



Pearson  
Edexcel

# GCSE Spanish Exemplars

Conversation Task  
Foundation Tier



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# Introduction

The purpose of this exemplification pack is to provide teachers and students with some examples of marked responses to the GCSE Spanish Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary the follow-on conversation at Foundation tier. The recordings can be accessed from the website.

The speaking exemplars for French, German and Spanish were conducted with real students. Please note that due to the timing of publishing these exemplars, students who were recorded had not been taught under the 2024 specification. As such, students have used some vocabulary and grammar outside of the 2024 specification, and this is given equal but not extra credit. This is in accordance with the requirements of the Department for Education's subject content (see more explanation of this below).

Marks awarded in the exemplars are based on a relatively small sample. Whilst they are a good indication of the marks likely to be awarded for different levels, exact marks may differ somewhat when based on standardisation of a whole live series.

The Sample assessment materials which these responses are based on can be found on the Pearson website [here](#).

If you have any enquiries regarding these materials or have any other questions, please contact our subject advisor team on [Teachinglanguages@pearson.com](mailto:Teachinglanguages@pearson.com).

## Marking point in the spotlight

### ‘Equal credit’ for use of language outside of the vocabulary and grammar lists

To fulfil tasks, students are only required to use vocabulary and grammar included in the vocabulary and grammar lists of the specification. If they **correctly** use language outside of the vocabulary and grammar lists, they receive the same (but no extra) credit. For example, in the separately published **Read aloud and Role play Exemplars** in **higher Exemplar A**, the student uses the phrase ‘Me gusta nadar en el mar ya que el agua es calor’ to answer the first follow-on question. The verb ‘nadar’ is not on the vocabulary list, but it is credited in the same way as would any word that was on the vocabulary list, e.g. if the student had said ‘Me gusta bañarme en el mar ya que el agua es calor’.

All **incorrect** language will be treated in the same way, regardless of whether or not it is included in the vocabulary and grammar lists. For example, in the separately published **Spanish video exemplar 2**, the phrase ‘me gustaría sería un banco’, ‘banco’ is not on the vocabulary list. It is used incorrectly in the intended context of the student's future plans, contributing to the message breaking down. If a word from the vocabulary list e.g. ‘colegio’ had been used instead, it would have been treated in the same way.

# Overview of exemplars

## Conversation task - Foundation tier (16 marks)

| Conversation | AO1 marks<br>(out of 12) | AO3 marks<br>(out of 4) | Overall mark<br>(out of 16) |
|--------------|--------------------------|-------------------------|-----------------------------|
| Exemplar A   | 10 marks                 | 4 marks                 | 14 marks                    |
| Exemplar B   | 8 marks                  | 2 marks                 | 10 marks                    |

# Conversation task (Foundation)

## Mark scheme (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.

| AO1: Response to spoken language |  | AO3: Linguistic knowledge and accuracy |   |
|----------------------------------|--|--|---|
| Mark                             | Descriptor   | Mark                                   | Descriptor  |
| 10–12                            | <ul style="list-style-type: none"> <li>• Gives some relevant responses to questions.</li> <li>• Develops ideas with some extended sequences of speech.</li> <li>• Response is generally comprehensible; some messages may be unclear.</li> </ul>   | 4                                      | <ul style="list-style-type: none"> <li>• Some variety of vocabulary and grammatical structures, occasional use of complex language.</li> <li>• Generally successful use of three timeframes.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>           |
| 7–9                              | <ul style="list-style-type: none"> <li>• Gives occasional relevant responses to questions.</li> <li>• Develops ideas with occasionally extended sequences of speech.</li> <li>• Response is comprehensible in some parts; the message may occasionally break down.</li> </ul>  | 3                                      | <ul style="list-style-type: none"> <li>• Occasional variety of vocabulary and straightforward grammatical structures.</li> <li>• Some successful use of at least two timeframes, occasional slip in more complex constructions.</li> <li>• Some clear and accurate use of language; some major and minor errors.</li> </ul> |
| 4–6                              | <ul style="list-style-type: none"> <li>• Gives limited relevant responses to questions; there may be times when the speaker is unable to respond.</li> <li>• Development of ideas is limited; brief responses which the speaker may not be able to sustain.</li> <li>• Limited parts of the response are comprehensible; the message sometimes breaks down.</li> </ul>                                       | 2                                      | <ul style="list-style-type: none"> <li>• Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive.</li> <li>• Limited success with timeframes.</li> <li>• Limited accuracy with language; many major and minor errors.</li> </ul>  |
| 1–3                              | <ul style="list-style-type: none"> <li>• Gives minimal relevant responses to questions; often not able to respond/relies on rehearsed language that is irrelevant to the question.</li> <li>• Little or no development of ideas; very brief responses, which the speaker can often not sustain.</li> <li>• Isolated parts of the response are comprehensible; the message frequently breaks down.</li> </ul> | 1                                      | <ul style="list-style-type: none"> <li>• Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation.</li> <li>• Minimal success with timeframes.</li> <li>• Minimal accuracy in the language; errors throughout, both major and minor.</li> </ul>  |
| 0                                | No rewardable material.  | 0                                      | No rewardable material.   |



