	B un baile.
☐	C un vaso de vino.
☐	D un espectáculo.

(Total for Question 8 = 5 marks)

Protege nuestro planeta

9 Lee esta información sobre proyectos medioambientales.

Proyecto Río

Trabajaremos para conservar los ríos. Deben traer pantalones y botas para el agua. Solamente para gente que sabe nadar bien.

Proyecto Playa

Esta primavera vamos a limpiar nuestra playa. Todos trabajarán recogiendo todo tipo de basura: botellas, papeles, etc.

Proyecto Bosque

¿Te preocupan los animales y los árboles en los bosques? Este otoño vamos a trabajar allí. Este proyecto es solamente para estudiantes de 17 años de institutos.

Proyecto Ciudad

En diciembre vamos a limpiar las calles preparándonos para la Navidad. También hay actividades muy especiales para los niños pequeños con sus padres.

¿Qué proyecto elegirás? Escoge entre **Río, Playa, Bosque** o **Ciudad**. Puedes usar las palabras más de una vez.

- (a) Nado muy bien: (1)
- (b) Tengo tiempo libre en abril: (1)
- (c) Tengo dos hijos pequeños: (1)
- (d) Soy alumno del instituto Sol: (1)
- (e) Necesito vestirme con ropa especial: (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C**Translation**

10 Translate this passage **into English**.

Me encanta mi casa. Vivo cerca de la playa. Los sábados voy de compras. El año pasado fui de vacaciones a Estados Unidos. Cada verano mi amiga se queda una semana en mi casa y nos divertimos mucho.

(Total for Question 10 = 7 marks)

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

GCSE Spanish Foundation tier

Paper 3 Mark scheme

SECTION A

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

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

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

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

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

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

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

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

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

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

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

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

Question number	Answer	Mark
3(a)(ii)	pool or restaurant	(1)

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

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

Question number	Answer	Mark
3(b)(ii)	breakfast	(1)

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

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

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

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

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

Question number	Answer	Mark
5(a)	one / graduates got a good job	(1)

Question number	Answer	Mark
5(b)	the salaries are (very) low / the companies don't pay much	(1)

	Answer	Mark
5(c)	Any one of the following: abroad Germany England	(1)

Question number	Answer	Mark
6(a)	He is old / old men don't celebrate their birthdays.	(1)

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

Question number	Answer	Mark
6(c)	Any one of the following: tie / ties shirt / shirts	(1)

Question number	Answer	Mark
6(d)	Any one of the following: the grandfather will invite his friends the parents will cook the aunt will buy / bring the dessert	(1)

SECTION B

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION C

Question number	Indicative content	Mark
10	I love my house. I live near the beach. On Saturdays I go shopping. Last year I went on holiday to the USA. Every summer my friend stays with me for a week and we have a good time.	(7)

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

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 1/Level 2 GCSE (9–1)									
Sample assessment material for first assessment June 2023									
Time: 1 hour 15 minutes					Paper Reference 1SP0/4F				
Spanish Paper 4: Writing in Spanish Foundation tier									
You do not need any other materials.								Total Marks	

Instructions

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

Information

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

Advice

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

Turn over ►

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Recycling



(Source: © Hero Images/Getty Images)

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

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

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 1 = 12 marks)

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a) put a cross in the box ☐ .

A job in Spain

2 (a) Quieres trabajar en un campamento de verano.

Escribe un email al jefe.

Menciona:

- tus detalles personales
- tus pasatiempos preferidos
- cuándo puedes empezar
- el trabajo que te gustaría hacer en el futuro

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

(16)

Estimado señor:

Atentamente,

School activities

(Total for Question 2 = 16 marks)

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

If you answer Question 3(a) put a cross in the box ☐ .

A visit to England

3 (a) Escribe un email a tu amigo Miguel sobre su visita a Inglaterra.

Debes mencionar los siguientes puntos:

- tus opiniones sobre el sitio donde vives
- algo que hiciste en tu ciudad la semana pasada
- el tiempo que hace en Inglaterra normalmente
- qué vas a hacer durante la visita de Miguel

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

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

My friend

(b) Escribe un blog sobre tu amigo (-a).

Debes mencionar los siguientes puntos:

- describe a tu amigo (-a)
- algo que hiciste con tu amigo(-a) el fin de semana pasado
- tu opinión sobre lo que es un (-a) buen (-a) amigo (-a)
- algo que vas a hacer con tu amigo (-a) en el futuro

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

(20)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

My school

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

(a) I like my school.

(2)

(b) There is a modern library.

(2)

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

(2)

(d) Yesterday afternoon I studied English and Science.

(3)

(e) I prefer Spanish because I usually get good marks.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

GCSE Spanish Foundation Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Some relevant, basic information without development • Uses language to inform, give short descriptions and express opinions with limited success • Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	• Mostly relevant information, minimal extra detail • Uses language to give short descriptions, simple information and opinions with variable success • Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	• Relevant information with occasional extra detail • Uses language to give short descriptions, simple information and opinions with some success • Uses small selection of common, familiar vocabulary and expression with little repetition

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Some relevant, basic information without development • Uses language to inform, give short descriptions and express opinions with limited success • Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	• Mostly relevant information, minimal extra detail • Uses language to give short descriptions, simple information and opinions with variable success • Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	• Relevant information with occasional extra detail • Uses language to give short descriptions, simple information and opinions with some success • Uses small selection of common, familiar vocabulary and expression with little repetition

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

Mark	Descriptor
0	No rewardable material
1–2	• Produces simple, short sentences in isolation • Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	• Produces simple, short sentences with little linking • Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	• Produces simple sentences with some linking • Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 2 – Foundation tier (16 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	• Limited information given likely to consist of single words and phrases • Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down • Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts • Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	• Some brief information given, basic points made without development • Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down • Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts • Occasional appropriate use of register and style
5–6	• Some relevant information given appropriate to the task, basic points made with little development • Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained • Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material • Mostly appropriate use of register and style, mostly sustained
7–8	• Relevant information given appropriate to the task, basic points made with some development • Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas • Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material • Appropriate use of register and style sustained

Additional guidance

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

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

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

Mark	Descriptor
0	No rewardable material
1–2	• Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	• Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	• Uses straightforward grammatical structures, some repetition • Produces simple, short sentences with minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	• Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity**:

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

Errors that **hinder clarity**:

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

Errors that **prevent meaning being conveyed**:

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

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

Question 3 – Foundation tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	• Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	- Communicates information relevant to the task with expansion of key points and ideas - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language - Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

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

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

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

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

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

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

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

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

Question number	Example response
4(a)	Me gusta mi instituto/colegio.
4(b)	Hay una biblioteca moderna.
4(c)	Me llevo bien con mis profesores, son muy simpáticos.

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

Mark	Descriptor
0	No rewardable material
1	Some words are communicated but the overall meaning of the sentence is not communicated
2	- The meaning of the sentence is partially communicated - Linguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	- The meaning of the sentence is fully communicated - Linguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	Ayer por la tarde estudié (el) inglés y (las) ciencias.
4(e)	Prefiero el español porque usualmente / normalmente saco buenas notas.

Additional guidance

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

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

**Sample assessment material for first assessment
June 2021**

Time: 40 minutes and 5 minutes'
reading time

Paper Reference **1SP0/1H**

Spanish

Paper 1: Listening and understanding in Spanish
Higher Tier

Transcript

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SECTION A

El empleo en Alicante

Question 1

M2: Quisiera trabajar en Alicante en mayo. Tengo unos primos y puedo quedarme con ellos.

F1: ¡Buena idea!

M2: Estoy agotado de estudiar y quiero encontrar un empleo. Pienso que no será difícil. No me importa si no me pagan mucho, pero quiero tener días libres. Quiero quedarme doce meses.

Un nuevo teléfono inteligente

Question 2

F2: ¿No te gusta el primer modelo de nuestro móvil, que cuesta muy poco pero es inmenso? ¡No importa! Nuestro nuevo móvil conecta rápidamente y es más pequeño. Con este nuevo modelo no pagas nada por descargar música de Internet. Comprar este móvil cuesta mucho dinero, pero dura mucho más que otros. También acabamos de abrir un nuevo servicio al cliente, que contestará inmediatamente todas las preguntas y reducirá los retrasos.

SECTION B

Learning languages

Question 3

M1: Yo creo que los idiomas y las ciencias son muy útiles. Yo estudio francés y alemán porque en el futuro quiero trabajar en el extranjero. Además, mi madre es profesora de idiomas en la universidad. Una ventaja de hablar diferentes idiomas es que es una de las mejores maneras de conocer gente. Desafortunadamente, muchos de mis amigos no estudian ni idiomas ni ciencias en el colegio, porque piensan que son asignaturas difíciles.

In a hotel

Question 4

F2: Señor Gómez, ¿le puedo ayudar?

M1: El cuarto de baño está limpio, pero hay muy pocas toallas.

F2: La encargada trae más inmediatamente. ¿Necesita más jabón?

M1: No, gracias. Mi hijo quiere un folleto sobre las excursiones que sugiere el hotel.

F2: ¿Algo más?

M1: Sí, mi hija necesita saber cómo ir al centro comercial.

F2: ¡Por supuesto! Esto le va a ayudar. El centro comercial está cerca y hay muchos restaurantes y tiendas.

