

# Paper 1, Speaking

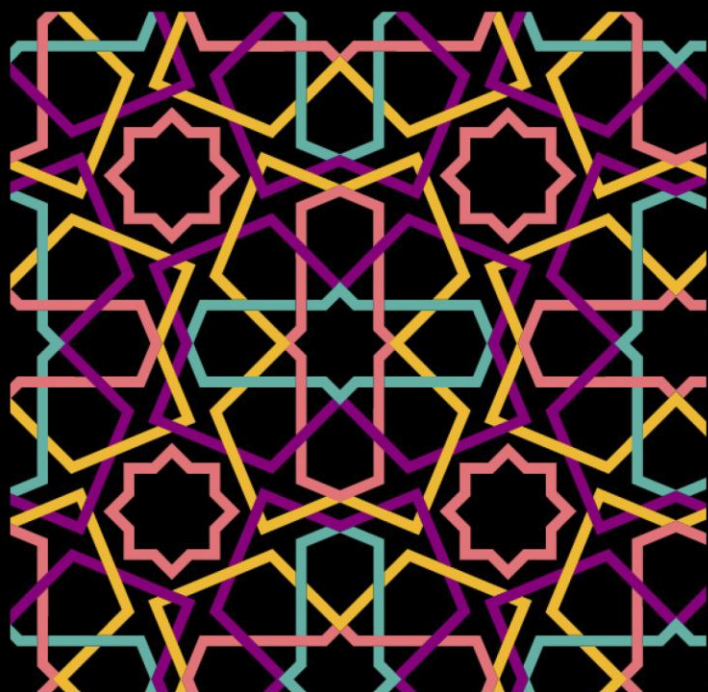
Teacher Guide



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# Introduction

In our vision for these new GCSE (2024) French, German and Spanish qualifications we committed to ‘transparency’ and providing ‘clear, concise and straightforward’ assessments.

These paper guides are intended to complement the information provided in the Specifications for GCSE [French](#), [German](#) and [Spanish](#), by giving teachers access to the detailed instructions our paper writers receive when they are commissioned to create the live assessments.

We know how much considered and consistent paper design matters to you and your students, so we want you to see the thought and care we have taken with the construction of our papers and the features you will be able to rely upon every exam series.



## Structure of paper

|                            | Foundation  | Higher          |
|----------------------------|---|-----------------|
| <b>Structure and Marks</b> | 50 marks from 3 tasks: <ul style="list-style-type: none"> <li>Task 1, Read aloud, 12 marks</li> <li>Task 2, Role play, 10 marks</li> <li>Task 3, Picture task with conversation, 28 marks</li> </ul>  |                 |
| <b>Exam duration</b>       | 7 - 9 minutes   | 10 - 12 minutes |
| <b>Preparation time</b>    | 15 minutes (the final 1-minute to take place in the examination room)   |                 |
| <b>Grade targets</b>       | 1 - 5   | 4 - 9           |
| <b>Task detail</b>         | <p><b>Read aloud:</b></p> <ul style="list-style-type: none"> <li>One short passage</li> <li>Two follow-on questions</li> </ul> <p><b>Role play:</b></p> <ul style="list-style-type: none"> <li>Five student prompts</li> </ul> <p><b>Picture task:</b></p> <ul style="list-style-type: none"> <li>One picture to describe</li> <li>Two follow-on questions</li> <li>Broader conversation</li> </ul> |                 |
| <b>Picture choice</b>      | Students <b>choose one</b> from two colour pictures related to their pre-selected thematic context. The pictures for the description are common to both tiers.  |                 |
| <b>Question language</b>   | Question titles, rubrics and prompts <b>in English</b> . Transitions between tasks also take place <b>in English</b> .  |                 |
| <b>Vocab and grammar</b>   | FT only   | FT and HT       |



## Content of paper

In the Speaking paper, students are assessed on their production of spoken target language in a range of defined and open situations.

Students need to:

- demonstrate accurate application of Sound Symbol Correspondence (SSCs)
- respond to simple unprepared questions following on from the read aloud and picture description
- participate in a role play with the teacher-examiner, in one of 10 transactional settings listed in the specification
- describe a colour photograph
- take part in a conversation with the teacher-examiner.

Students will be expected to use a range of the specified vocabulary (Appendix 1 of specifications) and grammar (Appendix 2 of specifications), and the focus of the tasks will be taken from the thematic contexts listed in the specification (Read aloud and Picture task) or the transactional settings (Role play). A mixture of thematic contexts and subjects will be used in the paper to allow for a wide range of vocabulary to be used.

Stimulus material has been created to reflect authentic opportunities for students to use the target language, and to allow students to talk about their own experiences and interests.



# Paper design

Speaking tasks will feature content that is relatable and accessible to all students.

Students are expected to:

- respond to visual, written and spoken stimuli
- use clear and comprehensible pronunciation when speaking the target language, demonstrating an understanding of sound symbol correspondences
- use language in different situations
- ask and answer questions, give opinions, and develop conversation
- use language to describe a visual stimulus, including specific required details
- produce extended sequences of speech, using a range of vocabulary and grammatical structures (from the prescribed lists) accurately, including some more complex forms appropriate to the level of study,
- refer to past, present and future events.

## Order of tasks

The three tasks for the Speaking paper must be taken in the specified order:

1. Read aloud (with follow-on questions)
2. Role play
3. Picture task (description, follow-on questions and broader conversation).

## Ramping of demand

We have designed the paper so that the demand of the tasks ramps steadily.

For example, the unprepared questions early in the assessment (follow-on questions after the read aloud) are simpler than the later unprepared questions following the picture description, which use more complex language and at Higher tier require more than one timeframe.

Also, the marks awarded for the unprepared questions and the role play reward **communication only**, whereas in the third task, the picture description and broader conversation are also assessed against AO3 for **grammatical accuracy**, with 4 marks allocated to this for each part of the task.





## Timings

### Preparation time

For both Foundation and Higher tiers, students are given 15 minutes preparation time. This is made up of **14 minutes in the silent preparation area and the final 1 minute in the examination room** to allow the student to prepare out loud.

