

## Edexcel GCSE

# Spanish

## Unit 2: Speaking in Spanish

Controlled Assessment  
Valid from September 2011 to May 2013

Paper Reference

**5SP02/2A**  
**5SP02/2B**

**You do not need any other materials.**

These possible controlled assessment tasks are valid from September 2011 to May 2013.

### **5SP02/2A**

- For assessment in the Summer series centres must submit their task marks and moderation sample(s) by 15 May of the assessment year.
- For assessment in January 2012 and 2013 centres must submit their task marks and moderation sample(s) by 10 January.

### **5SP02/2B**

- For assessment in the Summer series centres must submit their task marks by 15 May of the assessment year.
- For assessment in January 2012 and 2013 centres must submit their task marks by 10 January.

Please note that these controlled assessment tasks will be subject to review every two years.

Further guidance can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)).

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## Unit 2: Introduction to sample stimuli

The new GCSE specification allows for maximum flexibility in the controlled assessment of speaking. The stimuli in this document are made available for you to use in a variety of ways, according to what will be best for your candidates.

NOTE: The examples of stimuli in this document relate exclusively to the **open interaction** task type. It is envisaged that the stimuli for both picture-based discussions and presentations with follow-on questions and answers could be sourced or suggested by candidates directly or are generally more straightforward to set. Please consult the sample assessment materials on the Edexcel website for an indication of possible tasks.

**Centres are free to produce their own Controlled Assessment tasks.**

### Open interactions

- 1 You may use any of these stimuli 'as they stand'. It is perfectly acceptable to make copies and use them without any adaptation or customisation.
- 2 You may want to customise them in one or more of the following ways:
  - (a) Simplify them so that the tasks are more readily accessible to less able candidates. For example, you could remove some of the bullet points or you could amend the rubrics so that what candidates have to prepare is less demanding.
  - (b) Make them more demanding so that they provide more opportunities for high attaining candidates to reach the highest mark bands. For example, you could add further bullet points or intensify the rubric so that it places a greater linguistic demand on candidates.
  - (c) Adapt a stimulus to your local context, or tailor it to the interests and aptitudes of your own candidates.
  - (d) Transfer a stimulus into the target language. The stimuli given here are all in English, so that they can be used for assessing any of Edexcel's modern foreign languages. However, it is quite in order for a candidate to be given a stimulus in the language to be assessed if this is appropriate to the task scenario and context (e.g. if set in a French/German/Spanish/Italian/Urdu/Chinese language country).
  - (e) Use a stimulus as a starting point upon which to devise one of your own which is entirely tailored to your candidates' needs and interests.

## Customising tasks – Examples and points to consider

### (a) Simplifying tasks:

#### Media and Culture Stimulus 1

You could shorten the stimulus by omitting some of the music acts and amending some of the explanation:

e.g. remove 'Gospel Medley' and 'Karaoke Finale'.  
Shorten 'Street dance by Year 10' to 'Street dance'.

#### Sport and Leisure Stimulus 1

You could simplify the advertisement:

e.g. remove phrases such as 'Reductions for students and senior citizens'.  
Shorten 'Child £2.50 inc. shoe hire' to 'Child £2.50'.

#### Travel and tourism Stimulus 3

You could remove some of the more demanding bullet points:

e.g. remove 'about the purpose of the visit' and 'whether you found the trip useful'.

#### Business, work and employment Stimulus 2

You could simplify the advertisement:

e.g. shorten 'serve in the café and shop' to 'work in the café'.

You could remove some of the more demanding bullet points:

e.g. remove 'how this experience will influence your future work plans'.

It is quite acceptable for differentiated versions of the same stimulus to be given to different candidates. In simplifying tasks it is important to remember that candidates still should have opportunities to 'show what they can do'.