## Exemplar A – Conversation task (Foundation)

### Teacher card

#### 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?*

## Exemplar A - Conversation transcript

**Teacher:** ¿Qué reciclas normalmente?

**Student:** *Reiciclar plástico y papel.*

**Teacher:** Y, ¿dónde vives?

**Student:** *Me Vivo en Torquay, en Inglaterra, en la costa con mi madres y mi dos hermanos y mi gato. Mi casa está grande, moderno y hay grande cocina y un jardín. Vivir cerca de colegio.*

**Teacher:** ¿Cómo es el barrio?

**Student:** *Mi casa es moderno y es ....*

**Teacher:** Sí, pero, ¿cómo es el barrio?

**Student:** *El barrio es muy rui...doso y con muchos coches y mucho tráfico. Muchas personas y .....problema.*

**Teacher:** ¿Entonces, hay problemas medioambientales? ¿Hay problemas con el medio ambiente?

**Student:** *Hay mucha polución y..... mucho basura en el parque y..... no me gusta.*

**Teacher:** Y, ¿Hay otros problemas en tu barrio? ¿Otros problemas?

**Student:** *Hay muchos sin techos, personas pobre y vivir en la calle.*

**Teacher:** ¿Vivir en la...?

**Student:** *Calle.*

**Teacher:** ¿Te gusta tu barrio?

**Student:** *Me chifla mi barrio porque amigos y hay una piscina.*



**Teacher:** ¿Qué hiciste con tus amigos el fin de semana pasado? ¿Dónde fuiste?

**Student:** *Fui a la piscina, y...nadamos.... en la piscina y .....comamos pizza. Mis amigos Evie, James y Jack... Jake. Y fuimos a Evie's casa.*

**Teacher:** Y en el futuro, ¿dónde vas a vivir? ¿Vas a vivir aquí?

**Student:** *Cuando sea mayor, voy a vivir en España...en la costa...en una casa .....muy grande.*

**Teacher:** Sí buena idea. ¿Con quién? ¿Con quién?

**Student:** *Y .....muchos coches. Si fuera posible,..... voy a ser muy rico...rica.*

**Teacher:** ¿Has estado alguna vez en España? ¿Has visitado España, en el pasado?

**Student:** *Sí, diría que me gusta España. Fui a Málaga y desde mi punto de vista España es muy bonito y las playas es muy bonitos. Es muy sol.*

**Teacher:** ¿Dónde vas de vacaciones normalmente?

**Student:** *Normalmente vas a Tenerife con mi familia. Desde mi punto de vista, Tenerife es fantástico y es mi favorito vacaciones.*

**Teacher :** Y, ¿Adónde vas de vacaciones este verano?

**Student:** *En julio, después de los exámenes, a Portugal con mi madre, padre, tío y abuela a Faro. Es un hotel... un apartamento...en la playa.*

**Teacher:** Ooh Faro en la playa, muy interesante. Muchas gracias, end of conversation.

## Exemplar A – Examiner commentary

| Total marks: 14 out of 16 marks  |   |
|--|---|
| AO1: Response to spoken language: 10 out of 12 marks   | AO3: Linguistic knowledge and accuracy: 4 out of 4 marks  |
| <p>The student gives some <b>relevant</b> answers across different aspects within the chosen Thematic context and includes details of their home, town and holidays. Despite some questions being answered inaccurately ('Mi casa es moderno y es ...', 'Y .....muchos coches'), the response sits within the 10-12 mark band for relevance.</p> <p>At times, the student <b>develops</b> ideas with some extra detail, for example, when describing where they live ('Me Vivo en Torquay, ... Vivir cerca del colegio') and holidays ('Normalmente voy a Tenerife ... es mi favorito vacaciones'). There are also further answers with extra information, e.g. 'después de los exámenes', 'a Portugal', 'Es muy sol', 'Reiciclar plástico y papel' (issues with verbs in these phrases are dealt with under AO3). Yet, for the most part, the ideas are somewhat detailed. Overall, the response sits in the 10-12 mark band for development.</p> <p>The response is generally <b>comprehensible</b> but with the occasional unclear message ('Muchas personas y .....problema', 'Me chifla mi barrio porque amigos'), so, again, the response sits within the 10-12 mark band.</p> | <p>The student demonstrates some <b>variety</b> of vocabulary ('papel', 'basura', 'ruidoso', 'sin techos') and structures ('cuando sea mayor', 'si fuera posible'), including some different opinion phrases ('desde mi punto de vista', 'diría que', 'me chifla'). There is some attempt at different verbs but there is some repetition at times. The response just sits within the mark band 4 for variety.</p> <p>The student is generally successful at using <b>timeframes</b>. The past is achieved with the preterite ('fui', 'fuimos', 'nadamos'). There is reference to the future ('voy a vivir', 'voy a ser'). There are some inaccuracies, but the response is placed in band 4 for use of timeframes.</p> <p>There is generally <b>accurate</b> use of language in the conversation, with some minor and major errors. There are major errors with incorrect verbs, subjects or the use of an infinitive ('vivir', 'vas', 'es muy sol'). Less serious errors include 'mi vivo', 'hay grande cocina', 'mucha basura'. Use of timeframes have already been commented on. The response pops into mark band 3 for accuracy.</p> |

