GCSE (9-1)
Spanish (1SP1)

Sample Assessment Materials

Paper 1, Speaking Foundation

First teaching September 2024
First certification from 2026

(Updated August 2025)

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GCSE (9-1) Spanish

Sample Assessment Materials

Paper 1, Speaking

Foundation

- General Instructions to Teachers
- Student and Teacher-Examiner cards
- Mark schemes

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time and 7–9 minutes' examination time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
General instructions to the teacher

Foundation Tier

Read these instructions in conjunction with the Specification and Administrative Support Guide.

Turn over ▶

General instructions to the teacher conducting the assessment

A. Order and timings

- The examination is made up of three tasks.

- The tasks must be conducted in the following order: read aloud, role play, picture task.

- The total examination will last between 7 and 9 minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.

- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should not practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.

- The preparation time must be immediately before the examination time.

- Candidates must not write on the role play or picture stimuli.

- Candidates may annotate the read aloud passage in order to help them with pronunciation.

- Candidates may make notes on one sheet of A4 paper. They must write their name, candidate number and centre number on the sheet.

- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.

- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.

- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.

- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.

- The teacher should announce, 'The test will now begin; please read the text' once the 1-minute preparation is finished and before commencing the first task.

- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.

- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.

- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.

- At the end of the 1-minute preparation time in the exam room, the teacher should announce, 'The test will now begin; please read the text', before moving to the assessed read aloud task.

- The read aloud stimulus must be handed over by the candidate before moving on to the follow-up questions.

- The read aloud and follow-up questions are recommended to last between one-and-a-half and two minutes.

- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.

- The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage.

- The questions must be asked as they are presented. There must be no supplementary questions and 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.

At the end of the read aloud, the speaking assessment will move to the role play task.

Task 2: Role play

• The setting for the role play task will be allocated by Pearson using the sequencing tool.

• The role play is recommended to last between one and one-and-a-half minutes.

• The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions.

• The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.

• The set questions and comments must be asked as they are presented.

• There must be no supplementary questions and no re-phrasing. The statements / questions may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

• The role play card should be handed over by the candidate once the task is completed.

At the end of the role play, the speaking assessment will move to the picture task.

Task 3: Picture task

• The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.

• Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.

• The description element of the picture task is recommended to last between one-and-a-half to two minutes.

• The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.

• The teacher should start by asking the candidate which picture they have chosen and 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 questions detailed on the teacher card. Each prompt can be used a maximum of three times.

• When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.

• The questions must be asked as they are presented. There must be no supplementary questions and 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.

• The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.

- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.

- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).

- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, 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

  - develop their responses as well as they are able

  - demonstrate the full range of their ability.

- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.

- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.

- The conversation is recommended to last between three and three-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Turn over ▶

Candidate card FRA1

Thematic context: My personal world

Read aloud

Your aunt Dolores describes her friend.

Read out the text below to your teacher.

Describo a mi amiga.

Es seria y bastante estricta.

Lleva gafas, es alta y pelirroja.

Trabaja como jefa en una compañía en España.

Muestra la importancia de la igualdad de género y quiero ser

como ella.

- 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. 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.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

Turn over ▶

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Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA1

Thematic context: My personal world

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.

Describo a mi amiga.

Es seria y bastante estricta.

Lleva gafas, es alta y pelirroja.

Trabaja como jefa en una compañía en España.

Muestra la importancia de la igualdad de género y quiero ser como ella.

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. ¿Qué te gusta hacer con tus amigos?

Q2. ¿Qué piensas de la idea de trabajar en otro país?

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.

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Task 1: Read aloud
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- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Candidate card FRA2

Thematic context: Lifestyle and wellbeing

Read aloud

A Colombian friend has written to you about their lifestyle.

Read out the text below to your teacher.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

- 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.

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Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. 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.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA2

Thematic context: Lifestyle and wellbeing

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.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

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. ¿Qué te gusta comer?

Q2. ¿Qué piensas de hacer actividades deportivas con amigos?

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

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PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the candidate

Foundation Tier

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Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
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- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Candidate card FRA3

Thematic context: My neighbourhood

Read aloud

Javier, your friend, has written about where he lives.

Read out the text below to your teacher.

Vivo en España.

Mi pueblo es bonito.

Hay mucho que visitar, como el campo.

Recomiendo nuestros espacios verdes, incluidos los parques

tranquilos.

Me encanta mi región porque nuestro clima increíble significa

que no llueve mucho.

- 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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. 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.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

Turn over ▸

S 8 0 2 1 9 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA3

Thematic context: My neighbourhood

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.

Vivo en España.

Mi pueblo es bonito.

Hay mucho que visitar, como el campo.

Recomiendo nuestros espacios verdes, incluidos los parques tranquilos.

Me encanta mi región porque nuestro clima increíble significa que no llueve mucho.

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. ¿Qué te gusta en tu barrio?

Q2. ¿Qué piensas de la idea de vivir en otro país?

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.

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  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Candidate card FRA4

Thematic context: Media and technology

Read aloud

Manuel, your Mexican friend, talks to you about using the internet.

Read out the text below to your teacher.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes

sociales.

- 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.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. 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.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA4

Thematic context: Media and technology

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.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

También, es fácil chatear con mis amigos españoles por las redes sociales.

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. ¿Qué te gusta hacer en línea?

Q2. ¿Qué piensas de las redes sociales?

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.

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PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the candidate

Foundation Tier

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Instructions

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- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Candidate card FRA5

Thematic context: Studying and my future

<div align="center">

Read aloud

</div>

Pilar, your friend, has written about her school.

Read out the text below to your teacher.