The stimuli presented here all contain bullet points although it is, of course, possible to produce stimuli in different formats. It is possible that subsequent Edexcel-produced stimuli may feature some that are not in bullet point format. There is no prescribed minimum or maximum number of bullet points. Removing bullet points *may* simplify a task for some candidates but, paradoxically, it *may* make a task harder because it compels candidates to use their own initiative more. A long list of bullet points may give candidates the security of a 'framework' around which to build the interaction which may be helpful to weaker candidates. If however, a candidate omits one or more of the bullet points then this could impact on the total marks available. The best way around this in many situations is to phrase the rubric in such a way that the candidate is not under compulsion to include them all.

## **(b) Making new tasks more demanding:**

### **Travel and Tourism Stimulus 2**

You could add to the bullet points so that the candidate has to talk about a particular place he/she has visited or an activity he/she has taken part in.

### **Business, work and Employment Stimulus 1**

You could add to the advertisement details of the different types of menu. You could add bullet points asking candidates to give full details of one (or more) of these.

In making the tasks more demanding it is helpful to refer to the marking criteria. Look at the criteria for the highest mark bands and then think about how the task may encourage your most able candidates to reach these bands. For example, for a 'Range of Language' mark of 5 a candidate has to demonstrate 'unambiguous use of tenses'. You might want to ensure that the stimulus provides plenty of opportunities for them to do this. In the bullet points for any of the tasks you could make specific reference to time frames so that the candidate is steered towards demonstrating that they can handle different tenses. For a 'Range of Language' mark of 6 a candidate has to use a 'wide range of appropriate vocabulary including complex lexical items'. Again, you might want to ensure that the stimulus provides opportunities for candidates to do this.

Be aware that merely adding to a list of bullet points may *appear* to make a task more demanding, but in fact may not do so. If the bullet points cause candidates to use a 'limited and repetitive range of vocabulary and structures', for example, the candidates will not have the opportunity to score more than 2 for 'Range of Language'. For 'Accuracy' if they only produce 'simple, pre-learnt stereotypes' in response to the bullet points they will, again, not score more than 2 marks. Some of the best stimuli for high attaining candidates are those which provide the least 'structure' and force candidates to tap into their own creativity and resourcefulness.

## **(c) Adapting a stimulus to your local context**

It is often more interesting and motivating for candidates if their stimulus is based on something familiar to them. For example, Sport and Leisure Stimulus 1 could be based on an actual sports centre in your locality, or it could be based on a leisure facility in an area of the target language country which candidates have visited. Business, work and employment Stimulus 3 could be based on an actual conference which your candidates have experienced. Be as imaginative as you wish, but bear in mind the vocabulary and linguistic structures with which the candidate is familiar.

#### (d) Transferring the stimulus to the target language

It is perfectly acceptable for a candidate to use a target language stimulus. You could translate the stimuli given here into the relevant language. Bear in mind, though, that the 'context' still needs to be realistic. Is there a reason why a leaflet advertising a local sports centre (Sport and Leisure Stimulus 1), for example, should be in French, Spanish, German, Italian, Urdu or Chinese?

In deciding whether to use a target language or an English stimulus, there are views both ways. Using a target language stimulus may be supportive for less able candidates because much of the necessary vocabulary appears on the stimulus (assuming it is language they are familiar with) and they do not have to rely on their memory quite so much: they can work through the task and gain *some* marks. However, candidates do not gain credit for language lifted from the stimulus or for language 'conceded' by the teacher-examiner, so for more able candidates using a target language stimulus may actually make it *harder* for them to score high marks. They need to make sure that they provide plenty of language of their own rather than relying on what is on the sheet.

It should be noted that it is perfectly acceptable to simulate possible 'interactions' that could arise in target-language countries (e.g. You are working as a tourist representative in Spain and consult the following information ...)

#### (e) Using a stimulus as a starting point to devise your own

##### Examples:

##### **Sport and leisure Stimulus 3**

You could substitute some or all of the activities listed for ones of your own choosing. You could remove or change bullet points.

