

# **GCSE (9-1) Spanish (1SP1)**

## **Sample Assessment Materials**

Paper 2, Listening  
and understanding  
Higher

First teaching September 2024  
First certification from 2026

(Updated July 2025)

# GCSE (9-1) Spanish

## Sample Assessment Materials

### Paper 2, Listening and understanding

#### Higher

- Transcripts
- Question papers
- Mark schemes

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

Sample assessment material for first teaching September 2024

**Time** 60 minutes, which includes  
5 minutes' reading time

**Paper  
reference**

**1SP1/2H**

**Spanish**

**PAPER 2: Listening and understanding in Spanish**

**Higher Tier**

**Transcript**

**Do not return this Booklet with the question paper.**

*Turn over* ►

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## SECTION A

### Listening comprehension

#### Love for music

##### Question 1

**M2:** Hace tres meses que estoy en la banda de mi colegio como cantante. Me gustaría tocar un instrumento pero no tengo horas en el día para practicarlo. Ayer fui con mi amigo a un espectáculo de flamenco pero me gusta mucho más el pop.

#### Career choice

##### Question 2

**F2:** Mi padre, cuando era pequeño, quería ser policía pero no sacaba buenas notas en deporte. Hoy es profesor de inglés. Me encanta escribir historias para los niños pero mi sueño es ser doctora. Me gusta mucho ayudar a la gente. En este momento, estoy estudiando con una formación en línea. No puedo ir a la universidad o viajar porque estoy esperando un bebé. El próximo mes, mi hija será más importante que mis estudios.

#### Welcome to our school

##### Question 3

**F1:** ¡Hola! Soy la directora. Hoy comienza el colegio. Debéis recordar que tenéis que llegar a tiempo a las clases y hablar siempre con respeto. La hora del descanso ha cambiado y será a las once. Es muy importante traer un bolígrafo, un cuaderno y una regla. También es necesario llevar el libro de cada asignatura.

#### Our town

##### Question 4

**F1:** ¿Omar?

**M2:** Visito la biblioteca de la plaza cada semana. Al lado hay un café que tiene postres maravillosos.

**F1:** ¿Andrea?

**F2:** Tenemos un estadio enorme donde hay partidos y competiciones de deporte. El domingo, voy a ir ahí a ver un concierto.

**F1:** ¿Marcos?

**M1:** Paso por el centro para ir al colegio porque hay edificios antiguos que son increíbles. Odio mi zona ya que es moderna.

## Doing sport

### Question 5

**F1:** ¿Gaby?

**M1:** Aunque me gustaría ir al gimnasio cada día, solamente hago deporte una vez a la semana. Desafortunadamente, estudio mucho y tengo un trabajo.

**F1:** ¿Karima?

**F2:** Como soy miembro del equipo de atletismo, tengo que correr todos los días durante cuatro horas.

**F1:** ¿Malek?

**M2:** Hacer deporte con frecuencia es necesario para mí porque me ayuda a relajarme.

## At the hotel

### Question 6

**M1:** Mi habitación tiene una cama muy cómoda y una ventana grande con vistas preciosas, aunque el baño es pequeño. La playa está a solo cinco minutos caminando. No necesitas coger el coche. El hotel también ofrece bicicletas para ir al centro de la ciudad sin tener que utilizar el transporte público.

## Online shopping

### Question 7

**M1:** ¿Alba?

**F1:** Lo mejor de comprar por Internet es que evitas las colas para pagar en la caja. Sin embargo, lo peor en mi opinión es tener que devolver cosas. A veces, es bastante complejo.

**M1:** ¿Juan?

**M2:** Normalmente en Internet, hay muchas más rebajas que en las tiendas y puedes encontrar zapatillas de deporte a mitad de precio a menudo. Lo único malo es que los productos buenos desaparecen rápidamente.

**M1:** ¿Luisa?

**F2:** Compro ropa de segunda mano en línea, especialmente pantalones y chaquetas porque hay una amplia variedad. Desafortunadamente, la calidad no es siempre buena.