Mi instituto es grande.

Tengo varias clases interesantes.

Saco malas notas en el deporte y la historia.

Una cosa buena es que tenemos edificios modernos.

Pero necesitamos un centro deportivo con una piscina más larga.

- 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.

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Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. 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.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA5

Thematic context: Studying and my future

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.

Mi instituto es grande.

Tengo varias clases interesantes.

Saco malas notas en el deporte y la historia.

Una cosa buena es que tenemos edificios modernos.

Pero necesitamos un centro deportivo con una piscina más larga.

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. ¿Qué te gusta de tu colegio?

Q2. ¿Qué piensas de tus profesores?

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.

S80219A

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

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FOR THE READ ALOUD TASK YOU MAY ALSO MAKE NOTES ON THE STIMULUS CARD.

Turn over ▶

S80219A

Thematic context: Travel and tourism

Read aloud

Daniel, your Peruvian friend, tells you about camping.

Read out the text below to your teacher.

Amo ir de camping.

Creo que los hoteles son muy caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

- 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.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- The candidate should be offered 1 minute preparation time in the exam room to practise the read aloud out loud.
- You should not offer any guidance or correction to candidates during this time.
- The recording **must** be started at the beginning of the 1 minute.
- At the end of the 1 minute, you should say 'The test will now begin; please read the text' before proceeding to the assessed task.
- When the candidate has finished the read aloud task, they **must** hand you the stimulus material before you ask the two follow-on questions.
- You should ask the two follow-on questions as presented. 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.
- The read aloud with follow-on questions is recommended to last between one-and-a-half and two minutes.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA6

Thematic context: Travel and tourism

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.

Amo ir de camping.

Creo que los hoteles son caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

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. ¿Qué te gusta hacer durante las vacaciones escolares?

Q2. ¿Qué piensas de pasar tiempo al aire libre?

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1F

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

Turn over ▶

Candidate card STIMULUS FRP1

Setting: At the campsite

Scenario:

- You are at a campsite.

- Your teacher will play 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.

Task:

1. Say how long you want to stay.

2. Say where you want to be on the campsite.

3. Say who is in your group.

4. Give your opinion about the weather in Spain.

5. Ask a question about things to do on the campsite.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice. Where a candidate answers incorrectly, do not repeat the question.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Teacher card STIMULUS FRP1

Setting: At the campsite

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 campsite. I will play the part of the receptionist and will speak first.

1	*Buenos días. ¿Cómo puedo ayudarle?*
	Allow the candidate to say how long they want to stay.
2	*Muy bien. Y ¿dónde quiere estar en el camping?*
	Allow the candidate to say where they want to be on the campsite.
3	*Vale. Y ¿quién está en su grupo?*
	Allow the candidate to say who is in their group.
4	*De acuerdo. Y ¿cuál es su opinión del tiempo en España?*
	Allow the candidate to say what they think about the weather in Spain.
5	*Muy interesante. ¿Tiene una pregunta?*
	Allow the candidate to ask you a question about things to do on the campsite.
	Give an appropriate brief response.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

Turn over ▶

Candidate card STIMULUS FRP2

Setting: In town

Scenario:

- You are in a city and stop a passer-by to get information about shops and hotels.

- Your teacher will play the part of a passer-by 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.

Task:

1. Say what kind of shop you are looking for.

2. Say what you need to buy.

3. Say why you are visiting the city.

4. Give your opinion about the city.

5. Ask a question about hotels.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice. Where a candidate answers incorrectly, do not repeat the question.

S 8 0 2 1 9 A

Pearson

Teacher card STIMULUS FRP2

Setting: In town

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 in a city and stop a passer-by to get information about shops and hotels. I will play the part of the passer-by and I will speak first.

1	*Buenos días. ¿En qué puedo ayudarle?*
	Allow the candidate to say what kind of shop they are looking for.
2	*Muy bien. Y ¿qué necesita comprar?*
	Allow the candidate to say what they need to buy.
3	*Vale. Y ¿por qué visita usted la ciudad?*
	Allow the candidate to say why they are visiting the city.
4	*Bueno. Y ¿cuál es su opinión de esta ciudad?*
	Allow the candidate to say what they think about the city.
5	*Muy interesante. ¿Tiene una pregunta?*
	Allow the candidate to ask a question about hotels.
	Give an appropriate brief response.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

Turn over ▶

S80219A

S 8 0 2 1 9 A

Pearson

Candidate card STIMULUS FRP3

Setting: At the doctor's surgery

Scenario:

- You go to the doctor.

- 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.

Task:

1. Say why you want to see a doctor.

2. Say how long you are in Spain for.

3. Say where you are staying.

4. Say when you want to see the doctor.

5. Ask a question about the opening hours.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice. Where a candidate answers incorrectly, do not repeat the question.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Teacher card STIMULUS FRP3

Setting: At the doctor's surgery

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 go to the doctor. I will play the part of the receptionist and will speak first.

1	***Buenos días. ¿Cómo puedo ayudarle?***
	Allow the candidate to say why they want to see a doctor.
2	***Vale. Y ¿durante cuánto tiempo está aquí en España?***
	Allow the candidate to say how long they are in Spain for.
3	***Vale. Y ¿dónde se queda?***
	Allow the candidate to say where they are staying.
4	***De acuerdo. Y ¿cuándo quiere usted ver a la doctora?***
	Allow the candidate to say when they want to see the doctor.
5	***Vale. ¿Tiene una pregunta?***
	Allow the candidate to ask you a question about the opening hours.
	Give an appropriate brief response.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

Turn over ▶

Pearson

Candidate card STIMULUS FRP4

Setting: At the market

Scenario:

- You are at a food market.

