![Pearson Edexcel logo](Pearson Edexcel)

GCSE (9-1) Spanish (1SP1)

Sample Assessment Materials

Paper 1, Speaking Higher

First teaching September 2024
First certification from 2026

(Updated August 2025)

GCSE (9-1) Spanish

Sample Assessment Materials

Paper 1, Speaking

Higher

- 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 25–27 minutes, which includes 15 minutes' preparation time and 10–12 minutes' examination time

Paper reference **1SP1/1H**

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

Higher Tier

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

Turn over ▶

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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 10 and 12 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 two and two-and-a-half 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 two and two-and-a-half 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 five and five-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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Spanish
PAPER 1: Speaking in Spanish
Task 1: Read aloud
Instructions to the candidate

Higher 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 ▶

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Candidate card HRA1

Thematic context: My personal world

Read aloud

Javier, your Spanish friend, has written to you about his views on protesting.

Read out the text below to your teacher.

Manifestarse es fundamental.

Mi novio y yo luchamos juntos por los derechos de la gente pobre.

Cuidamos a las personas sin hogar, y ofrecemos ropa y comida a los que no tienen nada.

Creo que es necesario proteger a los seres humanos que no son tratados por igual, y que les faltan oportunidades.

- 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half minutes.

Turn over ▶

Pearson

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA1

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.

Manifestarse es fundamental.

Mi novio y yo luchamos juntos por los derechos de la gente pobre.

Cuidamos a las personas sin hogar, y ofrecemos ropa y comida a los que no tienen nada.

Creo que es necesario proteger a los seres humanos que no son tratados por igual, y que les faltan oportunidades.

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 para ayudar a otras personas?

Q2. ¿Cuál es tu opinión de comprar productos de segunda mano?

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.

S80218A

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Task 1: Read aloud
Instructions to the candidate

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- 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 ▶

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Pearson

Candidate card HRA2

Thematic context: Lifestyle and wellbeing

Read aloud

Sara, your friend, has contributed to a blog about sports.

Read out the text below to your teacher.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para

pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que

parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio

y que son menos activos que antes.

- 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

Higher 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 two and two-and-a-half minutes.

Pearson

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA2

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.

Cada miércoles, intento jugar al voleibol.

Con el horario que tengo, nunca encuentro tiempo para pertenecer a clubes.

Pero me apetece empezar el baloncesto de silla de ruedas ya que parece divertido.

Pienso que la mayoría de los jóvenes no hace suficiente ejercicio y que son menos activos que antes.

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 para mantenerte en forma?

Q2. ¿Cuál es tu opinión de hacer deportes en equipo?

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1H

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

Higher 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.
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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 ▶

Candidate card HRA3

Thematic context: My neighbourhood

Read aloud

Marcos, your Cuban friend, has contributed to a blog about the environment.

Read out the text below to your teacher.

Hay que salvar nuestro planeta y ahorrar energía.

Lo que más me preocupa son los bosques que desaparecen y las inundaciones.

Creo que es importantísimo hacer algo y no ignorar la amenaza del cambio climático.

Para cuidar el medio ambiente, reciclo vidrio, apago las luces e intento dejar el coche.

- 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.

S80218A

Spanish

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

Higher 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 two and two-and-a-half minutes.

Turn over ▶

Pearson

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA3

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.

Hay que salvar nuestro planeta y ahorrar energía.

Lo que más me preocupa son los bosques que desaparecen y las inundaciones.

Creo que es importantísimo hacer algo y no ignorar la amenaza del cambio climático.

Para cuidar el medio ambiente, reciclo vidrio, apago las luces e intento dejar el coche.

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 reciclar normalmente?

Q2. ¿Cuál es tu opinión de viajar en autobús?

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.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 ▶

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P E A R S O N

Candidate card HRA4

Thematic context: Media and technology

Read aloud

Andrea, your friend, writes about her views on music.

Read out the text below to your teacher.

Después del instituto, quiero descansar.

Suelo escuchar las voces tranquilas de mis cantantes favoritos.