Free time

Question 5

F1: Soy Claudia. Para mí, es esencial estar a la última moda, pero odio ir de compras. Internet es esencial para mí porque puedo comprar toda mi ropa desde mi casa, pero, sobre todo, porque puedo chatear con mis amigos lejanos, mi pasatiempo favorito.

M1: Soy Sebastián. Suelo salir a cenar con mis amigos, pero prefiero ir a ver una película. Antes veía mucha televisión, pero ahora, para mantenerme en forma, salgo a correr. No me gusta el gimnasio y no sé nadar.

Celebrating success

Question 6

Part (a)

M2: Hoy el director del instituto felicitará a todos los estudiantes que han aprobado sus exámenes y van a ir a la universidad el próximo año. Además, muchas felicitaciones para el equipo de gimnasia, que ganó el primer lugar en el campeonato de deportes escolares.

Part (b)

M2: Además, este año todas las excursiones fueron maravillosas porque los profesores las organizaron muy bien. En particular, los viajes locales y la semana en Perú. Ahora, los estudiantes tienen que disfrutar del tiempo libre con sus familias. ¡Felices vacaciones! Volvemos a clase el 10 de septiembre.

Book about reality shows

Question 7

Part (a)

F1: Háblanos sobre tu libro.

M1: He escrito sobre los programas *reality* porque estos programas son muy populares entre los jóvenes. También, porque yo quiero mostrarles que hay programas que son mucho mejores.

F1: Sí, es un tema interesante.

M1: En mi libro, quiero mostrar que los programas *reality* no dan un buen ejemplo a los jóvenes.

Part (b)

F1: ¿Qué opinan tus amigos?

M1: Varios de mis amigos quieren participar en programas *reality* porque quieren ser famosos. Pasan tiempo leyendo sobre las vidas de los famosos y mirando sus fotos.

F1: ¿Y a tí te gustaría ser famoso?

M1: Eso no me interesa. Me fascina el cine y me gustaría dirigir una película y, por supuesto, continuar escribiendo.

On holiday in Madrid

Question 8

Part (a)

M2: El museo era fantástico, pero pensé que iba a haber menos personas. Era un poco difícil caminar y apreciar las obras de arte. La tienda era muy buena.

F2: Afortunadamente, pudimos comprar allí todos los regalos que necesitábamos para nuestros amigos.

M2: ¿Qué quieres hacer?

F2: Podríamos cenar en el centro, pero hemos comido mucho. Estoy cansada y quiero ir al hotel pronto.

Part (b)

M2: ¿Quieres ver más atracciones turísticas mañana?

F2: Sí, quisiera ir a ver alguna atracción turística típica.

M2: Vamos a ir al parque en metro.

F2: ¡Muy buena idea! Allí hay paseos en barca o se puede comer en la cafetería, pero yo solo quiero ver los jardines.

M2: Será fantástico visitar el parque antes de volver a casa el sábado.

Youth tennis tournament

Question 9

Part (a)

F1: Háblanos de la competición juvenil de tenis que hay en este momento.

M1: Bueno, este torneo de tenis comenzó hace cuatro años. Es solamente para grupos de hombres y mujeres menores de 20 años. Comenzó porque queríamos promover el esfuerzo y el compañerismo a través de actividades divertidas. Esto es importante porque influye en el éxito de un equipo.

F1: ¿Cómo fue el primer torneo?

M1: Muy diferente. En el primer torneo tuvimos muy pocos jugadores, ahora tenemos muchos.

Part (b)

F1: ¿Cuándo es el torneo?

M1: En mayo. Ahora, este torneo es muy popular y los jugadores que quieren tomar parte deben solicitarlo seis meses antes.

F1: ¿Cómo pueden solicitar los jugadores participar en este torneo?

M1: Es muy simple, solo hay que rellenar un formulario en línea. Después, los jugadores pagan 50 euros al año. Con este dinero podemos emplear a más entrenadores para ayudar a los jugadores jóvenes y tener muchas más clases.

A concert of Mexican music

Question 10 Part (i)

M2: María, he comprado nuestras dos entradas para el concierto del grupo mexicano Gran Sur.

F2: Gracias, me encanta ese grupo. En tu cumpleaños nos divertimos mucho escuchando su última canción, *Adiós*.

M2: Me gusta todo sobre México, es mi país favorito. Te aconsejo hacer un viaje con tus padres a este magnífico país. Yo me divertí muchísimo cuando fui.

Question 10 Part (ii)

F2: Antes de ir al concierto, quiero aprender más sobre este grupo.

M2: ¡Buena idea! Puedes ver comentarios y el programa en Internet. Será un concierto fantástico porque habrá mucha gente bailando y cantando. Será más como una fiesta.

F2: Voy a descargar todas sus canciones y escucharlas muchas veces para poderlas cantar en el concierto.

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE (9–1)		 	
Sample assessment material for first assessment June 2021			
Time: 40 minutes and 5 minutes' reading time		Paper Reference 1SP0/1H	
Spanish Paper 1: Listening and understanding in Spanish Higher Tier			
You do not need any other materials.			Total Marks

Instructions

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

Information

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

Advice

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

Turn over ►

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

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

SECTION A

El empleo en Alicante

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

Rellena el espacio de cada frase con una palabra de la lista. Hay más palabras que espacios.

dinero	semana	la primavera	mes	difícil
el invierno	fácil	tiempo libre	familiares	amigos
				año

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

(Total for Question 1 = 5 marks)

Un nuevo teléfono inteligente

2 Escuchas el anuncio de un nuevo teléfono inteligente.

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

- (a) El modelo anterior era (1)
- (b) El nuevo modelo es (1)
- (c) Descargar música es (1)
- (d) Comprar este móvil es (1)
- (e) Nuestro servicio al cliente es (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

Learning languages

3 What does María say about learning languages?

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

(i) María thinks that studying a foreign language is...

☐	A interesting.
☐	B easy.
☐	C useful.
☐	D difficult.

(ii) She studies languages because she wants to...

☐	A be more self-confident.
☐	B earn more money.
☐	C work as a language teacher.
☐	D get a job overseas.

(iii) María says that speaking another language helps her...

☐	A with her holidays.
☐	B to be more sociable.
☐	C with her school life.
☐	D university studies.

(iv) María says that some of her friends...

☐	A avoid learning languages.
☐	B find language lessons boring.
☐	C think that sciences are easy.
☐	D prefer sciences to languages.

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

In a hotel

- 4** You are listening to a receptionist who is helping Señor Gómez. What would he and his family like?

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

☐	A more towels
☐	B a clean bathroom
☐	C a restaurant menu
☐	D details of trips
☐	E a bar of soap
☐	F to exchange money
☐	G directions to the shops

(Total for Question 4 = 3 marks)

Free time**5** What do Claudia and Sebastián say about their free time?

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

(i) Claudia's favourite hobby is...

☐	A shopping online.
☐	B chatting to her friends.
☐	C discussing her activities.
☐	D buying clothes.

(ii) Sebastián prefers...

☐	A watching television.
☐	B staying at home.
☐	C going out to eat.
☐	D going to the cinema.

(iii) Sebastián keeps fit through...

☐	A swimming.
☐	B walking.
☐	C going to the gym.
☐	D running.

(Total for Question 5 = 3 marks)

Celebrating success

6 Listen to the Head Teacher at your exchange school in Perú.

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

Part (a)

(i) Why is the Headteacher congratulating the final-year students? Give **two** reasons. (2)

1

2

(ii) Why is the gymnastics team mentioned? (1)

.....

Part (b)

(i) Why were the trips so successful? (1)

.....

(ii) When do the students go back to school? (1)

.....

(Total for Question 6 = 5 marks)

.....

Book about reality shows**7** What does the young writer mention in this interview?

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

You do not need to write in full sentences.

Part (a)

- (i) Why has the author written a book about reality programmes on television? Give **two** details.

(2)

1

2

- (ii) What does the author want to highlight in the book?

(1)

.....

Part (b)

- (i) What do some of the author's friends want to do? Give **one** detail.

(1)

.....

- (ii) What would the author like to do in the future? Give **one** detail.

(1)

.....

(Total for Question 7 = 5 marks)

.....

On holiday in Madrid

8 What do these tourists say?

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

Part (a)

(i) They found the museums...

☐	A crowded.
☐	B noisy.
☐	C expensive.
☐	D dull.

(ii) They did all their shopping...

☐	A in the hotel.
☐	B at the museum.
☐	C at the shopping mall.
☐	D at the market.

(iii) They are now planning...

☐	A an early night.
☐	B a meeting with friends.
☐	C a trip to the theatre.
☐	D a meal out.

Part (b)

(i) Tomorrow they will go to the park...

☐	A on foot.
☐	B by boat.
☐	C by public transport.
☐	D by bike.

(ii) In the park they will...

☐	A relax in the sun.
☐	B go jogging.
☐	C eat in the cafeteria.
☐	D visit the gardens.

(iii) They are going home...

☐	A tomorrow.
☐	B this evening.
☐	C at the weekend.
☐	D next week.

(Total for Question 8 = 6 marks)

Youth tennis tournament

- 9 What does the tennis player Rafael Nadal say about the tournament?