**This final 1 minute must be given to every student**, and **only** 1 minute aloud, irrespective of the centre's preparation set up. For regulatory purposes it must form part of the examination recording. Students may use the time to practise any part of the read aloud out loud, or to continue with silent preparation of any of the tasks.

Students are permitted to make notes on **one sheet of A4 paper** during the preparation time, which they may refer to during the exam.

### Examination time

Below are the recommended timings for each task in the paper:

| Task                | Foundation tier<br>Assessment Time  | Higher tier<br>Assessment Time  |
|---------------------|---|---|
| Total Required Time | 7 - 9 minutes   | 10 - 12 minutes   |
| Read aloud          | 1.5 - 2 minutes   | 2 - 2.5 minutes   |
| Role play           | 1 - 1.5 minutes   | 1 - 1.5 minutes   |
| Picture task        | Description and follow on questions: 1.5 - 2 minutes<br>Conversation: 3 - 3.5 minutes | Description and follow on questions: 2 - 2.5 minutes<br>Conversation: 5 - 5.5 minutes |

### These timings are offered as guidance.

Students will not be penalised if they do not meet the minimum recommended time for an individual section of the exam. Teacher-examiners should encourage students to speak as much as they are able for each of the tasks, but should use their professional judgement to determine when the candidate has no more to give.

Any material beyond the stipulated maximum assessment times for the tier will not be marked by the examiner.



# Task design

Key features of the design of the Speaking tasks:

- Read aloud and Picture task each link to a different thematic context listed in the Specification
- Role play is set in one of ten transactional settings, listed in Specification
- Choice of thematic context for the Picture task (two weeks in advance of the assessment window)
- Choice of one from two colour photographs for the picture description
- Clear instructions and rubrics for all tasks given in English
- Communication privileged throughout the assessment, with comprehensible message being rewarded in the unprepared questions and the roleplay.
  - In the conversation, the majority of marks (12 of 16 marks) are attached to communication (AO1).
  - Linguistic accuracy marks (AO3) are attached to the read aloud passage (SSCs) and picture task (description and broader conversation)
- Digital sequencing tool (DST) to aid teachers with the allocation of tasks to candidates.

**Thematic context for the Picture task and Conversation selected two weeks before exam window.**

## Vocabulary

Tasks in this paper have been designed so they can be answered using only words from the vocabulary list and inflected forms covered by the grammar requirements, and candidates can access the full range of marks if they only use the listed vocabulary and grammar. However, candidates are free to learn and use words from outside of the vocabulary list that are relevant to their own lives and interests and will receive **equal credit** for these.

## Accessible and inclusive

We have designed our tasks to be within the range of most students' own experiences. We will only ask students to talk about their lives and experiences, rather than requiring them to discuss things outside of their probable experience or put an excessive burden on using their imagination. We are working to support students and teachers where there may be social experience gaps, often referred to as a lack of cultural capital.





At the forefront of the paper design is the awareness that asking some students to talk about specific experiences or topics such as **family, holidays** or **accommodation** is not inclusive. Where reference is made to 'family' we will also provide 'or friends' as an option. If we ever refer to holidays, it will always be in a conditional format of 'what/where **would you** like to go', which is a reasonable use of their imagination, rather than expecting that all students have experienced a holiday abroad that they could draw on for their response.

It would be impossible for us to consider all the many different circumstances and experiences of young people today, but we are working very hard to make our speaking paper as accessible and inclusive as possible.



## Read aloud

This is a new task for this specification. The focus is on assessing the accurate application of SSCs from the specified list published in Appendix 2 of the specifications. [We have reproduced these lists in the Appendix to this document.](#)

For each tier at each assessment series, there will be 6 candidate cards, one based on each of the thematic contexts, and 6 corresponding teacher cards. The details of the task at each tier are:

| Task                | Foundation Tier details  | Higher Tier details   |
|---------------------|--|---|
| Read aloud passage  | <ul style="list-style-type: none"> <li>• 5 sentences.</li> <li>• 35-40 words from FT vocabulary list.</li> </ul>               | <ul style="list-style-type: none"> <li>• 4 sentences.</li> <li>• 50-55 words from full FT/HT vocabulary lists.</li> <li>• Longer sentences.</li> </ul> <p>More complex linguistic structures.</p> |
| Follow-on questions | <p>2 straightforward unseen questions:</p> <ul style="list-style-type: none"> <li>• one like</li> <li>• one opinion</li> </ul> |   |

A range of SSCs from the list will feature in each read aloud passage, but the task will be assessed holistically (see section on mark schemes).

The SSCs are identical for each tier\* so the tasks are differentiated in the following ways:

- the selection of vocabulary,
- the number of words to be read,
- the complexity of the sentences in the passage.

**\*NB: In Spanish, the understanding and use of appropriate stress-patterns is a Higher tier only requirement in the SSC list.**

Writers will not use repeated words or word families (e.g., chant, chanteur) to avoid the risk of double penalising a student who produces a certain sound inaccurately.

At both tiers, the passage for the read aloud will be **mainly in the present tense**. There may be a simple conditional (e.g., *je voudrais*, *ich möchte*, *me gustaría*), and in French and Spanish a near future may be used.



Only words from the vocabulary list will feature in the task, as appropriate to the tier of entry. **Proper nouns** will only be assessed if they are in the vocabulary list:

Zoé, your friend from France, has sent you some information about where she lives.

Read out the text below to your teacher.

J'habite près de Paris.

C'est dans le nord de la France.

Ma ville est assez grande et moderne.

Le samedi, je vais au centre commercial.

J'aime aller dans les magasins avec mes amis car c'est amusant.

Assessed ✓

Jules, your friend from France, has sent you some information about his favourite singer.

Read out the text below to your teacher.

Moi, j'adore Stormzy\*.

C'est mon artiste anglais préféré.

Il chante très bien et sa musique est intéressante.

J'aime regarder ses concerts sur Internet ou à la télé.

Demain, je vais télécharger une vidéo sur mon portable.