| Total marks: 14 out of 16 marks   |   |
|---|---|
| AO1: Response to spoken language: 10 out of 12 marks  | AO3: Linguistic knowledge and accuracy: 4 out of 4 marks  |
| <p>The best-fit approach results in this response being awarded the lower mark in the 10–12-mark band for AO1, response to spoken language, with a mark of 10. This is due to the performance bordering on some of the elements in the band below, namely occasional fully clear development and perhaps the odd message almost breaking down. The student would need to produce more lengthy sequences of speech to gain a higher mark. Overall, we are comfortable listening to the conversation and any development takes place without reliance on the Teacher.</p> | <p>The best-fit approach results in this response being placed in mark band 4 for AO3 linguistic knowledge and accuracy. To be considered for the Higher tier, the student would need to use a wider range of vocabulary and clearer verbs and timeframes. The student would need to take more care with the subject of the verb and avoid using infinitives in place of a conjugated verb. But, at Foundation, the student did very well, injecting some nice expressions and they sounded very confident.</p> |

## Exemplar B – Conversation task (Foundation)

### Teacher card

#### 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?*

## Exemplar B - Conversation transcript

**Teacher:** ¿Cuál es tu deporte favorito?

**Student:** *Rugby.*

**Teacher:** Y, ¿cuándo juegas al rugby? ¿Cuándo juegas?

**Student:** *Lunes y ..... en la tarde.*

**Teacher:** Y, ¿jugaste al rugby ayer? ¿Jugaste al rugby ayer?

**Student:** *Sí, soy miembro de un equipo y jugé en Torquay con... mis amigos.*

**Teacher:** ¿Ganastáis?

**Student:**....

**Teacher:** ¿No? Y, ¿qué comiste ayer... para ser sana? ¿Qué comiste? ¿Qué comida?

**Student:** *Come jamón .... y naranjas y no chocolate.*

**Teacher:** No chocolate, entonces, ¿tienes una dieta sana?

**Student:** *Sí. Me gusta dieta sana.*

**Teacher:** Y, entonces, ¿Te gusta ir a los restaurantes?

**Student:** *Sí.*

**Teacher:** Sí. Y, ¿con quién..vas a los restaurantes?

**Student:** *Voy a Torquay... Nandos, con mis amigos y mi familia.*

**Teacher:** ¿Te gusta ir con tu familia?

**Student:** *No... sí cuando...es... feliz cumpleaños.*

**Teacher:** Y, ¿en el futuro, como vas a llevar una vida sana? ¿En el futuro, vas a llevar una vida sana, o vas a jugar al rugby más o vas a comer comida sana?