- Your teacher will play the part of the stall holder 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.

Task:

1. Say what you want to buy.

2. Say what food you want to make.

3. Say who you are making it for.

4. Give your opinion about markets.

5. Ask a question about the price.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice. Where a candidate answers incorrectly, do not repeat the question.

S 8 0 2 1 9 A

Pearson

Teacher card STIMULUS FRP4

Setting: At the market

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 food market. I will play the part of the stall holder and will speak first.

1	*Buenos días. ¿En qué puedo ayudarle?*
	Allow the candidate to say what they want to buy.
2	*Muy bien. Y ¿qué comida quiere hacer?*
	Allow the candidate to say what food they want to make.
3	*Muy interesante. Y ¿para quién?*
	Allow the candidate to say who they are making it for.
4	*De acuerdo. Y ¿cuál es su opinión de los mercados?*
	Allow the candidate to say what they think about markets.
5	*Muy interesante. ¿Tiene una pregunta?*
	Allow the candidate to ask you a question about the price.
	Give an appropriate brief response.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Candidate card STIMULUS FRP5

Setting: At the train station

Scenario:

• You are at a train station and need to buy tickets.

• Your teacher will play the part of the employee in the ticket office 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.

Task:

1. Say where you want to travel to.

2. Say what type of ticket you want.

3. Say when you want to travel.

4. Say where you want to sit.

5. Ask a question about a café.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice. Where a candidate answers incorrectly, do not repeat the question.

Turn over ▶

S 80 219 A

Pearson

Setting: At the train station

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 train station and need to buy tickets. I will play the part of the employee in the ticket office and will speak first.

1	***Buenos días. ¿Cómo puedo ayudarle?***
	Allow the candidate to say where they want to travel to.
2	***Muy bien. Y ¿qué tipo de billete quiere?***
	Allow the candidate to say what type of ticket they want.
3	***Vale. Y ¿cuándo quiere viajar?***
	Allow the candidate to say when they want to travel.
4	***De acuerdo. Y ¿dónde quiere sentarse?***
	Allow the candidate to say where they want to sit.
5	***Vale. ¿Tiene una pregunta?***
	Allow the candidate to ask you a question about a café.
	Give an appropriate brief response.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference	**1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD.

Turn over ▶

Pearson

Candidate card STIMULUS FRP6

Setting: At the tourist information office

Scenario:

- You are at a tourist office enquiring about restaurants.

- Your teacher will play the part of the employee 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.

Task:

1. Say what kind of restaurant you want.

2. Say which day you want to go.

3. Say what time you want to eat.

4. Give your opinion about the town.

5. Ask a question about public transport.

S80219A

Spanish
PAPER 1: Speaking in Spanish
Task 2: Role play
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The teacher then asks the first question.
- The role play is recommended to last between one and one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/ questions may be repeated but no more than twice. Where a candidate answers incorrectly, do not repeat the question.

Turn over ▶

Pearson

Teacher card STIMULUS FRP6

Setting: At the tourist information office

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 tourist office enquiring about restaurants. I will play the part of the employee and will speak first.

1	*¿Qué tipo de restaurante quiere?*
	Allow the candidate to say what kind of restaurant they want.
2	*Muy bien. Y ¿qué día quiere ir?*
	Allow the candidate to say which day they want to go.
3	*Vale. Y ¿a qué hora quiere comer?*
	Allow the candidate to say what time they want to eat.
4	*De acuerdo. Y ¿qué piensa de este pueblo?*
	Allow the candidate to say what they think about this town.
5	*Muy interesante. ¿Tiene una pregunta?*
	Allow the candidate to ask you a question about public transport.
	Give an appropriate brief response.

S80219A

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

S 8 0 2 1 9 A

Pearson

Picture task FPT1

Thematic context: My personal world

Picture 1

(Source: 397671868 © Shutterstock)

Picture 2

(Source: 1712263501 © Marko Rupena/Shutterstock)

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 **My personal world**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Instructions to teacher

Picture task FPT1

Thematic context: My personal world

Picture 1

(Source: 397671868 © Shutterstock)

Picture 2

(Source: 1712263501 © Marko Rupena/Shutterstock)

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:

- ¿(Y) la gente/las personas?

- ¿(Y) dónde está(n)?

- ¿(Y) qué está(n) haciendo?

- ¿Algo más?

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) ¿Qué haces con tu familia/con tus amigos /as en verano?

(b) ¿Cómo te gusta celebrar tu cumpleaños normalmente?

Questions for Picture 2

(a) ¿Cuánto tiempo pasas con tus amigos /as?

(b) ¿Por qué te gusta tu mejor amigo/a?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREE TIME**, for example: *¿Qué haces en tu tiempo libre?*

- 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) *Describe un día especial que tuviste con amigos/as o familia.*

(future tense) *¿Qué vas a hacer con amigos/as o con familia este fin de semana?*

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Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Pearson

Candidate STIMULUS

Picture task FPT2

Thematic context: My personal world

Picture 1

(Source: 1712263501 © Marko Rupena/Shutterstock)

Picture 2

(Source: 1366683867 adamkaz/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 **My personal world**.

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Picture task FPT2

Thematic context: My personal world

Picture 1

(Source: 1712263501 © Marko Rupena/Shutterstock)

Picture 2

(Source: 1366683867 adamkaz/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:

- ¿(Y) la gente/las personas?

- ¿(Y) dónde está(n)?

- ¿(Y) qué está(n) haciendo?

- ¿Algo más?