Not assessed ✕

*\* you will not be assessed on the pronunciation of this name*



## Read aloud, unseen follow-on questions

The follow-on questions are not seen by candidates in advance. These questions are **related to the content** of the read aloud passage, but they **are not** comprehension questions.

The follow-on questions will be **present tense** or **simple conditional**.

At Foundation tier, the form of the questions will always be:

- 'What do you like... (to do/eat/etc) for question 1 and
- 'What do you think of... (sports/cinema/etc) for question 2.

At Higher tier, the structures will be more varied:

- Question 1 will still be a 'likes' question, but with a variety of structures.
- Question 2 will require the student to give an opinion using the following format and which relates to an aspect of the text:
  - French: *Quel est ton avis sur...? Quel est ton avis sur le tourisme ?*
  - Spanish: *¿Cuál es tu opinión sobre...? ¿Cuál es tu opinión sobre los problemas medioambientales?*
  - German: *Was ist deine Meinung zu...? Was ist deine Meinung zum Sport?*



## Read Aloud, Student card

The student card gives an introduction to the task, instructions for what to do, and information about the key aspects of the task, **all in English**. Students are allowed to annotate the stimulus card for this task, allowing them to prepare effectively for reading the words with the correct sounds.

Students can annotate the read aloud stimulus card.

Read aloud

Manon, your friend from Switzerland, has sent you some information about herself.

Read out the text below to your teacher.

Je suis très active.

Je vais au collège à vélo.

Je fais du sport avec mes amis.

Le samedi, je marche beaucoup avec mon chien.

Je mange souvent des légumes et je bois de l'eau.

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

Scenario and instructions in English.

Text using words from vocabulary list only.  
Any proper nouns only assessed if they are in the vocabulary list.

Key aspects of the task explained clearly in English.

Clear instruction to use more than one word to access full marks.



## Read Aloud, Teacher card

The teacher card contains clear instructions to the teacher-examiner about how to conduct the task, along with a copy of the text the candidate will read aloud.

The teacher card also contains the two follow-on questions that must be asked after the text has been read.

There is also a reminder that **the stimulus card should be collected** from the candidate **before asking the follow-on questions**.

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

This practice must be recorded.

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

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

The candidate should read aloud the following text.

Je suis très active.

Je vais au collège à vélo.

Je fais du sport avec mes amis.

Le samedi, je marche beaucoup avec mon chien.

Je mange souvent des légumes et je bois de l'eau.

A copy of the text the candidate must read.

Reminder to teacher to take the stimulus material **before** asking questions.

### Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. *Qu'est-ce que tu aimes manger ?*

Q2. *Qu'est-ce que tu penses du sport ?*

Follow-on questions covering likes / dislikes / opinions. These do not appear on the student card.

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





## Role play

The role play task will be set in one of ten realistic, transactional settings published in advance in the specifications. They are:

- Café / restaurant
- Shop / market / shopping centre
- Hotel
- Train station
- Tourist information office
- Cinema / theatre / concert hall
- Campsite
- Leisure centre
- Doctor's surgery / hospital
- In town

Each assessment series, Pearson will provide **six role play stimulus cards** at each tier, which will use six different settings from the published list.

The role play will be in a formal context, where the teacher-examiner will address the candidate as 'vous' / 'Sie' / 'usted'. In their responses, the student does not need to use the formal register. Students will be required to give and receive information, answering and asking questions.

**The student does not need to use the formal register.**

The details of the task at each tier are:

| Task      | Foundation Tier details  | Higher Tier details  |
|-----------|--|--|
| Role play | <ul style="list-style-type: none"> <li>• 4 statement prompts in present tense / simple conditional</li> <li>• 1 question prompt, always at prompt 5</li> </ul> | <ul style="list-style-type: none"> <li>• 3 statement prompts in present / simple conditional / one future timeframe</li> <li>• 2 question prompts, always at prompt 5, plus either prompt 2, 3 or 4</li> </ul> |

The role play prompts are designed so that students can respond using vocabulary drawn from the vocabulary list. No prompt will rely on the candidate producing a specific item of vocabulary.

For example, the fourth prompt in the extract below 'Say what activity you will do tomorrow' allows the student to select from a range of activities during preparation time, giving them a greater opportunity of success, compared to if we had stated 'Say you are swimming tomorrow', but the student couldn't remember how to say 'swimming'.



## Role play, Student card

The scenario, instructions and prompts on the student card are all written in English.

### Candidate card STIMULUS HRP5

Setting: At the doctor's surgery

#### Scenario:

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

Clear description of setting and instructions in English

Clear instruction to use more than one word to access full marks.

#### Task:

1. Say what is wrong with you.
2. Say why you are in Spain.
3. **Ask** a question about seeing the doctor.
4. Say what activity you will do tomorrow.
5. **Ask** a question about opening times.

Clear prompts in English

The last prompt is always a question at both tiers; at Higher tier there will be a second question as prompt 2, 3 or 4.

Prompts which do not rely on specific vocabulary and allow the student to use what words they know.



## Role play, Teacher card

The teacher card contains clear instructions to the teacher-examiner about how to conduct the task, along with the script for the role play interaction.

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

Begin the role play with the following introduction:

You are at a doctor's surgery, and you are talking to the receptionist. I will play the part of the receptionist and will speak first.

Introduction to the scenario, to be read by the teacher-examiner

|   |   |
|---|---|
| 1 | <i>Buenos días. ¿Cómo puedo ayudarle?</i><br>Allow the candidate to say what is wrong with them.  |
| 2 | <i>De acuerdo. Y ¿por qué está usted aquí en España?</i><br>Allow the candidate to say why they are in Spain.                                     |
| 3 | <i>Muy interesante. ¿Tiene una pregunta?</i><br>Allow the candidate to ask about seeing the doctor.<br><i>Give an appropriate brief response.</i> |
| 4 | <i>Y ¿qué actividad va a hacer mañana?</i><br>Allow the candidate to say what activity they will do tomorrow.                                     |
| 5 | <i>Vale. Y ¿tiene otra pregunta?</i><br>Allow the candidate to ask about opening times.<br><i>Give an appropriate brief answer.</i>               |

Teacher-examiner script for the roleplay



## Picture task with conversation

Each assessment series, Pearson will provide 18 picture task stimulus cards at each tier, with three cards relating to each of the six thematic contexts.