Listen to the interview and answer the following questions **in English**. You do not need to write in full sentences.

Part (a)

- (i) When did this tournament start? (1)

- (ii) Who takes part in the tournament? Give **two** details. (2)

1

2

- (iii) How are effort and team spirit promoted? (1)

- (iv) What was different about the first tournament? (1)

Part (b)

(i) When does the tournament take place?

(1)

(ii) When should a player apply for a place in the tournament?

(1)

(iii) How do the players apply for a place?

(1)

(iv) What is the money paid by the players used for? Give **two** ideas.

(2)

1

2

(Total for Question 9 = 10 marks)

A concert of Mexican music

10 You listen to a conversation between Samuel and María.

Put a cross ☐ in the **two** correct boxes for each question.

(i) Samuel bought the tickets because...

(2)

☐	A María likes this style of music.
☐	B María can bring her parents.
☐	C it is the band's final tour.
☐	D he loves Mexico.
☐	E it is María's birthday.

(ii) Before the concert María wants to ...

(2)

☐	A practise dancing this type of music.
☐	B learn more about the group.
☐	C buy a programme for the concert.
☐	D play this style of music at her party.
☐	E become more familiar with this group's songs.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Spanish Higher tier

Paper 1 Mark scheme

SECTION A

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

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

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

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

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

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

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

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

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

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

SECTION B

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

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

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

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

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

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

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

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

Question number	Answer	Mark
6(a)(i)	passed their exams and going to university (next year)	(2)

Question number	Answer	Mark
6(a)(ii)	came first in the school sports championship / won school sports championship	(1)

Question number	Answer	Mark
6(b)(i)	Any one of the following: the teachers organised the trips very well the excursions were well organised by the teachers	(1)

Question number	Answer	Mark
6(b)(ii)	10 th September	(1)

Question number	Answer	Mark
7(a)(i)	they are popular with young people and to show (them) that there are better programmes	(2)

Question number	Answer	Mark
7(a)(ii)	they don't set a good example (for young people)	(1)

Question number	Answer	Mark
7(b)(i)	Any one of the following: take part in a reality show become famous	(1)

Question number	Answer	Mark
7(b)(ii)	Any one of the following: direct films continue writing	(1)

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

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

Question number	Answer	Mark
8(a)(iii)	A	(1)

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

Question number	Answer	Mark
8(b)(ii)	D	(1)

Question number	Answer	Mark
8(b)(iii)	C	(1)

Question number	Answer	Mark
9(a)(i)	4 years ago	(1)

Question number	Answer	Reject	Mark
9(a)(ii)	men and women and under the age of 20/less than 20 years old	'men' on its own 'women' on its own	(2)

Question number	Answer	Mark
9(a)(iii)	through fun activities	(1)

Question number	Answer	Mark
9(a)(iv)	there were (very) few players	(1)

Question number	Answer	Mark
9(b)(i)	in May	(1)

Question number	Answer	Mark
9(b)(ii)	six months before	(1)

Question number	Answer	Mark
9(b)(iii)	fill in a form (online)	(1)

Question number	Answer	Mark
9(b)(iv)	to employ more trainers and to have more lessons	(2)

Question number	Answer	Mark
10(i)	A, D	(2)

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

General Instructions to the teacher

Higher Tier

You do not need any other materials.

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General instructions to the teacher conducting the assessment

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

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

Task 1: Role play

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

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

Task 2: Picture-based task

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

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

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

Task 3: Conversation

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

Conversation Part 1

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

Conversation Part 2

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

GCSE Spanish Higher Tier

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

For example:

Candidate 1 Higher tier (Candidate selection for Conversation Part 1: Theme 3)

- Role play HR1
- Picture card HP3
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation Part 2: Theme 4 OR Theme 5

Where consecutive candidates select the same theme for Task 3 Conversation Part 1, the sequencing grid will allocate a different range of tasks.

For example (continuing to follow the sequencing grid below):

Candidate 2 Higher tier (Candidate selection for Conversation Part 1: Theme 3)

- Role play HR3
- Picture card HP8
- Conversation Part 1: (Candidate selection) Theme 3
- Conversation part 2: Theme 1 OR Theme 5

The candidate selection of theme and topic for Conversation Part 1 is known in advance of the speaking assessment and this determines the allocation of tasks. Please arrange and conduct assessments as per the prescribed sequence, based on each candidate's chosen Conversation Part 1 Theme.

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

If conducting tests on more than one day, start each new day where your tests finished the day before. For example, if on day one your final test on the sequencing grid was candidate 7, start day two with candidate 8 and so on.

If tests are being conducted on a particular day by more than one teacher, each teacher should start at the beginning of the sequence.

Themes:

Theme 1 – Identity and culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3	
		Pearson Allocated		Pearson Allocated		Candidate Selection	
		Role Play		Picture Based		Conversation Part 1	
Candidate 1	Theme 1	HR4 (Theme 2)		HP3 (Theme 5)		Theme 1	
	Theme 2	HR3 (Theme 4)		HP2 (Theme 3)		Theme 2	
	Theme 3	HR7 (Theme 1)		HP6 (Theme 2)		Theme 3	
	Theme 4	HR1 (Theme 3)		HP4 (Theme 1)		Theme 4	
	Theme 5	HR5 (Theme 2)		HP1 (Theme 4)		Theme 5	
Candidate 2	Theme 1	HR9 (Theme 4)		HP7 (Theme 2)		Theme 1	
	Theme 2	HR2 (Theme 1)		HP8 (Theme 5)		Theme 2	
	Theme 3	HR6 (Theme 2)		HP5 (Theme 4)		Theme 3	
	Theme 4	HR10 (Theme 3)		HP4 (Theme 1)		Theme 4	
	Theme 5	HR8 (Theme 1)		HP2 (Theme 3)		Theme 5	
Candidate 3	Theme 1	HR1 (Theme 3)		HP1 (Theme 4)		Theme 1	
	Theme 2	HR10 (Theme 3)		HP4 (Theme 1)		Theme 2	
	Theme 3	HR3 (Theme 4)		HP3 (Theme 5)		Theme 3	
	Theme 4	HR7 (Theme 1)		HP6 (Theme 2)		Theme 4	
	Theme 5	HR4 (Theme 2)		HP2 (Theme 3)		Theme 5	
Candidate 4	Theme 1	HR9 (Theme 4)		HP9 (Theme 3)		Theme 1	
	Theme 2	HR2 (Theme 1)		HP8 (Theme 5)		Theme 2	
	Theme 3	HR3 (Theme 4)		HP7 (Theme 2)		Theme 3	
	Theme 4	HR5 (Theme 2)		HP10 (Theme 1)		Theme 4	
	Theme 5	HR1 (Theme 3)		HP5 (Theme 4)		Theme 5	
Candidate 5	Theme 1	HR6 (Theme 2)		HP2 (Theme 3)		Theme 1	
	Theme 2	HR10 (Theme 3)		HP1 (Theme 4)		Theme 2	
	Theme 3	HR9 (Theme 4)		HP4 (Theme 1)		Theme 3	
	Theme 4	HR8 (Theme 1)		HP3 (Theme 5)		Theme 4	
	Theme 5	HR7 (Theme 1)		HP6 (Theme 2)		Theme 5	

Sequencing grid – SAMPLE

Candidate Order	Candidate Selection	Task 1		Task 2		Task 3	
		Pearson Allocated		Pearson Allocated		Candidate Selection	
		Role Play		Picture Based		Conversation Part 1	
Candidate 6	Theme 1	HR1 (Theme 3)		HP7 (Theme 2)		Theme 1	
	Theme 2	HR3 (Theme 4)		HP8 (Theme 5)		Theme 2	
	Theme 3	HR2 (Theme 1)		HP5 (Theme 4)		Theme 3	
	Theme 4	HR4 (Theme 2)		HP9 (Theme 3)		Theme 4	
	Theme 5	HR9 (Theme 4)		HP10 (Theme 1)		Theme 5	
Candidate 7	Theme 1	HR5 (Theme 2)		HP1 (Theme 4)		Theme 1	
	Theme 2	HR3 (Theme 4)		HP2 (Theme 3)		Theme 2	
	Theme 3	HR6 (Theme 2)		HP3 (Theme 5)		Theme 3	
	Theme 4	HR8 (Theme 1)		HP6 (Theme 2)		Theme 4	
	Theme 5	HR10 (Theme 3)		HP4 (Theme 1)		Theme 5	
Candidate 8	Theme 1	HR1 (Theme 3)		HP8 (Theme 5)		Theme 1	
	Theme 2	HR7 (Theme 1)		HP5 (Theme 4)		Theme 2	
	Theme 3	HR2 (Theme 1)		HP7 (Theme 2)		Theme 3	
	Theme 4	HR4 (Theme 2)		HP9 (Theme 3)		Theme 4	
	Theme 5	HR9 (Theme 4)		HP10 (Theme 1)		Theme 5	
Candidate 9	Theme 1	HR3 (Theme 4)		HP3 (Theme 5)		Theme 1	
	Theme 2	HR10 (Theme 3)		HP1 (Theme 4)		Theme 2	
	Theme 3	HR5 (Theme 2)		HP10 (Theme 1)		Theme 3	
	Theme 4	HR1 (Theme 3)		HP6 (Theme 2)		Theme 4	
	Theme 5	HR8 (Theme 1)		HP5 (Theme 3)		Theme 5	
Candidate 10	Theme 1	HR1 (Theme 3)		HP7 (Theme 2)		Theme 1	
	Theme 2	HR10 (Theme 3)		HP10 (Theme 1)		Theme 2	
	Theme 3	HR9 (Theme 4)		HP8 (Theme 5)		Theme 3	
	Theme 4	HR7 (Theme 1)		HP9 (Theme 3)		Theme 4	
	Theme 5	HR6 (Theme 2)		HP1 (Theme 4)		Theme 5	

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

Turn over ►

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STIMULUS HR1

Topic: School activities

Instructions to candidates:

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

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

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

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

Task

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

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

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR1

Topic: School activities

Instructions to teacher:

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

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR2

Topic: Cultural life

Instructions to candidates:

You are with your Spanish friend in their home in Seville, Spain, and you are going to a birthday party together. The teacher will play the role of your friend and will speak first.