A causa de mi madre, siempre necesito usar los auriculares, lo

que me molesta porque prefiero subir el sonido.

Como mis compañeros, pienso que las canciones nos dan

confianza y ayudan con las presiones del colegio.

- 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.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half minutes.

Turn over ▶

S 8 0 2 1 8 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA4

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.

Después del instituto, quiero descansar.

Suelo escuchar las voces tranquilas de mis cantantes favoritos.

A causa de mi madre, siempre necesito usar los auriculares, lo que me molesta porque prefiero subir el sonido.

Como mis compañeros, pienso que las canciones nos dan confianza y ayudan con las presiones del colegio.

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 para relajarte?

Q2. ¿Cuál es tu opinión de los exámenes?

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.

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 HRA5

Thematic context: Studying and my future

Read aloud

Toni, your cousin, has emailed you about his future career goals.

Read out the text below to your teacher.

Me considero alguien muy responsable.

Un día, espero conseguir un puesto importante con el gobierno local.

Si no, me apetece ser independiente, quizás tener mi propio negocio y poseer varias oficinas.

Claro que mi carrera futura es mi pasión, pero pienso que ningún salario puede sustituir el amor y la felicidad.

- 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.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half minutes.

Turn over ▶

S 8 0 2 1 8 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA5

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.

Me considero alguien muy responsable.

Un día, espero conseguir un puesto importante con el gobierno local.

Si no, me apetece ser independiente, quizás tener mi propio negocio y poseer varias oficinas.

Claro que mi carrera futura es mi pasión, pero pienso que ningún salario puede sustituir el amor y la felicidad.

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 gustaría comprar con tu dinero?

Q2. ¿Cuál es tu opinión de trabajar en una oficina?

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.

S80218A

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

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Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

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- 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 8 A

Pearson

Thematic context: Travel and tourism

Read aloud

Rosalía, your aunt, has emailed you with directions to the hotel.

Read out the text below to your teacher.

Hace mucho calor aquí, en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene

vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido,

lo que es perfecto porque odio preparar comida.

- 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.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half minutes.

Turn over ▶

S 8 0 2 1 8 A

Pearson

Task 1: Read aloud

Instructions to the teacher

Higher tier HRA6

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.

Hace mucho calor aquí, en África.

Para llegar al hotel, debes coger el autobús desde el aeropuerto.

Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.

Nos alojamos en un sitio económico con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

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 cuando hace buen tiempo?

Q2. ¿Cuál es tu opinión de la comida extranjera?

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one 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 ▶

S80218A

S 8 0 2 1 8 A

Pearson

Candidate card STIMULUS HRP1

Setting: At the tourist information office

Scenario:

- You are at a tourist office, and you are talking to an employee.

- 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 where you want to visit.

2. Say where you are staying.

3. Say how long you will be in Spain.

4. Ask a question about transport.

5. Ask a question about other activities.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The 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.

S80218A

S 8 0 2 1 8 A

Pearson

Teacher card STIMULUS HRP1

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, and you are talking to an employee. I will play the part of the employee and will speak first.

1	*Buenos días. ¿Cómo puedo ayudarle?*
	Allow the candidate to say where they want to visit.
2	*Vale. Y ¿dónde se aloja?*
	Allow the candidate to describe where they are staying.
3	*De acuerdo. ¿Cuánto tiempo estará aquí en España?*
	Allow the candidate to say how long they will be in Spain.
4	*De acuerdo. ¿Tiene una pregunta?*
	Allow the candidate to ask about transport.
	Give an appropriate brief response.
5	*¿Tiene otra pregunta?*
	Allow the candidate to ask about other activities.
	Give an appropriate brief response.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one 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 8 A

Pearson

Candidate card STIMULUS HRP2

Setting: At the cinema

Scenario:

- You are at a cinema buying tickets.

- 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 how many tickets you want.

2. Say when you will watch the film.

3. Say where you want to sit.

4. Ask the employee a question about the cost.

5. Ask the employee about food/drinks.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The 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 ▶

Teacher card STIMULUS HRP2

Setting: At the cinema

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 cinema buying tickets. I will play the part of the employee and will speak first.

