

This exemplar was produced as part of a mock examination series and does not fully follow the instructions given in the specification. Teacher-examiners must make sure that they follow the sequencing grid in arranging and conducting assessments. The whole test should be conducted in Spanish. The conversation should start with the candidate's chosen topic which s/he can outline for up to a minute. The whole conversation should last between 3.5 and 4.5 minutes, with equal time spent on each of the two topics.

Foundation Tier

Task 1 – Role play (FR1)

1 minute

Teacher: Bueno. Estás en casa de una amiga española y hablas con tu amiga sobre el colegio. ¿A qué hora empieza tu colegio?

Candidate: Mi colegio empieza a las ocho.

Clearly communicated

2 marks

Teacher: Y, ¿cuál es tu asignatura preferida y por qué?

Candidate: Prefiero inglés porque es muy interesante y divertido.

Clearly communicated

2 marks

Teacher: Muy bien. Y, ¿cómo son las instalaciones en tu colegio? Las instalaciones, ¿cómo son?

Candidate: Fuimos ordenadores y gimnasio.

Some ambiguity and note that the teacher-examiner should beware of straying from the scripted question

1 mark

Teacher: Y, ¿qué haces normalmente durante el recreo?

Candidate: Normalmente estoy con mis amigas. Chateo y como.

Teacher: Vale.

Clearly communicated

2 marks

Candidate: ¿Cuánto tiempo duran las clases?

Teacher: Bueno, las clases duran unos cincuenta minutos.

Clearly communicated

2 marks

Teacher: Bueno, muchas gracias.

Total for task (out of 10 marks)

9 marks

Task 2 – Picture-based task (FP4)

1 minute 15 seconds

Teacher: Describe esta foto.

Candidate: Muchos gente, una fiesta.

Teacher: ¿Algo más?

Candidate: No.

Teacher: Y bueno. Para mí, las fiestas como ésta son importantes. Y tú, ¿qué opinas?

Candidate: En mi opinión son interesante y divertido.

Teacher: ¿Por qué? ¿Algo más?

Candidate: No.

Teacher: ¿No? Y, ¿qué hiciste la última vez que fuiste a una fiesta?

Candidate: Fui a mi prima y comí mucho pollo. Bebe coca cola y balé muchos.

Teacher: Y, ¿cómo vas a celebrar tu próximo cumpleaños?

Candidate: Soy veo mi famalea porque me gusta familia.

Teacher: Y, ¿vas a ir al cine o a la discoteca o a la piscina?

Candidate: (No response)

Teacher: No. No sabes. Vale. Y, ¿qué tipo de música te gusta en las fiestas?

Candidate: Me gusta escuchar pop música y también *Despacito*.

Teacher: Te gusta la canción *Despacito*. Muy bien. Muchas gracias.

Communication and content

Teacher-examiner has asked questions in addition to those on the stimulus card (bold text above) which is not appropriate – teacher-examiner should stick to the scripted questions (and prompts) only. Appropriate answers have been given to questions asked although responses given are very brief and not entirely accurate. No attempt is made to develop responses. Errors made, particularly evident in use of verbs, impact on the clarity of communication.

5 marks**Linguistic knowledge and accuracy**

Grammatical errors made, especially with verb forms and tenses, frequently affect communication. Despite errors made, some messages are clear.

4 marks**Total for task (out of 24 marks)****9 marks**

Task 3 – Conversation (3 minutes 25 seconds)

Part 1 (Theme 1 – who am I?)

1 minute 45 seconds

Teacher: Te escucho, Phyllis. Te escucho.

Candidate: Voy a hablar de ... de mi vida. Hola. Me llamo Phyllis. Vivo en Londres en Inglaterra. Vivo en una casa pequeña con mis padres, hermana y dos gatos. Tengo unos amigos que veo el fin de semana y las vacaciones. Tengo catorce años. Mi cumpleaños es el nueve de junio. No me gusta mi colegio porque no me gustan los profesores.

Teacher: Bueno. Muy bien. Y, ¿es todo? ¿Sí? Bueno, hágame de tus amigos, de tu mejor amiga por ejemplo.