You must address your Spanish friend as *tú*.

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

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

Task

Estás en la casa de tu amigo/a español/a. Vais a ir a una fiesta de cumpleaños juntos/as.

1. Fiesta – hora (salida)
2. Regalo de cumpleaños ideal – razón
3. !
4. ? Fiesta – número de invitados
5. ? Fiesta – duración

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR2

Topic: Cultural life

Instructions to teacher:

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

Begin the role play with the following introduction:

Estás en la casa de tu amigo/a español/a. Vais a ir a una fiesta de cumpleaños juntos/as.

1	<i>¿A qué hora quieres salir para ir a la fiesta?</i> Allow the candidate to say what time s/he wants to leave for the party.
2	<i>Vale. ¿Qué regalo te gustaría recibir para tu cumpleaños y por qué?</i> Allow the candidate to say what presents s/he would like to receive and why.
3	<i>¡</i> <i>¿Cómo celebraste tu cumpleaños el año pasado?</i> Allow the candidate to say how s/he celebrated his/her birthday last year.
4	<i>?</i> <i>¿Tienes una pregunta?</i> Allow the candidate to ask you how many people are going to the party. <i>Vale.</i>
5	<i>?</i> <i>¿Tienes otra pregunta?</i> Allow the candidate to ask you about the duration of the party. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR3

Topic: Work

Instructions to candidates:

You are at an interview for a summer job in Spain. The teacher will play the part of the interviewer and will speak first.

You must address the interviewer as *usted*.

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

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

Task

Usted está en una entrevista para un empleo durante el verano en España. Habla con el/la entrevistador/a.

1. Trabajo – tipo
2. Esta empresa – razón
3. !
4. ? Trabajar – horario
5. ? Sueldo – hora

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR3

Topic: Work

Instructions to teacher:

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

Begin the role play with the following introduction:

Usted está en una entrevista para un empleo durante el verano en España. Habla con el/la entrevistador/a.

1	<i>¿Qué tipo de trabajo busca usted?</i> Allow the candidate to say about the type of work s/he is looking for.
2	<i>¿Por qué quiere trabajar en nuestra empresa?</i> Allow the candidate to say why s/he wants to work in this company.
3	<i>!</i> <i>Hábleme sobre las prácticas laborales que usted ha hecho.</i> Allow the candidate to say what work experience s/he has. <i>Muy bien.</i>
4	<i>?</i> <i>¿Tiene una pregunta?</i> Allow the candidate to ask you about the hours of work. <i>Give an appropriate brief response.</i>
5	<i>?</i> <i>¿Tiene otra pregunta?</i> Allow the candidate to ask you what the salary per hour is. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates:

You have lost your bag and you are in the lost property office in Madrid. The teacher will play the role of the lost property officer and will speak first.

You must address the lost property officer as *usted*.

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

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

Task

Está en la oficina de objetos perdidos en Madrid (España). Usted ha perdido su bolsa.

1. Bolsa – descripción
2. Estancia en Madrid – duración
3. !
4. ? Oficina – hora (abrir)
5. ? Oficina – teléfono (número)

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher:

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

Begin the role play with the following introduction:

Está en la oficina de objetos perdidos en Madrid (España). Usted ha perdido su bolsa.

1	¿Me puede describir la bolsa? Allow the candidate to describe the bag.
2	¿Cuánto tiempo se queda usted aquí en Madrid? Allow the candidate to say how long s/he is staying in Madrid.
3	! ¿Qué hacía cuando perdió su bolsa? Allow the candidate to say what s/he was doing when s/he lost the bag. Muy bien.
4	? ¿Tiene una pregunta? Allow the candidate to ask you when the office is open. <i>Give an appropriate brief response.</i>
5	? ¿Tiene otra pregunta? Allow the candidate to ask you the telephone number for the office. El número de la oficina es el 91 774 10 56.

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Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** for the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- You may ask for questions to be repeated.
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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates:

You are reporting the theft of your suitcase in a police station. The teacher will play the role of a police officer and will speak first.

You must address the police officer as *usted*.

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

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

Task

Usted está en una comisaría en España denunciando el robo de su maleta. Habla con un/a agente de policía.

1. Robo – cuándo (hora)
2. Maleta – descripción
3. !
4. ? Volver (día) – comisaría
5. ? Firmar – documento

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher:

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

Begin the role play with the following introduction:

Usted está en una comisaría en España denunciando el robo de su maleta. Habla con un/a agente de policía.

1	<i>¿A qué hora le robaron la maleta?</i> Allow the candidate to say what time the suitcase was stolen
2	<i>¿Puede describir la maleta?</i> Allow the candidate to describe the stolen suitcase.
3	<i>!</i> <i>Describe lo que pasó.</i> Allow the candidate to describe what happened. <i>Bien.</i>
4	<i>?</i> <i>¿Tiene una pregunta?</i> Allow the candidate to ask you on which day s/he should return. <i>Give an appropriate brief response.</i>
5	<i>?</i> <i>¿Tiene otra pregunta?</i> Allow the candidate to ask you about signing a document. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- You may ask for questions to be repeated.
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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to candidates

You are in a department store in Barcelona to return an article of clothing. The teacher will play the part of the shop attendant and will speak first.

You must address the shop attendant as *usted*.

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

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

Task

Está en unos grandes almacenes en Barcelona. Usted quiere devolver un artículo de ropa y habla con el/la dependiente/a.

1. Ropa – devolver
2. Problema – descripción
3. !
4. ? Ropa – cambiar
5. ? Probadores – dónde

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to teacher:

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

Begin the role play with the following introduction:

Está en unos grandes almacenes en Barcelona. Usted quiere devolver un artículo de ropa y habla con el/la dependiente/a.

1	<i>¿En qué puedo ayudarle?</i> Allow the candidate to say s/he wishes to return an item of clothing.
2	<i>! ¿Cuál es el problema?</i> Allow the candidate to say what the problem is.
3	<i>! Un momento, por favor. Veo que usted está aquí de vacaciones</i> <i>¿Qué ha hecho en Barcelona?</i> Allow the candidate to say what s/he has done in Barcelona. <i>Muy bien.</i>
4	<i>? ¿Tiene una pregunta?</i> Allow the candidate to ask you about the possibility of changing the item. <i>Give an appropriate brief response.</i>
5	<i>? ¿Tiene otra pregunta?</i> Allow the candidate to ask you where the changing rooms are. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task, and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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STIMULUS HR7

Topic: Cultural life

Instructions to candidates:

You are at your house with your Spanish friend. You are planning to go to the cinema. The teacher will play the role of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

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

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

Task

Estás en tu casa con un/a amigo/a español/a. Estáis hablando de una visita al cine.

1. Cine – dónde
2. Película (preferencia) – razón
3. !
4. ? Precio – película
5. ? Fin de semana – planes

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR7

Topic: Cultural life

Instructions to teacher:

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

Begin the role play with the following introduction:

Estás en tu casa con un/a amigo/a español/a. Estáis hablando de una visita al cine.

1	¿Dónde está el cine? Allow the candidate to say where the cinema is.
2	¿Qué tipo de película prefieres y por qué? Allow the candidate to say what type of film s/he prefers and why.
3	! Háblame de la última película que viste. Allow the candidate to talk about the last film s/he saw. Muy bien.
4	? ¿Tienes una pregunta? Allow the candidate to ask you the price of the film tickets. <i>Give an appropriate brief response.</i>
5	? ¿Tienes otra pregunta? Allow the candidate to ask you what plans you have for the weekend. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR8

Topic: Cultural life

Instructions to candidates:

You are talking to the receptionist at a leisure centre in Spain. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *usted*.

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

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

Task

Usted está en un polideportivo en España. Habla con el/la recepcionista sobre los deportes.

1. Visita – polideportivo (frecuencia)
2. Deporte preferido – razón
3. !
4. ? Nueva piscina – horario
5. ? Pista de tenis – reservar

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR8

Topic: Cultural life

Instructions to teacher:

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

Begin the role play with the following introduction:

Usted está en un polideportivo en España. Habla con el/la recepcionista sobre los deportes.