##### **Media and culture Stimulus 2**

You could change the nature of the event, substituting, for example, 'World Book Day' with 'World Film Week' and adapting the stimulus accordingly. A 'film week', an 'arts week', a 'festival of music from around the world' etc, etc. You could also remove or change bullet points.

In writing your own stimuli you must ensure that there is a minimal amount of text up to a maximum of 70 words. The stimulus can feature visual prompts and additional language in the form of a text, leaflet, poster, etc, to convey the scenario etc.

It is a regulation that stimuli should be 'refreshed' at least every two years. The idea here is not that they need to be entirely re-written from scratch, but that they should be tweaked, for example by changing bullet points and altering some of the content of the 'text', etc. The intention is to prevent candidates from using a stimulus with which they might already be familiar. They should see their stimulus no more than two weeks ahead of taking the task.

**A: Media and culture**  
**Stimulus 1**

**Charnbury School**  
**Annual Charity Concert**

Charnbury School Hall

**Steel Band**

Calypso delight by Year 9



**Junior Bands**

Music from the movies

**Hip Hop Special**

Street dance by Year 10



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**Interval (20 minutes)**

Refreshments in dining hall

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**Gospel Medley**

Year 11 GCSE Music group

**Senior Orchestra and Choir**

Carmina Burana by Karl Orff

**Karaoke Finale**

'All star' staff performance



## Information for candidates

### Situation

Some exchange students from Spain are visiting your school. One of them is asking you about the school charity concert.

Your teacher will play the part of the Spanish student and will start the conversation.

### Task

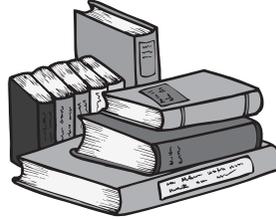
He/she may ask you about:

- when and where the event is going to take place
- whether you or your friends are taking part in the concert
- what sort of music you prefer
- which act you are looking forward to most
- the advantages of this type of event.

Be prepared to ask questions during your discussion.

**A: Media and culture  
Stimulus 2**

# **World Book Day**



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## **Beekmere Bookshop**

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Drop in for a quick read

Half price sale

Special guest book signings

E-book demonstrations

**From 9.00am until 6.00pm**

**Refreshments available**

**All welcome**

## Information for candidates

### Situation

You are talking to your Spanish-speaking neighbour about World Book Day.

Your teacher will play the part of the Spanish neighbour and will start the conversation.

### Task

He/she may ask you about:

- what is happening at the bookshop
- the kind of material you enjoy reading
- details of a book you have read
- whether you prefer to read e-books or printed books.

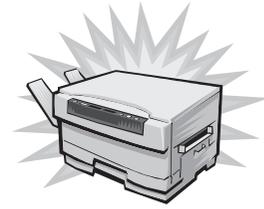
Be prepared to ask questions during your discussion.

**A: Media and culture  
Stimulus 3**



## **Matt's Net Cafe**

[www.mattsnetcafe.co.uk](http://www.mattsnetcafe.co.uk)



**Sun – Wed 14.00 – 22.30**  
**Thurs – Sat 11.00 – 23.00**

**Skype**

**photocopy**

**print**

**scan**

**fax**

### **Internet**

Up to 30 min    £2.00

Up to 1 hour    £3.00

Over 1 hour: per 15 min    £0.50

web cam hire    £1.00

**Special offer: 40 minutes internet + coffee or soft drink: £2.50**



Off-peak rates on  
Wednesday

Student discounts



## Information for candidates

### Situation

A Spanish-speaking visitor to your area has seen a leaflet advertising Matt's Net Café. He/she is interested in this leaflet and asks you to help him/her understand it better.

Your teacher will play the part of the visitor and will start the conversation.

### Task

He/she is going to ask you about:

- facilities available
- opening times
- prices
- whether you recommend this establishment, and why/why not.

Be prepared to ask questions during your discussion.