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) *¿Cuánto tiempo pasas con tus amigos/as?*

(b) *¿Por qué te gusta tu mejor amigo/a?*

Questions for Picture 2

(a) *¿Con quién prefieres pasar tiempo?*

(b) *¿Cuál es tu actividad favorita con familia/con amigos/as?*

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *¿Te llevas bien con tus amigos del colegio?*

- 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) *Describe un día especial que tuviste con amigos/as o familia.*

(future tense) *¿Qué vas a hacer con amigos/as o con familia este fin de semana?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Picture task FPT3

Thematic context: My personal world

Picture 1

Picture 2

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 **My personal world**.

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.

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Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

Pearson

Instructions to teacher

Picture task FPT3

Thematic context: My personal world

Picture 1

(Source: 1366683867 adamkaz/Getty Images)

Picture 2

(Source: 397671868 © Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Con quién prefieres pasar tiempo?

(b) ¿Cuál es tu actividad favorita con familia/con amigos/as?

Questions for Picture 2

(a) ¿Qué haces con tu familia/con tus amigos/as en verano?

(b) ¿Cómo te gusta celebrar tu cumpleaños normalmente?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *¿Dónde sales con tus amigos/as?*

- 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) *Describe un día especial que tuviste con amigos/as o familia.*

(future tense) *¿Qué vas a hacer con amigos/as o con familia este fin de semana?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: **Speaking in Spanish**
Task 3: **Picture task**
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Candidate STIMULUS

Picture task FPT4

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

Picture 2

(Source: 370769591 © Sergey Novikov/Shutterstock)

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 **Lifestyle and wellbeing**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Picture task FPT4

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

Picture 2

(Source: 370769591 © Sergey Novikov/Shutterstock)

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:

- ¿(Y) la gente/las personas?

- ¿(Y) dónde está(n)?

- ¿(Y) qué está(n) haciendo?

- ¿Algo más?

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) ¿Qué prefieres comer?

(b) ¿Qué bebes para estar sano/a?

Questions for Picture 2

(a) ¿Qué deportes practicas?

(b) ¿Qué piensas sobre hacer deporte con amigos/as?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL WELLBEING**, for example: *¿Qué deportes haces con amigos/as?*

- 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) *¿Qué comiste ayer para ser sano/a?*

(future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Pearson

Candidate STIMULUS

Picture task FPT5

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 370769591 © Sergey Novikov/Shutterstock)

Picture 2

(Source: 2108685377 © Image/Shutterstock)

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 **Lifestyle and wellbeing**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

Instructions to teacher

Picture task FPT5

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 370769591 © Sergey Novikov/Shutterstock)

Picture 2

(Source: 2108685377 © Image/Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Qué deportes practicas?

(b) ¿Qué piensas sobre hacer deporte con amigos/as?

Questions for Picture 2

(a) ¿Qué piensas sobre el ejercicio?

(b) ¿Qué haces en tu tiempo libre?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **HEALTHY EATING**, for example: *¿Qué te gusta comer para ser sano/a?*

- 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) *¿Qué comiste ayer para ser sano/a?*

(future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

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Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Pearson

Candidate STIMULUS

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 2108685377 © Image/Shutterstock)

Picture 2

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

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 **Lifestyle and wellbeing**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Instructions to teacher

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1   **Picture 2**

(Source: 2108685377 © Image/Shutterstock)   (Source: 1662378625 © BalanceFormCreative/Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Qué piensas sobre el ejercicio?

(b) ¿Qué haces en tu tiempo libre?

Questions for Picture 2

(a) ¿Qué prefieres comer?

(b) ¿Qué bebes para estar sano/a?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *¿Cuál es tu deporte favorito?*

- 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) *¿Qué comiste ayer para ser sano/a?*

(future tense) *¿Cómo vas a llevar una vida sana en el futuro?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

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Pearson

Candidate STIMULUS

Picture task FPT7

Thematic context: My neighbourhood

Picture 1

(Source: 83318832 John Agustina/Getty Images)

Picture 2

(Source: 622428880 Petar Chernaev/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 **My neighbourhood**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time	**Paper reference**	**1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Instructions to teacher

Picture task FPT7

Thematic context: My neighbourhood

Picture 1

(Source: 83318832 John Agustina/Getty Images)

Picture 2

(Source: 622428880 Petar Chernaev/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:

- ¿(Y) la gente/las personas?

- ¿(Y) dónde está(n)?

- ¿(Y) qué está(n) haciendo?

- ¿Algo más?

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) ¿Con quién vas de compras?

(b) ¿Qué piensas sobre comprar en línea?

Questions for Picture 2

(a) ¿Qué piensas sobre el ciclismo?

(b) ¿Prefieres la idea de vivir en el campo o en la ciudad?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **YOUR ENVIRONMENT**, for example: *¿Qué reciclas normalmente?*

- 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) *¿Qué hiciste el sábado pasado en tu barrio?*

(future tense) *¿Dónde te gustaría vivir en el futuro?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Candidate STIMULUS

Picture task FPT8

Thematic context: My neighbourhood

Picture 1

Picture 2

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 **My neighbourhood**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Instructions to teacher

Picture task FPT8

Thematic context: My neighbourhood

Picture 1   **Picture 2**

(Source: 622428880 Petar Chernaev/Getty Images)

(Source: 186360551 Klaus Vedfelt/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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) *¿Qué piensas sobre el ciclismo?*

(b) *¿Prefieres la idea de vivir en el campo o en la ciudad?*

Questions for Picture 2

(a) *¿Cómo reciclas en casa?*

(b) *¿Qué te gusta hacer al aire libre?*

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *¿Dónde prefieres ir de compras?*

- 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) *¿Qué hiciste el sábado pasado en tu barrio?*

(future tense) *¿Dónde te gustaría vivir en el futuro?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Candidate STIMULUS

Picture task FPT9

Thematic context: My neighbourhood

Picture 1

Picture 2

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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 **My neighbourhood**.

