Pearson

GCSE (9–1)

SPANISH

Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish (1SP1)
First teaching from September 2024 | first certification from 2026

Issue 3

About Pearson

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Summary of Pearson Edexcel Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Issue 3 changes

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 1 Speaking **Paper 4 Writing** AO3 mark schemes have been amended to differentiate between the number of timeframes needed to be placed in the different bands. Descriptors have been changed from 'past, present and future timeframes,' for the top and middle bands to: • 'use of three timeframes,' in the top bands • 'at least two timeframes' in the middle bands Lower bands refer simply to 'timeframes,' rather than 'different timeframes,' which can include one timeframe. A definition of the term 'Timeframes' has been added to the marking guidance. Example open response and translation exemplification in the **Writing** paper has been updated to reflect this change.	214, 288 504, 578 582 205, 285 495, 577 289-291 293 580-581 584
Paper 1 Speaking **Paper 4 Writing** AO3 marking guidance has been amended to clarify the definition of what constitutes a 'minor' and a 'major' error. Example open response and translation exemplification in the **Writing** paper has been updated to reflect this change.	204, 284 494, 576 289-291 293 580-581 584
The formatting of some questions has been amended for increased accessibility. • **Paper 1, Speaking:** The two pictures in the picture task are now displayed in portrait rather than landscape, on their own page, with the instructions placed on the facing page. • **Paper 3, Reading:** Any supporting pictures are now displayed above the text rather than beside it. • **Paper 3, Reading and Paper 4, Writing** (foundation only): Translation tasks now have two answer lines rather than one for each sentence.	60-196 350-486 258, 542 550 262, 280
Paper 3, reading, foundation tier translation: Sentence (d) has been changed so that it only includes one past timeframe: '*Ayer, mi hermano y yo fuimos a un museo en Barcelona.'*	262
Paper 1, Speaking The order of the Read aloud and Picture Tasks have been re-ordered and re-numbered, so that all three languages in this suite of qualifications (GCSE in French, German and Spanish) follow the same sequence of thematic context.	11-201 301-491

If you need further information on these changes or what they mean, contact us via our website at: https://qualifications.pearson.com/en/subjects/languages.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE in Spanish is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These Sample Assessment Materials have been developed to support this qualification and will be used as the benchmark to develop the assessments students will take.

During the development of these Sample Assessment Materials, we have been grateful to NCELP for providing us with access to their MultiLingProfiler tool[1] to assist us with ensuring all our texts comply with the requirements set out in Appendix 1: Vocabulary and Appendix 2: Grammar of our Pearson Edexcel Level 1/Level 2 GCSE in Spanish (2024) Specification.

[1]Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed March 2023 at https://www.multilingprofiler.net/

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked, **unless** the candidate has replaced it with an alternative response.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish
General instructions to the teacher

Foundation Tier

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

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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 7 and 9 minutes.

B. Allocation of cards

- Teachers must use the sequencing tool provided by Pearson for the allocation of the picture card, read aloud passage and role-play stimulus card. This has been designed to help ensure that each candidate covers a broad range of vocabulary from the specification.
- The subject matter of the stimulus cards should not cause offence or distress to the candidate. The teacher needs to decide in advance of the examination if any offence or distress might be caused. In this event, the teacher should indicate this in the sequencing tool, and an alternative set of cards will be generated for that candidate.

C. Preparation and notes

- Candidates must be allowed 15 minutes' preparation time under supervised conditions to prepare for the read aloud, role play and the picture task. During the first 14 minutes, they should not practise the read aloud passage out loud. Candidates will be offered a further 1-minute preparation time in the examination room, in which they may practice out loud words / phrases / sentences / the entire text if they wish.
- The preparation time must be immediately before the examination time.
- Candidates must not write on the role play or picture stimuli.
- Candidates may annotate the read aloud passage in order to help them with pronunciation.
- Candidates may make notes on one sheet of A4 paper. They must write their name, candidate number and centre number on the sheet.
- Candidates must not have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- At the end of each task, candidates must hand the relevant stimulus material to the teacher-examiner, and they must return their notes after completing the examination.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

D. Conduct of the exam

- Recording of the exam must start as the candidate begins their 1-minute preparation time to practise the read aloud task out loud. Teachers should state the candidate number at the start of the recording.
- Teachers should not offer any guidance or correction to candidates during the 1-minute preparation time.
- The teacher should announce, 'The test will now begin; please read the text' once the 1-minute preparation is finished and before commencing the first task.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum number of marks available.
- The speaking assessment will begin with the read aloud (thematic context allocated by Pearson), followed by the role play (setting allocated by Pearson) and finally the picture task (thematic context pre-selected by candidate; picture card and conversation starter subject allocated by Pearson).

Task-specific instructions

Task 1: Read aloud

- The thematic context for the read aloud will be allocated by Pearson using the sequencing tool.
- At the start of the 1-minute preparation time in the exam room, the teacher should start the recording. The candidate may choose to read some or all of the text out loud during this time, or may prefer to continue silent preparation.
- At the end of the 1-minute preparation time in the exam room, the teacher should announce, 'The test will now begin; please read the text', before moving to the assessed read aloud task.
- The read aloud stimulus must be handed over by the candidate before moving on to the follow-up questions.
- The read aloud and follow-up questions are recommended to last between one-and-a-half and two minutes.
- The purpose of the read aloud is to assess understanding and application of sound-symbol correspondences through reading language aloud using clear and comprehensible pronunciation.
- The follow-up questions assess the ability to express likes /dislikes /preferences / opinions related to the content of the read aloud passage.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.

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

Task 2: Role play

- The setting for the role play task will be allocated by Pearson using the sequencing tool.
- The role play is recommended to last between one and one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions.
- The teacher will read out a short introduction to the role play, as printed on the teacher card, and then commence the first question.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements / questions may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The role play card should be handed over by the candidate once the task is completed.

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

Task 3: Picture task

- The thematic context for the picture task will be pre-selected by the candidate. This pre-selection will be in the form of a choice of one from two thematic contexts, randomly generated by Pearson.
- Within the thematic context selected, the picture card will be allocated by Pearson using the sequencing tool.
- The description element of the picture task is recommended to last between one-and-a-half to two minutes.
- The purpose of the description element of the picture task is to assess communication and linguistic accuracy through providing description of a visual stimulus.
- The teacher should start by asking the candidate which picture they have chosen and once their response is clear, continue with the instruction, 'Describe the picture.'
- To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the questions detailed on the teacher card. Each prompt can be used a maximum of three times.
- When the candidate has finished the picture description, the teacher should ask the two compulsory questions related to the picture the candidate described.
- The questions must be asked as they are presented. There must be no supplementary questions and questions must not be rephrased. If the candidate does not respond, the question may be repeated twice. Where a candidate answers incorrectly, do not repeat the question.
- The compulsory questions assess the ability to talk about personal experiences related to the content of the picture.

- A starter subject for the conversation is mandated on the teacher card and you must begin with this subject. You should then develop the conversation with questions extending from this subject and the broader thematic context.
- Three suggested questions, one in each of present, past and future tenses are provided as support to the teacher. These are not compulsory, and teachers are free to use alternative questions suited to the level of their candidate(s).
- Teacher-examiners should endeavour to sustain a free-flowing conversation, in which they respond to what the candidate is saying. They should allow the conversation to evolve, asking a range of questions appropriate to the thematic context and the interests and experiences of the student, which enable students to:
  - produce extended sequences of speech
  - develop the conversation
  - give and justify own thoughts and opinions
  - refer to past, present and future events
  - develop their responses as well as they are able
  - demonstrate the full range of their ability.
- In the broader conversation, students can draw upon any relevant vocabulary from the full vocabulary list, or beyond the list.
- The conversation on the broader thematic context assesses the ability to interact with the teacher in a way that demonstrates communication skills and a range of linguistic proficiency, in terms of vocabulary and grammar.
- The conversation is recommended to last between three and three-and-a-half minutes. Teacher-examiners should be mindful of this time recommendation and encourage candidates to produce sufficient responses to fill the recommended time.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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

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Candidate card FRA1

Thematic context: My personal world

Read aloud

Your aunt Dolores describes her friend.

Read out the text below to your teacher.

Describo a mi amiga.

Es seria y bastante estricta.

Lleva gafas, es alta y pelirroja.

Trabaja como jefa en una compañía en España.

Muestra la importancia de la igualdad de género y quiero ser

como ella.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA1

Thematic context: My personal world

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Describo a mi amiga.

Es seria y bastante estricta.

Lleva gafas, es alta y pelirroja.

Trabaja como jefa en una compañía en España.

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

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. ¿Qué te gusta hacer con tus amigos?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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

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Candidate card FRA2

Thematic context: Lifestyle and wellbeing

Read aloud

A Colombian friend has written to you about their lifestyle.

Read out the text below to your teacher**.**

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA2

Thematic context: Lifestyle and wellbeing

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

La salud es muy importante.

Siempre como frutas y verduras.

Salir al jardín me hace más positivo.

Cuando escucho música o practico deporte, estoy feliz.

Prefiero divertirme con amigos que sentarme delante de la tele.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. ¿Qué te gusta comer?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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

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Candidate card FRA3

Thematic context: My neighbourhood

Read aloud

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

Read out the text below to your teacher.

Vivo en España.

Mi pueblo es bonito.

Hay mucho que visitar, como el campo.

Recomiendo nuestros espacios verdes, incluidos los parques tranquilos.

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

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA3

Thematic context: My neighbourhood

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Vivo en España.

Mi pueblo es bonito.

Hay mucho que visitar, como el campo.

Recomiendo nuestros espacios verdes, incluidos los parques tranquilos.

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

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. ¿Qué te gusta en tu barrio?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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

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Candidate card FRA4

Thematic context: Media and technology

Read aloud

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

Read out the text below to your teacher.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

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

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA4

Thematic context: Media and technology

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state**: 'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Soy fan de Internet.

Me gusta estar en línea.

Prefiero escuchar la música con mi móvil.

Uso mi ordenador para aprender lenguas nuevas.

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

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. ¿Qué te gusta hacer en línea?

Q2. ¿Qué piensas de las redes sociales?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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

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Candidate card FRA5

Thematic context: Studying and my future

Read aloud

Pilar, your friend, has written about her school.

Read out the text below to your teacher.

Mi instituto es grande.

Tengo varias clases interesantes.

Saco malas notas en el deporte y la historia.

Una cosa buena es que tenemos edificios modernos.

Pero necesitamos un centro deportivo con una piscina más larga.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Pearson

Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA5

Thematic context: Studying and my future

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Mi instituto es grande.

Tengo varias clases interesantes.

Saco malas notas en el deporte y la historia.

Una cosa buena es que tenemos edificios modernos.

Pero necesitamos un centro deportivo con una piscina más larga.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. ¿Qué te gusta de tu colegio?

Q2. ¿Qué piensas de tus profesores?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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

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Candidate card FRA6

Thematic context: Travel and tourism

Read aloud

Daniel, your Peruvian friend, tells you about camping.

Read out the text below to your teacher.

Amo ir de camping.

Creo que los hoteles son muy caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

- Once you have read the text to your teacher, you **must** hand this card to them.
- You will then be asked two questions related to what you have read.
- You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 1: Read aloud

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Task 1: Read aloud

Instructions to the teacher

Foundation tier FRA6

Thematic context: Travel and tourism

The candidate should be offered up to 1 minute additional preparation time in the exam room in order to practise the read aloud task out loud.

This practice must be recorded.

Teachers should not offer any guidance or correction to candidates during this time.

When the candidate is ready to begin the test, you should state: **'The test will now begin. Please read the text.'**

The candidate should read aloud the following text.

Amo ir de camping.

Creo que los hoteles son caros.

No me gusta pagar demasiado para dormir.

Pasar una noche en el bosque es mi sueño.

Compartir momentos en la naturaleza es siempre excelente.

Follow-on questions

Once the candidate has read the text aloud, you **must** take the stimulus material from them.

You should then ask the following questions.

Q1. ¿Qué te gusta hacer durante las vacaciones escolares?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate card STIMULUS FRP1

Setting: At the campsite

Scenario:

- You are at a campsite.
- 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 how long you want to stay.
2. Say where you want to be on the campsite.
3. Say who is in your group.
4. Give your opinion about the weather in Spain.
5. Ask a question about things to do on the campsite.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Teacher card STIMULUS FRP1

Setting: At the campsite

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a campsite. I will play the part of the receptionist and will speak first.

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate card STIMULUS FRP2

Setting: In town

Scenario:

- You are in a city and stop a passer-by to get information about shops and hotels.
- Your teacher will play the part of a passer-by and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what kind of shop you are looking for.
2. Say what you need to buy.
3. Say why you are visiting the city.
4. Give your opinion about the city.
5. Ask a question about hotels.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Teacher card STIMULUS FRP2

Setting: In town

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate card STIMULUS FRP3

Setting: At the doctor's surgery

Scenario:

- You go to the doctor.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say why you want to see a doctor.
2. Say how long you are in Spain for.
3. Say where you are staying.
4. Say when you want to see the doctor.
5. Ask a question about the opening hours.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Teacher card STIMULUS FRP3

Setting: At the doctor's surgery

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate card STIMULUS FRP4

Setting: At the market

Scenario:

- You are at a food market.
- Your teacher will play the part of the stall holder and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what you want to buy.
2. Say what food you want to make.
3. Say who you are making it for.
4. Give your opinion about markets.
5. Ask a question about the price.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Teacher card STIMULUS FRP4

Setting: At the market

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

You are at a food market. I will play the part of the stall holder and will speak first.

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate card STIMULUS FRP5

Setting: At the train station

Scenario:

- You are at a train station and need to buy tickets.
- Your teacher will play the part of the employee in the ticket office and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say where you want to travel to.
2. Say what type of ticket you want.
3. Say when you want to travel.
4. Say where you want to sit.
5. Ask a question about a café.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Teacher card STIMULUS FRP5

Setting: At the train station

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate card STIMULUS FRP6

Setting: At the tourist information office

Scenario:

- You are at a tourist office enquiring about restaurants.
- Your teacher will play the part of the employee and will speak first.
- Your teacher will ask questions **in Spanish** and you must answer **in Spanish**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what kind of restaurant you want.
2. Say which day you want to go.
3. Say what time you want to eat.
4. Give your opinion about the town.
5. Ask a question about public transport.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 2: Role play

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Teacher card STIMULUS FRP6

Setting: At the tourist information office

The target language phrases below must be read out verbatim. There must be no supplementary questions and no re-phrasing, but teacher prompts may be repeated.