1	<i>¿Con qué frecuencia viene usted aquí?</i> Allow the candidate to say how often s/he goes to the leisure centre.
2	<i>¿Cuál es su deporte preferido y por qué?</i> Allow the candidate to say what sport s/he prefers and why.
3	<i>!</i> <i>Describa un deporte que ha practicado usted recientemente.</i> Allow the candidate to describe a sport s/he played recently. <i>Bien.</i>
4	<i>?</i> <i>¿Tiene una pregunta?</i> Allow the candidate to ask you what the hours are for the new swimming pool. <i>Give an appropriate brief response.</i>
5	<i>?</i> <i>¿Tiene otra pregunta?</i> Allow the candidate to ask you if s/he can book a tennis court. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR9

Topic: Ambitions

Instructions to candidates:

You are on a Spanish Exchange trip and you decide to enquire about voluntary work in an organisation. The teacher will play the role of the organisation employee and will speak first.

You must address the employee as *usted*.

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

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

Task

***Usted está en una organización en España para pedir trabajo voluntario.
Habla con el/la empleado/a.***

1. Trabajo – tipo
2. Este tipo de trabajo – razón
3. !
4. ? Trabajo – formación
5. ? Empezar – fecha

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR9

Topic: Ambitions

Instructions to teacher:

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

Begin the role play with the following introduction:

Usted está en una organización en España para pedir trabajo voluntario. Habla con el/la empleado/a.

1	<i>¿En qué le puedo ayudar?</i> Allow the candidate to state the type of work s/he is looking for.
2	<i>¿Por qué le interesa este tipo de trabajo?</i> Allow the candidate to say why s/he is interested in this type of work.
3	<i>!</i> <i>Hábleme sobre un trabajo voluntario que usted ha hecho.</i> Allow the candidate to talk about the voluntary work that s/he has done. <i>Muy bien.</i>
4	<i>?</i> <i>¿Tiene una pregunta?</i> Allow the candidate to ask you about the training provided. <i>Give an appropriate brief response.</i>
5	<i>?</i> <i>¿Tiene otra pregunta?</i> Allow the candidate to ask you when s/he can start. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR10

Topic: What school is like

Instructions to candidates:

You are at home talking to your Spanish friend about school life. The teacher will play the role of your Spanish friend and will speak first.

You must address your Spanish friend as *tú*.

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

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

Task

Estás en tu casa con tu amigo/a español/a. Habláis sobre la vida escolar.

1. Instituto – hora (empezar)
2. Profesor/a – descripción
3. !
4. ? Uniforme – opinión
5. ? Deportes – instituto

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 1: Role play

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HR10

Topic: What school is like

Instructions to teacher:

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

Begin the role play with the following introduction:

Estás en tu casa con tu amigo/a español/a. Habláis sobre la vida escolar.

1	<i>¿A qué hora empieza el instituto?</i> Allow the candidate to say what time s/he starts school.
2	<i>Describe a un/a profesor/a de tu instituto.</i> Allow the candidate to describe a teacher at his/her school.
3	<i>!</i> <i>¿Qué hiciste después del instituto ayer?</i> Allow the candidate to say what s/he did after school yesterday. <i>Bien.</i>
4	<i>?</i> <i>¿Tienes una pregunta?</i> Allow the candidate to ask your opinion on school uniform. <i>Give an appropriate brief response.</i>
5	<i>?</i> <i>¿Tienes otra pregunta?</i> Allow the candidate to ask you about sport at your school. <i>Give an appropriate brief response.</i>

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP1

Topic: Town, region and country



(Source: © Ken Welsh / Alamy Stock Photo)

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

- la descripción de la foto
- tu opinión sobre visitar monumentos
- un sitio en tu región que visitaste recientemente
- las características que tendría tu ciudad ideal
- !

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP1

Topic: Town, region and country



(Source: © Ken Welsh / Alamy Stock Photo)

1. Describe esta foto.

[¿Algo más?]

2. Me gusta visitar monumentos. ¿Y a ti?

[¿Por qué (no)? / ¿Algo más?]

3. Háblame de un sitio que has visitado recientemente en tu región.

[¿Algo más?]

4. ¿Cómo sería tu ciudad ideal?

[¿Por qué? / ¿Algo más?]

5. ¿Prefieres el turismo en ciudades o en el campo?

[¿Por qué? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP2

Topic: Daily life



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

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

- la descripción de la foto
- la importancia de pasar tiempo con amigos
- la última vez que comiste al aire libre
- lo que harás para ayudar en casa este fin de semana
- !

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP2

Topic: Daily life



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

1. Describe esta foto.
[¿Algo más?]
2. A mí me gusta pasar tiempo con mis amigos. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame sobre la última vez que comiste al aire libre.
[¿Algo más?]
4. ¿Qué harás para ayudar en casa este fin de semana?
[¿Por qué? / ¿Algo más?]
5. ¿Te gusta ir de compras en familia?
[¿Por qué (no)? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP3

Topic: Work



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

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

- la descripción de la foto
- la importancia de vestirse bien para una entrevista
- el trabajo más difícil que has hecho (en el colegio, en casa o en el mundo laboral)
- el trabajo que harás en el futuro
- !

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP3

Topic: Work



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

1. Describe esta foto.
[¿Algo más?]
2. Pienso que es importante vestirse bien para una entrevista. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame del trabajo más difícil que has hecho en el colegio, en casa o en el mundo laboral.
[¿Algo más?]
4. ¿Qué trabajo harás en el futuro?
[¿Por qué? / ¿Algo más?]
5. ¿Crees que es importante tener un trabajo a tiempo parcial durante la adolescencia?
[¿Por qué (no)? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP4

Topic: Cultural life



(Source: © Juanmonino/istock)

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

- la descripción de la foto
- tu opinión sobre las fiestas
- una fiesta a la que fuiste
- la próxima celebración
- !

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP4

Topic: Cultural life



(Source: © Juanmonino/istock)

1. Describe la foto.
[¿Algo más?]
2. Pienso que las fiestas son divertidas. Y tú, ¿qué opinas?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de una fiesta a la que fuiste.
[¿Algo más?]
4. ¿Qué vas a celebrar en el futuro?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Prefieres participar en actividades o ser espectador?
[¿Por qué? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP5

Topic: What school is like



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

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

- la descripción de la foto
- tu opinión sobre el uso de los ordenadores en el colegio
- tu uso de Internet la semana pasada
- tus estudios el próximo año
- !

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP5

Topic: What school is like



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

1. Describe esta foto.

[¿Algo más?]

2. Creo que los ordenadores son necesarios para los alumnos en el colegio.
Y tú, ¿qué opinas?

[¿Por qué (no)? / ¿Algo más?]

3. ¿Para qué usaste Internet la semana pasada?

[¿Algo más?]

4. ¿Qué estudiarás el próximo año?

[¿Por qué? / ¿Algo más?]

5. ¿Qué es lo que más te gusta de tu colegio?

[¿Por qué? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP6

Topic: School activities



(Source: © kali9 / iStock)

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

- la descripción de la foto
- tu opinión sobre hacer excursiones con el colegio
- la mejor excursión que hiciste con tu colegio
- las futuras celebraciones del fin del año escolar en tu colegio
- !

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP6

Topic: School activities



(Source: © kali9 / iStock)

1. Describe esta foto.

[¿Algo más?]

2. Creo que es necesario hacer excursiones con el colegio. ¿Estás de acuerdo?

[¿Por qué (no)? / ¿Algo más?]

3. Háblame de la mejor excursión que hiciste con el colegio.

[¿Algo más?]

4. ¿Cómo celebrarás el fin del año escolar en tu colegio?

[¿Por qué? / ¿Algo más?]

5. ¿Te gustan los intercambios?

[¿Por qué (no)? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

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

- la descripción de la foto
- tu opinión sobre ir al extranjero para aprender un idioma
- tus últimas vacaciones
- lo que harías en unas vacaciones ideales
- !

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP7

Topic: Holidays



(Source: Ken Welsh / Alamy Stock Photo)

1. Describe esta foto.
[¿Algo más?]
2. Creo que es importante ir al extranjero para aprender un idioma. Y tú, ¿qué piensas?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de tus últimas vacaciones.
[¿Algo más?]
4. ¿Qué harías en unas vacaciones ideales?
[¿Por qué? / ¿Algo más?]
5. ¿Prefieres quedarte en un hotel o en un camping?
[¿Por qué? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

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

- la descripción de la foto
- la importancia de trabajar como voluntario/a
- un trabajo que has hecho en equipo
- tus planes después de acabar el colegio
- !

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

**Sample assessment material for first assessment
June 2021**

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP8

Topic: Ambitions



(Source: © Rawpixel.com / Shutterstock)

1. Describe esta foto.

[¿Algo más?]

2. Pienso que es importante trabajar como voluntario/a. Y tú, ¿qué opinas?

[¿Por qué (no)? / ¿Algo más?]

3. Háblame de algún trabajo que has hecho en equipo.

[¿Algo más?]

4. ¿Qué harás una vez que hayas acabado el colegio?

[¿Por qué (no)? / ¿Algo más?]

5. ¿Te interesa estudiar en otro país?