## Family relationships

### Question 8

#### Question 8(a)

**F1:** ¿Jalil?

**M2:** Cuando eran jóvenes, mis padres estaban juntos, pero esto ha cambiado. Hace diez años se separaron. Mi hermana y yo vivimos una semana con cada uno. Ahora tenemos un medio hermano porque mi madre tiene una nueva pareja. Odio compartir mi habitación con él. Estoy seguro de que no me quiero casar. También preferiría no tener hijos porque es una gran responsabilidad. Para mí la felicidad sería comprar mi propia casa y viajar por América Latina.

#### Question 8(b)

**F1:** ¿Pilar?

**F2:** Tengo ganas de tener 18 años para ser independiente. Mi plan es trabajar el próximo año ya que estudiar no es para mí. Quiero alquilar un piso para vivir con mi novia. Me llevo muy bien con mi hermano menor, Diego, ya que siempre me apoya en todo. Está un poco triste porque no quiere que me vaya de casa. Mi deseo es adoptar niños de otros países y tener una gran familia.

## Protecting the planet

### Question 9

#### Question 9(a)

**F1:** Voy a explicar cómo pequeños cambios ayudan a proteger el medio ambiente. Según varios estudios, los supermercados nos animan a comprar cosas que no son necesarias. Como resultado, tiramos demasiada comida y las familias españolas pierden aproximadamente mil euros al año. Las verduras son los alimentos que más se tiran, seguidos por el pan. Antes de ir al supermercado, mi padre hace una lista solo de los productos que necesitamos. ¡Ahorramos dinero y creamos menos basura!

#### Question 9(b)

**F1:** El próximo lunes, celebraremos el Día Mundial del Medio Ambiente en Madrid. Normalmente, voy al colegio en coche con mi madre pero ese día, iré en bicicleta porque el centro de la ciudad estará cerrado al tráfico. Cada clase organizará una actividad educativa. Con mis compañeros, haremos instrumentos musicales con materiales que fueron reciclados mientras que mi hermano aprenderá a arreglar aparatos electrónicos para no tener que tirarlos. Al final del día, todos los alumnos trabajarán en el jardín de la escuela.

## SECTION B

### Dictation

#### Instructions

- You will listen to six short sentences.
- For sentences 1 and 2 you must write down the missing words that you hear in the gaps provided.
- For each gap you must write one word in Spanish.
- For sentences 3 to 6 you must write down the whole sentence that you hear in the spaces provided, in Spanish.
- For each sentence there will be between six and seven words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

#### Question 10

You are going to hear someone talking about how they use technology.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap you will write one word **in Spanish**.

**Example:** Creo que la tecnología tiene desventajas.

- 1 Mi mejor amigo está muy enganchado\*.
- 2 Ver demasiadas series es adictivo\* y perjudicial\*.

Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

**Example:** Para mí, la tecnología es muy importante.

- 3 Uso las redes sociales con frecuencia.
- 4 No puedo vivir sin mi móvil.
- 5 Siempre paso mucho tiempo en línea.
- 6 Creo que es importante tener cuidado.

\* Non-vocabulary list words

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Please check the examination details below before entering your candidate information

|                      |                      |                      |                      |                      |                      |                      |                      |                      |  |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|--|
| Candidate surname    |                      |                      |                      |                      | Other names          |                      |                      |                      |  |
| Centre Number        |                      |                      |                      |                      | Candidate Number     |                      |                      |                      |  |
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**Pearson Edexcel Level 1/Level 2 GCSE (9–1)**

**Sample assessment material for first teaching September 2024**

**Time** 60 minutes, which includes 5 minutes' reading time

**Paper reference** **1SP1/2H**

**Spanish**

**PAPER 2: Listening and understanding in Spanish**

**Higher Tier**

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

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- All questions in Section A (Listening comprehension) are set in English and must be answered in English.
- The task in Section B (Dictation) is set in Spanish.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*
- You must **not** use a dictionary.

### Information

- The total mark for this paper is 50.
- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Use the third play of the recording and/or the additional time given at the end of each extract to check your answer.