Begin the role play with the following introduction:

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

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT1

Thematic context: My personal world

Picture 1

(Source: 397671868 © Shutterstock)

Picture 2

(Source: 1712263501 © Marko Rupena/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT1

Thematic context: My personal world

Picture 1

(Source: 397671868 © Shutterstock)

Picture 2

(Source: 1712263501 © Marko Rupena/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

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

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

Questions for Picture 2

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

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FREE TIME**, for example: *¿Qué haces en tu tiempo libre?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Describe un día especial que tuviste con amigos/as o familia.*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT2

Thematic context: My personal world

Picture 1

(Source: 1712263501 © Marko Rupena/Shutterstock)

Picture 2

(Source: 1366683867 adamkaz/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT2

Thematic context: My personal world

Picture 1

(Source: 1712263501 © Marko Rupena/Shutterstock)

Picture 2

(Source: 1366683867 adamkaz/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

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

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

Questions for Picture 2

(a) ¿Con quién prefieres pasar tiempo?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **RELATIONSHIPS**, for example: *¿Te llevas bien con tus amigos del colegio?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Describe un día especial que tuviste con amigos/as o familia.*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT3

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT3

Thematic context: My personal world

Picture 1

(Source: 1366683867 adamkaz/Getty Images)

Picture 2

(Source: 397671868 © Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Con quién prefieres pasar tiempo?

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

Questions for Picture 2

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

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **FRIENDS**, for example: *¿Dónde sales con tus amigos/as?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *Describe un día especial que tuviste con amigos/as o familia.*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT4

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

Picture 2

(Source: 370769591 © Sergey Novikov/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT4

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

Picture 2

(Source: 370769591 © Sergey Novikov/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué prefieres comer?

(b) ¿Qué bebes para estar sano/a?

Questions for Picture 2

(a) ¿Qué deportes practicas?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **PHYSICAL WELLBEING**, for example: *¿Qué deportes haces con amigos/as?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué comiste ayer para ser sano/a?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT5

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 370769591 © Sergey Novikov/Shutterstock)

Picture 2

(Source: 2108685377 © Image/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT5

Thematic context: Lifestyle and wellbeing

Picture 1

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Picture 2

(Source: 2108685377 © Image/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué deportes practicas?

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

Questions for Picture 2

(a) ¿Qué piensas sobre el ejercicio?

(b) ¿Qué haces en tu tiempo libre?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **HEALTHY EATING**, for example: *¿Qué te gusta comer para ser sano/a?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué comiste ayer para ser sano/a?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 2108685377 © Image/Shutterstock)

Picture 2

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Lifestyle and wellbeing**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 2108685377 © Image/Shutterstock)

Picture 2

(Source: 1662378625 © BalanceFormCreative/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué piensas sobre el ejercicio?

(b) ¿Qué haces en tu tiempo libre?

Questions for Picture 2

(a) ¿Qué prefieres comer?

(b) ¿Qué bebes para estar sano/a?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SPORTS**, for example: *¿Cuál es tu deporte favorito?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué comiste ayer para ser sano/a?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT7

Thematic context: My neighbourhood

Picture 1

(Source: 83318832 John Agustina/Getty Images)

Picture 2

(Source: 622428880 Petar Chernaev/Getty Images)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My neighbourhood**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT7

Thematic context: My neighbourhood

Picture 1

(Source: 83318832 John Agustina/Getty Images)

Picture 2

(Source: 622428880 Petar Chernaev/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Con quién vas de compras?

(b) ¿Qué piensas sobre comprar en línea?

Questions for Picture 2

(a) ¿Qué piensas sobre el ciclismo?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **YOUR ENVIRONMENT**, for example: *¿Qué reciclas normalmente?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste el sábado pasado en tu barrio?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT8

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT8

Thematic context: My neighbourhood

Picture 1

(Source: 622428880 Petar Chernaev/Getty Images)

Picture 2

(Source: 186360551 Klaus Vedfelt/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué piensas sobre el ciclismo?

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

Questions for Picture 2

(a) ¿Cómo reciclas en casa?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SHOPPING**, for example: *¿Dónde prefieres ir de compras?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste el sábado pasado en tu barrio?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT9

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT9

Thematic context: My neighbourhood

Picture 1

(Source: 186360551 Klaus Vedfelt/Getty Images)

Picture 2

(Source: 83318832 John Giustina/Getty Images)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Cómo reciclas en casa?

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

Questions for Picture 2

(a) ¿Con quién vas de compras?

(b) ¿Qué piensas sobre comprar en línea?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WHERE YOU LIVE**, for example: *¿Cómo es el sitio donde vives?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste el sábado pasado en tu barrio?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT10

Thematic context: Media and technology

Picture 1

(Source: 289006985 © oneinchpunch/Shutterstock)

Picture 2

(Source: 1215726502 GettyImages)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT10

Thematic context: Media and technology

Picture 1

(Source: 289006985 © oneinchpunch/Shutterstock)

Picture 2

(Source: 1215726502 GettyImages)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué piensas de la tecnología?

(b) ¿Para qué usas tu móvil?

Questions for Picture 2

(a) ¿Con quién prefieres hacer los deberes?

(b) ¿Para qué usas el ordenador?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCREENTIME**, for example: *¿Prefieres la videoconsola o la tele?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Cómo usaste las redes sociales la semana pasada?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT11

Thematic context: Media and technology

Picture 1

(Source: 1215726502 martinedoucet/Getty Images)

Picture 2

(Source: 2170284665 © Krakenimages.com/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT11

Thematic context: Media and technology

Picture 1

(Source: 1215726502 martinedoucet/Getty Images)

Picture 2

(Source: 2170284665 © Krakenimages.com/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Con quién prefieres hacer los deberes?

(b) ¿Para qué usas el ordenador?

Questions for Picture 2

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

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SOCIAL MEDIA**, for example: *¿Qué piensas de las redes sociales?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Cómo usaste las redes sociales la semana pasada?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT12

Thematic context: Media and technology

Picture 1

(Source: 2170284665 © Krakenimages.com/Shtterstock)

Picture 2

(Source: 289006985 © oneinchpunch/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT12

Thematic context: Media and technology

Picture 1

(Source: 2170284665 © Krakenimages.com/Shtterstock)

Picture 2

(Source: 289006985 © oneinchpunch/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

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

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

Questions for Picture 2

(a) ¿Qué piensas de la tecnología?

(b) ¿Para qué usas tu móvil?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about their **TECHNOLOGY AND HOMEWORK**, for example: *¿Te gusta hacer tus deberes en línea?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Cómo usaste las redes sociales la semana pasada?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT13

Thematic context: Studying and my future

Picture 1

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

Picture 2

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

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT13

Thematic context: Studying and my future

Picture 1

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

Picture 2

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

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Qué piensas de los deberes?

(b) ¿Qué clubes hay en tu instituto?

Questions for Picture 2

(a) ¿Dónde te gusta ir de compras?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING FOR THE FUTURE**, for example: *¿Te gusta la idea de ir a la universidad?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste en el instituto ayer?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT14

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT14

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) ¿Dónde te gusta ir de compras?

(b) ¿Te gustaría trabajar en un supermercado?

Questions for Picture 2

(a) ¿Qué te gusta de tu instituto?

(b) ¿Dónde prefieres estudiar?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **SCHOOL**, for example: *¿Cuál es tu asignatura favorita?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste en el instituto ayer?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT15

Thematic context: Studying and my future

Picture 1

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Picture 2

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

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT15

Thematic context: Studying and my future

Picture 1

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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) ¿Qué te gusta de tu instituto?

(b) ¿Dónde prefieres estudiar?

Questions for Picture 2

(a) ¿Qué piensas de los deberes?

(b) ¿Qué clubes hay en tu instituto?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **WORK**, for example: *¿Te gusta la idea de trabajar en España?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste en el instituto ayer?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

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Candidate STIMULUS

Picture task FPT16

Thematic context: Travel and tourism

Picture 1

(Source: 1667810233 © GaudiLab/Shutterstock)

Picture 2

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Travel and tourism**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT16

Thematic context: Travel and tourism

Picture 1

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Picture 2

(Source: 2068997837 © Rawpixel.com/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿Adónde te gustaría viajar?

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

Questions for Picture 2

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

(b) ¿Con quién prefieres pasar tiempo?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TOURIST ACTIVITIES WHERE YOU LIVE**, for example: *¿Qué hay para turistas en tu región?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste el verano pasado?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Candidate STIMULUS

Picture task FPT17

Thematic context: Travel and tourism

Picture 1

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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)

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT17

Thematic context: Travel and tourism

Picture 1

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Picture 2

(Source: 1755901085 © Pressmaster/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

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

(b) ¿Con quién prefieres pasar tiempo?

Questions for Picture 2

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

(b) ¿Adónde te gustaría ir de vacaciones?

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **VISITING PLACES**, for example: *¿Prefieres pasar tiempo en la ciudad / la playa / el parque?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste el verano pasado?*

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

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

Sample assessment material for first teaching September 2024

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the candidate

Foundation Tier

You do not need any other materials.

Instructions

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

YOU MUST NOT WRITE ON THIS STIMULUS CARD

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Candidate STIMULUS

Picture task FPT18

Thematic context: Travel and tourism

Picture 1

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

Paper reference **1SP1/1F**

Spanish

PAPER 1: Speaking in Spanish

Task 3: Picture task

Instructions to the teacher

Foundation Tier

You do not need any other materials.

Instructions

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

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Instructions to teacher

Picture task FPT18

Thematic context: Travel and tourism

Picture 1

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Picture 2

(Source: 1667810233 © GaudiLab/Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

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

(b) ¿Adónde te gustaría ir de vacaciones?

Questions for Picture 2

(a) ¿Adónde te gustaría viajar?

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

The questions must not be rephrased. If the candidate does not respond, the question may be repeated **twice**. Where a candidate answers incorrectly, do not repeat the question.

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **TRANSPORT**, for example*: ¿Cómo te gusta viajar normalmente?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste el verano pasado?*

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

GCSE Spanish Speaking Foundation tier

Paper 1 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

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

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

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

Step 2 Decide on a mark

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

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

Additional guidance

Interaction between AO1/AO2 and AO3 marks (Picture task with conversation only)

- The response to spoken language (AO1) and response to stimulus marks (AO2) do not limit the mark for linguistic knowledge and accuracy (AO3), except where a student produces a response that is wholly irrelevant to the task set. In this circumstance, 0 marks for both (AO1)/(AO2) and (AO3) will be awarded.
- Linguistic and grammatical errors are accounted for in the AO3 grid and should therefore be disregarded when applying the AO2 grid.

Errors (AO3 grids: Picture task with conversation only)

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

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

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

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

Glossary of terms

AO2 grid (Picture description task only)

Addressed *(Bullet points)*: the mark grids for AO2 indicate the minimum number of bullet points in the task that **must** be addressed before a student may be placed in any particular band. A bullet point in a task will be considered addressed if there is evidence of a response to it. There is no requirement for equal development of the bullet points.

Before awarding a mark, examiners should consider coverage of the task bullet points alongside the other assessment criteria in the band, as a best fit in a lower band may be more appropriate. For example, a student who addresses two or more task bullet points in the picture task will not automatically be placed in one of the top two bands; they may be placed in one of the bottom two bands if they do not meet the other requirements for development of ideas and comprehensibility. Candidates may address the task bullet points in any order.

AO1 and AO2 grids (Picture task and conversation)

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

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

AO3 grids (Picture task and conversation)

Complex language includes features such as:

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

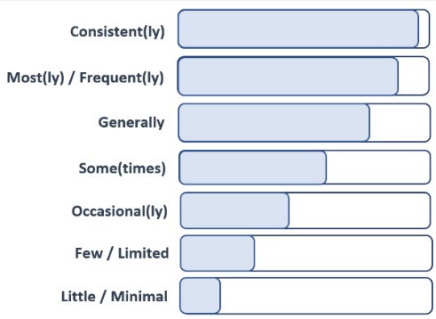
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

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

Differentiation terms within the mark scheme (AO1, AO2 and AO3 grids: all questions)

As guidance, the illustration gives an indication of the relative relationship of terms used in the mark grids.



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

Assessment criteria for the Foundation tier – Task 1

Read aloud – Foundation tier (12 marks)

Part 1 Read aloud (8 marks)

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

Part 1 – Read aloud – Foundation tier

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

Guidance on application of read-aloud mark grid

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

To exemplify application of the marking criteria for the read aloud text, FRA1 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.

FRA5

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

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

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

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

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

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

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

Question 1: ¿Qué te gusta hacer durante las vacaciones escolares?

Mark	Possible responses	Application of mark descriptor
2	El fútbol – es fabuloso.	Response fully communicated.
1	La ciudad con mi madre	Ambiguity; whilst ciudad communicates a place of interest, the absence of a verb only allows partial communication.
0	Te gusta vacaciones.	No rewardable communication, has not answered the question.

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

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

Assessment criteria for the Foundation tier – Task 2

Role play – Foundation tier (10 marks)

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

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

Guidance on application of the mark grid

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

Foundation role play card 1 (FRP1)

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

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

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

Mark	Descriptor	
2	**Dos semanas, por favor.**	**Quiero alojar para dos semanas.**
	The length of stay is fully communicated.	Despite the grammatical error, the message is fully communicated.
1	**Dos semanas largo.**	**Un año.**
	Some ambiguity. Response partially communicated. The use of the word 'largo' in the utterance causes ambiguity.	Some ambiguity. There is a period of time given, however it's an unrealistic reply.
0	**Muchas.**	**Dos semanas pasadas.**
	No rewardable communication.	No rewardable communication. There is a reference to the past tense, causing too much ambiguity.

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

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

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

Prompt 3: **Say who is in your group.**

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

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

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

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

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

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

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

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

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

Part 1 – Picture description task (8 marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
4	• Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear.
3	• Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down.
2	• One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down.
1	• One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.