1	*Buenos días. ¿En qué puedo servirle?*
	Allow the candidate to say how many tickets they want.
2	*Vale. Y ¿cuándo quiere ver la película?*
	Allow the candidate to say when they will watch the film.
3	*De acuerdo. ¿Dónde le gustaría sentarse?*
	Allow the candidate to say where they want to sit.
4	*Y, ¿tiene una pregunta?*
	Allow the candidate to ask about the cost.
	Give an appropriate brief response.
5	*Vale. ¿Tiene otra pregunta?*
	Allow the candidate to ask about food/drinks.
	Give an appropriate brief response.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one 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 HRP3

Setting: At the shopping centre

Scenario:

- You are in a shopping centre, buying a gift.

- 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 gift you want.

2. Say what occasion the gift is for.

3. Say when you will celebrate the occasion.

4. Ask a question about something else you want to buy.

5. Ask a question about places to eat and drink.

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 8 A

Pearson

Teacher card STIMULUS HRP3

Setting: At the shopping centre

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 shopping centre buying a gift. I will play the part of the employee and will speak first.

1	***Buenos días. ¿Cómo puedo ayudarle?***
	Allow the candidate to say what kind of gift they want.
2	***Muy bien. ¿Para qué ocasión es?***
	Allow the candidate to say what the occasion is.
3	***De acuerdo. ¿Cuándo se va a celebrar la ocasión?***
	Allow the candidate to say when the occasion will take place.
4	***Y ¿tiene una pregunta?***
	Allow the candidate to ask about something else they want to buy.
	Give an appropriate brief response.
5	***Vale. Y ¿tiene otra pregunta?***
	Allow the candidate to ask about places to eat and drink.
	Give an appropriate brief response.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one 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 HRP4

Setting: At the sports centre

Scenario:

• You are at a sports centre and want to book a sports activity.

• 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 sport you want to do.

2. Ask the employee about buying a drink.

3. Explain why you like to do exercise.

4. Say what activity you plan to do tomorrow.

5. Ask the employee about opening times.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The 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 8 A

Pearson

Teacher card STIMULUS HRP4

Setting: At the sports centre

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 sports centre and want to book a sports activity. I will play the part of the employee and will speak first.

1	***Buenos días. ¿Cómo puedo ayudarle?***
	Allow the candidate to say what sport they want to do.
2	***De acuerdo. ¿Tiene una pregunta?***
	Allow the candidate to ask about buying a drink.
	Give an appropriate brief response.
3	***Y ¿por qué le gusta hacer ejercicio?***
	Allow the candidate to say why they like to do exercise.
4	***Y ¿qué actividad quiere hacer mañana?***
	Allow the candidate to say what activity they plan to do tomorrow.
5	***¿Tiene otra pregunta?***
	Allow the candidate to ask about opening times.
	Give an appropriate brief response.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one 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 HRP5

Setting: At the doctor's surgery

Scenario:

- You are at a doctor's surgery, and you are talking to the receptionist.

- Your teacher will play the part of the receptionist and will speak first.

- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.

- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what is wrong with you.

2. Say why you are in Spain.

3. Ask a question about seeing the doctor.

4. Say what activity you will do tomorrow.

5. Ask a question about opening times.

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

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The 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 8 A

Pearson

Teacher card STIMULUS HRP5

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

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

S80218A

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

Time 25–27 minutes, which includes 15 minutes' preparation time

| **Paper reference** | **1SP1/1H** |

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

Higher Tier

You do not need any other materials.

Instructions

- The examination is made up of three tasks: one 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 8 A

Pearson

Candidate card STIMULUS HRP6

Setting: At the hotel

Scenario:

- You are in a hotel, and you want to book a room.

- 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 what type of room you want.

2. Give the dates of your stay.

3. Say what meals you will eat at the hotel.

4. Ask about the sport facilities in the hotel.

5. Ask about activities in the area.

S80218A

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

Spanish

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

Higher Tier

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The 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 8 A

Pearson

Teacher card STIMULUS HRP6

Setting: At the hotel

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 hotel, and you want to book a room. I will play the part of the receptionist and will speak first.