**B: Sport and leisure  
Stimulus 1**

## **MARINA LEISURE COMPLEX**



### **Bowling**

Daily 10.00 – 22.00

Child £2.50 inc. shoe hire

Adult £3.50 inc. shoe hire



### **Discos**

Every Friday & Saturday

22.00 till late

Entry £5.00



### **Pool open every day**

10.00 – 20.00

£4.00 per person

Reductions for students and  
senior citizens.



### **Roller Skating**

14.00 – 18.00

Mon, Weds, Fri, Sun

£2.50 all classes

**TEL: 01439 886288**

**Reception open 10.00 – 22.00**

**MAIN ESPLANADE, BUREMOUTH-ON-SEA**

## Information for candidates

### Situation

You are discussing a visit to the local leisure centre with your Spanish friend.

Your teacher will play the part of your friend and will start the conversation.

### Task

He/she may ask you about:

- events at the centre
- how often you go there
- whether you have taken part in any of the activities before
- what you normally enjoy doing during the evening
- why it is important to take part in leisure activities.

Be prepared to ask questions during your discussion.

**B: Sport and leisure  
Stimulus 2**



**Sparrows Nest Theatre Clippesby**

**Telephone: 01782 664664**



<b>Monday 3rd</b> One night only	<b>Mr Bean's Holiday – film</b> with Rowan Atkinson	<b>17.00 &amp; 19.30</b>
<b>Wednesday 5th</b> 5 nights	<b>Twelfth Night – play</b> by William Shakespeare	<b>20.00</b>
<b>Thursday 13th</b> 3 nights	<b>Oliver – musical</b> Clippesby Youth Theatre Group	<b>14.30</b>
<b>Sunday 17th</b> One night only	<b>Second Coming in Concert</b> Rock and pop group	<b>21.00</b>

## Information for candidates

### Situation

Your Spanish-speaking friend is staying with you for three weeks and you show him/her a programme of events at the local theatre.

Your teacher will play the part of your friend and will start the conversation.

### Task

He/she may ask you:

- which events you would like to go to
- the cost of entry
- what kinds of entertainment you enjoy
- what leisure activities you have taken part in recently
- about any other plans for the visit.

Be prepared to ask questions during your discussion.

# 10th Bradwell Sports Festival

## Ladies Football



Bradwell v Belton  
2.30 Mill Lane

## Bradwell Golf Club



18 hole golf competition  
Start 10.00

## Boys and Girls Tennis Competition



9.00 – 4.00  
Green Lane courts

## Karting



12.30 Bradwell circuit

## Show Jumping



9.30 – 4.30  
Bradwell stables

## Information for candidates

### Situation

Your Spanish-speaking neighbour has just moved into the area and wants information about the events at the sports festival.

Your teacher will play the part of the neighbour and will start the conversation.

### Task

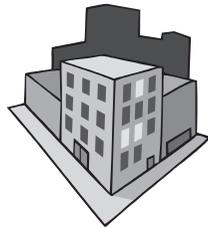
He/she may ask you about:

- the sports available at the festival
- the cost of the events
- what events you will attend
- what sports you have taken part in
- what other activities you enjoy
- why it is important for people to take part in regular exercise.

Be prepared to ask questions during your discussion.

**C: Travel and tourism**  
**Stimulus 1**

**ABODE ACCOMMODATION  
AGENCY**



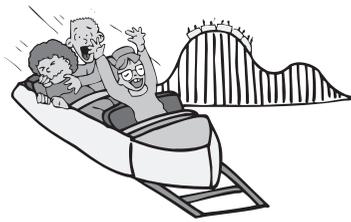
**Offering:**  
Host families  
Hotels  
Youth hostels

**BISHOPSTON CASTLE**  
**11th Century**



**Open: 9am – 6pm**  
**April to October**

**BONNINGTON PARK**



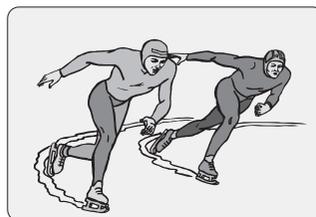
**Open 9.30 – 18.30**  
**Admission: £20**  
**Family ticket: £60**

**THE SADDLERY**



**Horse-riding daily**  
**Beginners welcome**

**THE LOCARNO**



**Skate hire**  
**1 hour sessions from 9am – 5pm**  
**Admission: £10**

## Information for candidates

### Situation

A teacher from Spain is visiting your school to find out more about your area, places of interest for his/her students to visit and possible trips they might make.