The picture task is in three parts:

- the picture description,
- the compulsory follow-on questions and
- the broader conversation.

The details of the task at each tier are:

| Task                 | Foundation Tier details   | Higher Tier details  |
|----------------------|---|--|
| Picture description  | <ul style="list-style-type: none"> <li>• Choose <b>one</b> from two colour pictures relating to one of the thematic contexts</li> <li>• Describe the picture, including <b>people, location, activity</b></li> </ul>  |  |
| Follow-on questions  | <ul style="list-style-type: none"> <li>• Two unseen questions related to the content of the chosen picture, but focused on student's experiences / likes / dislikes / opinions</li> </ul>   |  |
|                      | <ul style="list-style-type: none"> <li>• Both questions in <b>present tense / simple conditional</b></li> </ul>   | <ul style="list-style-type: none"> <li>• Question 1 in <b>present tense / simple conditional</b></li> <li>• Question 2 in <b>past tense</b></li> </ul> |
| Broader conversation | <ul style="list-style-type: none"> <li>• <b>Compulsory</b> starting subject</li> <li>• Three tier-appropriate suggested questions in different timeframes</li> <li>• A 'free flowing' conversation around the thematic context and the candidates own interests and experiences.</li> </ul> |  |

### Pre-chosen thematic context

Up to two weeks\* in advance of the exam window, students will select the thematic context for this part of the assessment. This takes the form of **a managed choice of one from two thematic contexts** offered to each student. This random pair of thematic contexts will be generated by the digital sequencing tool ([DST - see further information on this below](#)), to ensure randomisation and avoid whole classes/cohorts selecting the same thematic context.

This choice enables students to select the thematic context that they feel most confident about, from the two offered. It allows students to focus the final weeks of their preparation for the Speaking exam, knowing that the picture, unseen follow-on questions and unprepared conversation will relate to this thematic context.



*\*We will share in advance the exact date that the DST will open for each exam series, as the Easter holidays can have an impact.*

## Picture description

The picture description has been designed so that students can respond to the stimulus using vocabulary drawn from the full vocabulary list.

The focus of the description is made clear by three bullet points on the student card, which tell them that their description must cover: **people, location, activity**.

These bullet points do not have to be covered in equal depth, but each bullet point must be addressed with a suitably detailed answer for Higher (or two or more bullet points for Foundation) for them to access the full range of marks ([see section on picture task mark schemes](#)). Students are not limited to describing these details.

During the picture description, if a student seems to have forgotten to cover one of these elements, or not given enough detail, the teacher should take advantage of the intervention prompts in the target language to encourage the student to cover all the bullet points in full. These are the exact prompts that must be used – they must not be changed or varied. They may be repeated up to a total of 3 times:

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

- *(Et) les personnes ?*
- *(Et) c'est où ?*
- *(Et) que font-ils ?*
- *Autre chose ?*

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

- *(Und) die Personen?*
- *(Und) wo ist das?*
- *(Und) was machen sie?*
- *Noch etwas?*

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

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





To succeed in this task, it is very important that students describe the picture as fully as possible, with detailed description and development, as far as they are able in the recommended time.

It is important for teachers and students to understand that the new Picture task description is different from that of the 2016 qualification, which makes up only one of the five questions on the card. In the 2024 qualification, the Picture task description is more substantial as it is a task which carries 8 marks; 4 for the content of what is said and 4 for the linguistic and grammatical accuracy ([see section on picture task mark schemes below](#)). We recommend that students spend part of their preparation time for the picture task preparing grammatically accurate sentences, in order to access the full mark range for this task.

## Unseen Follow-on questions

The description element of the task is followed by **two unseen compulsory questions relating to the subject matter of the picture**. The questions appear only on the teacher card as they must be unprepared by the student. Both questions will be about the student's own experiences / likes / dislikes / opinions. These questions are very similar in format to the unseen questions following the read aloud and are marked using identical criteria.

At Foundation tier, the questions will be in the **present tense or conditional**. The second question on the Foundation tier card is the same as the first question at Higher tier. At Higher tier, the second question will be in a **past tense**.

### Foundation tier questions

#### Questions for Picture 1

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

#### Questions for Picture 2

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

### Higher tier questions

#### Questions for Picture 1

- (a) ¿Qué te gusta hacer al aire libre?
- (b) ¿Cómo ayudaste al medio ambiente el mes pasado?

#### Questions for Picture 2

- (a) ¿Qué piensas sobre comprar en línea?
- (b) ¿Qué compraste la última vez que fuiste a las tiendas?

Higher tier  
Question 2 asked  
using past tense

## Broader conversation

The conversation part of Picture task carries the highest number of marks of any element of the Speaking paper (16 marks). This task is marked both for the content of what is said (12 marks) and for linguistic and grammatical accuracy (4 marks).





It is an opportunity for students to use a wide range of language to talk about aspects of the thematic context, as well as their own interests and experiences. Teacher-examiners are advised to ask a range of questions, which enable students to:

- produce extended sequences of speech
- develop the conversation
- give and justify own thoughts and opinions
- refer to past, present and future events
- demonstrate the full range of their ability.

Students should be encouraged to produce sufficient responses to meet the time allocation for this part of the task.

A **compulsory starting subject** from within the thematic context is given for the conversation, along with a suggested opening question. Further suggested questions are supplied which encourage students to talk in past and future timeframes. All the questions are designed so that students can respond using vocabulary and grammar from the list, however the student may draw upon any relevant vocabulary, including from beyond the list, for which they will be awarded **equal credit** for correct use.

The intention for this part of the assessment is that it should **flow in the style of a natural conversation**. Teachers are encouraged to respond to what the student says, rather than use a pre-determined set of questions.

**The conversation could stay within the thematic context or range across any thematic context.**

There is no requirement for the teacher-examiner to remain within the one thematic context for the whole of the conversation. The conversation could stay within the thematic context or range across **any thematic context**. Teachers have the freedom to develop the conversation however they think is most suitable to each student, bearing in mind that the student might feel most prepared to talk about the thematic context that they selected for this task.