1	*Buenos días. ¿Cómo puedo ayudarle?*
	Allow the candidate to say what type of room they want.
2	*Vale. ¿Cuáles son las fechas de su visita?*
	Allow the candidate to give dates of their stay.
3	*De acuerdo. ¿Qué comidas va a comer aquí en el hotel?*
	Allow the candidate to say what meals they will eat at the hotel.
4	*De acuerdo. ¿Tiene una pregunta?*
	Allow the candidate to ask about the hotel sport facilities.
	Give an appropriate brief response.
5	*¿Tiene otra pregunta?*
	Allow the candidate to ask about activities in the area.
	Give an appropriate brief response.

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 8 A

Pearson

Picture task HPT1

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1H

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

S 8 0 2 1 8 A

Pearson

Picture task HPT1

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) ¿Cómo te gusta celebrar tu cumpleaños normalmente?

(b) ¿Adónde fuiste recientemente con tu familia/con tus amigos/as?

Questions for Picture 2

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

(b) ¿Dónde saliste con amigos/as el fin de semana pasado?

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: *¿Con quién prefieres pasar 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) *¿Cómo te divertiste ayer con amigos/as o con familia?*

(future tense) *¿Con quién vas a pasar el verano?*

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 HPT2

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Picture task HPT2

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

(b) *¿Dónde saliste con amigos/as el fin de semana pasado?*

Questions for Picture 2

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

(b) *¿Cómo celebraste una ocasión especial este año?*

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: *¿Cómo te llevas con tus profesores?*

- 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 te divertiste ayer con amigos/as o con familia?*

(future tense) *¿Con quién vas a pasar el verano?*

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 HPT3

Thematic context: My personal world

Picture 1

(Source: 1366683867 adamkaz/Getty Images)

Picture 2

(Source: 397671868 © 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Picture task HPT3

Thematic context: My personal world

Picture 1   **Picture 2**

(Source: 1366683867 adamkaz/Getty Images)   (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) ¿Cuál es tu actividad favorita con familia/con amigos/as?

(b) ¿Cómo celebraste una ocasión especial este año?

Questions for Picture 2

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

(b) ¿Adónde fuiste recientemente con tu familia/con tus 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 **FRIENDS**, for example: *¿Prefieres pasar tiempo con amigos/as o con familia?*

- 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 te divertiste ayer con amigos/as o con familia?*

(future tense) *¿Con quién vas a pasar el verano?*

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 ▶

Picture task HPT4

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT4

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 bebes para estar sano/a?

(b) ¿Qué cocinaste recientemente?

Questions for Picture 2

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

(b) ¿Qué deportes hiciste el fin de semana pasado?

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 piensas de las competiciones de deporte?*

- 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 recientemente para estar sano/a?*

(future tense) *¿Cómo vas a mantenerte en forma en el futuro?*

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

Higher 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 HPT5

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Picture task HPT5

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 piensas sobre hacer deporte con amigos/as?

(b) ¿Qué deportes hiciste el fin de semana pasado?

Questions for Picture 2

(a) ¿Qué haces en tu tiempo libre?

(b) ¿Qué hiciste en tu última clase de deporte?

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 piensas de la comida en tu instituto?*

- 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 recientemente para estar sano/a?*

(future tense) *¿Cómo vas a mantenerte en forma 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 HPT6

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

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Pearson

Picture task HPT6

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 haces en tu tiempo libre?

(b) ¿Qué hiciste en tu última clase de deporte?

Questions for Picture 2

(a) ¿Qué bebes para estar sano /a?

(b) ¿Qué cocinaste recientemente?