Your teacher will play the part of the Spanish teacher and will start the conversation.

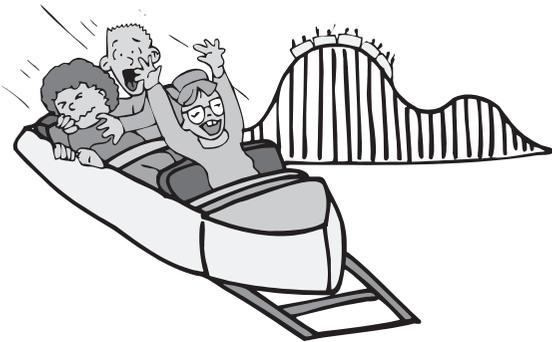
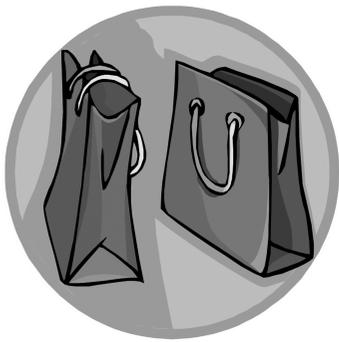
### Task

He/she may ask you about:

- places of interest you have been to in your area
- activities you would recommend for young people
- accommodation
- local transport
- food.

Be prepared to ask questions during your discussion.

C: Travel and tourism  
Stimulus 2



## Information for candidates

### Situation

You have met a Spanish family while you are on holiday in Spain. They have never travelled abroad and are interested in arranging a holiday in your country.

Your teacher will play the part of a family member and will start the conversation.

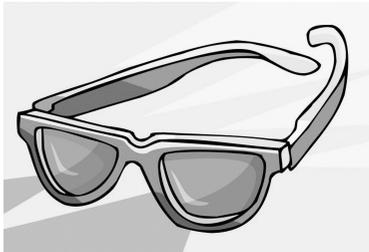
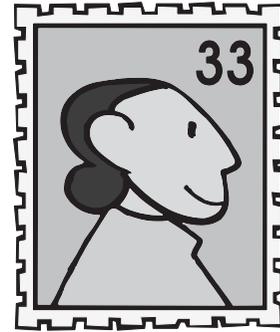
### Task

He/she may ask you about:

- which region(s) of your country you would recommend
- places of particular interest
- the best time of year to make a visit
- activities that would be of interest to teenagers
- the best ways to get around.

Be prepared to ask questions during your discussion.

C: Travel and tourism  
Stimulus 3



## Information for candidates

### Situation

The editor of your school website wants to record an interview with you in Spanish about a recent school trip. The interview will be posted on the Spanish language section of the website.

Your teacher will play the part of the editor and will start the conversation.

### Task

He/she may ask you:

- where you went and what you did
- how long you were there
- about the purpose of the visit
- whether you found the trip useful
- whether you intend to visit again.

Be prepared to ask questions during your discussion.

**D: Business, work and employment**  
**Stimulus 1**



***The Mermaid***

**Fish and seafood restaurant**

Lunch and pre-theatre menus  
Today's special: mussels  
Extensive wine list

We are open Tuesday to Sunday  
10am–10pm

**Information for candidates**

**Situation**

You have a weekend job in this Spanish restaurant, in the town where you live. A Spanish person starts chatting with you about your work.

Your teacher will play the part of the Spanish person and will start the conversation.