#### **Example:**


Using the example from the following pages, the compulsory starting subject is **'Films and television'**, from the chosen thematic context of 'Media and technology', but if a student response mentioned watching TV with friends, it would be equally appropriate to ask additional questions about other activities the student does/did/will do with friends (which could be considered a move to the thematic context of 'My personal world'), as it would to continue talking about TV.

## Picture task, Student card

The student card offers the two colour pictures, from which the student must choose one to describe, along with clear instructions about the focus of the description and the remaining parts of the task.

**Candidate STIMULUS**      **Picture task FPT5**


**Picture 1**



MAPW1123377 - © Maskot/Getty Images

**Thematic context: Media and technology**

**Picture 2**



991174378 - © Maskot /Getty Images

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

Your description must cover:

- people
- location
- activity.

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

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

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

Thematic context selected two weeks in advance by the student.

Two colour pictures. Students must choose one to describe.

Bullet point prompts telling the student what they must cover in their description.

Clear instruction to use more than one word to access full marks.


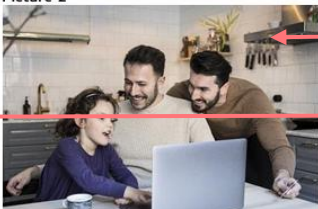
Clear instructions about the task, in English

## Picture task, Teacher card

The teacher card reproduces the student pictures and contains clear instructions in English about the conduct of the picture task. It also contains the compulsory questions that follow the picture description, the starting subject for the broader conversation, and suggested questions in different timeframes.

Instructions to teacher    Picture task FPT5    Thematic context: Media and technology

Picture 1    Picture 2

MAPW1123377 - © Maskot/Getty Images    991174378 - © Maskot/Getty Images

**Picture description**

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

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

- (Und) die Personen?
- (Und) wo ist das?
- (Und) was machen sie?
- Noch etwas?

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

**Compulsory questions related to pictures**

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

**Questions for Picture 1**

(a) Wie oft triffst du Freunde?

(b) Wie findest du Gaming?

**Questions for Picture 2**

(a) Wie oft siehst du fern?

(b) Was machst du nach der Schule zu Hause?

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

Please turn over for instructions for the conversation.

Pictures as on the student card.

Prompts that may be used during the picture description. These must not be altered.

Compulsory follow-on questions for each picture. These must not be altered.

Compulsory starting subject for the conversation. This will be the same for each tier.

Suggested opening present tense question, appropriate to each tier.

### Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TELEVISION AND FILM**, for example: *Was für Filme magst du?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

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

(past tense) *Was hast du letzte Woche im Fernsehen gesehen?*

(future tense) *Wie wirst du morgen das Internet benutzen?*

Suggested questions in different timeframes, appropriate to each tier.



# Mark schemes

In the Speaking paper, we are targeting these assessment objectives:

- AO1 - respond to spoken language in speech.
- AO2 - respond to visual stimulus in speech.
- AO3 - demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification.

The mark allocations per AO are shown in this table:

| Task                 | AO1 | AO2 | AO3 | Total |
|----------------------|-----|-----|-----|-------|
| Read aloud           |     |     | 8   | 12    |
| Follow-on questions  | 4   |     |     |       |
| Role play            | 10  |     |     | 10    |
| Picture description  |     | 4   | 4   | 28    |
| Compulsory questions | 4   |     |     |       |
| Conversation         | 12  |     | 4   |       |

## Further detail about assessment objectives

| Task                                 | Detail   |
|--------------------------------------|--|
| Read aloud                           | Marked holistically under AO3, considering the whole text that is read out. Students will not be assessed on the quality of their accent, and anglicised accents will not impact on success, as long as pronunciation is clear and comprehensible and SSCs are accurate. |
| Follow-on questions after read aloud | Marked for an appropriate and clearly communicated response to the teacher's question against AO1. One-word answers cannot score more than 1 mark; however, the answer is not required to be in a complete sentence with a verb.   |
| Role play                            | Marked for communication only, against AO1. Role play responses are expected to be short, but must be of more  |





|  |  |
|--|--|
|  | than one word to be considered 'clearly communicated' and gain 2 marks. This instruction is made clear to candidates on the stimulus card. There is no requirement for responses to be complete sentences containing a verb.   |
| <b>Picture description</b>                           | Marked against AO2 (respond to visual stimulus in speech) and for linguistic knowledge and accuracy against AO3.   |
| <b>Follow-on questions after picture description</b> | Marked for communication only, against AO1 in the same way as the follow-on questions after the read aloud and the roleplay responses. Again, it is made clear to candidates that one-word answers are not sufficient for full marks, however answers are not required to be in a complete sentence with a verb. |
| <b>Broader conversation</b>                          | Marked both for AO1 (response to spoken language) and for linguistic knowledge and accuracy (AO3).   |

The SAMs provide detailed guidance on the approach to applying the mark schemes for each task.

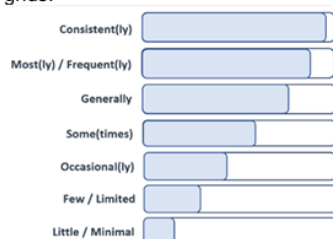
## Improving mark scheme design

Following research with teachers, we have made significant improvements to the clarity and layout of the mark schemes, including:

- concise and easy-to-apply mark schemes with simplified language;
- practical layout: AO2 and AO3 mark grids appearing side by side and on the same page, with exemplification included;
- graduated criteria, starting with the highest marks at the top, to allow the full range of differentiation between candidates;
- helpful infographic, to indicate the progression between terms like 'sometimes' and 'mostly', and a glossary of terms used in the mark scheme.

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

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



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



- examples of types of errors (e.g., minor and major errors)
- illustration of the distinction between AO1/AO2 and AO3 marking (to ensure students are rewarded for communication success despite errors in accuracy)

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

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

On the following pages, we provide some examples of the Speaking paper mark criteria.