Turn over ►

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## Instructions

### Section A: Listening comprehension

- You will hear each extract three times. Each extract will end with one, two or three beeps. There will be a pause between each question.
- You may write at any time during the test.

### Section B: Dictation

- You will write in Spanish what you hear in the spaces provided.
- The number of each sentence will be announced.
- You will hear each sentence three times. You may write at any time during the test. There will be a pause between each question.
- You will have 2 minutes to check your answers at the end of this section.

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### SECTION A

#### Listening comprehension

#### Love for music

- 1 Nadim is talking about his interest in music.

What does he say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

- (a) Nadim became a member of the school band ...

(1)

|                          |                                           |
|--------------------------|-------------------------------------------|
| <input type="checkbox"/> | <b>A</b> three weeks ago.                 |
| <input type="checkbox"/> | <b>B</b> three months ago.                |
| <input type="checkbox"/> | <b>C</b> at the start of the school year. |

- (b) He would like to play an instrument but he ...

(1)

|                          |                                 |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | <b>A</b> can't buy one.         |
| <input type="checkbox"/> | <b>B</b> has not time to learn. |
| <input type="checkbox"/> | <b>C</b> prefers dancing.       |

- (c) He prefers to listen to ...

(1)

|                          |                    |
|--------------------------|--------------------|
| <input type="checkbox"/> | <b>A</b> pop.      |
| <input type="checkbox"/> | <b>B</b> flamenco. |
| <input type="checkbox"/> | <b>C</b> rock.     |

(Total for Question 1 = 3 marks)



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Career choice

2 Marta is talking about career choices on the radio.

What does she say?

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

|                    |          |                       |          |
|--------------------|----------|-----------------------|----------|
| teacher            | doctor   | police officer        | writer   |
| helping people     | reading  | working with children |          |
| university studies | daughter | trip                  | training |

- (a) Marta's father is a ..... (1)
- (b) In the future, Marta would like to be a ..... (1)
- (c) She enjoys ..... (1)
- (d) At the moment, she is focusing on her ..... (1)
- (e) Next month, the most important will be her ..... (1)

(Total for Question 2 = 5 marks)



### Welcome to our school

3 A headteacher is welcoming some new students.

What does she mention?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

|                          |                           |
|--------------------------|---------------------------|
| <input type="checkbox"/> | <b>A</b> exams            |
| <input type="checkbox"/> | <b>B</b> rules            |
| <input type="checkbox"/> | <b>C</b> break            |
| <input type="checkbox"/> | <b>D</b> uniform          |
| <input type="checkbox"/> | <b>E</b> school equipment |
| <input type="checkbox"/> | <b>F</b> homework         |

(Total for Question 3 = 3 marks)



## Our town

**4** Omar, Andrea and Marcos are talking about their town.

What do they say?

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) The library Omar goes to is ...

(1)

|                          |                              |
|--------------------------|------------------------------|
| <input type="checkbox"/> | <b>A</b> in the town square. |
| <input type="checkbox"/> | <b>B</b> near his house.     |
| <input type="checkbox"/> | <b>C</b> next to his school. |

(b) Omar likes the café because of its wonderful ...

(1)

|                          |                      |
|--------------------------|----------------------|
| <input type="checkbox"/> | <b>A</b> coffees.    |
| <input type="checkbox"/> | <b>B</b> sandwiches. |
| <input type="checkbox"/> | <b>C</b> desserts.   |

(c) Andrea is going to the stadium to watch a ...

(1)

|                          |                       |
|--------------------------|-----------------------|
| <input type="checkbox"/> | <b>A</b> match.       |
| <input type="checkbox"/> | <b>B</b> competition. |
| <input type="checkbox"/> | <b>C</b> concert.     |

(d) Marcos enjoys ...

(1)

|                          |                                    |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | <b>A</b> looking at old buildings. |
| <input type="checkbox"/> | <b>B</b> walking long distances.   |
| <input type="checkbox"/> | <b>C</b> living in a modern area.  |

**(Total for Question 4 = 4 marks)**





Doing sport

5 Gaby, Karima and Malek are talking about sport.

What do they say?