[¿Por qué (no)? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore / Getty Images)

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

- la descripción de la foto
- la importancia del reciclaje
- lo que has hecho para ayudar al medio ambiente
- lo que harás en el futuro para ahorrar energía
- !

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP9

Topic: Environmental issues



(Source: © Enrique AlgarraMore / Getty Images)

1. Describe esta foto.
[¿Algo más?]
2. Pienso que el reciclaje no es importante. Y tú, ¿qué piensas?
[¿Por qué (no)? / ¿Algo más?]
3. ¿Qué has hecho para ayudar al medio ambiente?
[¿Algo más?]
4. ¿Qué harás en el futuro para ahorrar energía?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Te gusta usar el transporte público?
[¿Por qué (no)? / ¿Algo más?]

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the candidate

Higher Tier

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Instructions

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- You have **12 minutes** in total to prepare for the picture-based task **and** for the role play.
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- Respond to each question as fully as possible
- You may ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

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

- la descripción de la foto
- tu opinión sobre los festivales de música
- la última vez que participaste en un evento especial
- tus planes para ver un evento en el futuro
- !

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

Sample assessment material for first assessment
June 2021

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

Paper Reference **1SP0/2H**

Spanish

Paper 2: Speaking in Spanish

Task 2: Picture-based task

Instructions to the teacher

Higher Tier

You do not need any other materials.

Instructions

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

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STIMULUS HP10

Topic: Bringing the world together



(Source: © PeopleImages / iStock)

1. Describe esta foto.
[¿Algo más?]
2. A mí me encanta ir a festivales de música. ¿Y a ti?
[¿Por qué (no)? / ¿Algo más?]
3. Háblame de un evento especial en el que participaste.
[¿Algo más?]
4. ¿Irás a un evento especial en el futuro?
[¿Por qué (no)? / ¿Algo más?]
5. ¿Te interesan las actividades en equipo?
[¿Por qué? / ¿Algo más?]

GCSE Spanish Higher tier

Paper 2 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Higher tier - Part 1

Role play - Higher tier (10 marks)

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

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

Additional guidance on the mark scheme

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

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

Guidance on application of role play mark grid

To exemplify application of the marking criteria, Higher role play 6 (HR2) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card 6 (HR2)

En la casa de tu amigo/a. Vais a ir a una fiesta de cumpleaños juntos/as.

Prompt 1: Fiesta – hora

Question 1: *¿A qué hora quieres salir para la fiesta?*

Mark	Descriptor	
0	Quiero once.	Me gusta la fiesta.
	No rewardable communication. Highly ambiguous utterance as it does not give a clear answer to the question.	No rewardable communication. The response does not answer the question.
1	Salir once horas.	Salido a las dos.
	Partially clear. Some key words are evident in the response which give some meaning within the context of the role play but the omission of a subject affects clarity of communication.	Communication is ambiguous. The incorrect use of a past participle makes it unclear if the candidate is talking about the present or something s/he has done in the past.
2	Quiero salir a las ocho.	Podemos salir a la cinco de la tarde.
	Clearly communicated.	Clearly communicated, despite minor error in time construction.

Prompt 2: Regalo de cumpleaños ideal – razón

Question 2: *¿Qué regalo te gustaría recibir para tu cumpleaños, y por qué?*

Mark	Descriptor	
0	Recibir regalo.	Comer una fiesta.
	No rewardable communication. Does not answer the question.	No rewardable communication. Does not give a meaningful response.
1	Me gustaría recibir un reloj.	Me gustaría viajar.
	Partially clear, as the response does not address the reason for the preference.	Ambiguous due to lack of specific information relating to a present (i.e. the response may indicate money for travelling as a gift).
2	Me gusta recibir mucho chocolate porque delicioso.	Mi regalo preferido es un libro porque me gusta leer.
	Clearly communicated despite minor errors.	Clearly communicated.

Prompt 3: !**Question 3: ¿Cómo celebraste tu cumpleaños el año pasado?**

Mark	Descriptor	
0	Mis amigos.	Un regalo.
	No rewardable communication. Response is highly ambiguous. It is unclear what the response suggests, e.g. <i>with</i> friends or at a friend's house, etc.	No rewardable communication. Highly ambiguous response. Information is not substantiated.
1	Veo un concierto de Lady Gaga.	'Celebrate' el cumpleaños con muchos pasteles.
	Ambiguous due to use of incorrect tense (i.e. it is unclear if the candidate is making a general point about his/her leisure activities or if s/he is attempting to answer the question).	Partially clear. Anglicised pronunciation of verb ('celebrate') affects clarity of communication.
2	Salí con mis amigos a una discoteca.	Fui al playa con mi mejor amigo.
	Clearly and fully communicated.	Clearly communicated despite minor gender error.

Prompt 4: ? Fiesta – número de invitados

Mark	Descriptor	
0	Quién personas.	Número de invitados.
	No rewardable communication. Incorrect question word renders the utterance highly ambiguous.	No rewardable answer. Highly ambiguous, as it is unclear what specific information is being elicited by the candidate.
1	¿Cuántos vienen?	¿Qué número va a la fiesta?
	Communication is partially clear. The lack of precision renders the utterance partially ambiguous (i.e. it is unclear if the question word refers to, for example, people, things or places).	Communication is ambiguous as there is some doubt as to what the candidate is referring to (i.e. without further qualification it is unclear that the <i>número</i> mentioned refers to people).
2	¿Cuántos personas vienen a la fiesta?	¿Cuántos amigos son invitado?
	Clearly communicated despite minor agreement error.	Clearly communicated despite minor agreement error.

Prompt 5: ? Fiesta – duración

Mark	Descriptor	
0	¿Cuándo duración?	¿Dónde la fiesta?
	No rewardable communication. The use of the wrong question word renders the utterance highly ambiguous.	No rewardable communication. The candidate has misunderstood the prompt and has used the incorrect question word, rendering the utterance highly ambiguous.
1	¿Sabe cuánto tiempo dura la fiesta?	¿A qué hora dura la fiesta?
	Partially appropriate due to incorrect register (i.e. the question is posed in the <i>usted</i> form rather than <i>tú</i>).	Partially clear communication. There is some attempt at a notion of length of time but the utterance is imprecise (i.e. the question construction makes it unclear if the candidate has merely mistakenly included 'a', or if the intention is to ask what time the party starts).
2	¿Cuánto horas es la fiesta?	¿Cuál es la duración de la fiesta?
	Clearly communicated, despite minor error of agreement.	Clearly communicated.

Assessment criteria for the Higher tier - Part 2

Picture-based task - Higher tier (24 marks)

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

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary • Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions effectively and gives justification which is mostly developed • Pronunciation and intonation are intelligible and predominantly accurate
13–16	• Responds to the set questions with consistently fluent and developed responses • Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions with ease and gives fully-developed justification • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

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

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

Mark	Descriptor
0	No rewardable material
1–2	• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity • Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3–4	• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity • Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5–6	• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions • Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7–8	• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions • Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Assessment criteria for the Higher tier - Part 3

Conversation - Higher tier (36 marks)

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

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

Conversation: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
4–6	• Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7–9	• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes • Pronunciation and intonation are intelligible and predominantly accurate
10–12	• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

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

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

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

Conversation: interaction and spontaneity - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	- Occasionally able to respond spontaneously with some examples of natural interaction although often stilted - Occasionally able to initiate and develop responses independently but regular prompting needed - Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4–6	- Responds spontaneously to some questions, interacting naturally for parts of the conversation - Sometimes able to initiate and develop the conversation independently, some prompting needed - Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7–9	- Responds to most questions spontaneously, resulting in mostly natural interaction - Mostly able to initiate and develop the conversation independently - Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10–12	- Responds spontaneously and with ease to questions, resulting in natural interaction - Consistently able to initiate and develop the conversation independently - Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

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

Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1–3	- Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures - Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity - Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4–6	- Manipulates grammatical structures with occasional variation, complex structures used but repetitive - Generally accurate grammatical structures, generally successful references to past, present and future events - Generally coherent speech although errors occur that sometimes hinder clarity of communication
7–9	- Manipulates a variety of grammatical structures, some variety of complex structures - Predominantly accurate grammatical structures, mostly successful references to past, present and future events - Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10–12	- Manipulates a wide variety of grammatical structures, frequent use of complex structures - Consistently accurate grammatical structures, consistently successful references to past, present and future events - Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 1/Level 2 GCSE (9–1)									
Sample assessment material for first assessment June 2021									
Time: 1 hour					Paper Reference 1SP0/3H				
Spanish Paper 3: Reading and understanding in Spanish Higher Tier									
You do not need any other materials.								Total Marks	

Instructions

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

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 15 minutes on the translation question.*

Advice

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

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SECTION A

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

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

Young people and work

1 Read the article below.

Hace diez años, todos los jóvenes españoles que iban a la universidad encontraban un buen trabajo sin problema. También, al terminar sus estudios universitarios era posible empezar un trabajo con un buen salario, pero ahora todo ha cambiado, hoy las compañías pagan muy poco.

Hoy en día, los universitarios españoles tienen muchos problemas para encontrar un trabajo porque la situación laboral es grave. Muchos jóvenes españoles deciden irse al extranjero, especialmente a países como Alemania e Inglaterra, en busca de trabajo.