## Marking criteria by task

### Read aloud marking criteria (AO3)

The read aloud task is marked holistically, which means that pronunciation of all words in the text count towards the outcome.

Students are assessed on:

- how **clear** their pronunciation is, *not* on their French, German or Spanish accent. Students can be understood clearly even if their accents are anglicised.
- how **comprehensible** their pronunciation is. **Comprehensible** relates to how easy it is to understand the main points and ideas of the response as a whole.

The Foundation tier and Higher tier mark schemes for this task overlap, with the bottom two bands of Higher tier becoming the top two bands of Foundation tier.

We have provided examples of application of the marking criteria for the read aloud text in the SAMs, showing how lapses in SSCs impact on comprehensibility and cause the message to break down.





*Read aloud, Higher tier*

| Mark | AO3: Knowledge and accurate application of vocabulary   |
|------|---|
| 7–8  | Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.                                       |
| 5–6  | Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.   |
| 3–4  | Pronunciation is generally clear and comprehensible; lapses in SSCs have limited or no impact on the message.                                   |
| 1–2  | Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately. |
| 0    | No rewardable material.   |

Bottom two bands of Higher tier become top two bands of Foundation tier.

*Read aloud, Foundation tier*

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



## AO1 'communication and content' criteria: Read Aloud questions, Roleplay, Picture description questions

This marking grid is identical for all tasks assessed under AO1, namely:

- the read aloud follow-on questions.
- the role play.
- the compulsory questions following the picture description.

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

The grid is applied to **each** follow-on question for the read aloud (2 x 2 marks) and picture description (2 x 2 marks) and to each response to a prompt in the role play (5 x 2 marks).

We have provided guidance on the application of the mark scheme for each of these tasks in the SAMs and exemplification of the application of the mark criteria (see next page).



### Responses to questions

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

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

### Responses to roleplay teacher prompts

**Prompt 1:** Say how long you want to stay .

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

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



## Picture description and conversation marking criteria

This format exemplifies the layout we use for tasks across Foundation and Higher tier where two grids are applied to the response.

For the picture description, there is one grid for **AO2: Response to stimulus** and one grid for **AO3: Linguistic knowledge and accuracy**. Candidates are marked for the content of the description, and for the accuracy of what they say.

For the broader conversation, there is one grid for **AO1: Response to spoken language** and one grid for **AO3: Linguistic knowledge and accuracy**. Here candidates are marked for the information conveyed in their responses to conversation questions, and for the accuracy of what they say.



## Picture task, Foundation tier grids

### Part 1 – Picture description task (8 marks)

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

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

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

Clear detail about the minimum number of bullet points that must be covered to be awarded a mark in that band.

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



Mark grids side by side, with 12 marks for communication and 4 for accuracy.

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

Clear expectation of the timeframes students should use.

Descriptors overlap between tiers, with the lower two bands of Higher tier becoming the top two bands at Foundation tier.





## Picture task, Higher tier grids

### Part 1 – Picture description task (8marks)

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

- Response to stimulus
- Linguistic knowledge and accuracy.

Clear detail about the minimum number of bullet points that must be covered to be awarded a mark in that band.

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

| AO2: Response to stimulus |  | AO3: Linguistic knowledge and accuracy |  |
|---------------------------|--|--|--|
| Mark                      | Descriptor   | Mark                                   | Descriptor   |
| 4                         | <ul style="list-style-type: none"> <li>• <u>All three bullet points</u> addressed.</li> <li>• Consistent, detailed development of ideas to describe different, relevant aspects of the picture.</li> </ul> <p>Response is easily comprehensible; it is rare that the message is not immediately clear.</p>                                   | 4                                      | <ul style="list-style-type: none"> <li>• Wide range of relevant vocabulary and grammatical structures.</li> <li>• Consistently accurate use of language, any errors are minor.</li> </ul>                            |
| 3                         | <ul style="list-style-type: none"> <li>• <u>All three bullet points</u> addressed.</li> <li>• Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture.</li> <li>• Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.</li> </ul> | 3                                      | <ul style="list-style-type: none"> <li>• A variety of relevant vocabulary and grammatical structures.</li> <li>• Mostly accurate use of language; some minor errors.</li> </ul>                                      |
| 2                         | <ul style="list-style-type: none"> <li>• <u>Two or more bullet points</u> addressed.</li> <li>• Ideas are generally developed, to describe different, relevant aspects of the picture.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>   | 2                                      | <ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul> |
| 1                         | <ul style="list-style-type: none"> <li>• <u>Two or more bullet points</u> addressed.</li> <li>• Some development of ideas to describe different, relevant aspects of the picture.</li> </ul> <p>Response is comprehensible in some parts; the message may occasionally break down.</p>   | 1                                      | <ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and grammatical structures.</li> <li>• Some accurate language; errors occur, some of them major.</li> </ul>                                |
| 0                         | No rewardable material.  | 0                                      | No rewardable material.  |

Mark grids side by side, with 12 marks for communication and 4 for accuracy.

| AO1: Response to spoken language |  | AO3: Linguistic knowledge and accuracy |  |
|----------------------------------|--|--|--|
| Mark                             | Descriptor   | Mark                                   | Descriptor   |
| 10–12                            | <ul style="list-style-type: none"> <li>Gives consistently relevant responses to questions.</li> <li>Develops ideas throughout with consistently extended sequences of speech.</li> <li>Response is easily comprehensible; it is rare that the message is not immediately clear.</li> </ul> | 4                                      | <ul style="list-style-type: none"> <li>Wide range of vocabulary and grammatical structures, frequent use of complex language.</li> <li>Consistently successful use of three timeframes.</li> <li>Consistently accurate use of language, any errors are minor.</li> </ul>   |
| 7–9                              | <ul style="list-style-type: none"> <li>Gives frequently relevant responses to questions.</li> <li>Develops ideas with frequently extended sequences of speech.</li> <li>Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.</li> </ul>  | 3                                      | <ul style="list-style-type: none"> <li>A variety of vocabulary and grammatical structures, some use of complex language.</li> <li>Frequently successful use of at least two timeframes.</li> <li>Accurate use of language; some minor errors.</li> </ul>   |
| 4–6                              | <ul style="list-style-type: none"> <li>Gives some relevant responses to questions.</li> <li>Develops ideas with some extended sequences of speech.</li> <li>Response is generally comprehensible; some messages may be unclear.</li> </ul>   | 2                                      | <ul style="list-style-type: none"> <li>Some variety of vocabulary and grammatical structures, occasional use of complex language.</li> <li>Generally successful use of at least two timeframes.</li> <li>Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul> |
| 1–3                              | <ul style="list-style-type: none"> <li>Gives occasional relevant responses to questions.</li> <li>Develops ideas with occasionally extended sequences of speech.</li> <li>Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>                    | 1                                      | <ul style="list-style-type: none"> <li>Occasional variety of vocabulary and straightforward grammatical structures.</li> <li>Some successful use of timeframes, occasional slip in more complex constructions.</li> <li>Some clear and accurate use of language; some major and minor errors.</li> </ul>           |
| 0                                | No rewardable material.  | 0                                      | No rewardable material.  |