Part 2 – compulsory questions relating to the picture (4 marks)
Students will answer two short questions related to the picture. The mark grid is applied once to each response. There is a maximum of 2 marks for each answer. Students are awarded for an appropriate and clearly communicated response to the teacher's question. Where the response is not relevant or appropriate to the question asked, a mark of 0 should be awarded. Students can only gain a maximum of one mark for a one-word answer.

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

Part 3 – conversation (16 marks)

For this task, students will take part in a short conversation. There are two mark grids to be applied to this task:
- AO1: response to spoken language
- AO3: linguistic knowledge and accuracy.

Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

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

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

Sample assessment material for first teaching September 2024

Time 45 minutes, which includes 5 minutes' reading time

Paper reference **1SP1/2F**

Spanish

PAPER 2: Listening and understanding in Spanish

Foundation Tier

Transcript

Do not return this Booklet with the question paper.

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SECTION A

Listening comprehension

The environment

Question 1

F2: **David**

M1: En mi ciudad hace demasiado calor.

F2: **Ana**

F1: El reciclaje es un problema porque la gente no comprende las reglas.

F2: **Miguel**

M2: En Madrid hay muchos coches.

Watching TV

Question 2

F1: Por la noche, veo la televisión con mis padres. Me gustan los programas de deporte y de música. También me encantan los programas de cocina.

Buenos Aires

Question 3

M2: Me encantan las tiendas en Buenos Aires pero mi sitio favorito es el museo de arte. Los parques no son interesantes pero recomiendo ir a la playa. Allí, puedes comer pescado.

My family

Question 4

F2: Vivo con mi madre y su novio. Mis primos viven bastante cerca y me llevo muy bien con ellos. Hablo mucho con el hermano de mi madre, Pedro. Es mi tío favorito.

Public transport

Question 5

M2: El transporte público en mi ciudad es seguro. Hay muchos autobuses. Puedes coger el metro para ir al aeropuerto y llegar rápidamente. El aeropuerto no es grande pero hay muchos vuelos internacionales.

At the swimming pool

Question 6

F1: Me gustaría reservar clases de natación.

M1: Vale. El mes cuesta cien euros. La piscina abre a las ocho y cierra a las dos. Puedes venir todos los días menos los martes. Los sábados y domingos la piscina está abierta.

Love for music

Question 7

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 8

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 9

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 10

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.

Healthy habits

Question 11(a)

M1: ¿Sofía?

F1: Salgo a correr tres veces a la semana. Ayer corrí dos horas. Beber agua es necesario para estar en forma pero es más importante comer mucha verdura.

Question 11(b)

M1: ¿Jorge?

M2: Por problemas de salud, he cambiado mi dieta recientemente. Estoy muy contento porque tengo más energía. Desafortunadamente los doctores prohíben las bebidas con azúcar.

M1: ¿Amira?

F2: Estoy a dieta por mi salud mental y física. Me gusta porque duermo mejor que antes pero la comida sana en la tienda es cara.

SECTION B

Dictation

Instructions

- You will listen to six short sentences.
- For sentences 1 to 3, you must write down the missing words you hear in the gaps provided.
- For each gap you must write one word in Spanish.
- For sentences 4, 5 and 6, you must write down, in Spanish, the whole sentence you hear in the spaces provided.
- For each sentence there will be four or five words.
- The number of each sentence will be announced.
- You will hear each sentence three times.

Question 12

You are going to hear someone talking about their friend.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap you will write one word **in Spanish**.

Example: Soy una persona agradable.

1 Mi mejor amiga es positiva.

2 Pero a veces es soñadora*.

3 Le gusta bastante la danza*.

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

Example: Vive en el centro.

4 Tiene un perro blanco pequeño.

5 Pasamos mucho tiempo juntas.

6 Mañana vamos a un concierto.

* 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

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

Sample assessment material for first teaching September 2024

Time 45 minutes, which includes 5 minutes' reading time

Paper reference **1SP1/2F**

Spanish

PAPER 2: Listening and understanding in Spanish

Foundation 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

The environment

1 David, Ana and Miguel are talking about the environment.

What do they say?

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

(a) David's city is too …

(1)

☒	**A** cold.
☒	**B** windy.
☒	**C** hot.

(b) Ana thinks there is a problem with …

(1)

☒	**A** water.
☒	**B** recycling.
☒	**C** pollution.

(c) Miguel says in Madrid there are lots of …

(1)

☒	**A** trains.
☒	**B** bicycles.
☒	**C** cars.

(Total for Question 1 = 3 marks)

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Watching TV

2 Paula is talking about what she watches on TV.

What type of programmes does she mention?

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

☒	**A** adventure
☒	**B** films
☒	**C** sport
☒	**D** music
☒	**E** news
☒	**F** cooking

(Total for Question 2 = 3 marks)

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Buenos Aires

3 Sasha is talking in a podcast.

What does he say about his city?

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

art museum	beach	shopping centre	park
paella	chips	fish	

(a) Sasha's favourite place is the ..... .

(1)

(b) He recommends you go to the ..... .

(1)

(c) You can eat ..... .

(1)

(Total for Question 3 = 3 marks)

My family

4 María is talking about her family.

Who does she mention?

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

☒	**A** mother
☒	**B** father
☒	**C** girlfriend
☒	**D** cousins
☒	**E** grandparents
☒	**F** uncle

(Total for Question 4 = 3 marks)

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Public transport

5 Alejandro is talking about public transport in his area.

What does he say?

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

(a) Alejandro thinks public transport is very …

(1)

☒	**A** expensive.
☒	**B** safe.
☒	**C** slow.

(b) To get to the airport you can take …

(1)

☒	**A** the bus.
☒	**B** your car.
☒	**C** the underground.

(c) The journey to the airport is …

(1)

☒	**A** fast.
☒	**B** comfortable.
☒	**C** cheap.

(d) The airport is …

(1)

☒	**A** small.
☒	**B** big.
☒	**C** new.

(Total for Question 5 = 4 marks)

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At the swimming pool

6 Julia wants to take swimming lessons.

What does she find out?

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

(a)

Price for one month
.....

(1)

(b)

Time the swimming pool opens
.....

(1)

(c)

Day the swimming pool is closed
.....

(1)

(Total for Question 6 = 3 marks)

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Love for music

7 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)

☒	**A** three weeks ago.
☒	**B** three months ago.
☒	**C** at the start of the school year.

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

(1)

☒	**A** can't buy one.
☒	**B** has no time to learn.
☒	**C** prefers dancing.

(c) He prefers to listen to …

(1)

☒	**A** pop.
☒	**B** flamenco.
☒	**C** rock.

(Total for Question 7 = 3 marks)

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Career choice

8 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 8 = 5 marks)

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Welcome to our school

9 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.

☒	**A** exams
☒	**B** rules
☒	**C** break
☒	**D** uniform
☒	**E** school equipment
☒	**F** homework

(Total for Question 9 = 3 marks)

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Our town

10 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)

☒	**A** in the town square.
☒	**B** near his house.
☒	**C** next to his school.

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

(1)

☒	**A** coffees.
☒	**B** sandwiches.
☒	**C** desserts.

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

(1)

☒	**A** match.
☒	**B** competition.
☒	**C** concert.

(d) Marcos enjoys …

(1)

☒	**A** looking at old buildings.
☒	**B** walking long distances.
☒	**C** living in a modern area.

(Total for Question 10 = 4 marks)

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Healthy habits

11 (a) Sofía is talking about what she does to keep healthy.

What does she say?

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

(i) How often does Sofía go running?

(1)

(ii) What does Sofía say about diet? Give one detail.

(1)

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(b) Jorge and Amira are talking about their diets.

What do they like and dislike about them?

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

(i) Jorge …

likes …	.....	**(1)**
dislikes …	.....	**(1)**

(ii) Amira …

likes …	.....	**(1)**
dislikes …	.....	**(1)**

(Total for Question 11 = 6 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Dictation

12 You are going to hear someone talking about their friend.

Sentences 1, 2 and 3: Write down the missing words in the gaps provided. In each gap, you will write one word **in Spanish**.

Example: Soy ..... una ..... persona ..... agradable ..... .

1. Mi ..... amiga es ..... .

2. Pero a ..... es ..... .

3. Le gusta ..... la ..... .

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

Example: ..... Vive en el centro ..... .

4 .....

.....

5 .....

.....

6 .....

.....

(Total for Question 12 = 10 marks)

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

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GCSE Spanish Listening Foundation 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)	C	(1)

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

Question number	Answer	Mark
1(c)	C	(1)

Question number	Answer	Mark
2	C, D, F	(3)

Question number	Answer	Mark
3(a)	art museum	(1)

Question number	Answer	Mark
3(b)	beach	(1)

Question number	Answer	Mark
3(c)	fish	(1)

Question number	Answer	Mark
4	A, D, F	(3)

Question number	Answer	Mark
5(a)	B	(1)

Question number	Answer	Mark
5(b)	C	(1)

Question number	Answer	Mark
5(c)	A	(1)

Question number	Answer	Mark
5(d)	A	(1)

Question number	Answer	Mark
6(a)	one hundred/100 euros	(1)

Question number	Answer	Mark
6(b)	8 (o'clock/in the morning/am)	(1)

Question number	Answer	Mark
6(c)	(on) Tuesday(s)	(1)

Question number	Answer	Mark
7(a)	B	(1)

Question number	Answer	Mark
7(b)	B	(1)

Question number	Answer	Mark
7(c)	A	(1)

Question number	Answer	Mark
8(a)	teacher	(1)

Question number	Answer	Mark
8(b)	doctor	(1)

Question number	Answer	Mark
8(c)	helping people	(1)

Question number	Answer	Mark
8(d)	training	(1)

Question number	Answer	Mark
8(e)	daughter	(1)

Question number	Answer	Mark
9	B, C, E	(3)

Question number	Answer	Mark
10(a)	A	(1)

Question number	Answer	Mark
10(b)	C	(1)

Question number	Answer	Mark
10(c)	C	(1)

Question number	Answer	Mark
10(d)	A	(1)

Question number	Answer	Reject	Mark
11(a)(i)	three/3 times a week		(1)

Question number	Answer	Reject	Mark
11(a)(ii)	**EITHER** (it's important/necessary to) drink water/water is healthy **OR** (it's important/necessary to) eat (lots of) vegetables		(1)

Question number	Answer	Reject	Mark
11(b)(i)	**likes …** having more energy		(1)
	dislikes … **EITHER** sugary drinks are not allowed (by the doctors) **OR** (that) he can't have sugary drinks		(1)

Question number	Answer	Reject	Mark
11(b)(ii)	**likes …** (she) sleeps better (than before)		(1)
	dislikes … (healthy food is) expensive		(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	19-20
9	17-18
8	15-16
7	13-14
6	11-12
5	9-10
4	7-8
3	5-6
2	3-4
1	1-2
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):

    1. (Mi) mejor (amiga) (es) positiva.
    2. (Pero) (a) veces (es) soñadora*.
    3. (Le) (gusta) bastante (la) danza*.
    4. Tiene un perro blanco pequeño.
    5. Pasamos mucho tiempo juntas.
    6. Mañana vamos a un concierto.

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 *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:

   *g*itarra instead of *guitarra*
   *g*erra 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.

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 or strikethrough)

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**~~)

(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 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 1	**TOTAL: 15/20**				
(Mi) ~~megor~~ (amiga) (es) positiva.	1	positiva		~~megor~~	
(Pero) (a) veces (es) soñadora.	2	veces soñadora			
(Le) (gusta) bastante (la) ~~dantha~~.	1	bastante		~~dantha~~	
Tiene un perro blanco ~~pequeno.~~	4	Tiene un perro blanco		~~pequeno~~	
~~Passamos~~ mucho ~~tempo~~ juntas.	2	mucho juntas		~~Passamos~~ ~~tempo~~	
Mañana **bamos** a un concierto.	5	Mañana a un concierto	**bamos**		

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 2	**TOTAL: 11/20**				
(Mi) mejor (amiga) (es) positiva.	2	mejor positiva			
(Pero) (a) ~~vethes~~ (es) ~~sonyadora.~~	0			~~vethes~~ ~~sonyadora*~~	
(Le) (gusta) **vastante** (la) danza.	2	danza	**vastante**		
Tiene un ~~pero~~ blanco ~~pequeno.~~	3	Tiene un blanco		~~pero~~ ~~pequeno~~	
Pasamos ~~muxo~~ tiempo ~~junntas~~.	2	Pasamos tiempo		~~muxo~~ ~~junntas~~	
~~Manyana~~ vamos a ~~uno~~ ~~concerto~~.	2	vamos a		~~Manyana~~ ~~uno~~ ~~concerto~~	

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)
Example 3	**TOTAL: 6/20**				
(Mi) ~~mellor~~ (amiga) (es) ~~postiba~~.	0			~~mellor~~ ~~postiba~~	
(Pero) (a) ~~veches~~ (es**) ~~sonyadoorra~~**.	0			~~veches~~	~~**sonyadoorra**~~
(Le) (gusta) ~~bastente~~ (la) ~~danca.~~	0			~~bastente~~ ~~danca~~	
~~Tene~~ un ~~pero~~ ~~blancho~~ ~~pequenyo~~.	1	un		~~Tene~~ ~~pero~~ ~~blancho~~ ~~pequenyo~~*	
~~Pasamoss~~ mucho tiempo ~~huntas~~.	2	mucho tiempo		~~Pasamoss~~ ~~huntas~~	
~~Manyana~~ **bamos** a un ~~concierrto~~.	3	a un	**bamos**	~~Manyana~~ ~~concierrto~~	

* It is possible for some words to fall into two categories. For example, 'sonyadora' and 'pequenyo' could have also fallen into category 4.

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.

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

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

Sample assessment material for first teaching September 2024

Time 45 minutes

Paper reference **1SP1/3F**

Spanish

PAPER 3: Reading and understanding in Spanish

Foundation 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 (Reading comprehension) are set in English and must be answered in English.
- The question in Section B is a translation task set in Spanish and must be answered in English.
- 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.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

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

Reading comprehension

Sports

1 Read these comments from an internet forum.

Natalia: Juego al fútbol con mis amigas todas las tardes. Los lunes tengo clases de tenis.

Hugo: Me gusta mucho montar en bicicleta los fines de semana. No me gusta el baloncesto porque es muy difícil.

Carla: Mi deporte favorito es la natación, me encanta. Este año, en mi instituto jugamos al voleibol.

Who says what? Choose the correct answers.

Put a cross ☒ in the correct column for each question.