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: *¿Qué clubes hay en tu instituto?*

- 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 recientemente para estar sano/a?*

(future tense) *¿Cómo vas a mantenerte en forma 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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

Candidate STIMULUS

Picture task HPT7

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Pearson

Instructions to teacher

Picture task HPT7

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) *¿Qué piensas sobre comprar en línea?*

(b) *¿Qué compraste la última vez que fuiste a las tiendas?*

Questions for Picture 2

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

(b) *¿Qué hiciste ayer en tu barrio 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 **YOUR ENVIRONMENT**, for example: *¿Cuáles son los problemas del medio ambiente en tu barrio?*

- 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 sitios de interés visitaste recientemente?*

(future tense) *En el futuro, ¿te gustaría vivir en tu región o en otra zona?*

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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

Turn over ▶

S80218A

Candidate STIMULUS

Picture task HPT8

Thematic context: My neighbourhood

Picture 1

(Source: 622428880 Petar Chernaev/Getty Images)

Picture 2

(Source: 186360551 Klaus Vedfelt/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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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

S 8 0 2 1 8 A

Pearson

Picture task HPT8

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

(b) ¿Qué hiciste ayer en tu barrio con amigos/as?

Questions for Picture 2

(a) ¿Qué te gusta hacer al aire libre?

(b) ¿Cómo ayudaste al medio ambiente el mes pasado?

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: *¿En qué gastas tu dinero?*

- 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 sitios de interés visitaste recientemente?*

(future tense) *En el futuro, ¿te gustaría vivir en tu región o en otra zona?*

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1H

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

Higher 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 ▶

S80218A

S 8 0 2 1 8 A

Pearson

Picture task HPT9

Thematic context: My neighbourhood

Picture 1

(Source: 186360551 Klaus Vedfelt/Getty Images)

Picture 2

(Source: 83318832 John Giustina/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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

S 8 0 2 1 8 A

Pearson

Picture task HPT9

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

(b) *¿Cómo ayudaste al medio ambiente el mes pasado?*

Questions for Picture 2

(a) *¿Qué piensas sobre comprar en línea?*

(b) *¿Qué compraste la última vez que fuiste a las tiendas?*

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: *¿Qué pueden hacer los jóvenes en tu barrio?*

- 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 sitios de interés visitaste recientemente?*

(future tense) *En el futuro, ¿te gustaría vivir en tu región o en otra zona?*

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 8 A

Pearson

Candidate STIMULUS

Picture task HPT10

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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Pearson

Instructions to teacher

Picture task HPT10

Thematic context: Media and technology

Picture 1   **Picture 2**

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) *¿Para qué usas tu móvil?*

(b) *¿Cómo usaste las redes sociales el fin de semana?*

Questions for Picture 2

(a) *¿Para qué usas el ordenador?*

(b) *¿Cómo usaste Internet en el instituto la semana pasada?*

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 los videojuegos o el cine?*

- 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 Internet en tu tiempo libre recientemente?*

(future tense) *¿Qué planes tienes para divertirte en línea esta tarde?*

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1H

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

Higher 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 ▶

Picture task HPT11

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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Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ►

Pearson

Instructions to teacher

Picture task HPT11

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) ¿Para qué usas el ordenador?

(b) ¿Cómo usaste Internet en el instituto la semana pasada?

Questions for Picture 2

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

(b) ¿Cómo te divertiste recientemente con amigos/as en casa?

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: *¿Cómo sueles estar en contacto 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) *¿Cómo usaste Internet en tu tiempo libre recientemente?*

(future tense) *¿Qué planes tienes para divertirte en línea esta tarde?*

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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 HPT12

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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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Pearson

Picture task HPT12

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

(b) *¿Cómo te divertiste recientemente con amigos/as en casa?*

Questions for Picture 2

(a) *¿Para qué usas tu móvil?*

(b) *¿Cómo usaste las redes sociales el fin de semana?*

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: *¿Prefieres usar el ordenador o los libros para estudiar?*

- 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 Internet en tu tiempo libre recientemente?*

(future tense) *¿Qué planes tienes para divertirte en línea esta tarde?*

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

Higher 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

Picture task HPT13

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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Instructions

- You should start the task with the instructions provided.
- The description element of the picture task is recommended to last between two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Pearson

Instructions to teacher

Picture task HPT13

Thematic context: Studying and my future

Picture 1   **Picture 2**

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

(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 clubes hay en tu instituto?