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

Instructions to teacher

Picture task FPT9

Thematic context: My neighbourhood

Picture 1   **Picture 2**

(Source: 186360551 Klaus Vedfelt/Getty Images)   (Source: 83318832 John Giustina/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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) *¿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?*

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WHERE YOU LIVE**, for example: *¿Cómo es el sitio donde vives?*

- 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) *¿Qué hiciste el sábado pasado en tu barrio?*

(future tense) *¿Dónde te gustaría vivir en el futuro?*

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

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1F

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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P Pearson

Candidate STIMULUS

Picture task FPT10

Thematic context: Media and technology

Picture 1

(Source: 289006985 © oneinchpunch/Shutterstock)

Picture 2

(Source: 1215726502 GettyImages)

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

Pearson

Picture task FPT10

Thematic context: Media and technology

Picture 1   **Picture 2**

(Source: 289006985 © oneinchpunch/Shutterstock)

(Source: 1215726502 GettyImages)

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:

• *¿(Y) la gente/las personas?*

• *¿(Y) dónde está(n)?*

• *¿(Y) qué está(n) haciendo?*

• *¿Algo más?*

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) *¿Qué piensas de la tecnología?*

(b) *¿Para qué usas tu móvil?*

Questions for Picture 2

(a) *¿Con quién prefieres hacer los deberes?*

(b) *¿Para qué usas el ordenador?*

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.

Follow-on conversation on the broader thematic context

• You must begin the follow-on conversation by asking the candidate to talk about **SCREENTIME**, for example: *¿Prefieres la videoconsola o la tele?*

• 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) *¿Cómo usaste las redes sociales la semana pasada?*

(future tense) *¿Para qué vas a usar un ordenador la próxima semana?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

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Pearson

Picture task FPT11

Thematic context: Media and technology

Picture 1

(Source: 1215726502 martinedoucet/Getty Images)

Picture 2

(Source: 2170284665 © Krakenimages.com/Shutterstock)

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1F

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

S 8 0 2 1 9 A

Pearson

Picture task FPT11

Thematic context: Media and technology

Picture 1

(Source: 1215726502 martinedoucet/Getty Images)

Picture 2

(Source: 2170284665 © Krakenimages.com/Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) *¿Con quién prefieres hacer los deberes?*

(b) *¿Para qué usas el ordenador?*

Questions for Picture 2

(a) *¿Qué haces en casa con tus amigos/as?*

(b) *¿Cuál es tu opinión sobre los videojuegos?*

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SOCIAL MEDIA**, for example: *¿Qué piensas de las redes sociales?*

- 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) *¿Cómo usaste las redes sociales la semana pasada?*

(future tense) *¿Para qué vas a usar un ordenador la próxima semana?*

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

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

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Pearson

Picture task FPT12

Thematic context: Media and technology

Picture 1

(Source: 2170284665 © Krakenimages.com/Shtterstock)

Picture 2

(Source: 289006985 © oneinchpunch/Shutterstock)

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Instructions to teacher

Picture task FPT12

Thematic context: Media and technology

Picture 1

(Source: 2170284665 © Krakenimages.com/Shtterstock)

Picture 2

(Source: 289006985 © oneinchpunch/Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Qué haces en casa con tus amigos/as?

(b) ¿Cuál es tu opinión sobre los videojuegos?

Questions for Picture 2

(a) ¿Qué piensas de la tecnología?

(b) ¿Para qué usas tu móvil?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about their **TECHNOLOGY AND HOMEWORK**, for example: *¿Te gusta hacer tus deberes en línea?*

- 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) *¿Cómo usaste las redes sociales la semana pasada?*

(future tense) *¿Para qué vas a usar un ordenador la próxima semana?*

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

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Candidate STIMULUS

Picture task FPT13

Thematic context: Studying and my future

Picture 1

(Source: 2217994245 © Hero Images on Offset/Shutterstock)

Picture 2

(Source: 2BCF2F9 Dmitriy Shironosov / Alamy Stock Photo)

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 **Studying and my future**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Turn over ▶

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Pearson

Instructions to teacher

Picture task FPT13

Thematic context: Studying and my future

Picture 1

(Source: 2217994245 © Hero Images on Offset/ Shutterstock)

Picture 2

(Source: 2BCF2F9 Dmitriy Shironosov / Alamy Stock Photo)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Qué piensas de los deberes?

(b) ¿Qué clubes hay en tu instituto?

Questions for Picture 2

(a) ¿Dónde te gusta ir de compras?

(b) ¿Qué piensas de trabajar en un supermercado?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING FOR THE FUTURE**, for example: *¿Te gusta la idea de ir a la universidad?*

- 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) *¿Qué hiciste en el instituto ayer?*

(future tense) *¿Qué trabajo quieres hacer en el futuro?*

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Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Candidate STIMULUS

Picture task FPT14

Thematic context: Studying and my future

Picture 1

Picture 2

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 **Studying and my future**.

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.

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson

Picture task FPT14

Thematic context: Studying and my future

Picture 1   **Picture 2**

(Source: 2BCF2F9 Dmitriy Shironosov / Alamy Stock Photo)   (Source: 2068997837 © Rawpixel.com/Shutterstock)

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:

•   *¿(Y) la gente/las personas?*

•   *¿(Y) dónde está(n)?*

•   *¿(Y) qué está(n) haciendo?*

•   *¿Algo más?*

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) ¿Dónde te gusta ir de compras?