Candidate: Mi mejor amiga se llama Daisy. Es divertida e inteligente. Le gustan la música y los perros. Nos reiremos mucho. Tiene el pelo corto y rubio.

Teacher: Muy bien. Y, ¿tienes novio?

Candidate: No, en absoluto. Y solo mi mamá me ayuda a Navidad.

Teacher: Muy bien. Buena idea. Y, Bueno, ¿cómo sería el hombre o el novio de tus sueños?

Candidate: Sería alto, simpático y tendría un perro y gato.

Teacher: Y, ¿sería musculoso con mucho dinero y un coche?

Candidate: No importa.

Teacher: No importa. Muy bien. Bueno, muchas gracias. Pasamos ahora al tópico de trabajo.

Part 2 (Theme 4 – work)

1 minute 40 seconds

Teacher: ¿Tienes tú un trabajo?

Candidate: Sí. Trabajo en una peluquería.

Teacher: Una peluquería.

Candidate: Me encanta mucho servir el café para todo el mundo pero no corta el pelo.

Teacher: Todavía no. Bueno. Y, ¿ganas mucho dinero?

Candidate: Sí, y lo gasto en chocolate, cosas para mi gato y Pandora.

Teacher: Y, Bueno, por ejemplo... no, y ¿cuándo trabajas? ¿Cuándo trabajas?

Candidate: Sólo los sábados desde las nueve hasta las cuatro.

Teacher: Y, el sábado pasado, por ejemplo, ¿qué hiciste?

Candidate: Hablé con los clientes. Había muchos por la mañana. Comí comida y era deliciosa.

Teacher: Sí. Y, ¿qué comida era? ¿Pizza o qué? ¿Recuerdas?

Candidate: No.

Teacher: No. Mucha comida. Y, ¿cuál sería el trabajo de tus sueños? ¿Qué vas a hacer en el futuro?

Candidate: Cuando sea mejor, quisiera ser veterinaria porque me gustan los animales más que la gente.

Teacher: Y, ¿te importa el dinero? ¿Vas a ganar mucho dinero o poco?

Candidate: Un poco.

Teacher: Un poco. Vale. Mucha suerte. Muchas gracias.

The timing of the conversation is good and equal time is allocated to each of the topics. The teacher-examiner encourages the candidate to use past, present and future tenses, and to expand on her responses.

Communication and content

This student provides appropriate responses to questions asked. While language used is simple, ideas, thoughts and opinions are communicated clearly with some justification. Communication is only slightly impaired by linguistic errors and the mispronunciation of some words used.

10 marks

Interaction and spontaneity

Information provided in response to questions asked is volunteered readily and without hesitation or the need for prompting. However, little attempt is made to develop the conversation naturally and so, the mark below is appropriate.

10 marks

Linguistic knowledge and accuracy

Although grammatical errors made (e.g. 'cuando sea mejor', 'voy a hablar de', 'me encanta mucho servir el café') sometimes affect the immediate communication of ideas, the full range of tenses has been used effectively ('tendría', 'sea', 'quisiera', 'había', 'hablé', 'comí'). Mispronunciation of some words does affect clarity (e.g. 'peluquería', 'veterinario', 'siera' instead of 'sería').

9 marks

Total for task (out of 36 marks)

29 marks

Total for test (out of 70 marks)

47 marks

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Higher Tier

Task 1 – Role play (HR7)

45 seconds

Teacher: ¿Dónde está el cine?

Candidate: El cine es en el norte de mi ciudad en el centro de comercial.

Clearly communicated

2 marks

Teacher: Ah, muy bien. Y, ¿qué tipo de película prefieres y por qué?

Candidate: Prefiere las películas de terror porque son muy valiente. soy muy valiente. Sin embargo, mi madre no le gusta las películas de terror porque son muy tontas. ¡Qué aburrido!

Some ambiguity

1 mark

Teacher: Háblame de la última película que viste.

Candidate: Ayer fui al cine con mi hermana. Vimos una película de acción. Es ...(?)... ¡Qué bien!

Teacher: Ah, muy bien, me gusta.