	Who …	**Natalia**	**Hugo**	**Clara**	
(a)	… rides a bike?	☒	☒	☒	**(1)**
(b)	… has tennis lessons?	☒	☒	☒	**(1)**
(c)	… loves swimming?	☒	☒	☒	**(1)**
(d)	… plays football?	☒	☒	☒	**(1)**
(e)	… finds basketball difficult?	☒	☒	☒	**(1)**
(f)	… plays volleyball?	☒	☒	☒	**(1)**

(Total for Question 1 = 6 marks)

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Buying presents

2 Read Amira's text message.

Hola,

Hoy voy al centro comercial porque necesito comprar regalos para mi familia. Mi hermanastra quiere un videojuego pero es muy caro. A mi padre le gustan los libros y es fácil escoger para él. Mi madre prefiere una chaqueta.

Put a cross ☒ in each one of the **three** correct boxes.

Amira …

☒	**A** will buy presents tomorrow.
☒	**B** is going to the shopping centre.
☒	**C** says her half-sister loves books.
☒	**D** thinks the video game is expensive.
☒	**E** wants to buy clothes for her dad.
☒	**F** says her mother wants a jacket.

(Total for Question 2 = 3 marks)

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Nico's rock band

3 Read this extract from a music magazine.

El español **Nico*** tiene una nueva banda de rock. Este cantante famoso toca varios instrumentos diferentes. Canta en inglés y español, pero no le gusta actuar en bares. Nico es una persona muy ***caritativa*** porque ayuda y está dando mucho dinero a los hospitales.

**Nico* – the name of a musician*

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Nico's band is …

(1)

☒	**A** English.
☒	**B** different.
☒	**C** new.

(ii) Nico …

(1)

☒	**A** sings in two languages.
☒	**B** plays one instrument.
☒	**C** plays in bars.

(b) Which of these is the best translation for the word ***caritativa***?

Put a cross ☒ in the correct box.

(1)

☒	**A** handsome
☒	**B** charitable
☒	**C** selfish

(Total for Question 3 = 3 marks)

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My school

4 Read Nadia and Juan's comments in a blog.

Complete the following tables **in English**. You do not need to write in full sentences.

Nadia: En mi escuela hay muchos alumnos. El edificio es moderno y bastante grande. Los profesores son buenos. Termino las clases a las cuatro y media. Voy a casa a pie y siempre estoy muy cansada.

(a) Nadia

One detail about the building	.....	**(1)**
When school ends	.....	**(1)**

Juan: Me gusta mi colegio porque tengo muchos amigos. Mis asignaturas favoritas son las ciencias y la historia porque son interesantes. Después voy a estudiar a la universidad. Quisiera trabajar como profesor o escritor en Bolivia.

(b) Juan

One subject Juan likes	.....	**(1)**
One job Juan would like to do	.....	**(1)**

(Total for Question 4 = 4 marks)

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Transport in Santiago

5 Read this comment from a local newspaper.

El transporte público en **Santiago*** ha mejorado mucho. Las estaciones están más limpias. Por el día, solo los coches eléctricos entran al centro de la ciudad.

Tenemos más autobuses y las personas que viajan con perros, como yo, podemos hacerlo muy fácilmente.

El precio de los billetes es barato y las personas con discapacidad no tienen que pagar. ¡Lo recomiendo!

**Santiago* – the capital city of Chile (a Spanish-speaking country in South America)

Put a cross ☒ in each one of the three correct boxes.

In Santiago …

☒	**A** public transport has improved.
☒	**B** some buses are dirty.
☒	**C** cars cannot enter the city.
☒	**D** dogs can ride on buses.
☒	**E** tickets are expensive.
☒	**F** disabled people travel for free.

(Total for Question 5 = 3 marks)

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Helping others

6 Read Diego's description of how he helped Ana.

> Conozco a Ana desde que tenía seis años. Ella vive al lado de mi casa donde vivo con mis primos y mi tía.
>
> Ana tiene un gato blanco que normalmente duerme en su jardín o en la cama. Pero ayer no. Me llamó porque pensaba que el gato estaba perdido.
>
> Miramos en la calle, en el parque y debajo de los coches. Finalmente, encontramos al gato en la cocina. Me gusta ser responsable y ayudar a otras personas.

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

aunt	cousin	neighbour	
car	kitchen	park	garden

(a) Ana is Diego's ..... .

(1)

(b) Normally, Ana's cat sleeps in the ..... .

(1)

(c) They found the cat in the ..... .

(1)

(Total for Question 6 = 3 marks)

Mental health

7 Read Fátima's article on mental health in school.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.

Durante los descansos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas y la importancia de dormir o pueden escuchar música relajante. Los profesores nos recomiendan que para reducir el **estrés***, debemos salir a pasear a menudo.

Todo el mundo cree que hablar sobre este tema importante es ***imprescindible*** y debería continuar.

***estrés** – stress

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The number of students with mental health problems has …

(1)

☒	**A** increased.
☒	**B** stayed the same.
☒	**C** reduced.

(ii) In Fátima's school there …

(1)

☒	**A** is only one exam.
☒	**B** is a lot of homework.
☒	**C** are large groups.

(iii) At break time, students can …

(1)

☒	**A** have a nap.
☒	**B** listen to music.
☒	**C** do homework.

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(iv) Teachers say students should …

(1)

☒	**A** go for walks.
☒	**B** talk to family.
☒	**C** prepare for exams.

(b) Which of these is the best translation for the word ***impresciндible***?

Put a cross ☒ in the correct box.

(1)

☒	**A** unnecessary
☒	**B** vital
☒	**C** impressive

(Total for Question 7 = 5 marks)

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A fantastic film

8 Read this review of a film and actor.

Esta película es una historia verdadera sobre la cultura peruana. Hay un niño que va desde su vieja casa en el norte al sur, donde aprende bailes tradicionales, y lo encuentra divertido. ¡Le encanta bailar! Después de la película, tendrás ganas de viajar al país.

(a) Complete the gap in each sentence using a word from the box below. There are more words than gaps.

true	old	funny	
dance	travel	study	laugh

(i) The story is ..... .

(1)

(ii) The boy likes to ..... .

(1)

(iii) The film makes people want to ..... .

(1)

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The review continues to talk about the actor.

Este joven hispanohablante participó en su primer espectáculo a los siete años. Tiene muchos fans en las redes sociales pero no publica vídeos a menudo. También puedes verlo en una serie popular. Su personalidad es alegre y perfecta para la película. ¡Si ves a este hombre, te reirás!.

(b) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Now, the actor is …

(1)

☒	**A** 7 years old.
☒	**B** an old man.
☒	**C** a young man.

(ii) He …

(1)

☒	**A** only acts in films.
☒	**B** is famous.
☒	**C** often posts videos.

(c) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What is the actor's personality like? (1 detail)

(1)

.....

(ii) What does the actor make people do?

(1)

.....

(Total for Question 8 = 7 marks)

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The environment

9 Read these social media comments about the environment.

Alba: En mi escuela, reciclamos las cajas y no usamos demasiado papel. Hacemos esto para proteger la naturaleza y ayudar a algunos animales que viven allí.

Raúl: Mis amigos y yo nunca compramos bebidas en botellas de plástico y ayudamos a limpiar el parque. La polución es muy peligrosa para la salud de todos nosotros.

Lola: Voy a la escuela en bicicleta todos los días para ayudar a mejorar la calidad del aire. Creo que proteger el medioambiente es esencial, entonces la próxima semana voy a hacer un viaje corto en tren también.

Complete the tables **in English**. You do not need to write in full sentences.

(a) Alba

One eco-friendly action they take	.....	**(1)**
One reason	.....	**(1)**

(b) Raúl

One eco-friendly action they take	.....	**(1)**
One reason	.....	**(1)**

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(c) Lola

One eco-friendly action they take	.....	**(1)**
One reason	.....	**(1)**

(Total for Question 9 = 6 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Translation

Visiting Barcelona

10 Translate the following sentences **into English**.

(10)

(a) Me gusta viajar con mi familia.

.....

.....

(b) Vamos a muchas ciudades grandes.

.....

.....

(c) Siempre reservo dos habitaciones cómodas.

.....

.....

(d) Ayer, mi hermano y yo fuimos a un museo en Barcelona.

.....

.....

(e) Esta mañana queremos alquilar bicicletas para ir al bosque.

.....

.....

(Total for Question 10 = 10 marks)

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

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Picture credits

Question 8: 16814 Getty images (Peruvian dance)

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GCSE Spanish Reading Foundation tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

Question number	Answer	Mark
1(a)	Hugo	(1)

Question number	Answer	Mark
1(b)	Natalia	(1)

Question number	Answer	Mark
1(c)	Carla	(1)

Question number	Answer	Mark
1(d)	Natalia	(1)

Question number	Answer	Mark
1(e)	Hugo	(1)

Question number	Answer	Mark
1(f)	Carla	(1)

Question number	Answer	Mark
2	B, D, F	(3)

Question number	Answer	Mark
3(a)(i)	C	(1)

Question number	Answer	Mark
3(a)(ii)	A	(1)

Question number	Answer	Mark
3(b)	B	(1)

Question number	Answer	Reject	Mark
4(a)	**One detail about the building** **EITHER** modern **OR** (quite) large	(it has) many students	(1)
	When school ends half past four		(1)

Question number	Answer	Reject	Mark
4(b)	**One subject he likes** **EITHER** science **OR** history		**(1)**
	One job he would like to do **EITHER** teacher/professor **OR** writer		**(1)**

Question number	Answer	Mark
5	A, D, F	**(3)**

Question number	Answer	Mark
6(a)	neighbour	**(1)**

Question number	Answer	Mark
6(b)	garden	**(1)**

Question number	Answer	Mark
6(c)	kitchen	**(1)**

Question number	Answer	Mark
7(a)(i)	C	**(1)**

Question number	Answer	Mark
7(a)(ii)	A	**(1)**

Question number	Answer	Mark
7(a)(iii)	B	**(1)**

Question number	Answer	Mark
7(a)(iv)	A	**(1)**

Question number	Answer	Mark
7(b)	B	**(1)**

Question number	Answer	Mark
8(a)(i)	true	**(1)**

Question number	Answer	Mark
8(a)(ii)	dance	(1)

Question number	Answer	Mark
8(a)(iii)	travel	(1)

Question number	Answer	Mark
8(b)(i)	C	(1)

Question number	Answer	Mark
8(b)(ii)	B	(1)

Question number	Answer	Reject	Mark
8(c)(i)	**EITHER** cheerful/lively/happy **OR** perfect for the film		(1)

Question number	Answer	Reject	Mark
8(c)(ii)	laugh		(1)

Question number	Answer	Reject	Mark
9(a)	**One eco-friendly action** **EITHER** recycles (boxes) **OR** doesn't use (too much) paper		(1)
	One reason **EITHER** protect nature **OR** help animals		(1)

Question number	Answer	Reject	Mark
9(b)	**One eco-friendly action** **EITHER** never/doesn't buy(s) (drinks in) plastic bottles **OR** helps clean up the park		(1)
	One reason pollution is dangerous/affects health		(1)

Question number	Answer	Reject	Mark
9(c)	**One eco-friendly action** **EITHER** goes to school by bike **OR** travels by train		**(1)**
	One reason **EITHER** helps improve air quality **OR** protecting the environment is important/essential		**(1)**

SECTION B: TRANSLATION INTO ENGLISH

Question 10

Mark	AO2: Response to stimulus
9–10	The meaning of the sentences is appropriately transferred. Any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Only isolated words or phrases are appropriately transferred. There are frequent errors and omissions in the translation that prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question 10		Model response
(a)	Me gusta viajar con mi familia.	*I like travelling with my family.*
(b)	Vamos a muchas ciudades grandes.	*We go to many big cities.*
(c)	Siempre reservo dos habitaciones cómodas.	*I always book two comfortable rooms.*
(d)	Ayer, mi hermano y yo fuimos a un museo en Barcelona.	*Yesterday, my brother and I went to a museum in Barcelona.*
(e)	Esta mañana queremos alquilar bicicletas para ir al bosque.	*This morning we want to rent bikes to go to the forest.*

Exemplification of the mark scheme: Translation example responses

Example Response 1

(a) I like to travel with my family.
(b) We visit very many big cities.
(c) I always reserve two comfy bedrooms.
(d) Yesterday my brother and I went to a museum in Barcelona.
(e) This morning we want to hire bicycles to go in the woods.

Total marks: 9 marks

The meaning of the original language is fully and appropriately transferred, with any errors not detracting from the overall clarity of the message; the errors which prevent the student getting full marks are due to the translation not being an exact transfer of meaning (e.g. the inclusion of the word *'very'* instead of just *'many'* and '*in*' instead of *'to'*. The response sits in the 9-10 mark band for the overall clarity of the message.

Example Response 2

(a) I like visiting my family.
(b) We go to many big cinemas.
(c) I always stay in hostels.
(d) My brother visited a museum in Barcelona.
(e) This morning we want bikes to go to the park.

Total marks: 4 marks

The meaning of the message is partially transferred (e.g. "*I like…my family*", "*We go to*", "*I always*", "*My brother… visited a museum in Barcelona*"), but some errors and incorrect words prevent appropriate transference of meaning (e.g., "*visiting*", "*big cinemas*" rather than '*cities'*, "*stay in hostels*" rather than '*hotels'*, "*the park'* rather than the '*forest'*), as well as the omission of *'and I'.* For this reason, the best fit would be in the 3-5 mark band.

Example Response 3

(a) I live with my family.
(b) ...a lot of big...
(c) reserve….habitats.
(d) Yesterday I went to Barcelona with my sister.
(e) I want to...bikes...

Total marks: 1 mark

Only isolated words or phrases are appropriately transferred (e.g., "*with my family*", "*reserve*", "*Yesterday*"), with frequent omissions and use of incorrect words preventing the message being conveyed (e.g., "*I live with*", "*habitats*", "*with my sister*"). For this reason, the response best sits in the 1-2 mark band.

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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

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

Sample assessment material for first teaching September 2024

Time 1 hour 15 minutes

Paper reference **1SP1/4F**

Spanish

PAPER 4: Writing in Spanish

Foundation 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 questions 1, 2, 3 and 4.
- In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
  – there may be more space than you need.
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – use this as a guide as to how much time to spend on each question.
  – you should spend approximately 10 minutes on the translation question.