(b) ¿Te gustaría trabajar en un supermercado?

Questions for Picture 2

(a) ¿Qué te gusta de tu instituto?

(b) ¿Dónde prefieres estudiar?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL**, for example: *¿Cuál es tu asignatura favorita?*

- 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) *¿Qué hiciste en el instituto ayer?*

(future tense) *¿Qué trabajo quieres hacer en el futuro?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
    – 14 minutes in the invigilation room
    – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

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Pearson

Candidate STIMULUS

Picture task FPT15

Thematic context: Studying and my future

Picture 1

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Picture 2

(Source: 2217994245 © Hero Images on Offset/Shutterstock)

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 **Studying and my future**.

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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S 8 0 2 1 9 A

Pearson

Instructions to teacher

Picture task FPT15

Thematic context: Studying and my future

Picture 1

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Picture 2

(Source: 2217994245 © Hero Images on Offset/ Shutterstock)

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:

- ¿(Y) la gente/las personas?

- ¿(Y) dónde está(n)?

- ¿(Y) qué está(n) haciendo?

- ¿Algo más?

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

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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) ¿Qué te gusta de tu instituto?

(b) ¿Dónde prefieres estudiar?

Questions for Picture 2

(a) ¿Qué piensas de los deberes?

(b) ¿Qué clubes hay en tu instituto?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WORK**, for example: *¿Te gusta la idea de trabajar en España?*

- 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) *¿Qué hiciste en el instituto ayer?*

(future tense) *¿Qué trabajo quieres hacer en el futuro?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Candidate STIMULUS

Picture task FPT16

Thematic context: Travel and tourism

Picture 1

(Source: 1667810233 © GaudiLab/Shutterstock)

Picture 2

(Source: 2068997837 © Rawpixel.com/Shutterstock)

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 **Travel and tourism**.

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Instructions to teacher

Picture task FPT16

Thematic context: Travel and tourism

Picture 1

(Source: 1667810233 © GaudiLab/Shutterstock)

Picture 2

(Source: 2068997837 © Rawpixel.com/Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Adónde te gustaría viajar?

(b) ¿Qué te gusta hacer durante las vacaciones escolares?

Questions for Picture 2

(a) ¿Dónde te gusta salir con amigos/as?

(b) ¿Con quién prefieres pasar tiempo?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ACTIVITIES WHERE YOU LIVE**, for example: *¿Qué hay para turistas en tu región?*

- 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) *¿Qué hiciste el verano pasado?*

(future tense) *¿Qué planes tienes para este verano?*

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Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  – 14 minutes in the invigilation room
  – 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Candidate STIMULUS

Picture task FPT17

Thematic context: Travel and tourism

Picture 1

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Picture 2

(Source: 1755901085 © Pressmaster/Shutterstock)

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 **Travel and tourism**.

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

Instructions to teacher

Picture task FPT17

Thematic context: Travel and tourism

Picture 1

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Picture 2

(Source: 1755901085 © Pressmaster/Shutterstock)

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:

- ¿(Y) la gente/las personas?

- ¿(Y) dónde está(n)?

- ¿(Y) qué está(n) haciendo?

- ¿Algo más?

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) ¿Dónde te gusta salir con amigos /as?

(b) ¿Con quién prefieres pasar tiempo?

Questions for Picture 2

(a) ¿Qué piensas de los festivales de música?

(b) ¿Adónde te gustaría ir de vacaciones?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **VISITING PLACES**, for example: *¿Prefieres pasar tiempo en la ciudad / la playa / el parque?*

- 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) *¿Qué hiciste el verano pasado?*

(future tense) *¿Qué planes tienes para este verano?*

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

Sample assessment material for first teaching September 2024

Time 22–24 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1F**

Spanish
PAPER 1: Speaking in Spanish
Task 3: Picture task
Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one read aloud task, one role play, and one picture task.
- You have 15 minutes in total to prepare for the three tasks. The preparation time is made up of:
  - 14 minutes in the invigilation room
  - 1 minute in the examination room which you may use to practise speaking any part of the read aloud text out loud.
- You may ask for questions to be repeated.
- You must not use a dictionary or any other resources at any time.
- You may make notes on one sheet of A4 paper. You must write your name, candidate number and centre number on the sheet.
- You must hand in each stimulus card at the end of the relevant task, and your notes at the end of the examination.

YOU MUST NOT WRITE ON THIS STIMULUS CARD

Turn over ▶

Pearson

Picture task FPT18

Thematic context: Travel and tourism

Picture 1

(Source: 1755901085 © Pressmaster/Shutterstock)

Picture 2

(Source: 1667810233 © GaudiLab/Shutterstock)

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 **Travel and tourism**.

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.

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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between one-and-a-half and two minutes.
- To encourage the candidate to address all the prompts and to develop their description, you may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, you should ask the two compulsory questions related to the picture the candidate described.
- You should then develop the conversation with questions on the broader thematic context. **A compulsory starter subject for the conversation is given on the card and you must begin with this subject.**
- Example questions for present, past and future tenses are also given but these are not compulsory, you may use alternative questions. In order to access the full range of marks, your questions should allow candidates to answer in present, past and future tenses and to develop their responses as well as they are able.
- The follow-on conversation is recommended to last between three and three-and-a-half minutes.