Clearly communicated

2 marks

Candidate: ¿Qué es el precio para dos entradas?

Teacher: Para dos entradas son doce libras.

Clearly communicated

2 marks

Candidate: Y, ¿qué planes tiene para el fin de semana?

Teacher: Este fin de semana voy a descansar. Muchas gracias.

Clearly communicated

2 marks

Total for task (out of 10 marks)

9 marks

Task 2 – Picture-based task (HP2)

1 minute 38 seconds

Teacher: Mira la foto. ¿Me puedes describir la foto por favor?

Candidate: En la foto hay una familia. Hay un padre, madre, hijos y un abuelo. Ellos confundías (?) La familia es en un parque o un bosque.

Teacher: **Vale. Y para ti, ¿es importante pasar tiempo con los amigos?**

Candidate: Sí, sí. Es más importante. Me chifla mi mejor amiga y nosotros pasar el tiempo ...

Teacher: **Pasar el tiempo juntas. Ah, muy bien. Y, ¿cuál fue la última vez que comisteis al aire libre?**

Candidate: Ayer fui al barbacoa con mi familia.

Teacher: ¿Qué tal lo pasaste?

Candidate: Sí, bien.

Teacher: Muy bien. Ah, qué bien. Excelente. Y, ¿qué vas a hacer para ayudar en casa este fin de semana?

Candidate: Voy a planchar la ropa pero no me gusta nada.

Teacher: **No te gusta planchar la ropa. OK. Muy bien, vale. ¿Te gusta descansar en la casa? ¿Qué haces los fines de semana? ¿Qué haces los fines de semana?**

Candidate: El fin de semana ... hace... en ... en ... en leer un libro.

Teacher: Ah, te gusta leer libros. Vale. Muy bien. Muchas gracias.

The text in bold type above indicates places where the teacher-examiner has strayed from the scripted questions and this does not help the candidate. No marks can be given for questions 2, 3 and 5. All questions must be asked exactly as they are scripted.

Communication and content

The mark available is limited because the student hasn't been able to respond to all the set questions.

2 marks

Linguistic knowledge and accuracy

Answers given are in simple sentences but with frequent basic errors for example, 'La familia es (sic) en un parquet'. Where she struggles to complete a sentence, the teacher-examiner has to provide the missing words. There is some mispronunciation too, for example, 'plançar la ropa'. References made to past, present and future events are generally coherent albeit with some lack of clarity.

4 marks

Total for task (out of 24 marks)

6 marks

Task 3 – Conversation (1 minute 56 seconds)

Part 1 (Theme 2 – local area, holiday and travel)

56 seconds

Teacher: ¿Dónde prefieres pasar las vacaciones?

Candidate: Prefiero Francia porque es muy bonito y la gente son muy simpáticos.

Teacher: Vale. Y, ¿qué planes tienes para el próximo verano?

Candidate: El próximo verano ir a Turquía con mi mejor amiga y mi familia. ¡Qué bien!

Teacher: Ah, excelente. Y, ¿por qué veranea tanta gente en el extranjero?

Candidate: ...

Teacher: ¿Por qué se van a Inglaterra... se van a Francia y a España y por qué no se quedan en Inglaterra?

Candidate: Erm... porque es muy bonito extranjero... ero... si... sin embargo la playa en Inglaterra es muy bonito.

Teacher: Muy bonita también. Excelente. Vale.

Part 2 (Theme 1 – identity and culture)

1 minute

Teacher: ¿Qué sueles hacer en tus ratos libres?

Candidate: En mis ratos libres prefiero pasar el tiempo con mi móvil. Me chifla jugar los videojuegos pero son muy adictivos.

Teacher: Sí, son adictivos, es verdad. Y, ¿qué aplicaciones usas para estar en contacto con tus amigos y con tu familia?

Candidate: Normalmente uso Snapchat y Skype, sin embargo mi hermano usa Facebook para mandar mensajes.. mensajes. Es una pérdida de tiempo.

Teacher: Sí, es una pérdida. Describe a una persona de tu familia.