Listen to the recording and complete the following tables **in English**. You do not need to write in full sentences.

(a)

|                         |           |
|-------------------------|-----------|
| Gaby                    |           |
| How often he does sport | ..... (1) |

(b)

|                 |           |
|-----------------|-----------|
| Karima          |           |
| Reason she runs | ..... (1) |

(c)

|                   |           |
|-------------------|-----------|
| Malek             |           |
| Why he does sport | ..... (1) |

(Total for Question 5 = 3 marks)



### At the hotel

6 Mario is talking about his holiday accommodation.

What does he say?

Complete the gap in each sentence using a word or phrase from the box below. There are more words/phrases than gaps.

|               |        |            |                |
|---------------|--------|------------|----------------|
| bed           | window | bathroom   |                |
| take your car | walk   | take a bus | ride a bicycle |

(a) Mario's room has a big ..... (1)

(b) You can ..... to the beach  
and ..... to town. (2)

(Total for Question 6 = 3 marks)



### Online shopping

- 7 Alba, Juan and Luisa are talking about the advantages and disadvantages of online shopping.

What do they say?

Listen to the recording and complete the following tables **in English**. You do not need to write in full sentences.

(a) Alba

|              |       |     |
|--------------|-------|-----|
| Advantage    | ..... | (1) |
| Disadvantage | ..... | (1) |

(b) Juan

|              |       |     |
|--------------|-------|-----|
| Advantage    | ..... | (1) |
| Disadvantage | ..... | (1) |

(c) Luisa

|              |       |     |
|--------------|-------|-----|
| Advantage    | ..... | (1) |
| Disadvantage | ..... | (1) |

(Total for Question 7 = 6 marks)



## Family relationships

8 Jalil and Pilar are talking about family and relationships.

What do they say?

Listen to the recordings and complete the sentences by putting a cross ☒ in the correct box for each question.

(a) Jalil

(i) Jalil's parents are ...

(1)

|                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | <b>A</b> young.     |
| <input type="checkbox"/> | <b>B</b> rich.      |
| <input type="checkbox"/> | <b>C</b> separated. |

(ii) He has a new ...

(1)

|                          |                        |
|--------------------------|------------------------|
| <input type="checkbox"/> | <b>A</b> girlfriend.   |
| <input type="checkbox"/> | <b>B</b> step-sister.  |
| <input type="checkbox"/> | <b>C</b> half brother. |

(iii) His dream is to ...

(1)

|                          |                         |
|--------------------------|-------------------------|
| <input type="checkbox"/> | <b>A</b> get married.   |
| <input type="checkbox"/> | <b>B</b> buy a house.   |
| <input type="checkbox"/> | <b>C</b> have children. |

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(b) Pilar

(i) When she is 18, Pilar wants to ...

(1)

|                          |                            |
|--------------------------|----------------------------|
| <input type="checkbox"/> | <b>A</b> go to university. |
| <input type="checkbox"/> | <b>B</b> rent a flat.      |
| <input type="checkbox"/> | <b>C</b> go on holiday.    |

(ii) Diego ...

(1)

|                          |                                  |
|--------------------------|----------------------------------|
| <input type="checkbox"/> | <b>A</b> supports Pilar.         |
| <input type="checkbox"/> | <b>B</b> is older than Pilar.    |
| <input type="checkbox"/> | <b>C</b> is happy to live alone. |

(iii) Pilar wants to ...

(1)

|                          |                                   |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | <b>A</b> live in other countries. |
| <input type="checkbox"/> | <b>B</b> adopt children.          |
| <input type="checkbox"/> | <b>C</b> have a small family.     |

(Total for Question 8 = 6 marks)



### Protecting the planet

- 9 (a) Listen to Indra's podcast about food waste.