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish – Sample Assessment Materials (SAMs)
Issue 3 August 2025 © Pearson Education Limited 2025

Instructions to teacher

Picture task FPT18

Thematic context: Travel and tourism

Picture 1

(Source: 1755901085 © Pressmaster/Shutterstock)

Picture 2

(Source: 1667810233 © GaudiLab/Shutterstock)

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:

- *¿(Y) la gente/las personas?*

- *¿(Y) dónde está(n)?*

- *¿(Y) qué está(n) haciendo?*

- *¿Algo más?*

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) ¿Qué piensas de los festivales de música?

(b) ¿Adónde te gustaría ir de vacaciones?

Questions for Picture 2

(a) ¿Adónde te gustaría viajar?

(b) ¿Qué te gusta hacer durante las vacaciones escolares?

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.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRANSPORT**, for example*: ¿Cómo te gusta viajar normalmente?*

- 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) *¿Qué hiciste el verano pasado?*

(future tense) *¿Qué planes tienes para este verano?*

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GCSE Spanish Speaking Foundation tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be heard in the student's response for that band. As an examiner, you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a level, you should consider the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 5–6 with a small amount of band 7–8 material, it would be placed in band 5–6 but be awarded a mark of 6 because of the band 7–8 content.

- You must also use the *Additional guidance*, exemplification of live scripts issued at standardisation and your professional judgement to decide which band is most appropriate.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the response; you will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points. The number of bullet points in the band descriptor does not directly correlate to the number of marks in the band.

Additional guidance

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.

Errors (AO3 grids: Picture task with conversation only)

A minor error - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).
A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Gender	Trabaja en **un** oficina en **la** centro
Contractions	Mi colegio está cerca **de el** hospital
Word order (incorrect)	Hacer deberes **es no** divertido
Mother-tongue interference	Vivo en una **bonita** casa Me llamo Ana y **soy** 15 años
Adjective agreement	Hay un lago pequeñ**a** La camiseta es blanc**o**
Relative pronouns	Mi jardín, **quien** tiene flores, es grande
Vocabulary	Mi amiga canta muy **bueno**
Constructions	No **lavo** los dientes por la mañana.
Prepositions	Voy **en el** cine.

Major errors – inaccurate and prevent meaning	
Incorrect verb formation	Mi amigo **juego** al futból todos los días **Podo** ir de compras esta tarde **Sabo** que es muy interesante
Tenses (incorrect)	El sábado pasado **iré** al cine con amigos
Vocabulary	Me gusta **tener** divertido
Use of infinitive instead of conjugated verb	María **ir** al parque con sus amigos
Mismatch of subject and possessive adjectives	Hago **tus** deberes para prepararme por **tu** examen.
Mother-tongue interference	Hay un **museum** en el pueblo

NB: These are examples only and do not constitute a finite list. Some errors may fall into more than one category.

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 two or more 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 which 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. Equally, 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.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".

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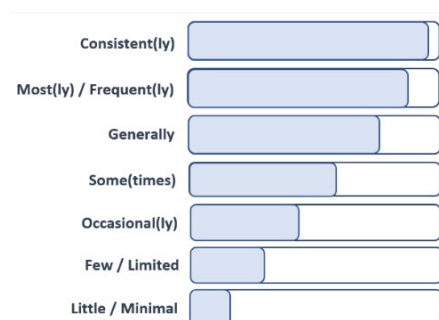
Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although
"frequent development…" equates to higher marks *"frequent errors…"* would conversely equate to lower marks.

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

Students will read aloud a short text. There is one mark grid to be applied to this task. The mark grid is used to assess the clarity and comprehensibility of pronunciation based on knowledge and understanding of Sound Symbol Correspondences (SSCs). Examiners **must** use the specific *Guidance on application of read-aloud mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

Part 1 – 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 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.

Guidance on application of read-aloud mark grid

The read aloud will be marked holistically, taking into account the whole text that is read out. Students will not be assessed on the quality of their Spanish accent. Anglicised accents will not impact on success as long as pronunciation is clear and comprehensible and SSCs are accurate. When assessing the read aloud, examiners should initially not look at the text when they are listening but should assess the pronunciation based on how much they can understand of what the student says. Examiners should then check the text for any areas of uncertainly.

To exemplify application of the marking criteria for the read aloud text, FRA6 has been selected to demonstrate how lapses in pronunciation of single or multiple sounds (SSCs) impact negatively on comprehensibility. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

FRA6

Amo ir de camping.
Creo que los hoteles son muy caros.
No me gusta pagar demasiado para dormir.
Pasar una noche en el bosque es mi sueño.
Compartir momentos en la naturaleza es siempre excelente.

Examples of how lapses in SSCs impact on comprehensibility and cause the message to break down.

Original text	Transcription of mispronunciation	Impact
pagar	padgar	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
demasiado	daymanseedo	
bosque	bosk	
noche	notch	
caros	carros (cars/carts)	Mispronunciation creating a completely different Spanish word that makes the message unclear.
sueño	sueno (could be 'I ring')	
amo	amó	Mispronunciation of verb endings impacting on the comprehensibility of present/past/imperfect tenses.
creo	creó	
naturaleza	English pronunciation	The English pronunciation of these cognates would make it difficult for the message to be understood, even for a very sympathetic Spanish speaker.
excelentes		

Part 2 – Short interaction based on text – Foundation tier (4 marks)

Students will answer two short questions based on the text they have read aloud. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer. Examiners **must** use the specific *Guidance on application of mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

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

Guidance on application of mark grid
To exemplify application of the marking criteria for the short interaction, read aloud FRA1 has been selected to demonstrate a possible range of performance. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria in the mark grid.

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.

Question 2: ¿Qué piensas de pasar tiempo al aire libre?