Candidate: Mi hermana es muy bonita. Tiene el pelo rubio y los ojos azules. Ella lleva gafas y es un poco corta. Además ella es muy simpático pero a menudo ella es muy molesta. Sin embargo, no podría vivir sin ella.

Teacher: Muy bien. Excelente. Muchas gracias Katie.

The Conversation is in two parts and opens with the topic chosen by the student. The Teacher should have allowed the student time to introduce their chosen topic from the nominated theme and to talk about this for up to one minute. In this example, the conversation becomes more of a question and answer session than a natural conversation. Nearly all of the conversation is in the present tense with little opportunity to demonstrate use of the past, and future. Both conversations are too short and the whole test from start to finish takes 4 minutes 19 seconds, a long way short of the 10 to 12 minutes prescribed.

Communication and content

A reasonable attempt has been made to respond to each of the questions asked although some prompting is required. Information relevant to both topics and questions is provided although answers given rarely expand ideas expressed. Pronunciation and intonation are understandable; grammatical inaccuracies do not interfere with overall communication.

4 marks

Interaction and spontaneity

The student responds to the questions appropriately but rarely attempts to initiate or develop the conversation independently. Occasional attempts are made to volunteer additional information for example, in the second conversation topic when asked to describe a family member.

4 marks

Linguistic knowledge and accuracy

Nearly all the conversation is in the present tense. Although given the opportunity to use a future tense, the student is unable to construct it correctly ('el próximo verano ir a'). No opportunity has been provided to use the past tense although at the end of the conversation a conditional tense is used correctly ('no podría vivir sin ella'). Mainly simple language used, there is little evidence of complexity.

3 marks

Total for task (out of 36 marks)

11 marks

Total for test (out of 70 marks)

23 marks

Paper 3 Reading Translation Spanish into English

Foundation Tier

Student A

Examiner comment: 3 marks

The meaning of the text is only partially communicated. There are missing elements in every sentence and use of tense is frequently incorrect. While responses given satisfy the criteria for the 3–4 mark band, they are closer to the descriptors in the band below than the band above, hence 3 rather than 4 is more appropriate.

Student B

Examiner comment: 7 marks

The meaning of the passage is almost fully communicated. The words 'every year' have been omitted from the second sentence and in the final sentence, 'north' rather than 'north of the country' means full meaning has been lost. Despite these two small errors, the overall flow of the translation has not been lost and so the full score of 7 marks is given.

Higher Tier

Student A

Examiner comment: 3 marks

The meaning of this passage is only partially communicated. The translation begins with an error (at midday) although the rest of this sentence and the next are correct and error free. Sentence 3 is only partially translated and the final sentence is missing. There is sufficient information provided to satisfy all the descriptors of the 1–3 band, therefore 3 marks are given.

Student B

Examiner comment: 6 marks

This translation is mostly correct. Full marks have not been given however, because of the missing reference to the 'Cies Islands'. This, in addition to the mistranslation of 'a media hora en barco', detracts from the clarity of the translation as a whole. The given mark is 6 rather than the 7 marks available.

Paper 4 Writing

Foundation Tier

Question 1

Communication and content (5 marks)

A description of the photo and a couple of opinions about recycling have been provided. Relevant information is conveyed (number of people and the activity) with occasional extra detail (there is plastic being recycled). Language is used to give short descriptions, simple information and opinions with some success (there are two opinions given using 'creo'). A small selection of common, familiar vocabulary is used with little repetition.

Linguistic knowledge and accuracy (5 marks)

Ideas have been expressed using simple sentences and with some attempts to link ideas together ('porque' is used once). Straightforward grammatical structures employed are more frequently accurate than inaccurate. The correct use of a limited number of verbs (plus a correct conditional tense verb) shows that the writer can refer successfully to present events. Errors do occur occasionally which affect the clarity of information given.

Question 2

Communication and content (5 marks)

Information has been provided in response to each of the bullet points. However, the first point made is not quite clear and the second conveys an incorrect message. Some relevant information is communicated with some attempts to develop ideas. There is some success when presenting simple facts and information. Familiar vocabulary is used mostly independently of the rubric (stimulus material). Use of register and style is appropriate.