What does she say?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

(3)

|                          |                                                          |
|--------------------------|----------------------------------------------------------|
| <input type="checkbox"/> | <b>A</b> Only big changes will help the planet.          |
| <input type="checkbox"/> | <b>B</b> Customers buy many expensive products.          |
| <input type="checkbox"/> | <b>C</b> Food waste costs families 1,000 euros per year. |
| <input type="checkbox"/> | <b>D</b> Vegetables are the most wasted food.            |
| <input type="checkbox"/> | <b>E</b> Indra's dad is in charge of food shopping.      |
| <input type="checkbox"/> | <b>F</b> Home-cooked meals create more waste.            |

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(b) Indra now shares some information about World Environment Day in Madrid.

Listen to the recording and answer the following questions **in English**. You do not need to write in full sentences.

(i) Why will Indra cycle to school on World Environment Day?

(1)

(ii) What will she make at school on this particular day?

(1)

(iii) What will her brother learn?

(1)

(iv) What will all the pupils do at the end of the day?

(1)

(Total for Question 9 = 7 marks)

**TOTAL FOR SECTION A = 40 MARKS**



## SECTION B

### Dictation

10 You are going to hear someone talking about technology.

Sentences 1 and 2: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

**Example:** Creo ..... que ..... la ..... tecnología .....  
tiene ..... desventajas .....

1. Mi .....

está muy .....

2. Ver demasiadas ..... es .....

y .....

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Sentences 3, 4, 5 and 6: Write down the full sentences that you hear in the spaces provided, **in Spanish**.

**Example:** Para mí, la tecnología es muy importante .

3 .....

4 .....

5 .....

6 .....

(Total for Question 10 = 10 marks)

**TOTAL FOR SECTION B = 10 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**



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## GCSE Spanish Listening Higher tier

### Paper 2 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Spanish script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Spanish word or name.

#### SECTION A: LISTENING COMPREHENSION

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(a)            | B      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(b)            | B      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 1(c)            | A      | (1)  |

| Question number | Answer  | Mark |
|-----------------|---------|------|
| 2(a)            | teacher | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 2(b)            | doctor | (1)  |

| Question number | Answer         | Mark |
|-----------------|----------------|------|
| 2(c)            | helping people | (1)  |

| Question number | Answer   | Mark |
|-----------------|----------|------|
| 2(d)            | training | (1)  |

| Question number | Answer   | Mark |
|-----------------|----------|------|
| 2(e)            | daughter | (1)  |

| Question number | Answer  | Mark |
|-----------------|---------|------|
| 3               | B, C, E | (3)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (a)           | A      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (b)           | C      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (c)           | C      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 4 (d)           | A      | (1)  |

| Question number | Answer      | Reject              | Mark |
|-----------------|-------------|---------------------|------|
| 5(a)            | once a week | any other frequency | (1)  |

| Question number | Answer                                                 | Reject                                      | Mark |
|-----------------|--------------------------------------------------------|---------------------------------------------|------|
| 5(b)            | (because) she is a member of the athletics team/a team | Isolated words: athletics, team, four hours | (1)  |

| Question number | Answer                  | Reject           | Mark |
|-----------------|-------------------------|------------------|------|
| 5(c)            | (it helps him to) relax | any other reason | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 6(a)            | window | (1)  |

| Question number | Answer           | Mark |
|-----------------|------------------|------|
| 6(b)            | <b>ANY ORDER</b> |      |
|                 | walk             | (1)  |
|                 | ride a bicycle   | (1)  |

| Question number | Answer                                                            | Reject                       | Mark |
|-----------------|-------------------------------------------------------------------|------------------------------|------|
| 7(a)            | <b>Advantage</b><br>avoid queuing (to tills)                      | Isolated words: queue, tills | (1)  |
|                 | <b>Disadvantage</b><br>returns (are complicated)/returning things | Isolated word: complicated   | (1)  |

| Question number | Answer                                                                                                                                        | Reject                          | Mark |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------|
| 7(b)            | <b>Advantage</b><br>EITHER<br>lots of offers<br><b>OR</b><br>more offers than in shops<br><b>OR</b><br>(can get) half-priced/cheaper trainers | Isolated words: trainers, cheap | (1)  |
|                 | <b>Disadvantage</b><br>good items disappear/go/are sold quickly                                                                               |                                 | (1)  |