**Student:** *Me gustaría rugby y me gustaría jugar futbol y jugar con mi perro.*

**Teacher:** Tu perro, ¿sí?

**Student:** *No comer McDonalds.*

**Teacher:** Buena idea. ¿Tienes un perro? Y, ¿cómo se llama? Describe tu perro. ¿Cómo es? Describe tu familia.

**Student:** *Mi perro es blanco y.... marrón y ....gordo. Es grande... Vivo con mis madre, mis padre, hermana.*

**Teacher :** Y, ¿cómo es tu casa?

**Student:** *Mi casa es en grande .... Es....no hay.... cuatro ...dor...mitorios y ...es ...grande.*

**Teacher :** Muy bien. ¿Qué hiciste en tu casa ayer? ¿Ayer, qué actividades hiciste en tu casa?

**Student:** *Veo la tele, y hablé con madre y con amigos en mi móvil.*

**Teacher :** Y, ¿qué vas a hacer con tus amigos este sábado?

**Student:** *Ir al cine y ...la piscina. Me gusta jugar al rugby con mis amigo.*

**Teacher:** Y, describe tu mejor amigo o tu mejor amiga. Tu mejor amiga

**Student:** *Es Rosie, es pelo rubio y ojos azules. Es simpática, y bailar.*

**Teacher:** ¿Dónde vive Rosie? ¿Dónde vive? ¿Vive cerca, cerca de Torquay?

**Student:** *Vivi en Torquay.*

**Teacher:** ¿Te gusta Torquay? ¿Qué hay para los turistas?

**Student:** *Sí turistas ....es...mucho turistas. Es la playa, el cine, la piscina.... Las tiendas.*

**Teacher:** Oh sí las tiendas ¿Cuál es tu tienda favorita en Torquay?

**Student:** *Mmm... no tiendas. ... Primark, pero.... Tiendas es no mucho. Me prefiero Exeter- H&M and Zara...*



**Teacher:** Y, ¿tienes dinero, entonces? ¿Cómo ganas tu dinero?

**Student:** *Sí dinero... mucho dinero...es cinco..... pounds.*

**Teacher:** Muy bien, muchas gracias.

## Exemplar B – Examiner commentary

| Total marks: 10 out of 16 marks  |   |
|--|---|
| AO1: Response to spoken language: 8 out of 12 marks  | AO3: Linguistic knowledge and accuracy: 2 out of 4 marks  |
| <p>The student gives some <b>relevant</b> answers across different aspects within the chosen Thematic context and includes details of healthy living, family and friends. Despite some questions being answered inaccurately (talking about McDonalds when being asked about their dog) or giving little relevant information to a question (answering simply 'sí') and in one case not being able to respond, the response still sits within the 10-12 mark band for relevance, albeit towards the bottom end.</p> <p>The student occasionally <b>develops</b> ideas with some extra detail, (albeit with errors which are accounted for in AO3). For example, with the rugby team ('Sí, soy miembro de un equipo y jugué en Torquay con... mis amigos') and the description of the friend ('Es Rosie, es pelo rubio y ojos azules. Es simpática, y bailar'). There are also further attempts at offering more information, but the language is not always successful enough to communicate clearly. For the most part, the ideas are limited and brief. Overall, this just places the response in the 7-9 mark band for development.</p> | <p>The student demonstrates occasional <b>variety</b> of vocabulary ('miembro', 'equipo', 'dormitorios'), also some different connectives ('y', 'pero', 'con') and basic opinions ('me gusta', 'me prefiero'). Different present tense verbs are included: ('soy', 'voy', 'es', 'vivo', 'hay') but there is some repetition at times. The response just sits in mark band 3 for variety.</p> <p>There is limited success with <b>timeframes</b> with errors in tense formation and confusion over timeframes ('vivi', 'veo') and the use of an infinitive to express the future ('ir', 'no comer'). The past is achieved with the preterite ('hablé and perhaps jugué - mispronounced) but the student also makes errors with the past timeframe e.g. 'veo la tele' and 'Come jamón'. There is one correct future timeframe via the conditional, e.g. 'me gustaría jugar' but as mentioned, other instances when the future timeframe is not achieved. Therefore, the response is placed in Band 2 for use of time frames.</p> <p>There is limited <b>accurate</b> use of language in the conversation, with many minor and major errors. There are major errors with incorrect verbs, subjects or the use of an infinitive ('come', 'es pelo rubio', 'bailar'). Sometimes errors in sentences interfere with what the student is trying to express, e.g. 'cuando...es...feliz cumpleaños'. Less serious errors include 'mis madre', 'es en grande' and some omissions of small words. Use of timeframes have already been commented on. The response sits within mark band 2 for accuracy.</p> |

| Total marks: 10 out of 16 marks   |   |
|---|---|
| AO1: Response to spoken language: 8 out of 12 marks   | AO3: Linguistic knowledge and accuracy: 2 out of 4 marks  |
| <p>The response is <b>comprehensible</b> in some parts but with the occasional message breaking down ('tiendas es no mucho', 'Es....no hay.... cuatro ...dor...mitorios') and sometimes with the answer not quite hitting the mark for comprehensibility, e.g. when responding to the question about how they earn some money ('Sí dinero... mucho dinero...es cinco..... Pounds'). Therefore, the response just sits within the 7-9 band.</p> <p>The best-fit approach results in this response being given the middle mark in the 7-9 mark band for AO1, response to spoken language. This is because the overall performance is better described in the 7-9 band rather than 10-12. The development sits within the 7-9 band (occasionally extended, rather than some extension) but the student would need to produce more lengthy sequences of speech to gain a higher mark. Overall, we are able to follow the conversation and short ideas, but they needed some support from the Teacher.</p> | <p>The best-fit approach results in this response being placed in mark band 2 for AO3, linguistic knowledge and accuracy. To score more highly the student would need to use a wider range of vocabulary and clear verbs and timeframes. The student would need to take more care when using basic, frequent words such as 'hay', 'tiene' and 'es' and avoid using infinitives in place of a conjugated verb. But the student did well in being able to attempt different structures and different nouns.</p> |