Linguistic knowledge and accuracy (5 marks)

Some accurate use of straightforward grammatical structures and some success in referring to present and future events. Short simple sentences which predominate are occasionally linked together (using 'y' and 'porque'). Occasionally, errors made prevent full meaning being conveyed. (There is some ambiguity in the first bullet point and a breakdown in the message in the second bullet point.)

Question 3(b)

Communication and content (12 marks)

The written response (86 words) is appropriate in length. There is a reasonable attempt at a balanced coverage of each of the bullet points and some expansion of ideas presented in each. There are some good examples where language has been adapted effectively and creatively to narrate, inform, interest and give convincing personal opinions. Some examples of correct use of uncommon language ('te acepta', 'consejos', 'nunca te juzga', 'juntos') are also evident. Use of register and style are appropriate throughout with minimal inconsistency.

Linguistic knowledge and accuracy (7 marks)

The response contains some variation in the use of grammatical structures including some complex forms. There are some extended sentences that are linked together well using familiar straightforward conjunctions. Language used is generally accurate including some successful references to past, present and future events. Errors occasionally hinder communication ('es ciudad bonita', 'cuando estamos dieciocho').

Question 4 Translation English into Spanish

- (a) 1 mark for 'es grande' – meaning partially communicated with errors that prevent communication.
- (b) 1 mark for 'hay uno moderno' – meaning partially communicated with errors that prevent communication.
- (c) 2 marks despite the odd spelling error/incorrect adjectival agreement – meaning fully communicated with occasional errors that do not hinder clarity.
- (d) 0 marks – no attempt.
- (e) 2 marks for 'Prefiero español' and 'pero no me gusta frances' – the meaning of the sentence is partially communicated. Linguistic structures are mostly accurate with only occasional errors which do not hinder clarity.

Higher Tier

Question 1

Communication and content (6 marks)

The written response (85 words) is appropriate in length. There is a reasonable attempt to address 3 of the 4 required bullet points and there is, for some, an attempt to expand ideas. Language is occasionally adapted effectively to narrate and inform the reader, to add interest and give convincing personal opinions with partial success. Straightforward ideas expressed include some different examples in usage of common, familiar language.

Linguistic knowledge and accuracy (4 marks)

The response uses mostly straightforward grammatical structures with some repetition ('hace', 'es'). Where extended sentences are used, these are linked using simple conjunctions ('y', 'pero', 'porque'). Accurate language and structures used focus mainly on present events. Errors often occur that either affect clarity of communication ('es puede hace sol', 'prefiero hace sol', 'me gusta nado', 'es llueve mucho', 'hay no mucho') or interrupt meaning ('paseo en la comercial', 'despues estoy vamirem al la parque').

Question 2(b)

Communication and content (15 marks)

All four bullet points have been addressed. The student has written 200, well in excess of the recommended maximum of 150 words. Detailed information relevant to the task has been provided with consistently effective development of all key points and ideas. Language has been adapted creatively and effectively to narrate, inform and convince the reader. Ideas expressed are justified using a wide range of thoughts, ideas and points of view. Vocabulary used is wide and varied with frequent examples of the effective use of uncommon language ('dado que', 'las salidas', 'canal de comunicación', 'estoy repasando', 'puesto que', 'te engancha', 'he compartido', 'desde hace', 'olvidarme de todo'). Consistent use of appropriate register and style is evident throughout this response.

Linguistic knowledge and accuracy (11 marks)

A wide variety of grammatical structures including some varied examples of complex language, is used effectively. The response is fluent; it reads very well. Sentences are extended and are linked together well. Writing is generally accurate throughout with consistently successful references to past, present and future events including continuous, imperfect and conditional forms. While not perfect, errors made do not hinder the clarity of communication.

Question 3

7 marks

The meaning of this passage is mostly communicated. Occasional words are omitted or incorrectly translated (particularly within the more challenging ideas towards the end of the passage). Language used is mainly accurate despite some errors made which do occasionally hinder clarity ('es la organisan', 'me gustaría continuar estudiando' (not entirely connected to studying Spanish)). In one instance, meaning is not conveyed ('tueve desrrollar').