| Question number | Answer                                                             | Reject | Mark |
|-----------------|--------------------------------------------------------------------|--------|------|
| 7(c)            | <b>Advantage</b><br>(there is a large/wide) variety (of clothes)   |        | (1)  |
|                 | <b>Disadvantage</b><br>quality is not (always) good/sometimes poor |        | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a)(i)         | C      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a)(ii)        | C      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(a)(iii)       | B      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(b)(i)         | B      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(b)(ii)        | A      | (1)  |

| Question number | Answer | Mark |
|-----------------|--------|------|
| 8(b)(iii)       | B      | (1)  |

| Question number | Answer  | Mark |
|-----------------|---------|------|
| 9(a)            | C, D, E | (3)  |

| Question number | Answer                               | Reject                 | Mark |
|-----------------|--------------------------------------|------------------------|------|
| 9(b)(i)         | city (centre) closed to traffic/cars | Isolated word: traffic | (1)  |

| Question number | Answer              | Reject | Mark |
|-----------------|---------------------|--------|------|
| 9(b)(ii)        | musical instruments |        | (1)  |

| Question number | Answer                          | Reject                                      | Mark |
|-----------------|---------------------------------|---------------------------------------------|------|
| 9(b)(iii)       | (how to) fix electronic devices | Isolated words: electronic products/devices | (1)  |

| Question number | Answer                                  | Reject                | Mark |
|-----------------|-----------------------------------------|-----------------------|------|
| 9(b)(iv)        | (they will) work in the (school) garden | Isolated word: garden | (1)  |

## Assessment criteria for Section B: Dictation

### SECTION B: DICTATION (10 marks)

Students will listen to a series of short extracts and will transcribe what they hear into Spanish. Students will be rewarded for each individual word spelled appropriately and which demonstrates knowledge and understanding of Sound Symbol Correspondences (SSCs). The number of rewardable words will then be given a mark on a sliding scale of 1 to 10 as shown in the grid below.

| Mark | Number of rewardable words |
|------|----------------------------|
| 10   | 28-30                      |
| 9    | 25-27                      |
| 8    | 22-24                      |
| 7    | 19-21                      |
| 6    | 16-18                      |
| 5    | 13-15                      |
| 4    | 10-12                      |
| 3    | 7-9                        |
| 2    | 4-6                        |
| 1    | 1-3                        |
| 0    | 0                          |

#### Rewardable words encompass the following categories:

1. Words spelled exactly as in the transcript (NB: words in brackets are part of the rubric and are not part of the test):

(Mi) mejor amigo (está) (muy) enganchado\*.  
(Ver) (demasiadas) series (es) adictivo\* y perjudicial\*.  
Uso las redes sociales con frecuencia.  
No puedo vivir sin mi móvil.  
Siempre paso mucho tiempo en línea.  
Creo que es importante tener cuidado.

2. In acknowledgement that some SSCs have the same sound but different spellings, some common Spanish mis-spellings that do not change the pronunciation of the word are rewarded. For example:

#### **/b/ written with b or v**

*vibir* instead of *vivir*  
*vastante* instead of *bastante*

#### **/ll/ written with y or ll**

*yevar* instead of *llevar*  
*mallo* instead of *mayo*

#### **/ge//je/**

*jente* instead of *gente*

#### **/gi//ji/**

*jirar* instead of *girar*

\* Non-vocabulary list words

**Non-rewardable words encompass the following categories:**

3. Mis-spellings due to incorrect application of SSCs, even if the word looks recognisable, e.g. *gitarra* instead of *guitarra*. If in doubt, examiners should read the words the students have written out loud to themselves, using the correct SSC for the written symbols, to ensure that the spelling produces the correct sound. Examples of **sound spellings** that will **not** be rewarded:

*gitarra* instead of *guitarra*  
*gerra* instead of *guerra*  
*dansa* instead of *danza*  
*vethes* instead of *veces*  
*huntas* instead of *juntas*  
*pequenyo* or *pequeno* instead of *pequeño*  
*passar* instead of *pasar*  
*addictivo* instead of *adictivo*

**Double consonant when the SSC is affected**

ll (*calla, cala*)  
rr (*pero, perro*)