(b) ¿Qué estudiaste en el instituto ayer?

Questions for Picture 2

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

(b) ¿Qué compraste ayer?

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: *Para ti, ¿cuál es la asignatura más importante?*

- 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 ayer durante la hora de comer?*

(future tense) *¿Te gusta la idea de ser profesor/a 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference 1SP1/1H

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

Higher 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 ▶

Picture task HPT14

Thematic context: Studying and my future

Picture 1

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

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 **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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Picture task HPT14

Thematic context: Studying and my future

Picture 1

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

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) *¿Qué piensas de trabajar en un supermercado?*

(b) *¿Qué compraste ayer?*

Questions for Picture 2

(a) *¿Dónde prefieres estudiar?*

(b) *¿Qué hiciste en tu clase de español la semana pasada?*

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: *Describe tu instituto.*

- 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 ayer durante la hora de comer?*

(future tense) *¿Te gusta la idea de ser profesor/a 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference

1SP1/1H

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

Higher 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.

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Pearson

Candidate STIMULUS

Picture task HPT15

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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Instructions to teacher

Picture task HPT15

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**.

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 prefieres estudiar?*

(b) *¿Qué hiciste en tu clase de español la semana pasada?*

Questions for Picture 2

(a) *¿Qué clubes hay en tu instituto?*

(b) *¿Qué estudiaste en el instituto ayer?*

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: *¿Piensas que tener un trabajo pequeño es importante para los jóvenes?*

- 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 ayer durante la hora de comer?*

(future tense) *¿Te gusta la idea de ser profesor/a 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 HPT16

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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Pearson

Picture task HPT16

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) *¿Qué te gusta hacer durante las vacaciones escolares?*

(b) *¿Con quién pasaste el fin de semana pasado?*

Questions for Picture 2

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

(b) *¿Qué hiciste durante las últimas 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 **TOURIST ACTIVITIES WHERE YOU LIVE**, for example: *¿Qué pueden hacer los turistas en tu pueblo?*

- 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) *Háblame de un sitio que visitaste recientemente.*

(future tense) *¿Adónde te gustaría viajar 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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

Picture task HPT17

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

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

Turn over ▶

Picture task HPT17

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) ¿Con quién prefieres pasar tiempo?

(b) ¿Qué hiciste durante las últimas vacaciones escolares?

Questions for Picture 2

(a) ¿Adónde te gustaría ir de vacaciones?

(b) ¿En qué actividad participaste con amigos/as recientemente?

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: *¿Cuál es el mejor lugar para visitar para los jóvenes 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) *Háblame de un sitio que visitaste recientemente.*

(future tense) *¿Adónde te gustaría viajar 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 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 HPT18

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

Sample assessment material for first teaching September 2024

Time 25–27 minutes, which includes 15 minutes' preparation time

Paper reference **1SP1/1H**

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

Higher 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 two and two-and-a-half 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 five and five-and-a-half minutes.

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Instructions to teacher

Picture task HPT18

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) *¿Adónde te gustaría ir de vacaciones?*

(b) *¿En qué actividad participaste con amigos/as recientemente?*

Questions for Picture 2

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

(b) *¿Con quién pasaste el fin de semana pasado?*

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: *¿Qué piensas del transporte público en tu zona?*

- 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) *Háblame de un sitio que visitaste recientemente.*

(future tense) *¿Adónde te gustaría viajar en el futuro?*

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GCSE Spanish Speaking Higher 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 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 all three task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

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

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

AO3 grids (Picture task and conversation)

Complex language includes features such as:

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

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

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. 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.
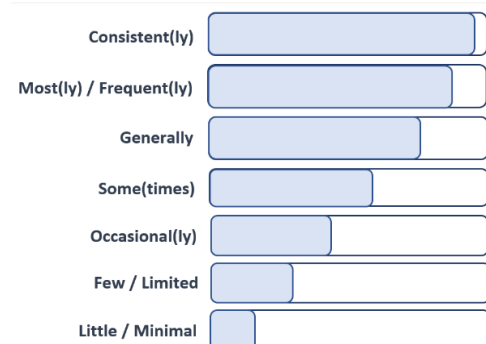
Note: The illustration should be referred to in conjunction with individual mark grids as each term does not necessarily equate to high or low marks. For example, although *"**frequent** development…"* equates to higher marks *"**frequent** errors…"* would conversely equate to lower marks.