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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1 Describe the photo. Write four short sentences **in Spanish**.

(a)

(2)

(b)

(2)

(c)

(2)

(d)

(2)

(Total for Question 1 = 8 marks)

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Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☒ .

2 (a) Write an article about a music group you know.

You **must** include the following points:

- a description of the group
- your opinion of their music
- when you will next listen to music.

Write your answer **in Spanish**. You should aim to write between 40 and 50 words.

(14)

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If you answer Question 2(b), put a cross in the box ☒ .

(b) Write an article about tourist places where you live.

You **must** include the following points:

- description of a tourist place in your area
- your opinion of this place
- where you will visit in future.

Write your answer **in Spanish**. You should aim to write between 40 and 50 words.

(14)

(Total for Question 2 = 14 marks)

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Choose either Question 3(a) or Question 3(b)

If you answer Question 3(a), put a cross in the box ☒ .

3 (a) Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

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If you answer Question 3(b), put a cross in the box ☒ .

(b) Write a letter to your friend about sport.

You **must** include the following points:

- when you do sport
- your opinion of a sport with reasons
- what you did to be healthy last week
- an activity that you want to do in the future.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

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(Total for Question 3 = 18 marks)

4 Translate the following five sentences **into Spanish**.

(10)

(a) I have a big family.

(b) My mother has green eyes.

(c) She works in an office in the town centre.

(d) I get on very well with my cousins.

(e) Last week we went camping near the beach.

(Total for Question 4 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

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GCSE Spanish Writing Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all 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 seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a band, you should look at 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 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.

- You must also use the *Additional guidance*, the *Exemplification of the mark scheme,* 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 answer; you will award a mark towards the top or bottom of that band depending on how students have 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 AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does 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 (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: all questions)

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	
Spelling (slight)	Voy a colegio en **bicicletta**
Gender	Trabaja en **un** oficina en **la** centro
Accents (missing)	Estudio ingl**e**s y espanol
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
Spelling (misleading)	Me gusta la **nación** y el baloncesto.
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 (questions 2 and 3)

AO2 grids

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. 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 four task bullet points in question 3 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See Example response 2 in Exemplification of mark schemes for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence that elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read 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

Complex language includes features such as:

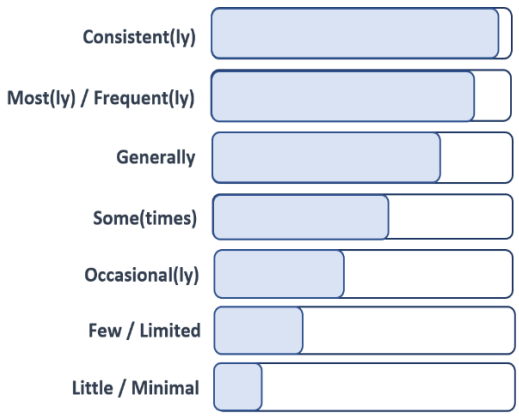
- longer sentences with coordinating conjunctions (e.g. and, or), subordinating conjunctions (e.g. because, when)
- other complex structures such as relative and infinitive clauses
- varied use of pronouns
- multiple conjugated verbs in one sentence or clause
- use of grammatical structures and word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

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

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

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

Differentiation terms within the mark scheme



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.

Question 1 – Foundation tier (8 marks)

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

2 marks	*Hace buen tiempo.*	*Hay cuatro personas.*	*Hay una lago.*	*La hombre lleva gaffas.*	*Estan en el campo muy bien.**
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
1 mark	*Buen tiempo.*	*Dos adultas.*	*Hay es un lago.*	*Persona llevar gafas.*	*Hay en el campo.*
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
0 marks	*Bueno.*	*Un chicka.*	*Largo.*	*He has gafas.*	*En el camping.*
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

Specific guidance for Question 1

*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. "*Estan en el campo muy bien.*"

Question 2 – Foundation tier (14 marks)

There are two mark grids to be applied to this question:

- 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, the Exemplification of the mark scheme, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 40–50 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus			AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**		**Mark**	**Descriptor**
7-9	• All three bullet points addressed • Some development of ideas • Most of the response is comprehensible; some messages may be unclear.		5	• Some variety of vocabulary and phrases • Simple grammatical structures with some variety, some linking of sentences with conjunctions • Some accurate language, mostly minor errors.
4-6	• Two or more bullet points addressed • Limited development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.		3-4	• Limited variety of vocabulary and phrases • Simple grammatical structures with limited attempt at variety, limited linking of sentences with conjunctions • Limited accurate language; errors occur, some of which may be major.
1-3	• One or more bullet point addressed • Little or no development of ideas • Few parts of the response are comprehensible; the message often breaks down.		1-2	• Minimal variety of vocabulary and/or phrases in isolation • Minimal use of simple grammatical structures, likely to be repetitive • Minimal accuracy in the language, frequent errors both major and minor.
0	• No rewardable material.		0	• No rewardable material.

Question 3 – Foundation tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of three timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of at least two timeframes • Some accurate language; mostly minor errors with some major errors.
1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with timeframes • Limited accuracy in the language; frequent errors both major and minor.
0	• No rewardable material.

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
   i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
   ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
   iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Mi instituto es público, bastante antiguo y tiene un poco de clases. Mi uniforme es incómodo y muy feo pero la peor es las normas porque son bastante esricto y nunca son justos. También, mi profesora de inglès es un poco sevro, pero a menudo simpatica. Generalmente, mi profesora de dibujo es más estricto que mi profesora de inglès. Me encanta la clase porque son interesante y divertido. No me gusta nada la educación fisica porque son muy aburrido. Después de clases, voy a ir de compras en pueblo. Voy a comprar los zapatos verde y pantalones blanco. La semana pasada, compré un vestido rojo.

105 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 10 marks	**Linguistic knowledge and accuracy (AO3): 5 marks**
• The candidate has addressed three of the four bullet points, but does not answer the third bullet point about what they did in school last week. The response would therefore achieve no higher than the 8-10 mark band for coverage. • There is frequent development shown with each point covered including extra detail (e.g. "…*mi profesora de inglès es un poco sevro, pero a menudo simpatica*", "*Voy a comprar los zapatos verde y pantalones blanco."*). For development, the 11-13 mark band best fits. • The response is comprehensible, despite errors which are accounted for in the AO3 grid. For comprehensibility, the response sits best in the mark band 11-13 **(2)**. Overall, the best fit approach when considering the three bullet points of this mark grid is in mark band 11-13 for response to stimulus. However, since the candidate only covered 3 of the bullet points, they can only achieve the top mark in the 8-10 mark band for AO2 **(2)**.	• There is some variety of vocabulary shown (e.g. "*antiguo", "normas", "a menudo" etc.)*. The words "*feo*" and '*severo*' do not appear in the vocabulary list so are given equal but not extra credit for variety **(3)**. Variation in language includes phrases such as "*También"*, and "*es más*". There are some conjunctions and evidence of complex language, eg *"nunca son justos."* The response best sits in the top mark band for variety**.(2)** • The response shows general success with three timeframes. The response therefore sits best in the top mark band for use of timeframes**.(2)** • The language is generally accurate, but includes several minor errors such as misspellings, lack of accents or incorrect articles (e.g. "*simpatica"*, *"La semano", "y pantalones," "blanco"* etc.). There is also a verb formation error eg "… *porque son interesante*" The response can still be placed in the top mark band for accuracy as an occasional major error is allowed in band 5. **(2)** The best-fit approach results in this response being placed in the top mark band for linguistic knowledge and accuracy **(2)**.

Example response 2: open response question

Mi colegio en Londres es muy grande y mucho divertido. Me gusta mi colegio. En mi opinión la biblioteca es bien porque es interesante, mi profesor es divertido. Pero mi madre trabaja en York y encanta. Ella es la jefa y creo que cantar es mejor que la escuela. Después del colegio, ir deberes, lo hare vídeo juegos. Luego lo hare tomar una ducha y ve a dormir. La semana pasada estudié historia, matemáticas y las ciencias.

77 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
• The candidate has addressed three bullet points (1, 3 and 4), though not in the order of the question, which is appropriate. Unfortunately they do not talk about a school subject, so this BP is not addressed. The response would therefore sit no higher than mark band 8-10 for coverage, depending on success in meeting the other criteria. • Apart from talking about their school, where the student makes several points, there is very little extra detail shown. Also the detail about the mother is irrelevant. For development, the 1-4 mark band best fits **(1.i)**. • The response is comprehensible in some parts, but sometimes the message breaks down (e.g. "*ir deberes …y ve a dormir.*)" The flow of the response is slightly disjointed. For comprehensibility, the response sits best in the 5-7 mark band **(1.i)**. Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the 5-7 mark band for response to stimulus.	• There is occasional variety of vocabulary and grammatical structures shown, despite repetition of some words like *"interesante"* and *"divertido".* All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate (3). There is the occasional extended sentence using "porque, y, pero". The response would best sit in the 3-4 band for variety (1.ii). • There is some success at using a range of timeframes (e.g. *"es + adj*" and "*estudié"*), but the use of "*lo hare*" means that the future timeframe isn't successfully covered. The response would best sit in the 3-4 mark band for use of timeframes. • There is some accurate language, but with some minor errors such as incorrect use of adjectives (e.g. "*mucho divertido*") and the occasional major error *"y encanta".* For accuracy, it would be best placed in the 3-4 mark band **(1.ii, 1.iii)**. The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2).**

Comparison of example responses 1 and 2

Response to stimulus (AO2):	**Linguistic knowledge and accuracy (AO3):**
• Response 1 addresses the same number of bullet points. • Response 1 shows more development than Response 2 • Response 1 is more comprehensible than Response 2	• Response 1 shows more variety of vocabulary than Response 2 • Response 1 shows more success with different timeframes to Response 2 • Response 1 shows higher accuracy than Response 2
Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, and slightly higher on the AO3 grid too. The main differences are in development of response and variation of grammar and vocabulary.	

Question 4 – Foundation tier translation (10 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is appropriately transferred; only the occasional message may be unclear or incomplete.
3-4	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
1-2	The meaning of limited parts of the original language is appropriately transferred; messages are frequently unclear and/or incomplete.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	Vocabulary and grammatical structures are generally accurate; some minor errors, there may be an occasional major error.
3	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
2	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
1	Minimal instances of accurate vocabulary and grammatical structures; errors throughout, most of them major.
0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 4, Foundation tier in the *Sample Assessment Materials*.

Question number	Question	Model response
4(a)	I have a big family.	Tengo una familia grande.
4(b)	My mother has green eyes.	Mi madre tiene ojos verdes.
4(c)	She works in an office in the town centre.	Trabaja en una oficina en el centro de la ciudad.
4(d)	I get on very well with my cousins.	Me llevo muy bien con mis primos.
4(e)	Last week we went camping near the beach.	La semana pasada fuimos hicicimos camping cerca de la playa.

Example Response 1

(a) Tengo un familia grande.
(b) Mi madre tiene los ojos verde.
(c) Ella trabaja en un oficina el el centro.
(d) Me llebo muy bien con mis primas.
(e) La semana pasada fuimos el campar cerca de la playa.

Total marks: 9 out of 10	
Response to stimulus (AO2): 5 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
The meaning of the original language is appropriately transferred although the message in (e) *fuimos el campar* is unclear.	Grammatical structures and vocabulary are generally accurate; but there are some minor errors (e.g. *"un familia", "llebo"),* and an occasional major error (e.g. *"el campar").*

Example Response 2

(a) Mi familia es grande.
(b) Mi madre a los ojos verdes.
(c) El trabajo en oficia el centro el ciudad.
(d) Muy bien con mis Primos.
(e) Le semana pasada el acampado en la playa.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of some parts of the original language is appropriately transferred despite errors (e.g. in the first two sentences), but the messages sometimes break down or are incomplete such as in (c) and (d), and (e), with the meaning different from the intended meaning.	Grammatical structures and vocabulary are sometimes accurate (e.g *"con mis primos"),* but errors include both minor errors (e.g, "*Le semana*") and major errors (e.g. "*Mi madre a los ojos verdes*".

Example Response 3

(a) Tengo un grandes familia.
(b) Mi madre tengo ojos verde.
(c) Ella trabajar officia...ciudad centro.
(d) Me gusta…tios.
(e) Semana… vamos el campo en playa.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of limited parts or words of the original language are appropriately transferred, such as sentences (a) and (b) and individual words such as *"playa".* Apart from this we are not sure what the writer is trying to communicate, as many sentences are incomplete.	There are limited instances of accurate vocabulary (e.g. "*Mi madre*", "*Me gusta*", "*Semana*"), but almost no accurate grammatical structures. The candidate uses incorrect words (e.g. "*tios*", *"el campo")*. There are frequent errors throughout.

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.

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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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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.

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.

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Candidate card HRA6

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.

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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.

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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.

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.

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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.***

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.

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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.

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.

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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.

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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.

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.

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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.

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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.

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.

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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.***

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.

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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)

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.

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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.***

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.

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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.

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.

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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.

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Candidate STIMULUS

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.

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Instructions to teacher

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.

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Candidate STIMULUS

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.

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Instructions to teacher

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.

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Candidate STIMULUS

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.

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Instructions to teacher

Picture task HPT3

Thematic context: My personal world

Picture 1

(Source: 1366683867 adamkaz/Getty Images)

Picture 2

(Source: 397671868 © Shutterstock)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿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.

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Candidate STIMULUS

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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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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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.

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Instructions to teacher

Picture task HPT5

Thematic context: Lifestyle and wellbeing

Picture 1

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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.

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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.

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Instructions to teacher

Picture task HPT6

Thematic context: Lifestyle and wellbeing

Picture 1

(Source: 2108685377 © Image/Shutterstock)

Picture 2

(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.

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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.

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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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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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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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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 HPT8

Thematic context: My neighbourhood

Picture 1

(Source: 622428880 Petar Chernaev/Getty Images)

Picture 2

(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.

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Candidate STIMULUS

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.

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Instructions to teacher

Picture task HPT9

Thematic context: My neighbourhood

Picture 1

(Source: 186360551 Klaus Vedfelt/Getty Images)

Picture 2

(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.

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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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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 HPT10

Thematic context: Media and technology

Picture 1

(Source: 289006985 © oneinchpunch/Shutterstock)

Picture 2

(Source: 1215726502 GettyImages)

Picture description

Start by asking the candidate which picture they have chosen to describe. Once their response is clear, continue with the instruction: Describe the picture.