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

(a) What was the benefit of going to university in the past? (1)

(b) What are we told about salaries nowadays? (1)

(c) Where do many young people look for work these days? Give **ONE** detail. (1)

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Manolito Gafotas: Un cumpleaños feliz by Elvira Lindo

2 Read the text about what Manolito says about his grandfather's birthday.

Mi abuelo no quiere celebrar su cumpleaños. Dice que es muy viejo. Los viejos no celebran el cumpleaños.

Mi madre le responde:

—Pero papá, vas a tener ochenta años. Es un cumpleaños muy significativo.

Mi abuelo dice: en las fiestas de cumpleaños, la gente te regala cosas que no necesitas, te regala bufandas para el frío. A mí, me gustan las corbatas y las camisas, eso quiero yo.

—Abuelo, nosotros te prepararemos la fiesta, tú invitarás a tus amigos, mis padres van a cocinar y mi tía comprará el postre.

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

(a) Why does Manolito's grandfather not want to celebrate birthdays? (1)

(b) How old will Manolito's grandfather be this year? (1)

(c) What present does his grandfather want this year? Give **ONE** example. (1)

(d) What plans have been made for the party? Give **ONE** detail. (1)

(Total for Question 2 = 4 marks)

When I was young

- 3 Read what Ramón and Mercedes have written about their childhoods.

Ramón: En mi familia éramos muchos y, cuando estábamos todos, hacíamos grandes fiestas. Padres e hijos charlábamos y jugábamos juntos al ajedrez y a otros juegos. Regularmente, los niños íbamos al parque y montábamos en bicicletas sin cascos. Siempre teníamos que volver a casa a la hora de la comida. Era obligatorio.

Mercedes: Mi madre pasaba mucho tiempo conmigo y con mis hermanos y porque no trabajaba. Los trabajos estaban muy bien delimitados: mi padre en la fábrica y mi madre en casa. Toda mi familia vivía muy cerca y me encantaba estar con todas mis primas; leíamos sin parar.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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

(a) What does Ramón say about the size of his family?

(1)

(b) What family activities does Ramón refer to? Give **ONE** detail.

(1)

(c) What was the one family rule about going to the park?

(1)

(d) Who did Mercedes spend most of her time with at home?

(1)

(e) What does Mercedes say about her cousins? Give **ONE** detail.

(1)

(Total for Question 3 = 5 marks)

Nada by Carmen Laforet

4 Read this extract from a literary text.

Andrea, an 18-year-old girl, is travelling to Barcelona.

Fue difícil comprar los billetes, por eso llegué a Barcelona a medianoche, en un tren que iba con mucho retraso.

Era la primera vez que viajaba sola, pero no estaba nerviosa; para mí, el viaje era una aventura muy divertida, disfrutaba mucho de sentirme libre. Mientras los otros viajeros bebían café, yo pensaba en mi futuro.

Cuando llegué a Barcelona, caminé por la estación llevando mi equipaje. Estaba muy cansada porque tenía una maleta muy pesada llena de libros.

Al salir de la estación había mucha gente corriendo a coger los taxis porque había muy pocos autobuses. No me gustó el ruido, llovía y hacía mucho frío.

Complete the sentences by putting a cross ☒ in the correct box for each question.

(i) Andrea arrived in Barcelona...

☐	A very late.
☐	B without a ticket.
☐	C on the wrong train.
☐	D quite early.

(ii) Andrea travelled to Barcelona...

☐	A in a group.
☐	B with her family.
☐	C by herself.
☐	D with a friend.

(iii) Andrea found the journey to Barcelona...

☐	A frightening.
☐	B enjoyable.
☐	C long.
☐	D boring.

(iv) When Andrea arrived in Barcelona...

☐	A her suitcase was broken.
☐	B she waited for the bus.
☐	C she took a taxi.
☐	D she was tired.

(v) Andrea's first impression of Barcelona was...

☐	A exciting.
☐	B negative.
☐	C positive.
☐	D unsurprising.

(Total for Question 4 = 5 marks)

SOL Spanish Language Schools

5 Read what these employees say about their company 'SOL'.

www.sol.es	
Ana	La compañía SOL tiene escuelas en toda España. Nuestras escuelas tienen cursos para jóvenes ingleses. Los profesores son cualificados y saben enseñar el español a niños y adolescentes.
Jaime	Ofrecemos cursos individuales e intensivos con 30 horas de clases en una semana. Estos cursos son solamente para jóvenes que van a tomar un examen específico. Cada estudiante tiene su propio profesor.
Luisa	Hay muchas escuelas de idiomas, pero SOL tiene más estudiantes que otras. Esto es porque en SOL los estudiantes pagan mucho menos. Todos los libros y cuadernos están incluidos en el precio. El primer día de clase, los alumnos reciben todo lo que necesitan para el curso.
Ignacio	No es solo estudiar, también hay que divertirse, y por eso hay muchas actividades culturales y deportivas cada día y excursiones cada mes: podrás cocinar platos españoles, visitar un museo o jugar al fútbol cada mañana.

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Who says what about the SOL company?

Enter either **Ana, Jaime, Luisa** or **Ignacio** in the gaps below. Some names may be used more than once or not at all.

- (a) refers to the cost of course materials. (1)
- (b) refers to teachers' qualifications. (1)
- (c) refers to tuition fees. (1)
- (d) refers to extracurricular activities. (1)

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

- (e) How frequently do excursions take place? (1)
-
- (f) For which students are the intensive courses recommended? (1)
-

(Total for Question 5 = 6 marks)

Football matches

- 6 Read this magazine article about violent behaviour during football matches.

En muchos estadios, casi todos apoyarán a su equipo. Pero también habrá pequeños grupos de personas violentas que no están interesadas en el fútbol como deporte. Esta situación en el fútbol es un problema grande. Espectadores tiran botellas de cerveza durante un partido y, a veces, el problema es tan serio que alguien termina en el hospital.

Ahora hay más leyes para castigar a las personas violentas y la gente se siente más protegida en los grandes estadios. Sin embargo, los problemas no han parado completamente. Uno de los problemas es que mucha gente sabe quiénes son las personas violentas, las conoce, pero no dice nada a la policía.

También se dice que la policía mira para otro lado sin hacer nada cuando hay estos problemas. Los estudios nos dicen que la solución a este problema se puede lograr si todos trabajan juntos: jugadores, directores, periodistas y policías, aunque no será fácil.

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(i) What do we find out?

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

(3)

☐	A Some spectators are not interested in the actual football match.
☐	B There are laws to punish violent spectators.
☐	C Alcohol has been banned from football matches.
☐	D Fans often throw stones during matches.
☐	E People are frightened to name football hooligans to the police.
☐	F The stadiums are bigger and better.
☐	G There are more problems than before.

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

(ii) What are we told about police behaviour at football matches? Give **ONE** idea.

(1)

(iii) According to the article, what is the solution to football violence?

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Un festival de música

7 Lee este artículo.

El sábado pasado en Barcelona tuvo lugar el gran festival catalán de música. Este festival empezó hace muchos años y todos piensan que es fantástico.

Como siempre, en el festival hubo un concurso. El ganador, Paco Pastrana, recibió quinientos euros, un poco menos que el año pasado. Él dijo que normalmente prefiere tocar la flauta. Esta vez tuvo que tocar su guitarra porque su flauta estaba rota.

Por la noche el festival empezó con fuegos artificiales. No hubo bailes típicos este año, pero la gente vendía mucha comida y bebidas.

Pon una cruz ☒ en la casilla correcta.

(i) Este festival es...

☐	A antiguo.
☐	B caro.
☐	C moderno.
☐	D nuevo.

(ii) Todos piensan que este festival es...

☐	A muy aburrido.
☐	B estupendo.
☐	C diferente.
☐	D demasiado largo.

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(iii) Este año, Paco Pastrana recibió...

☐	A 50 euros.
☐	B lo mismo que el año pasado.
☐	C más que el año pasado.
☐	D 500 euros.

(iv) Esta vez Paco tocó...

☐	A el piano.
☐	B la guitarra.
☐	C el violín.
☐	D la flauta.

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

☐	A una cena.
☐	B un baile.
☐	C un vaso de vino.
☐	D un espectáculo.

(Total for Question 7 = 5 marks)

Protege nuestro planeta

8 Lee esta información sobre proyectos medioambientales.

Proyecto Río

Trabajaremos para conservar los ríos. Deben traer pantalones y botas para el agua. Solamente para gente que sabe nadar bien.

Proyecto Playa

Esta primavera vamos a limpiar nuestra playa. Todos trabajarán recogiendo todo tipo de basura: botellas, papeles, etc.

Proyecto Bosque

¿Te preocupan los animales y los árboles en los bosques? Este otoño vamos a trabajar allí. Este proyecto es solamente para estudiantes de institutos de 17 años.

Proyecto Ciudad

En diciembre vamos a limpiar las calles preparándonos para la Navidad. También hay actividades muy especiales para los niños pequeños con sus padres.

¿Qué proyecto elegirás? Escoge entre **Río, Playa, Bosque o Ciudad**. Puedes usar las palabras más de una vez.

- (a) Nado muy bien: (1)
- (b) Tengo tiempo libre en abril: (1)
- (c) Tengo dos hijos pequeños: (1)
- (d) Soy alumno del instituto Sol: (1)
- (e) Necesito vestirme con ropa especial: (1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE.