4. Mis-spellings which are written phonetically, and which may contain appropriate SSCs, but which are so inaccurate that the words are unrecognisable if seen on their own in isolation, outside the context of the sentence, e.g. *sonyadora* (*soñadora*) outside the sentence *a veces es soñadora*. If in doubt, examiners should write the word out separately and ask themselves if they would understand the word if written in isolation.
5. **Higher tier only:** Spellings which do not follow associated spelling rules for key stress positions. For example:
- Words written without a required accent, for example:

*telefono* instead of *teléfono*  
*movil* instead of *móvil*

- Words written with an accent where it is not required, for example:

*sociáles*  
*tiempó*

NB: Only two words per higher dictation will assess key stress positions.



## Exemplification of mark scheme

### Key to the script used in example student answers:

Category 1 (rewardable): words spelled exactly as in the transcript (no bold, strikethrough or italics)

Category 2 (rewardable): recognisable words with SSCs that have the same sound but different spellings (**bold**)

Category 3 (non-rewardable): words with mis-spellings due to incorrect application of SSC (~~strikethrough~~)

Category 4 (non-rewardable): words written phonetically but which are not recognisable out of context (~~bold and strikethrough~~)

Category 5 (non-rewardable): Spellings which do not follow associated spelling rules for key stress positions (~~italics and strikethrough~~)

(Words in brackets are part of the rubric and are not part of the test.)

| Example student answer                                               | Number of rewardable words from all categories | Rewardable Category 1<br>(words written exactly as in the transcript) | Rewardable Category 2<br>(recognisable words with SSCs that have the same sound but different spellings) | Non-rewardable Category 3<br>(words with misspellings due to incorrect application of SSC) | Non-rewardable Category 4<br>(words written phonetically but which are not recognisable out of context) | Non-rewardable Category 5<br>(Spellings which do not follow associated spelling rules for key stress positions) |
|----------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Example 1</b>                                                     | <b>TOTAL: 25/30</b>                            |                                                                       |                                                                                                          |                                                                                            |                                                                                                         |                                                                                                                 |
| (Mi) mejor amigo (está) (muy) <del>engancado</del> .                 | 2                                              | mejor amigo                                                           |                                                                                                          | engancado                                                                                  |                                                                                                         |                                                                                                                 |
| (Ver) (demasiadas) series (es) <del>addictive</del> (y) perjudicial. | 2                                              | series perjudicial                                                    |                                                                                                          | addictive                                                                                  |                                                                                                         |                                                                                                                 |
| Uso las redes <del>sociales</del> con frecuencia.                    | 5                                              | Uso las redes con frecuencia                                          |                                                                                                          |                                                                                            |                                                                                                         | sociales                                                                                                        |
| No puedo vivir sin mi <del>movil</del> .                             | 5                                              | No puedo vivir sin mi                                                 |                                                                                                          |                                                                                            |                                                                                                         | movil                                                                                                           |
| Siempre paso mucho <del>tempe</del> en línea.                        | 5                                              | Siempre paso mucho en línea                                           |                                                                                                          | tempe                                                                                      |                                                                                                         |                                                                                                                 |
| Creo que es importante tener cuidado.                                | 6                                              | Creo que es importante tener cuidado                                  |                                                                                                          |                                                                                            |                                                                                                         |                                                                                                                 |