To encourage the candidate to address all the prompts and to develop their description, teachers may prompt by asking the following questions:

- *¿(Y) la gente/las personas?*
- *¿(Y) dónde está(n)?*
- *¿(Y) qué está(n) haciendo?*
- *¿Algo más?*

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

Compulsory questions related to pictures

When the candidate has finished their description, ask the **two** questions below that relate to the candidate's chosen picture.

Questions for Picture 1

(a) ¿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.

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Candidate STIMULUS

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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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 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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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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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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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 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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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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Candidate STIMULUS

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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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 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)

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.

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Candidate STIMULUS

Picture task HPT14

Thematic context: Studying and my future

Picture 1

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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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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 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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Candidate STIMULUS

Picture task HPT15

Thematic context: Studying and my future

Picture 1

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Picture 2

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

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/ sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Studying and my future**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

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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 HPT15

Thematic context: Studying and my future

Picture 1

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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.

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Candidate STIMULUS

Picture task HPT16

Thematic context: Travel and tourism

Picture 1

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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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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 HPT16

Thematic context: Travel and tourism

Picture 1

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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.

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Candidate STIMULUS

Picture task HPT17

Thematic context: Travel and tourism

Picture 1

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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)

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 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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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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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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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?*

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.

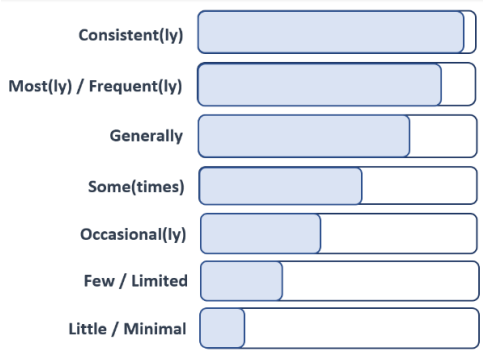
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used that is outside of these lists is rewarded with equal (but not extra) credit.

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, HRA1 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.

HRA5

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	
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.
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.
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.
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.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	• Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	• A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
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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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

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)

☒	**A** three weeks ago.
☒	**B** three months ago.
☒	**C** at the start of the school year.

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

(1)

☒	**A** can't buy one.
☒	**B** has not time to learn.
☒	**C** prefers dancing.

(c) He prefers to listen to …

(1)

☒	**A** pop.
☒	**B** flamenco.
☒	**C** 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)

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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.

☒	**A** exams
☒	**B** rules
☒	**C** break
☒	**D** uniform
☒	**E** school equipment
☒	**F** homework

(Total for Question 3 = 3 marks)

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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)

☒	**A** in the town square.
☒	**B** near his house.
☒	**C** next to his school.

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

(1)

☒	**A** coffees.
☒	**B** sandwiches.
☒	**C** desserts.

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

(1)

☒	**A** match.
☒	**B** competition.
☒	**C** concert.

(d) Marcos enjoys …

(1)

☒	**A** looking at old buildings.
☒	**B** walking long distances.
☒	**C** living in a modern area.

(Total for Question 4 = 4 marks)

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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)

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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)

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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)

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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)

☒	**A** young.
☒	**B** rich.
☒	**C** separated.

(ii) He has a new …

(1)

☒	**A** girlfriend.
☒	**B** step-sister.
☒	**C** half brother.

(iii) His dream is to …

(1)

☒	**A** get married.
☒	**B** buy a house.
☒	**C** have children.

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(b) Pilar

(i) When she is 18, Pilar wants to …

(1)

☒	**A** go to university.
☒	**B** rent a flat.
☒	**C** go on holiday.

(ii) Diego …

(1)

☒	**A** supports Pilar.
☒	**B** is older than Pilar.
☒	**C** is happy to live alone.

(iii) Pilar wants to …

(1)

☒	**A** live in other countries.
☒	**B** adopt children.
☒	**C** have a small family.

(Total for Question 8 = 6 marks)

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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)

☒	**A** Only big changes will help the planet.
☒	**B** Customers buy many expensive products.
☒	**C** Food waste costs families 1,000 euros per year.
☒	**D** Vegetables are the most wasted food.
☒	**E** Indra's dad is in charge of food shopping.
☒	**F** 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

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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)	**ANY ORDER** walk ride a bicycle	 (1) (1)

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

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

Question number	Answer	Reject	Mark
7(c)	**Advantage** (there is a large/wide) variety (of clothes)		**(1)**
	Disadvantage 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 *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 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)	Non-rewardable Category 5 (Spellings which do not follow associated spelling rules for key stress positions)
Example 1	**TOTAL: 25/30**					
(Mi) mejor amigo (está) (muy) ~~engancado.~~	2	mejor amigo		~~engancado~~		
(Ver) (demasiadas) series (es) ~~addictivo~~ (y) perjudicial.	2	series perjudicial		~~addictivo~~		
Uso las redes ~~*sociáles*~~ con frecuencia.	5	Uso las redes con frecuencia				~~*sociáles*~~
No puedo vivir sin mi ~~*movil.*~~	5	No puedo vivir sin mi				~~*movil*~~
Siempre paso mucho ~~tempo~~ en línea.	5	Siempre paso mucho en línea		~~tempo~~		
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 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)	Non-rewardable Category 5 (Spellings which do not follow associated spelling rules for key stress positions)
Example 2	**TOTAL: 20/30**					
(Mi) ~~megor~~ amigo (está) (muy) ~~encanjado~~.	1	amigo		~~megor~~ ~~encanjado~~		
(Ver) (demasiadas) series (es) adictivo (y) ~~perlluditial~~.	2	series adictivo		~~perlluditial*~~		
Uso las redes ~~sothiales~~ con ~~freqencia~~.	4	Uso las redes con		~~sothiales~~ ~~freqencia~~		
No puedo **bivir** sin mi **móbil**.	6	No puedo sin mi	**bivir** **móbil**			
Siempre ~~**passoh**~~ mucho ~~tempo~~ en ~~*line*~~.	3	Siempre mucho en		~~tempo~~	~~**passoh**~~	~~*line*~~
Creo que es importante ~~tene quidado~~.	4	Creo que es importante		~~tene~~ ~~quidado~~		

Example student answer	Number of rewardable words from all categories	Rewardable Category 1 (words written exactly as in the transcript)	Rewardable Category 2 (recognisable words with SSCs that have the same sound but different spellings)	Non-rewardable Category 3 (words with mis-spellings due to incorrect application of SSC)	Non-rewardable Category 4 (words written phonetically but which are not recognisable out of context)	Non-rewardable Category 5 (Spellings which do not follow associated spelling rules for key stress positions)
Example 3	**TOTAL: 10/30**					
(Mi) ~~megor~~ ~~amijo~~ (está) (muy) ~~encanjado~~.	0			~~megor~~ ~~amijo~~ ~~encanjado~~		
(Ver) (demasiadas) ~~sirios~~ (es) ~~addictivo~~ (y) ~~perguditial~~.	0			~~sirios~~ ~~addictivo~~ ~~perguditial~~		
Uso ~~la rede sochiales~~ con ~~fricencia~~.	2	Uso con		~~la~~ ~~rede~~ ~~sochiales~~ ~~fricencia~~		
No ~~pedo~~ **bibir** sin mi ~~*movil*~~.	4	No sin mi	**bibir**	~~pedo~~		~~*movil*~~
~~**Siempray**~~ paso ~~muxo tempo hen~~ ~~*line*~~.	1	paso		~~muxo~~ ~~tempo~~ ~~hen~~	~~**Siempray**~~	~~*line*~~
Creo ~~ce~~ es ~~importtantay~~ tener ~~quedado~~.	3	Creo es tener		~~ce~~ ~~importtantay~~ ~~quedado~~		

* It is possible for some words to fall into two categories. For example, 'perlluditial,' 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/

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

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

Sample assessment material for first teaching September 2024

Time 60 minutes

Paper reference **1SP1/3H**

Spanish

PAPER 3: Reading 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 (Reading comprehension) are set in English and must be answered in English.
- The question in Section B is a translation task set in Spanish and must be answered in English.
- 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.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

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

Reading comprehension

Helping others

1 Read Diego's description of how he helped Ana.

> Conozco a Ana desde que tenía seis años. Ella vive al lado de mi casa donde vivo con mis primos y mi tía.
>
> Ana tiene un gato blanco que normalmente duerme en su jardín o en la cama. Pero ayer no. Me llamó porque pensaba que el gato estaba perdido.
>
> Miramos en la calle, en el parque y debajo de los coches. Finalmente, encontramos al gato en la cocina. Me gusta ser responsable y ayudar a otras personas.

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

aunt	cousin	neighbour	
car	kitchen	park	garden

(a) Ana is Diego's ..... .

(1)

(b) Normally, Ana's cat sleeps in the ..... .

(1)

(c) They found the cat in the ..... .

(1)

(Total for Question 1 = 3 marks)

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Mental health

2 Read Fátima's article on mental health in school.

En mi instituto hay menos estudiantes que tienen problemas mentales. Esto es porque ahora tenemos solo un examen, no hay deberes y trabajamos en grupos pequeños.

Durante los descansos los alumnos pueden ir a ver a un profesor para hablar sobre sus vidas, sus problemas y la importancia de dormir o pueden escuchar música relajante. Los profesores nos recomiendan que para reducir el **estrés***, debemos salir a pasear a menudo.

Todo el mundo cree que hablar sobre este tema importante es ***imprescindible*** y debería continuar.

***estrés** – stress

(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) The number of students with mental health problems has …

(1)

☒	**A** increased.
☒	**B** stayed the same.
☒	**C** reduced.

(ii) In Fátima's school there …

(1)

☒	**A** is only one exam.
☒	**B** is a lot of homework.
☒	**C** are large groups.

(iii) At break time, students can …

(1)

☒	**A** have a nap.
☒	**B** listen to music.
☒	**C** do homework.

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(iv) Teachers say students should …

(1)

☒	**A** go for walks.
☒	**B** talk to family.
☒	**C** prepare for exams.

(b) Which of these is the best translation for the word ***impresciндible***?

Put a cross ☒ in the correct box.

(1)

☒	**A** unnecessary
☒	**B** vital
☒	**C** impressive

(Total for Question 2 = 5 marks)

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A fantastic film

3 Read this review of a film and actor.

Esta película es una historia verdadera sobre la cultura peruana. Hay un niño que va desde su vieja casa en el norte al sur, donde aprende bailes tradicionales, y lo encuentra divertido. ¡Le encanta bailar! Después de la película, tendrás ganas de viajar al país.

(a) Complete the gap in each sentence using a word from the box below. There are more words than gaps.

true	old	funny	
dance	travel	study	laugh

(i) The story is ..... .

(1)

(ii) The boy likes to ..... .

(1)

(iii) The film makes people want to ..... .

(1)

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The review continues to talk about the actor.

Este joven hispanohablante participó en su primer espectáculo a los siete años. Tiene muchos fans en las redes sociales pero no publica vídeos a menudo. También puedes verlo en una serie popular. Su personalidad es alegre y perfecta para la película. ¡Si ves a este hombre, te reirás!

(b) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) Now, the actor is …

(1)

☒	**A** 7 years old.
☒	**B** an old man.
☒	**C** a young man.

(ii) He …

(1)

☒	**A** only acts in films.
☒	**B** is famous.
☒	**C** often posts videos.

(c) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What is the actor's personality like? (1 detail)

(1)

.....

(ii) What does the actor make people do?

(1)

.....

(Total for Question 3 = 7 marks)

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Camping

4 Read this entry on a holiday forum.

¿Hotel o camping? Para nosotros era una decisión difícil porque nos gustan las ventajas de estar en un hotel. Finalmente, decidimos ir de camping porque queríamos disfrutar de la naturaleza. Los niños pasaron los dos primeros días al aire libre, corriendo por el campo.

Desafortunadamente, en los siguientes días, el tiempo cambió: hacía viento y no paró de llover. Tuvimos que volver a casa porque toda nuestra ropa estaba ***mojada***.

(a) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What was the reason for going camping?

(1)

.....

(ii) How do we know that the children were active? (1 detail)

(1)

.....

(b) Which of these is the best translation of the word ***mojada***?

Put a cross ☒ in the correct box.

(1)

☒	**A** stylish
☒	**B** warm
☒	**C** soaked

(Total for Question 4 = 3 marks)

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In the future

5 Read Carla's and Omar's blogs about their future plans.

(a) What does Carla say about her future plans?

Mi sueño es ser jugadora profesional de rugby en el equipo nacional. Mis padres me apoyan, aunque se preocupan por las oportunidades que me ofrecerán en el mundo laboral. Para lograr este objetivo hace falta practicar constantemente.

Si este plan no funciona será decepcionante pero podría trabajar en la radio y sería realmente interesante.

Put a cross ☒ next to each one of the **three** correct statements.

(3)

☒	**A**	she is a professional rugby player.
☒	**B**	she wants to play for her country.
☒	**C**	her parents support her plan.
☒	**D**	she was offered a job.
☒	**E**	she has to train twice a week.
☒	**F**	she could also work in radio.

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(b) What does Omar tell us?

Soy una persona activa así que odio la idea de pasar ocho horas sentado en una oficina cada día. Siempre quise ser **auxiliar*** de vuelo. Con este puesto iré a lugares diferentes y trabajaré solo dos semanas al mes. Estoy terminando mi curso y ya he encontrado un empleo. Espero poder ahorrar dinero para comprarme un piso algún día.

B *I* U ¶ A T

******auxiliar* – attendant

Complete the tables **in English**. You do not need to write in full sentences.

(i)

What he hates the idea of
.....

(1)

(ii)

Why he wants to be a flight attendant (1 detail)
.....

(1)

(iii)

His current situation (1 detail)
.....

(1)

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(iv)

His future plan (1 detail)
.....

(1)

(Total for Question 5 = 7 marks)

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Mexican food

6 Read Leya's restaurant review.

Ayer, por primera vez fui a Sol, un restaurante mexicano muy caro. Mi primo me recomendó probar la maravillosa comida que sirven, y evidentemente me encantó.

El espacio es amplio, cómodo y no hay demasiada gente, pero deberías reservar una mesa una semana antes de venir. Este negocio se abrió hace muchos años y la dueña me contó que ha cambiado muy poco en todo este tiempo. ¡Incluso la carta es la misma que antes!