Nuestra ciudad

- 9 Lee este informe que analiza los problemas en el centro de Burgos y algunas de las soluciones.

Muchas ciudades españolas tenían serios problemas por la gran cantidad de personas y coches que había en el centro de las ciudades. Antes, Burgos tenía los mismos problemas. En las calles había muchos embotellamientos.

El ayuntamiento ha mejorado la situación, sin tener que hacer un gran gasto. Ahora hay más autobuses, los buses van a muchos más lugares y se ha aumentado el número de paradas.

Ahora, los vehículos pesados no pueden entrar al centro de la ciudad y, como resultado, hay menos polución y mucho menos ruido. Además, las calles ya no están oscuras porque hay buena iluminación, lo que hace que la gente se sienta más segura.

Otro problema eran los centros comerciales. Hoy, la gente quiere que los centros comerciales sean diferentes. El ayuntamiento de Burgos ha escuchado a sus habitantes y ha hecho cambios; hoy en los centros comerciales hay servicios de ocio y los horarios son flexibles.

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Contesta las preguntas **en español**. No tienes que escribir frases completas.

(a) En el pasado, ¿qué era lo que causaba problemas en el centro de las ciudades? (1)

(b) ¿Cómo sabemos que no era caro mejorar el transporte público? (1)

(c) ¿Qué mejora ha sido positiva para el medioambiente? (1)

(d) ¿Por qué hay ahora más seguridad en el centro de Burgos? (1)

(e) Menciona **UN** cambio positivo en los centros comerciales de Burgos. (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

SECTION C

Translation

10 Translate this passage into **English**.

Voy al colegio vestida de vaqueros. En España los estudiantes no llevan uniforme escolar. Ahora, algunos colegios han decidido introducir el uso optativo de uniforme. Yo estoy de acuerdo con esta regla. Es mejor porque todos nos vestimos de la misma manera y no tengo que preocuparme por estar a la moda.

(Total for Question 10 = 7 marks)

TOTAL FOR SECTION C = 7 MARKS

TOTAL FOR PAPER = 50 MARKS

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GCSE Spanish Higher tier

Paper 3 Mark scheme

SECTION A

Question number	Answer	Mark
1(a)	get a good job / a stable career	(1)

Question number	Answer	Mark
1(b)	the salaries are (very) low / the companies don't pay much	(1)

Question number	Answer	Mark
1(c)	Any one of the following: abroad Germany England	(1)

Question number	Answer	Mark
2(a)	He is old / old men don't celebrate their birthdays.	(1)

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

Question number	Answer	Mark
2(c)	Any one of the following: tie / ties shirt / shirts	(1)

Question number	Answer	Mark
2(d)	Any one of the following: the grandfather will invite his friends the parents will cook the aunt will buy / bring a dessert	(1)

Question number	Answer	Mark
3(a)	it is / was big / large	(1)

Question number	Answer	Mark
3(b)	Any one of the following: chatted / talked played games / chess	(1)

Question number	Answer	Mark
3(c)	Come back for lunch / to eat	(1)

Question number	Answer	Mark
3(d)	Her mother (and brothers and sisters)	(1)

Question number	Answer	Reject	Mark
3(e)	Any one of the following: they lived near she enjoyed spending time with them / her cousins they read a lot	boring	(1)

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

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

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

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

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

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

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

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

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

Question number	Answer	Mark
5(e)	Every month	(1)

Question number	Answer	Mark
5(f)	students sitting an exam	(1)

Question Number	Answer	Mark
6(i)	A, B, E	(3)

Question Number	Answer	Mark
6(ii)	Any one of the following: they ignore the violence / do very little they do nothing about these incidents	(1)

Question Number	Answer	Mark
6(iii)	if everyone works together	(1)

SECTION B

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

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

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

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

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

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

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

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

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

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

Question number	Answer	Mark
9(a)	Embotellamientos / atascos / muchos coches / muchas personas	(1)

Question number	Answer	Mark
9(b)	El ayuntamiento no ha hecho un gran gasto / ha gastado poco.	(1)

Question number	Answer	Mark
9(c)	Los vehículos pesados / camiones no entran al centro (de la ciudad)	(1)

Question number	Answer	Mark
9(d)	Hay buena iluminación	(1)

Question number	Answer	Mark
9(e)	Any one of the following: hay servicios de ocio horarios flexibles	(1)

SECTION C

Question number	Indicative content	Mark
10	I go to school dressed in jeans. In Spain, students do not wear school uniforms. Now, some schools have decided to introduce the optional use of uniform. I agree with this rule. It's better because we all dress in the same way and I don't have to worry about being fashionable / trendy.	(7)

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

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
Pearson Edexcel Level 1/Level 2 GCSE (9–1)			
Sample assessment material for first assessment June 2021			
Time: 1 hour 20 minutes		Paper Reference 1SP0/4H	
Spanish Paper 4: Writing in Spanish Higher Tier			
You do not need any other materials.			Total Marks

Instructions

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

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question*
– *you should spend approximately 15 minutes on the translation question.*

Advice

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

Turn over ►

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Choose either Question 1(a) or Question 1(b).

If you answer Question 1(a) put a cross in the box ☐ .

A visit to England

1 (a) Escribe un email a tu amigo Miguel sobre su visita a Inglaterra.

Debes mencionar los siguientes puntos:

- tus opiniones sobre el sitio donde vives
- algo que hiciste en tu ciudad la semana pasada
- el tiempo que hace en Inglaterra normalmente
- qué vas a hacer durante la visita de Miguel

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

(20)

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If you answer Question 1(b) put a cross in the box ☐ .

My friend

(b) Escribe un blog sobre tu amigo (-a).

Debes mencionar los siguientes puntos:

- describe a tu amigo (-a)
- algo que hiciste con tu amigo(-a) el fin de semana pasado
- tu opinión sobre lo que es un (-a) buen (-a) amigo (-a)
- algo que vas a hacer con tu amigo (-a) en el futuro

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

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(Total for Question 1 = 20 marks)

Choose either Question 2(a) or Question 2(b).

If you answer Question 2(a) put a cross in the box ☐ .

Musical events

- 2 (a) Escribe un artículo interesante para una revista española sobre los eventos musicales.

Debes mencionar los siguientes puntos:

- lo que piensas sobre los eventos musicales
- un evento que has visto en vivo o en la tele recientemente
- por qué la música es popular con los jóvenes
- si irás a un concierto en el futuro

Justifica tus ideas y tus opiniones.

Escribe aproximadamente 130–150 palabras **en español**.

(28)

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If you answer Question 2(b) put a cross in the box ☐ .

Technology

(b) Escribe un informe para convencer a la gente de la importancia de la tecnología.

Debes mencionar los siguientes puntos:

- la tecnología que usas
- lo que piensas de la tecnología y por qué
- cómo usaste la tecnología la semana pasada
- cómo será la tecnología en el futuro.

Justifica tus ideas y tus opiniones.

Escribe aproximadamente 130–150 palabras **en español**.

(28)

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(Total for Question 2 = 28 marks)

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(Total for Question 3 = 12 marks)

338

GCSE Spanish Higher Tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

Step 2 Decide on a mark

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

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

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

- communication and content
- linguistic knowledge and accuracy.

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

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

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

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	• Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	• Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	- Communicates information relevant to the task, with development of some key points and ideas - Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions - Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language - Appropriate use of register and style is evident but with occasional inconsistency
10–12	- Communicates information relevant to the task with expansion of key points and ideas - Effective adaptation of language to narrate, inform, interest and give convincing personal opinions - Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language - Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

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

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

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

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

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

Mark	Descriptor
0	No rewardable material
1–2	• Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	• Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	• Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	• Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Question 2 – Higher tier (28 marks)

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

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all 4 bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

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

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas • Some effective adaptation of language to narrate, inform, interest/convince • Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language • Appropriate use of register and style with the occasional inconsistency
5–8	• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas • Frequently effective adaptation of language to narrate, inform, interest/convince • Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language • Appropriate use of register and style with few inconsistencies
9–12	• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas • Mostly effective adaptation of language, to narrate, inform, interest/convince • Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language • Predominantly appropriate use of register and style

Mark	Descriptor
13–16	- Communicates detailed information relevant to the task, with consistently effective development of key points and ideas - Consistently effective adaptation of language to narrate, inform, interest/convince - Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language - Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

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

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

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

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

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

Mark	Descriptor
0	No rewardable material
1–3	• Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	• Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	• Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	• Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

Errors that **prevent meaning being conveyed:**

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

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

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference • Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated • Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated • Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	• The meaning of the passage is fully communicated • Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Mi colegio/instituto está en el centro de la ciudad/del pueblo y voy en bus/en autobús porque empezamos a las nueve. Lo mejor del colegio/instituto es que organizan excursiones/viajes. El año pasado disfrutamos de visitar/disfrutamos visitando Barcelona en julio. Quiero aprobar mis exámenes ya que me gustaría continuar/seguir estudiando (el) español y espero mejorarlo.

Additional guidance

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

Errors that **do not hinder clarity**:

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

Errors that ***hinder clarity***:

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

Errors that ***prevent meaning being conveyed***:

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

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

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