| Example student answer                                               | Number of rewardable words from all categories | Rewardable Category 1<br>(words written exactly as in the transcript) | Rewardable Category 2<br>(recognisable words with SSCs that have the same sound but different spellings) | Non-rewardable Category 3<br>(words with misspellings due to incorrect application of SSC) | Non-rewardable Category 4<br>(words written phonetically but which are not recognisable out of context) | Non-rewardable Category 5<br>(Spellings which do not follow associated spelling rules for key stress positions) |
|----------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Example 2</b>                                                     | <b>TOTAL: 20/30</b>                            |                                                                       |                                                                                                          |                                                                                            |                                                                                                         |                                                                                                                 |
| (Mi) <del>megor</del> amigo (está) (muy) <del>encanjado</del> .      | 1                                              | amigo                                                                 |                                                                                                          | <del>megor</del><br><del>encanjado</del>                                                   |                                                                                                         |                                                                                                                 |
| (Ver) (demasiadas) series (es) adictivo (y) <del>perlludital</del> . | 2                                              | series<br>adictivo                                                    |                                                                                                          | <del>perlludital</del> *                                                                   |                                                                                                         |                                                                                                                 |
| Uso las redes <del>sothiales</del> con <del>fregencia</del> .        | 4                                              | Uso<br>las<br>redes<br>con                                            |                                                                                                          | <del>sothiales</del><br><del>fregencia</del>                                               |                                                                                                         |                                                                                                                 |
| No puedo <b>bivir</b> sin mi <b>móbil</b> .                          | 6                                              | No<br>puedo<br>sin<br>mi                                              | <b>bivir</b><br><b>móbil</b>                                                                             |                                                                                            |                                                                                                         |                                                                                                                 |
| Siempre <del>passoh</del> mucho <del>tempe</del> en <i>line</i> .    | 3                                              | Siempre<br>mucho<br>en                                                |                                                                                                          | <del>tempe</del>                                                                           | <del>passoh</del>                                                                                       | <i>line</i>                                                                                                     |
| Creo que es importante <del>tene</del> <del>quidado</del> .          | 4                                              | Creo<br>que<br>es<br>importante                                       |                                                                                                          | <del>tene</del><br><del>quidado</del>                                                      |                                                                                                         |                                                                                                                 |

| Example student answer                                                                     | Number of rewardable words from all categories | Rewardable Category 1<br>(words written exactly as in the transcript) | Rewardable Category 2<br>(recognisable words with SSCs that have the same sound but different spellings) | Non-rewardable Category 3<br>(words with misspellings due to incorrect application of SSC) | Non-rewardable Category 4<br>(words written phonetically but which are not recognisable out of context) | Non-rewardable Category 5<br>(Spellings which do not follow associated spelling rules for key stress positions) |
|--------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Example 3</b>                                                                           | <b>TOTAL: 10/30</b>                            |                                                                       |                                                                                                          |                                                                                            |                                                                                                         |                                                                                                                 |
| (Mi) <del>megor</del> amije (está) (muy) <del>encanjado</del> .                            | 0                                              |                                                                       |                                                                                                          | <del>megor</del><br><del>amije</del><br><del>encanjado</del>                               |                                                                                                         |                                                                                                                 |
| (Ver) (demasiadas) <del>siries</del> (es) <del>addictive</del> (y) <del>pergudital</del> . | 0                                              |                                                                       |                                                                                                          | <del>siries</del><br><del>addictive</del><br><del>pergudital</del>                         |                                                                                                         |                                                                                                                 |
| Uso <del>la rede sochiales</del> con <del>fricencia</del> .                                | 2                                              | Uso con                                                               |                                                                                                          | <del>la</del><br><del>rede</del><br><del>sochiales</del><br><del>fricencia</del>           |                                                                                                         |                                                                                                                 |
| No <del>pede</del> <b>bibir</b> sin mi <del>movil</del> .                                  | 4                                              | No sin mi                                                             | <b>bibir</b>                                                                                             | <del>pede</del>                                                                            |                                                                                                         | <i>movil</i>                                                                                                    |
| <b>Siempray</b> paso muxo tempo <del>hen</del> <i>line</i> .                               | 1                                              | paso                                                                  |                                                                                                          | <del>muxe</del><br><del>tempe</del><br><del>hen</del>                                      | <b>Siempray</b>                                                                                         | <i>line</i>                                                                                                     |
| Creo <del>ee</del> es <del>importantay</del> tener <del>quedado</del> .                    | 3                                              | Creo es tener                                                         |                                                                                                          | <del>ee</del><br><del>importantay</del><br><del>quedado</del>                              |                                                                                                         |                                                                                                                 |

\* It is possible for some words to fall into two categories. For example, 'perlludital,' and 'hen' could have also fallen into category 4; 'line' could have also fallen into category 3.

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