(a) What does Leya say about the restaurant?

Put a cross ☒ next to each one of the **two** correct statements.

The restaurant Sol …

(2)

☒	**A** is a cheap restaurant.
☒	**B** was recommended to Leya.
☒	**C** is very small.
☒	**D** has changed little.

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The review continues.

Antes de ir a este restaurante, yo pensaba que este tipo de comida no era sana porque tenía mucha carne y azúcar. Ahora, sé que la verdad es lo contrario. Esta comida es una buena opción para los que no comen carne, como yo, porque tiene una gran variedad de verduras.

En el restaurante Sol cocinan comida auténtica poco similar a los platos que venden algunos supermercados. Sin duda, quiero regresar aquí varias veces. Este maravilloso restaurante abre todos los días menos los lunes hasta las doce de la noche.

(b) What does Leya say?

Complete the following tables **in English**. You do not need to write in full sentences.

(i)

What Leya used to think about Mexican food (1 detail)
.....

(1)

(ii)

Why the food is suitable for vegetarians
.....

(1)

(iii)

What time the restaurant closes
.....

(1)

(Total for Question 6 = 5 marks)

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A visit to Madrid

7 Read this tourist brochure about Madrid.

Debes comenzar en la **Plaza Mayor***, una plaza antigua, donde podrás apreciar la calidad de las típicas tapas. Para aprender sobre la historia, lo mejor es visitar los museos que están en el este de la ciudad. Puedes llegar en metro o en bicicleta, pero es más práctico ir a pie.

Madrid nunca es aburrida. Hay espectáculos de todo tipo, bailes y teatros. Un lugar bonito es el **Parque del Retiro****. Aquí, todos disfrutarán mucho si alquilan un barco para pasear por el lago.

Si vienes en julio, en el barrio de Chueca podrás ver La Fiesta del Orgullo, un desfile extraordinariamente diverso, lleno de alegría.

Tu opinión es importante. Por favor, después de tu viaje, te pedimos contestar a las preguntas en nuestra encuesta.

**Plaza Mayor* – a public square in Madrid (pictured)

***Parque del Retiro* – a park in Madrid

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(a) Complete the sentences below.

Put a cross ☒ in the correct box for each question.

(i) In the *Plaza Mayor* you can …

(1)

☒	**A** learn about history.
☒	**B** eat Spanish food.
☒	**C** see a dance.

(ii) The best way to go to the museums is …

(1)

☒	**A** by bike.
☒	**B** by underground.
☒	**C** on foot.

(iii) In *Parque del Retiro* people can …

(1)

☒	**A** have a party.
☒	**B** rent a boat.
☒	**C** see a show.

(b) Answer the following questions **in English**. You do not need to write in full sentences.

(i) What is the *Fiesta del Orgullo* like? (1 detail)

(1)

.....

(ii) What are you asked to do after your visit?

(1)

.....

(Total for Question 7 = 5 marks)

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My favourite singer

8 Read Elena's school report about her favourite singer, Rosalía.

Soy Elena y mi cantante favorita es Rosalía. Creo que ella es muy diferente de otros cantantes. A mí, lo que más me gusta es su voz, que es fuerte pero también puede ser muy suave. Mucha gente dice que sus canciones tienen un ritmo flamenco.

Rosalía nació en Barcelona, tiene los ojos marrones y siempre lleva hermosas flores en su pelo. Ella empezó a cantar cuando era pequeña, y a los quince años deseaba participar en un famoso programa de televisión pero no fue elegida.

A pesar de esto, comenzó su increíble carrera musical. En 2019, Rosalía logró tener cinco de sus canciones en el número uno en España y en Latinoamérica. Actualmente, tiene más de siete millones de seguidores.

Respeto a Rosalía porque ella es la única persona responsable de su música. Con la letra de sus canciones, como por ejemplo en 'A ningún hombre', trata de defender los derechos de las mujeres.

Answer the following questions **in English**. You do not need to write in full sentences.

(a) How does Elena describe Rosalía's voice? (1 detail)

(1)

.....

(b) How does Elena describe Rosalía's appearance? (1 detail)

(1)

.....

(c) Why didn't Rosalía participate in the TV show when she was 15?

(1)

.....

(d) How do we know that Rosalía is well-known? (1 detail)

(1)

.....

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(e) What are some of Rosalía's songs about?

(1)

.....

(Total for Question 8 = 5 marks)

TOTAL FOR SECTION A = 40 MARKS

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SECTION B

Translation

My relationship

9 Translate the following paragraph **into English**.

(10)

Soy Marcos y voy al colegio. Allí conocí a mi novia, Carmen, en una clase de inglés. Todos los sábados voy de compras en la ciudad mientras Carmen está en casa viendo un documental. Siempre nos divertimos mucho cuando estamos juntos y compartimos intereses. Salvo si se trata de las tareas, nunca nos peleamos.

(Total for Question 9 = 10 marks)

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

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Picture credits

Question 3: 583616814 Getty images (Peruvian dance)

Question 7: AL1405780 Pearson Asset library (Plaza Mayor)

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GCSE Spanish Reading Higher tier

Paper 3 Mark scheme

SECTION A: READING COMPREHENSION

Question number	Answer	Mark
1(a)	neighbour	(1)

Question number	Answer	Mark
1(b)	garden	(1)

Question number	Answer	Mark
1(c)	kitchen	(1)

Question number	Answer	Mark
2(a)(i)	C	(1)

Question number	Answer	Mark
2(a)(ii)	A	(1)

Question number	Answer	Mark
2(a)(iii)	B	(1)

Question number	Answer	Mark
2(a)(iv)	A	(1)

Question number	Answer	Mark
2(b)	B	(1)

Question number	Answer	Mark
3(a)(i)	true	(1)

Question number	Answer	Mark
3(a)(ii)	dance	(1)

Question number	Answer	Mark
3(a)(iii)	travel	(1)

Question number	Answer	Mark
3(b)(i)	C	(1)

Question number	Answer	Mark
3(b)(ii)	B	(1)

Question number	Answer	Reject	Mark
3(c)(i)	**EITHER** cheerful/lively/happy **OR** perfect for the film		**(1)**

Question number	Answer	Reject	Mark
3(c)(ii)	laugh		**(1)**

Question number	Answer	Reject	Mark
4(a)(i)	to enjoy nature		**(1)**

Question number	Answer	Reject	Mark
4(a)(ii)	**EITHER** they were running (in the fields) **OR** they spent time outdoors		**(1)**

Question number	Answer	Mark
4(b)	C	**(1)**

Question number	Answer	Mark
5(a)	B, C, F	**(3)**

Question number	Answer	Reject	Mark
5(b)(i)	Sitting in an office (for 8 hours) every day		**(1)**

Question number	Answer	Reject	Mark
5(b)(ii)	**EITHER** he can go to different places **OR** he can work just two weeks a month	he's an active person he wants to save money to buy a flat	**(1)**

Question number	Answer	Reject	Mark
5(b)(iii)	**EITHER** he is finishing his course **OR** he has found a job		**(1)**

Question number	Answer	Reject	Mark
5(b)(iv)	**EITHER** to save money **OR** to buy a flat	to finish his course	**(1)**

Question number	Answer	Mark
6(a)	B, D	(2)

Question number	Answer	Reject	Mark
6(b)(i)	**EITHER** it was unhealthy **OR** it had lots of meat and/or sugar		(1)

Question number	Answer	Reject	Mark
6(b)(ii)	it has a (wide) variety of vegetables	Isolated word: vegetables no meat	(1)

Question number	Answer	Reject	Mark
6(b)(iii)	midnight/twelve (o'clock) at night		(1)

Question number	Answer	Mark
7(a)(i)	B	(1)

Question number	Answer	Mark
7(a)(ii)	C	(1)

Question number	Answer	Mark
7(a)(iii)	B	(1)

Question number	Answer	Reject	Mark
7(b)(i)	**EITHER** (a) diverse (event/parade/festival/party) **OR** full of joy/joyful		(1)

Question number	Answer	Reject	Mark
7(b)(ii)	**EITHER** respond to a survey **OR** answer some questions		(1)

Question number	Answer	Reject	Mark
8(a)	**EITHER** soft **OR** strong		(1)

Question number	Answer	Reject	Mark
8(b)	**EITHER** she wears/has (beautiful) flowers in her hair **OR** she has brown eyes		(1)

Question number	Answer	Reject	Mark
8(c)	she was not chosen		(1)

Question number	Answer	Reject	Mark
8(d)	**EITHER** five of her songs were number one **OR** she has (more than) 7 million followers		(1)

Question number	Answer	Reject	Mark
8(e)	women's rights		(1)

SECTION B: TRANSLATION INTO ENGLISH

Question 9

Mark	AO2: Response to stimulus
9–10	The meaning of the original language is fully and appropriately transferred; any errors do not detract from the overall clarity of the message.
6–8	The meaning of the original language is mostly transferred appropriately. Occasional errors affect the clarity of the message, e.g. incorrect words, omitted words, inexact syntax.
3–5	The meaning of parts of the original language is appropriately transferred. Some errors prevent the message being conveyed, e.g. some use of incorrect words, omitted phrases, incorrect tenses.
1–2	Intermittent parts of the original language are appropriately transferred. Frequent errors prevent the message being conveyed, e.g. frequent use of incorrect words, omitted phrases, incorrect tenses.
0	No rewardable communication.

The following example response gives an appropriate transference of meaning. Any alternative, appropriate wording will also be rewarded.

Question 9	Model response
Soy Marcos y voy al colegio. Allí conocí a mi novia, Carmen, en una clase de inglés. Todos los sábados voy de compras en la ciudad mientras Carmen está en casa viendo un documental. Siempre nos divertimos mucho cuando estamos juntos y compartimos intereses. Salvo si se trata de las tareas, nunca nos peleamos.	*I am Marcos and I go to (high) school. There I met my girlfriend, Carmen, in an English class. Every Saturday I go shopping in the city while Carmen stays home watching a documentary. We always have a lot of fun when we are together, and we share the same interests. Except when it comes to house chores, we never fight.*

Exemplification of the mark scheme: Translation example responses

Example Response 1

My name is Marcos and I am at school. I met my girlfriend, Carmen, in English class. On Saturdays I like to shop in the city while she watches documentaries at home. We always have a lot of fun when we are together and we have things in common. Except when it is about house work, we never argue.

Total marks: 10 marks

The meaning of the original language is fully and appropriately transferred, despite using words which differ from the model response (e.g. "*On Saturdays*", "*have things in common"*). The response sits in the 9-10 mark band for the overall clarity and successful communication of the message.

Example Response 2

I'm Marcos and I am going to high school. Here I knew my girlfriend in my English class. On Saturdays I go shopping in town with Carmen and watch documentaries in the house. We are always happy and we are interested in each other. We also never fight about chores.

Total marks: 5 marks

The meaning of the passage is partly transferred, but there are examples of incorrect tenses and syntax being used (e.g. "*I am going to high school*", "*I knew my girlfriend*") along with some errors and incorrect words which affect the clarity of the message (e.g. "*I go shopping in town with Carmen*", "*we are always happy*"). For this reason, the best fit would be in the 3-5 mark band.

Example Response 3

I am Marcos and I am at college. There I… Carmen, in an English class. I will go shoe shopping on Saturday as Carmen wants to… I always have fun and we buy interesting tareas.

Total marks: 2 marks

Intermittent parts are appropriately transferred (e.g., "*in an English class", "always have fun*"), but frequent omissions and use of incorrect words prevents the message being conveyed (e.g., "*I will go shoe shopping*", "*we buy interesting tareas*"). For this reason, the response best sits in the 1-2 mark band.

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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | | | | | |

Candidate Number | | | | |

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

Sample assessment material for first teaching September 2024

Time 1 hour 20 minutes

Paper reference **1SP1/4H**

Spanish

PAPER 4: Writing 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 questions 1, 2 and 3.
- In Questions 1 and 2, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
  – *there may be more space than you need.*
- Write your answers in full sentences
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*
  – *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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Pearson

Choose either Question 1(a) or Question 1(b)

If you answer Question 1(a), put a cross in the box ☒ .

1 (a) Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 1(b), put a cross in the box ☒ .

(b) Write a letter to your friend about sport.

You **must** include the following points:

- when you do a sport
- your opinion of a sport with reasons
- what you did to be healthy last week
- an activity that you want to do in the future.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

(18)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 18 marks)

Choose either Question 2(a) or Question 2(b)

If you answer Question 2(a), put a cross in the box ☒ .

2 (a) Write a blog about music.

You **must** include the following points:

- when you like to listen to music
- the pros and cons of going to concerts
- a singer or group that you liked in the past
- the music you are going to listen to next weekend.

Write your answer **in Spanish**. You should aim to write between 130 and 150 words.

(22)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

If you answer Question 2(b), put a cross in the box ☒ .

(b) Write a blog about how you normally spend your time.

You **must** include the following points:

- the people you like spending time with
- the pros and cons of having a big group of friends
- the last time you went out with family or friends
- what you will do at home next week.

Write your answer **in Spanish**. You should aim to write between 130 and 150 words.

(22)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 2 = 22 marks)

3 Translate the paragraph **into Spanish**.

(10)

Normally we go to a campsite for a month. It is a beautiful place near the coast.
I think that the facilities are good because it has a swimming pool. Last time I swam all day. Next year we will stay in another village to see more of the surrounding area.

(Total for Question 3 = 10 marks)

TOTAL FOR PAPER = 50 MARKS

DO NOT WRITE IN THIS AREA

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GCSE Spanish Writing Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all 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 seen in the student's answer for that band. As an examiner you must be positive in your approach; look for opportunities to reward rather than penalise.

- When assigning a band, you should look at 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 and then use the variability of the response to help decide the mark within the band. For example, if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark of 4 at the top of the band because of the band 5-6 content.

- You must also use the *Additional guidance*, the *Exemplification of the mark scheme,* 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 answer; you will award a mark towards the top or bottom of that band depending on how students have 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 AO2 and AO3 marks (all questions)

- The response to stimulus mark (AO2) does 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 (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: all questions)

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	
Spelling (slight)	Voy a colegio en **bicicletta**
Gender	Trabaja en **un** oficina en **la** centro.
Accents (missing)	Estudio ingl**e**s y espanol
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
Spelling (misleading)	Me gusta la **nación** y el baloncesto
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 (questions 1 and 2)

AO2 grids

***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. 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 four task bullet points in Question 1 may still be placed in the band below (8-10) if they do not meet the requirements in the 11-13 band for development of ideas and comprehensibility. See *Example response 2* in *Exemplification of mark schemes* for an illustration of this. Candidates may address the task bullet points in any order.