Clear expectation of the timeframes students should use. Future timeframe may be expressed using a future indicator (e.g., tomorrow, later, at the weekend) with present tense.

Descriptors overlap between tiers for the picture description and the conversation, with the lower two bands of Higher tier becoming the top two bands at Foundation tier.



## Additional guidance

In the sample assessment materials, there is additional mark scheme guidance which gives definitions of what we mean by ‘addressed’, ‘development’, ‘comprehensible’, ‘complex language’ and ‘variety’:

### Glossary of terms

#### AO2 grid (Picture description task only):

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

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

#### AO1 and AO2 grids (Picture task and conversation)

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

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

#### AO3 grids (Picture task and conversation)

**Complex** language includes features such as:

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

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

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

We also provide examples of what we consider to be ‘major’ and ‘minor’ errors. We recommend you review these details for your language.

We will also be providing **exemplars and training** to support the application of the mark criteria. Please see the website for details.

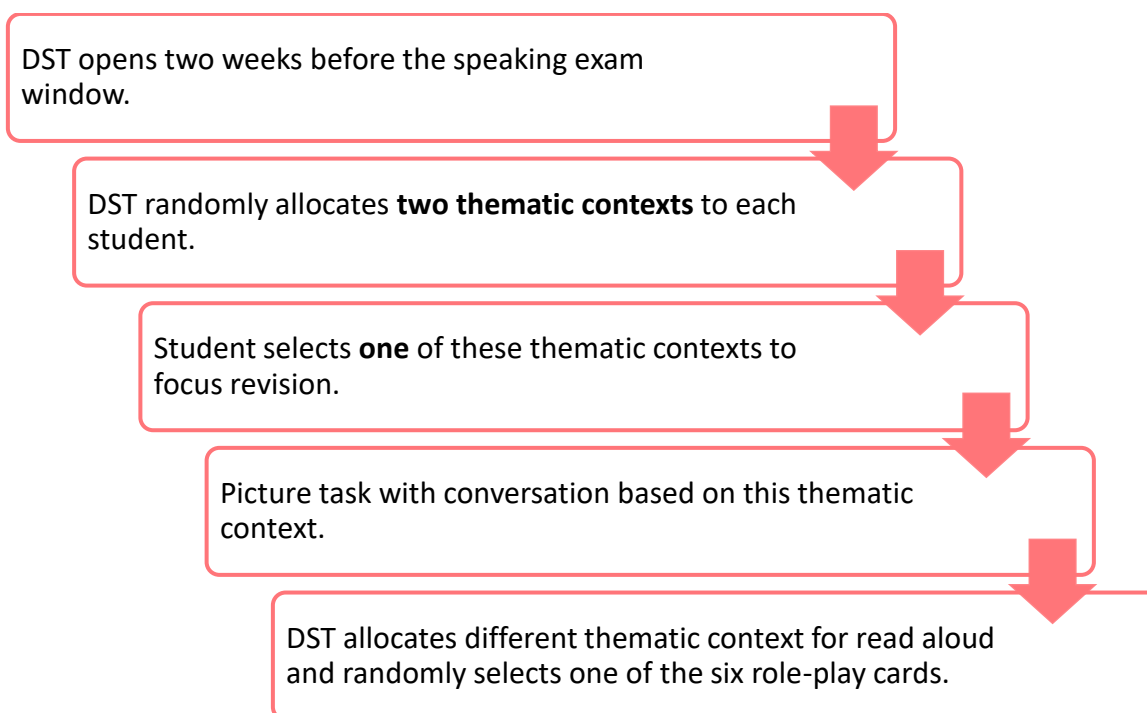


# Speaking Exam Conduct and Submission

Support will be available from Pearson on all aspects of conducting the speaking exam. This will take the form of videos, training and teacher-examiner cribsheets, which will be available prior to the first live examination session. Please see the website for further details.

## Digital sequencing tool

We will be supporting teachers in the management of the speaking exam by introducing a new digital sequencing tool. This interactive tool will create task allocations for each student, starting with the choice of thematic context for the picture task two weeks in advance of the exam window. Once that selection has been made, the tool will allocate read aloud and role play cards per student. Teachers will be able to print out the allocations to refer to on the day of the exam.



## Submission of exams for marking

All Speaking exams must be recorded and uploaded for marking via the Digital Learner Work Transfer. Instructions for this are provided in the annually updated Administrative Support Guide, which will be made available on the qualification webpage.