Mark	Possible responses	Application of mark descriptor
2	Prefiero estar en mi casa con amigos.	Response fully communicated.
1	Qué piensas el parque es bonito.	Some ambiguity; the response does communicate that the student likes the park but the repeat of the question words makes the answer ambiguous.
0	Tiempo airelibre.	No rewardable material –some of the question has merely been repeated.

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)

There is one mark grid to be applied to this task. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer. Examiners **must** use the specific *Guidance on application of the mark grid*, exemplification of live assessments issued at standardisation and their professional judgement before deciding on a mark.

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

Guidance on application of the mark grid

To exemplify application of the marking criteria, Foundation role play 1 (FRP1) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria.

Foundation role play card 1 (FRP1)

You are in a campsite in Spain. I will play the part of the receptionist.

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

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

Mark	Descriptor	
2	**Dos semanas, por favor.**	**Quiero alojar para dos semanas.**
	The length of stay is fully communicated.	Despite the grammatical error, the message is fully communicated.
1	**Dos semanas largo.**	**Un año.**
	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	**Muchas.**	**Dos semanas pasadas.**
	No rewardable communication.	No rewardable communication. There is a reference to the past tense, causing too much ambiguity.

Prompt 2:   Say where you want to be on the campsite.

Question: *Muy bien. Y ¿Dónde quiere estar en el camping?*

Mark	Descriptor	
2	**Al lado del río.**	**A derecha.**
	The location is fully communicated.	Despite the small grammatical error (lack of *la*), the location is fully communicated.
1	**Quiero con el río.**	**Dónde derecha.**
	The use of the word 'con' causes some ambiguity.	Response partially communicated. The repetition of the question word delays communication.
0	**Estar camping.**	**Camping.**
	No rewardable communication, the candidate has just repeated some words from the question.	No rewardable communication, the candidate has just repeated a word from the question.

Prompt 3:   Say who is in your group.

Question: Vale. Y ¿Quién está en su grupo?

Mark	Descriptor	
2	**Mis padres y yo.**	**Mi familia.**
	The response is fully communicated.	Despite the lack of specific information, the response answers the question and is fully communicated.
1	**Tus padres.**	**Mí**
	Response partially communicated. The use of the second person delays communication.	Some ambiguity. This allows partial communication, but unrealistic that the candidate is there alone. It is also a one word answer.
0	**Dos.**	**Quien.**
	No rewardable communication. This is not clear as this could be two families, adults, children etc.	No rewardable communication. The candidate has just repeated a word from the question.

Prompt 4:   Give your opinion about the weather in Spain.

Question: De acuerdo. Y ¿Cuál es su opinión del tiempo en España?

Mark	Descriptor	
2	**Me gusta – hace sol.**	**Mucho sol- fantástico.**
	The candidate's opinion of the weather is fully communicated.	The response is fully communicated, despite the lack of verb.
1	**Gustar mucho.**	**Tiempo es bien… no me gusta.**
	Some ambiguity. The use of the infinitive rather than a conjugated verb makes the answer somewhat ambiguous, however the response is clearly a positive one.	Some ambiguity. The candidate describes the weather as 'good' but it could be that the candidate prefers rainy/poor weather.
0	**Me gusta España**	**Tiempo España.**
	No rewardable communication. The candidate has given an opinion on the country but not the weather.	No rewardable communication. The candidate has just repeated some words from the question.

Prompt 5:   **Ask a question about things to do on the campsite.**

Question: **Muy interesante. ¿Tiene una pregunta?**

Mark	Descriptor	
2	**¿Qué actividades hay?**	**¿Hay piscina ?**
	The candidate has asked a clear question about the facilities at the campsite.	The candidate's question about a specific facility is fully communicated.
1	**¿Actividades?**	**¿Qué tiene restaurante?**
	Response is partially communicated as a question with intonation has been used, but the exact nature of the enquiry is not clear. Also a one word answer.	Some ambiguity because of the phrasing of the question but the candidate has partially communicated an enquiry about the campsite restaurant.
0	**¿Hacer?**	**¿Qué hay?**
	No rewardable communication. The question is not clear.	No rewardable communication. The candidate does not ask a clear question.

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

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.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**	**Mark**	**Descriptor**
4	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.	4	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	• Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down.	3	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down.	2	• Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	• One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down.	1	• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.	0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)

Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer.

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

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:
● AO1: response to spoken language
● AO3: linguistic knowledge and accuracy.
Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO1: Response to spoken language			AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**		**Mark**	**Descriptor**
10–12	- Gives some relevant responses to questions. - Develops ideas with some extended sequences of speech. - Response is generally comprehensible; some messages may be unclear.		4	- Some variety of vocabulary and grammatical structures, occasional use of complex language. - Generally successful use of three timeframes. - Generally accurate use of language; some minor errors, there may be an occasional major error.
7–9	- Gives occasional relevant responses to questions. - Develops ideas with occasionally extended sequences of speech. - Response is comprehensible in some parts; the message may occasionally break down.		3	- Occasional variety of vocabulary and straightforward grammatical structures. - Some successful use of at least two timeframes, occasional slip in more complex constructions. - Some clear and accurate use of language; some major and minor errors.
4–6	- Gives limited relevant responses to questions; there may be times when the speaker is unable to respond. - Development of ideas is limited; brief responses which the speaker may not be able to sustain. - Limited parts of the response are comprehensible; the message sometimes breaks down.		2	- Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. - Limited success with timeframes. - Limited accuracy with language; many major and minor errors.
1–3	- Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question. - Little or no development of ideas; very brief responses, which the speaker can often not sustain. - Isolated parts of the response are comprehensible; the message frequently breaks down.		1	- Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. - Minimal success with timeframes. - Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.		0	No rewardable material.

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at https://www.multilingprofiler.net/