**Task**

He/she may ask you:

- details of your work in this restaurant
- your opinion of the work
- where you learnt Spanish
- about your future plans for work.

Be prepared to ask questions during your discussion.

**D: Business, work and employment  
Stimulus 2**

**Work experience placements**



**Noah's Ark  
Animal Sanctuary**

Opportunities to...

- assist the animal keepers
- feed and care for the animals
- give talks to visitors
- serve in the café and shop

**For details telephone 01929 726942**

**Information for candidates**

**Situation**

You are on work experience in an animal sanctuary in your region. As you speak Spanish, you have been asked to discuss the work with a Spanish person who hopes to start working there.

Your teacher will play the part of the Spanish person and will start the conversation.

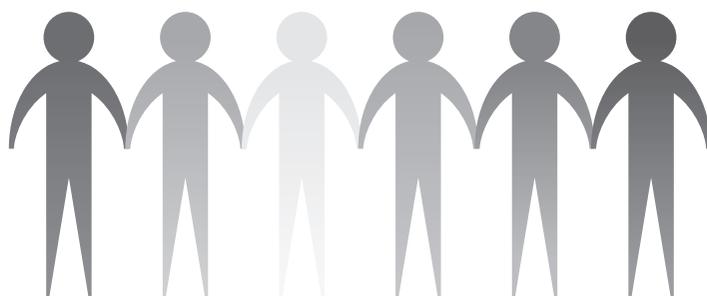
**Task**

He/she may ask you:

- what tasks you have been doing
- details of the working conditions
- your opinions of the placement
- how this experience will influence your future work plans.

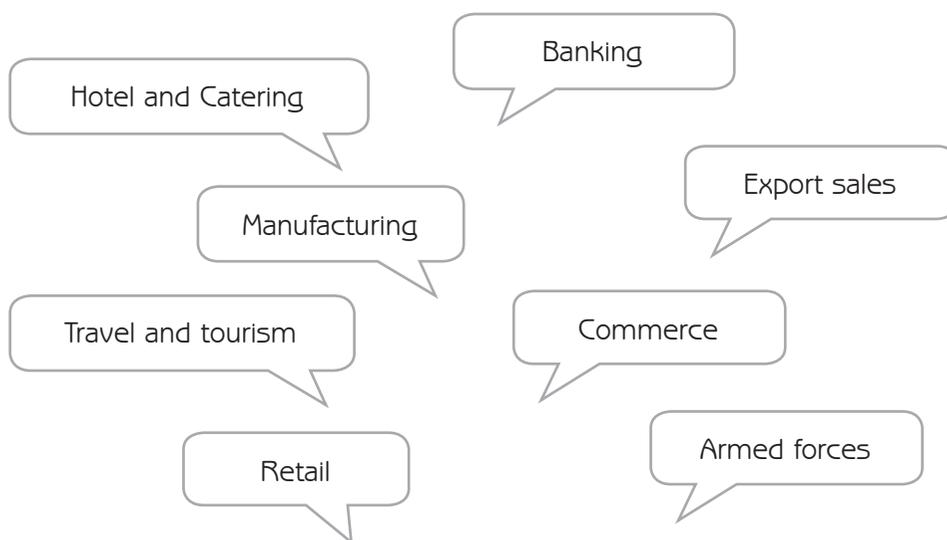
Be prepared to ask questions during your discussion.

**D: Business, work and employment  
Stimulus 3**



## Careers Convention

Come and hear how languages can improve your job prospects



**Special guest speakers**

## Information for candidates

### Situation

Your school is hosting a careers convention. You are talking to one of the Spanish guest speakers.

Your teacher will play the part of the guest speaker and will start the conversation.

### Task

He/she may ask you:

- how long you have been learning Spanish
- your opinions of this careers convention
- about the advantages of learning a foreign language
- how you intend to use languages in your career.

Be prepared to ask questions during your discussion.

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