# Appendix: Sound Symbol Correspondences (SSCs)

## French SSCs

The list which follows specifies key differences in sound-symbol correspondences (SSCs) between French and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the French language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in French as in English, it is not listed.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

| Sound-symbol correspondence | Example                   |
|-----------------------------|---------------------------|
| silent final consonant      | tout                      |
| a                           | aller                     |
| i/y                         | il/stylo                  |
| eu                          | peu                       |
| e                           | je                        |
| au/eau/closed o/ô           | autre/eau/nos/tôt         |
| ou                          | vous                      |
| u                           | tu                        |
| silent final e              | elle                      |
| é/-er/-ez                   | été/parler/avez           |
| en/an/em/am                 | entendre/dans/temps/jambe |
| on/om                       | mon/combien               |





| Sound-symbol correspondence | Example                 |
|-----------------------------|-------------------------|
| ain/in/aim/im               | pain/fin/faim/important |
| è/ê/ai                      | collège/être/faire      |
| oi/oy                       | moi/moyen               |
| ch                          | cher                    |
| ç/soft 'c'                  | reçu/cette              |
| qu                          | qui                     |
| j                           | jouer                   |
| -tion                       | pollution               |
| -ien                        | bien                    |
| s-liaison                   | vous avez               |
| t-liaison                   | on peut aller           |
| n-liaison                   | on a                    |
| x-liaison                   | deux heures             |
| h                           | hôtel                   |
| un                          | un                      |
| -gn-                        | gagner                  |
| r                           | rien                    |
| open eu/œu                  | leur/sœur               |
| open o                      | notre                   |
| -s-                         | faisons                 |
| th                          | théâtre                 |
| -ill-/ille                  | billet/famille          |
| -aill-/ail                  | travailler/travail      |



## German SSCs

The list which follows specifies key differences in sound-symbol correspondences (SSCs) between German and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the German language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in German as in English, it is not listed.

Students will be expected to pronounce words with stress patterns that allow their speech to be clear and comprehensible.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

| Sound-symbol correspondence | Example               |
|-----------------------------|-----------------------|
| long a / ah / aa            | Tag / Jahr / Haar     |
| short a                     | zusammen              |
| long e / eh / ee            | lesen / nehmen / leer |
| short e                     | lernen                |
| ei / ai                     | Polizei / Mai         |
| z                           | Zeit                  |
| w                           | schwer                |
| ie                          | lieben                |
| long o / oh                 | Person / ohne         |
| short o                     | dort                  |
| long i / ih                 | wir / ihr             |
| short i                     | bitte                 |
| hard ch                     | machen                |
| soft ch                     | Mädchen               |
| long u / uh                 | Buch / Uhr            |
| short u                     | Grund                 |
| long ü / long y / üh        | Tür / System / früh   |
| short ü / short y           | Stück / Typ           |
| long ä / äh                 | spät / wählen         |
| short ä                     | Geschäft              |
| long ö / öh                 | Größe / höher         |
| short ö                     | zwölf                 |



| Sound-symbol correspondence | Example                |
|-----------------------------|------------------------|
| äu                          | Geräusch               |
| sch                         | schnell                |
| st-                         | stehen                 |
| s- / -s-                    | singen / leise         |
| ß / ss / -s                 | Fuß / dass / besonders |
| er                          | erst                   |
| unstressed -er              | Zimmer                 |
| v                           | Vater                  |
| au                          | auch                   |
| consonantal r               | Problem                |
| vocalic r                   | klar                   |
| eu                          | Euro                   |
| th                          | Thema                  |
| unvoiced -b / -d / -g       | halb / Land / ruhig    |
| -ig                         | wenig                  |
| j                           | jemand                 |
| -tion                       | Situation              |
| qu                          | bequem                 |



## Spanish SSCs

The list which follows specifies key differences in sound-symbol correspondences (SSCs) between Spanish and English which students will need to learn at GCSE to be able to read out loud (Read aloud task in Paper 1, Speaking) and transcribe (Dictation task in Paper 2, Listening) with sufficient accuracy at this level, along with an example word from our vocabulary list containing the SSC. It is not an exhaustive list of all the SSCs in the Spanish language. Where a letter or combination of letters is pronounced (or a sound spelt) in approximately the same way in Spanish as in English, it is not listed.

The use of hyphens indicates the position of the letters in a word, when position is relevant to the sound: xx- (at the beginning of a word); -xx- (in the middle of a word); -xx (at the end of a word).

| Sound-symbol correspondence | Example     |
|-----------------------------|-------------|
| a                           | para        |
| o                           | no          |
| e                           | este        |
| i                           | mil         |
| u                           | uno         |
| ll                          | llevar      |
| ch                          | escuchar    |
| ca                          | cara        |
| co                          | comer       |
| cu                          | película    |
| cu + vowel                  | cuando      |
| ce                          | centro      |
| ci                          | gracias     |
| z                           | cabeza      |
| que                         | porque      |
| qui                         | equipo      |
| ga                          | llegar      |
| go                          | amigo       |
| gu                          | gustar      |
| ge                          | gente       |
| gi                          | colegio     |
| gue                         | hamburguesa |
| gui                         | alguien     |
| j                           | viejo       |



| Sound-symbol correspondence     | Example                    |
|---------------------------------|----------------------------|
| ñ                               | año                        |
| v                               | vida                       |
| -r- / -r                        | hora / pensar              |
| rr / r- / -r- (after n, l or s) | perro / realidad / sonreír |
| silent h                        | hacer                      |

### Stress patterns (Higher Tier ONLY)

The list which follows specifies key spelling rules determined by the position of stress, which Higher tier students are required to learn.

When reading words aloud in Spanish:

| Stress pattern   | Example   |
|--|---|
| Stress any vowel that has a written accent.                                      | <u>r</u> ápido<br><u>ú</u> til<br>trans <u>gé</u> nero    |
| Stress the second-to-last syllable for any word ending in a vowel, 'n' or 's'... | proble <u>m</u> a<br>ex <u>a</u> men<br>nos <u>o</u> tros |
| ...unless there is a written accent.   | ma <u>má</u><br>televisi <u>ón</u><br>des <u>pués</u>     |
| Stress the final syllable in all other words                                     | sal <u>ir</u><br>az <u>ul</u><br>responsabili <u>dad</u>  |

When transcribing Spanish, only write an accent on the stressed vowel for:

| Stress pattern  | Example   |
|---|---|
| Words with stress on a final syllable ending in a vowel, 'n' or 's'                                       | as <u>í</u><br>coraz <u>ón</u><br>ingl <u>és</u>    |
| Words with stress on the second-to-last syllable for a word ending in any consonant other than 'n' or 's' | fá <u>c</u> il<br>dó <u>l</u> ar<br>azú <u>c</u> ar |