Assessment criteria for the Higher tier – Task 1

Read aloud – Higher 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 – Higher tier

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

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 not initially 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, HRA6 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.

HRA6

Hace mucho calor aquí, en África.
Para llegar al hotel, debes coger el autobús desde el aeropuerto.
Nuestra habitación está a la izquierda, en la quinta planta, y tiene vistas maravillosas.
Nos alojamos en un sitio económico, con wifi y desayuno incluido, lo que es perfecto porque odio preparar comida.

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

Original text	Transcription of mispronunciation	Impact
llegar	laygar	Mispronunciation of single or multiple sounds, creating words that cannot be recognised, rendering a phrase incomprehensible.
debes coger el autobús	debs codger el ortobuhs	
izquierda	iskweerdah	
quinta	kwintah	
maravillosas	mahrahveeohsus	
planta	plantar (to plant)	Mispronunciation creating a completely different Spanish word that makes the message unclear, or for higher tier when the key stress is mispronounced and affects comprehensibility.
vistas	visitas ('visits')	
está	esta (this (one))	
desayuno	desayunó (he had breakfast)	
odio	odió	Mispronunciation of verb endings impacting on the comprehensibility of present/past tenses, or for higher tier when the key stress is mispronounced and affects comprehensibility.
vacaciones	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.
aeropuerto		
habitación		
wifi		
incluido		

Part 2 – Short interaction based on text – Higher 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 HRA5 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 cuando hace buen tiempo?*

Mark	Possible responses	Application of mark descriptor
2	Cuando hace sol, me gusta ir a la playa.	Response fully communicated.
1	Jugar a parque en buen tiempo.	Some ambiguity; the response is not totally clear but the candidate manages to say that they like playing in the park in good weather, with an infinitive that communicates. So, one mark is awarded.
0	Me gustar voy cine dos semanas.	An incorrect response. Due to the grammatical errors, the response is very unclear and it's possible that the question has been misunderstood. Perhaps the candidates confused the word 'tiempo' with 'time' rather than 'weather'.

Question 2: ¿Cuál es tu opinión de la comida extranjera?

Mark	Possible responses	Application of mark descriptor
2	Me gusta pizza – es delicioso.	Response fully communicated. The candidate has answered the question by referring to a food type emanating from a different country and given an opinion.
1	Me gusta comida menos cara.	Ambiguous. It's not 100% clear that the student is talking about food from another country, but it can be taken to imply that she likes eating food from other countries because it is cheap.
0	Pollo	No rewardable material. We don't know what they mean by *chicken*.

Assessment criteria for the Higher tier – Task 2

Role play – Higher 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 role play mark grid

To exemplify application of the marking criteria, Higher role play 5 (HRP5) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the student and teacher cards, and the assessment criteria.

Higher role play card 2 (HRP2) At the cinema

You are at the cinema buying tickets. I will play the part of the employee.

Prompt 1: **Say how many tickets you want.**

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

Mark	Descriptor	
2	**Dos por la película por favor.**	**Yo querer dos entradas.**
	The request of two tickets is fully communicated, even without using the word for tickets.	With the use of the infinitive and a pronoun, the message is fully communicated.
1	**¿Entradas para mí?**	**¿Tengo dos entradas ?**
	Some ambiguity; a number of tickets isn't actually given so it's not completely clear whether one ticket is needed for themselves or whether they're just asking for tickets in general	Some ambiguity is caused with the use of a 'tengo' rather than 'tiene'.
0	**Comprar dos.**	**Tickets.**
	No rewardable communication. The candidate has not specified what they would actually like to buy.	With an anglicised pronunciation, this is not clear and there is no rewardable communication.