Development refers to an additional clause or sentence which elaborates or provides additional detail to the response to a task bullet point. There is no requirement for equal development of the task bullet points.

Comprehensible relates to how easy it is to understand the main points and ideas of the response when read 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

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 which is very different to English in form and/or function.

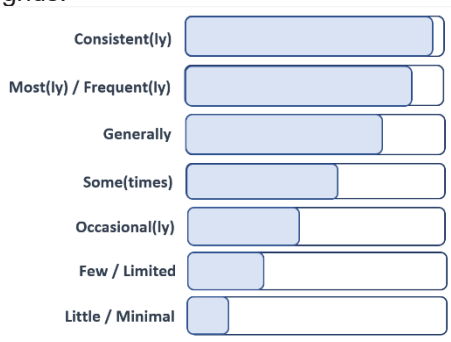
Variety refers to the range of vocabulary and grammatical structures **listed in the specification** for each tier. Any grammatical structures or vocabulary used which is outside of these lists is rewarded with equal (but not extra) credit.

If the response is in the top band for variety but in the bottom band for accuracy, then a mark in the middle band is likely to be the most appropriate. Equally, if the response is in the top band for accuracy but in the bottom band for variety, then a mark in the middle band is likely to be the most appropriate.

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

Differentiation terms within the mark scheme (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.

Question 1 – Higher tier (18 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 80–90 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; an occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Little or no extra detail added to ideas • Limited parts of response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
5	• Some variety of vocabulary and grammatical structures, some extended sentences; occasional complex language • Generally successful use of three timeframes • Generally accurate language; some minor errors, there may be an occasional major error.
3-4	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences • Some successful use of at least two timeframes • Some accurate language; mostly minor errors with some major errors.
1-2	• Limited variety of vocabulary and grammatical structures; short, simple sentences • Limited success with timeframes • Limited accuracy in the language; frequent errors both major and minor.
0	• No rewardable material.

Exemplification of the mark scheme: open response questions

The purpose of this exemplification is not to provide a standard for marking, but to demonstrate the following aspects of the mark scheme:

1. Application of the best fit approach, including:
   i. how a mark can go down the AO2 mark bands, even if the coverage descriptor is met, if the other descriptors in the mark band are not met.
   ii. how a mark can go up or down the AO3 mark bands depending on how the response reflects the descriptors.
   iii. how to apply the AO3 grid if a response is highly accurate but with limited variety, or uses a wide variety of language but is less accurate
2. Distinct marking for AO2 and AO3 grids, showing that the mark for AO2 should not limit the mark for AO3 (except where the response is wholly irrelevant) and vice versa
3. Awarding marks for range of vocabulary within the specified vocabulary list (and giving equal, but not extra credit to other vocabulary used).

Exemplification of live scripts issued at standardisation will provide further guidance on marking live paper series.

The two example responses below are based on the following crossover question which appears in both the Foundation and the Higher tier *Sample Assessment Materials*, but is applicable as guidance to all open response questions. The example responses are based on trialled student answers.

Write a letter to your friend about your school.

You **must** include the following points:

- what your school is like
- your opinion of one of your subjects with reasons
- what you did in school last week
- what you will do after school this week.

Write your answer **in Spanish**. You should aim to write between 80 and 90 words.

Example response 1: open response questions

Mi instituto es público, bastante antiguo y tiene un poco de clases. Mi uniforme es incómodo y muy feo pero la peor es las normas porque son bastante esricto y nunca son justos. También, mi profesora de inglès es un poco sevro, pero a menudo simpatica. Generalmente, mi profesora de dibujo es más estricto que mi profesora de inglès. Me encanta la clase porque son interesante y divertido. No me gusta nada la educación fisica porque son muy aburrido. Después de clases, voy a ir de compras en pueblo. Voy a comprar los zapatos verde y pantalones blanco. La semana pasada, compré un vestido rojo.

105 words

Total marks: 15 out of 18	
Response to stimulus (AO2): 10 marks	**Linguistic knowledge and accuracy (AO3): 5 marks**
• The candidate has addressed three of the four bullet points, but does not answer the third bullet point about what they did in school last week. The response would therefore achieve no higher than the 8-10 mark band for coverage. • There is frequent development shown with each point covered including extra detail (e.g. "…*mi profesora de inglès es un poco sevro, pero a menudo simpatica*", "*Voy a comprar los zapatos verde y pantalones blanco."*). For development, the 11-13 mark band best fits**.** • The response is comprehensible, despite errors which are accounted for in the AO3 grid. For comprehensibility, the response sits best in the mark band 11-13 **(2).** Overall, the best fit approach when considering the three bullet points of this mark grid is in mark band 11-13 for response to stimulus. However, since the candidate only covered 3 of the bullet points, they can only achieve the top mark in the 8-10 mark band for AO2 **(2).**	• There is some variety of vocabulary shown (e.g. "*antiguo", "normas", "a menudo" etc.)*. The words "*feo*" and '*severo*' do not appear in the vocabulary list so are given equal but not extra credit for variety **(3)**. Variation in language includes phrases such as "*También"*, and "*es más*". There are some conjunctions and evidence of complex language, eg *"nunca son justos."* The response best sits in the top mark band for variety**. (2)** • The response shows general success with three timeframes. The response therefore sits best in the top mark band for use of timeframes**.(2)** • The language is generally accurate, but includes several minor errors such as misspellings, lack of accents or incorrect articles (e.g. "*simpatica"*, *"La semano", "y pantalones," "blanco"* etc.). There is also a verb formation error eg "… *porque son interesante*" The response can still be placed in the top mark band for accuracy as an occasional major error is allowed in band 5. **(2)** The best-fit approach results in this response being placed in the top mark band for linguistic knowledge and accuracy **(2).**

Example response 2: open response questions

Mi colegio en Londres es muy grande y mucho divertido. Me gusta mi colegio. En mi opinión la biblioteca es bien porque es interesante, mi profesor es divertido. Pero mi madre trabaja en York y encanta. Ella es la jefa y creo que cantar es mejor que la escuela. Después del colegio, ir deberes, lo hare vídeo juegos. Luego lo hare tomar una ducha y ve a dormir. La semana pasada estudié historia, matemáticas y las ciencias.

77 words

Total marks: 10 out of 18	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 4 marks**
• The candidate has addressed three bullet points (1, 3 and 4), though not in the order of the question, which is appropriate. Unfortunately they do not talk about a school subject, so this BP is not addressed. The response would therefore sit no higher than mark band 8-10 for coverage, depending on success in meeting the other criteria**.** • Apart from talking about their school, where the student makes several points, there is very little extra detail shown. Also the detail about the mother is irrelevant. For development, the 1-4 mark band best fits **(1.i).** • The response is comprehensible in some parts, but sometimes the message breaks down (e.g. "*ir deberes …y ve a dormir*.)" The flow of the response is slightly disjointed. For comprehensibility, the response sits best in the 5-7 mark band **(1.i).** Overall, the best fit approach when considering the three bullet points of this mark grid is in the middle of the 5-7 mark band for response to stimulus.	• There is occasional variety of vocabulary and grammatical structures shown, despite repetition of some words like *"interesante"* and *"divertido"*. All vocabulary appears in the Foundation tier vocabulary list, which is entirely appropriate (3). There is the occasional extended sentence using "porque, y, pero". The response would best sit in the 3-4 band for variety (1.ii). • There is some success at using a range of timeframes (e.g. *"es + adj*" and "*estudié"*), but the use of "*lo hare*" means that the future timeframe isn't successfully covered. The response would best sit in the 3-4 mark band for use of timeframes. • There is some accurate language, but with some minor errors such as incorrect use of adjectives (e.g. "*mucho divertido*") and the occasional major error *"y encanta"*. For accuracy, it would be best placed in the 3-4 mark band (1.ii, 1.iii). The best-fit approach results in this response being placed at the top of the 3-4 mark band for linguistic knowledge and accuracy **(1.ii, 2).**

Comparison of example responses 1 and 2

Response to stimulus (AO2):	**Linguistic knowledge and accuracy (AO3):**
• Response 1 addresses the same number of bullet points. • Response 1 shows more development than Response 2 • Response 1 is more comprehensible than Response 2	• Response 1 shows more variety of vocabulary than Response 2 • Response 1 shows more success with different timeframes to Response 2 • Response 1 shows higher accuracy than Response 2
Overall, Response 1 scores higher on the AO2 grid when compared with Response 2, and slightly higher on the AO3 grid too. The main differences are in development of response and variation of grammar and vocabulary.	

Question 2 – Higher tier (22 marks)

There are two mark grids to be applied to this question:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

Students are expected to produce 130–150 words for this task. The suggested word count is designed to guide students and they will not be penalised for writing more or fewer words than recommended. All work produced must be marked.

AO2: Response to stimulus	
Mark	**Descriptor**
14-17	• All four bullet points addressed • Consistent development of ideas • Response is easily comprehensible; it is rare that the message is not immediately clear.
11-13	• All four bullet points addressed • Frequent development of ideas • Response is comprehensible; the occasional message may be unclear.
8-10	• Three or more bullet points addressed • Some development of ideas • Response is generally comprehensible; some messages may be unclear/ difficult to understand immediately.
5-7	• Two or more bullet points addressed • Occasional, brief development of ideas • Some parts of the response are comprehensible; the message sometimes breaks down.
1-4	• One or more bullet point addressed • Limited development of ideas, any extra detail is likely to be very brief • Limited parts of the response are comprehensible; the message often breaks down.
0	• No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4-5	• A wide variety of vocabulary and grammatical structures, frequent extended sentences; frequent complex language • Consistently successful use of three timeframes • Consistently accurate language; any errors are minor.
2-3	• Some variety of vocabulary and grammatical structures, some extended sentences; some complex language • Generally successful use of at least two timeframes • Generally accurate language; mostly minor errors, occasional major errors.
1	• Occasional variety of vocabulary and grammatical structures; occasionally extended sentences; there may be occasional use of complex language • Occasional success with timeframes • Some accurate language; frequent errors, some of them major.
0	• No rewardable material.

Question 3 – Higher tier translation (10 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

The Response to stimulus grid (AO2) assesses how appropriately the meaning of the original language is transferred. Any appropriate wording is rewarded. The linguistic knowledge and accuracy grid (AO3) assesses the accuracy of the target language. Examiners **must** use the *Additional guidance*, the *Exemplification of the mark scheme,* exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus	
Mark	**Descriptor**
5-6	The meaning of the original language is consistently and appropriately transferred; any lack of clarity is rare.
3-4	The meaning of most of the original language is appropriately transferred; the occasional message may be unclear or incomplete.
1-2	The meaning of some parts of the original language is appropriately transferred; the message sometimes breaks down or is incomplete.
0	No rewardable material.

AO3: Linguistic knowledge and accuracy	
Mark	**Descriptor**
4	Vocabulary and grammatical structures are consistently accurate; any errors are minor.
3	Vocabulary and grammatical structures are generally accurate; minor errors occur, major errors are rare.
2	Vocabulary and grammatical structures are sometimes accurate; errors include some major errors.
1	Vocabulary and grammatical structures are limited in accuracy; frequent errors occur, both major and minor.
0	No rewardable material.

Exemplification of the mark scheme: Translation

The following model response shows an appropriate transference of meaning of Question 3, Higher tier in the *Sample Assessment Materials*.

Question	Model response
Normally we go to a campsite for a month. It is a beautiful place near the coast. I think that the facilities are good because it has a swimming pool. Last time I swam all day. Next year we will stay in another village to see more of the surrounding area.	*Normalmente vamos a un camping durante un mes. Es un lugar hermoso cerca de la costa. Creo que las instalaciones son buenas porque tiene piscina. La última vez nadé todo el día. El próximo año nos quedaremos en otro pueblo para ver más de los alrededores.*

Example response 1

Normalmente vamos a una camping para un mes. Es una bonito lugar cerca de costa. Creo que la instalcions son bien porque tiene una piscina. La última vez que nadé todo el día. El año futuro nos quedaremos en una otro pueblo para ver más de las alrededores.

Total marks: 9 out of 10	
Response to stimulus (AO2): 6 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of the original language is consistently and appropriately transferred; with little deviation from the original meaning despite some errors which are accounted for in the AO3 mark.	Vocabulary and grammatical structures are generally accurate, but there are a number of minor errors (e.g., "*una camping*", "*de costa*", "*instalcions*", "*son bien*" and "*las*").

Example response 2

Normalmente vamos a un campo por un mes. Es un lugar hermoso cerca de la costa. Pienso que las facilidades es buenas porque hay un piscina. La ultima tiempo nadò todo el dia. El año proximi vamos a quedarse en en un pueblo diferente par ver los barrios.

Total marks: 6 out of 10	
Response to stimulus (AO2): 3 marks	**Linguistic knowledge and accuracy (AO3): 3 marks**
The meaning of most of the original language is appropriately transferred, but differences exist such as the use of "*campo*" instead of "*camping,*" "*facilidades*" instead of "*instalaciones"* and the use of "*ver los barrios*", which differs from the text to be translated.	Vocabulary and grammatical structures are generally accurate, but the response contains some minor errors (e.g., "*hermos,* "*proximi*", and "*par ver*") in addition to rare major errors (e.g. *"nadò").*

Example response 3

Normalmente voy a camping par una mes. esta una lugar bon cerca costa. Creo que los porque son buen porque hay una piscina ... Yo nadar todo el dia. ..... el ano que viene .... en un nuevo ville.

Total marks: 3 out of 10	
Response to stimulus (AO2): 2 marks	**Linguistic knowledge and accuracy (AO3): 1 mark**
The meaning of some parts of the original language is communicated, but the majority of sentences are incomplete. Despite this, we do get the gist of what the message is about.	Vocabulary and grammatical structures are limited in accuracy, there are frequent errors both major (e.g., "el ano que viene", "*nuevo ville*"), and minor (e.g. "*voy a*", "*una mes*" "*nadar*").

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