Prompt 2:   **Say when you want to watch the film.**

Question: **Vale. Y ¿Cuándo quiere ver la película?**

Mark	Descriptor	
2	**Quiero ver lunes.**	**¿Cuándo empieza la película ? A las dos.**
	A day is fully communicated.	Despite the candidate repeating the whole question, this is a plausible conversation and the question is then fully communicated.
1	**Dos horas.**	**A las dos y cuatro.**
	The use of 'horas' causes some ambiguity.	Response partially communicated. The confusion of 'cuarto' and 'cuatro' delays communication and causes ambiguity.
0	**Cuándo ver.**	**Son las dos.**
	No rewardable communication, the candidate has merely repeated some of the question.	No rewardable communication. The candidate has stated the current time.

Prompt 3:   **Say where you want to sit.**

Question: **De acuerdo. ¿Dónde le gustaría sentarse?**

Mark	Descriptor	
2	**En el centro.**	**Me gustaría estoy cerca de la puerta.**
	The response is fully communicated.	Despite the grammatical error, the response is fully communicated.
1	**Me gustaba en el centro**	**Izquierda**
	Question partially communicated. There is some confusion with the imperfect tense.	Partially communicated as it lacks complete clarity. Also, it is a one word answer.
0	**Puerta.**	**Numero dos.**
	No rewardable communication. The word alone is not enough.	No rewardable communication. The answer is not clear.

Prompt 4:   **Ask the employee a question about the cost.**

Question: *Y, ¿tiene una pregunta?*

Mark	Descriptor	
2	**¿Cuánto es?**	**Y, ¿El precio ?**
	The question about the cost is fully communicated.	The response is fully communicated, despite the lack of verb
1	**¿Cuántos dineros?**	**¿Niños- el precio ?**
	Some ambiguity but we understand there is a question about money and the amount.	Some ambiguity. The lack of verb/details creates some confusion.
0	**¿Cuántos?**	**¿Dinero?**
	Ambiguous. Without more information, the question is not clear.	No rewardable communication. The candidate has just asked about money.

Prompt 5:   **Ask the employee about food/drinks.**

Question: **Vale. ¿Tiene otra pregunta?**

Mark	Descriptor	
2	**¿Qué comida hay ?**	**¿Vender patatas fritas ?**
	The candidate has asked a clear question about the food at the cinema.	Despite inaccuracies in the language used, the candidate's question about selling crisp/chips is fully communicated.
1	**¿Comida?**	**Aqui se puede beber.**
	Response is partially communicated as a question intonation has been used, but the exact nature of the enquiry is not clear and it is a one word answer.	Some ambiguity. Not phrased as a question, and no interrogative intonation. Communication is delayed but the candidate has partially communicated an enquiry about eating.
0	**Snackos.**	**Me gusta comer.**
	No rewardable communication. The candidate has merely invented a word.	No rewardable communication. This is a statement and not a question. There is no enquiry about eating/buying food for example.

Assessment criteria for the Higher tier – Task 3

Picture task – Higher tier (28 marks)

Part 1 – Picture description task (8marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:
- 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	• All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. Response is easily comprehensible; it is rare that the message is not immediately clear.		4	• Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	• All three bullet points addressed. • Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.		3	• A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	• 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.		2	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	• 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.		1	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some 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 consistently relevant responses to questions. • Develops ideas throughout with consistently extended sequences of speech. • Response is easily comprehensible; it is rare that the message is not immediately clear.	4	• Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use of three timeframes. • Consistently accurate use of language, any errors are minor.
7–9	• Gives frequently relevant responses to questions. • Develops ideas with frequently extended sequences of speech. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.	3	• A variety of vocabulary and grammatical structures, some use of complex language. • Frequently successful use of at least two timeframes. • Accurate use of language; some minor errors.
4–6	• Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear.	2	• Some variety of vocabulary and grammatical structures, occasional use of complex language. • Generally successful use of at least two timeframes. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1–3	• 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.	1	• Occasional variety of vocabulary and straightforward grammatical structures. • Some successful use of timeframes, occasional slip in more complex constructions. • Some clear and accurate use of language; some major and minor errors.
0	No rewardable material.	0	No rewardable material.

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