



Pearson
Edexcel

GCSE Spanish Exemplars

Conversation Task
Higher 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 for the follow-on conversation at higher 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.

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 - Higher tier (16 marks)

Conversation	AO1 marks (out of 12)	AO3 marks (out of 4)	Overall mark (out of 16)
Exemplar A	10 marks	3 marks	13 marks
Exemplar B	7 marks	3 marks	10 marks

Conversation task (Higher)

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"> • 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	<ul style="list-style-type: none"> • Wide range of vocabulary and grammatical structures, frequent use of complex language. • Consistently successful use three timeframes. • Consistently accurate use of language, any errors are minor.
7–9	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Gives some relevant responses to questions. • Develops ideas with some extended sequences of speech. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Exemplar A – Conversation task (Higher)

Teacher card

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?*

Exemplar A - Conversation transcript

Teacher: ¿Cuál es el mejor lugar para visitar para los jóvenes en tu región?

Student: ...Hay una ... hay un castillo muy grande y diría yo diría que los jóvenes...disfrutarían mucho ya que hay mucho para hacer y...

Teacher: Y pues en tu región, en tu ciudad, ¿qué no se puede hacer?

Student: No se puede...hacer de natación ya que no hay pici, piscina y... no hay ...no no puedes ir a la al mer.

Teacher: Al mar.

Student: Mar.

Teacher: Si porque está lejos, ¿no? Pues, James, dime, ¿el año pasado adónde... fuiste de vacaciones el año pasado?

Student: Sí, el año pasado fui a Italia con toda mi familia y... cuando viajamos, los otros pasajeros en el avión est...est...no, eran muy... graciosos y divertidos.

Teacher: Y qué, en Italia dime, ¿qué actividades hiciste en Italia? El primer día, el segundo día, ¿qué hiciste?

Student: El primer día, fuimos a un museo del equipo de fútbol Barcelona...no, no era Barcelona.

Teacher: No, no era Barcelona.

Student: Así que es...está es en España.

Teacher: De Roma.

Student: Una equipa, un equipo de fútbol. Y luego fuimos al... costa, a la costa.

Teacher: ¿Y, te gusta tomar el sol?

Student: Si me gusta el sol, pero me aburré un poco.

Teacher: Si es normal. Y pues, si tuvieras mucho dinero, ¿adónde te gustaría ir de vacaciones en el futuro, tus vacaciones ideales?

Student: *Si tuviera la dinero, el dinero, me gustaría ir a Antártica, ya que...*

Teacher: Antártica, ¿por qué?

Student: *Sería muy, muy frio, pero también muy interesante y no, no muchas personas no se, no pueden ir a Antártica.*

Teacher: Si, porque es es un, es un, una destinación un poco diferente, ¿no? Y dime, prefieres, ¿prefieres ir de vacaciones con tu familia o con tus amigos?

Student: *Suelo ir de vacaciones con mi familia, pero diría que... es más... divertido y ...más libre para ir con mis amigos.*

Teacher: ¿Pues en el futuro, vas a ir de vacaciones con tus amigos? En el fut...

Student: *El año próximo fuimos a vamos a ir a Colombia, sí, y...*

Teacher: ¿Y en tu opinión crees que es importante visitar otros países o experimentar otras culturas?

Student: *No necesita vistamos otros países, pero di...dime un...ahora puedo entender los otros culturas. Sí.*

Teacher: Sí es verdad. Es mejor con la experiencia.

Muy bien James. We're going to end the test there.

Exemplar A – Examiner commentary

Total marks: 13 out of 16 marks	
AO1: Response to spoken language: 10 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The student gives consistently relevant answers across different aspects within the chosen Thematic context ‘My neighbourhood’, with a cross-over into ‘Travel and tourism’. For relevance, the response sits within the 10-12 mark band.</p> <p>The student frequently develops ideas by giving interesting details and opinions/justifications e.g. ‘... hay un castillo muy grande y diría yo diría que los jóvenes...disfrutarían mucho ya que hay mucho para hacer’ and ‘el año pasado fui a Italia con toda mi familia y... cuando viajamos, los otros pasajeros en el avión est...est...no, eran muy... graciosos y divertidos.’ Some responses are less extended e.g. ‘El año próximo (fuimos a) vamos a ir a Colombia and ‘(Una equipa), un equipo de fútbol. Y luego fuimos (al... costa), a la costa.’ More details of these visits would be welcome, but at times the student is interrupted by the Teacher’s next question, preventing them from extending their answers. This places the response in the 7-9 mark band for development</p>	<p>The student demonstrates a variety of vocabulary and structures. They use a range of sentences with linking conjunctions (‘ya que’, ‘pero’, ‘también’, ‘pues’ and ‘para’) and the lexis used is somewhat varied; (‘disfrutarían’, ‘los pasajeros’, ‘libre’, ‘entender’, ‘graciosos’). The student uses different subjects of the verb (‘pueden’, ‘puedes’, ‘fuimos’) some nice structures (‘se puede’, ‘así que’, ‘si tuviera’, ‘suelo’) and different terms for clarifying time frames (‘El próximo año’, ‘el primer día’, ‘luego’). There is not a particularly wide range, however, and so the response sits in mark band 3 for variety.</p> <p>There is consistently successful use of all three timeframes, with varied tenses. The past achieved with the preterite, ‘fui a Italia’, ‘viajamos’ and the imperfect ‘eran’. The future timeframe via the immediate future ‘vamos a ir’ and the conditional, ‘disfrutarían’, ‘me gustaria ir’, ‘sería’. Therefore, the response is placed in mark band 4 for use of timeframes.</p>

Total marks: 13 out of 16 marks	
AO1: Response to spoken language: 10 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>Overall, the response is easily comprehensible with the rare message that is not immediately clear, e.g. 'no puedes ir a la al mer' and 'no muchas personas no se, no pueden ir a Antártica', as well as some linguistic errors which are accounted for in AO3. For comprehensibility, the response sits within the 10-12 mark band.</p> <p>The best-fit approach results in this response being given the lowest mark in the 10-12 mark band for AO1, response to spoken language with a mark of 10. This is because the overall performance is better described in the 10-12 band than the 7-9 band. The development sits within the 7-9 band (frequently extended, rather than consistently) but the student would need to produce more extended sequences of speech and develop without any ambiguity to gain a higher mark. Overall, the student did a great job in keeping the conversation flowing naturally</p>	<p>There is accurate use of language in the conversation, with some minor errors. Sometimes sentences contain a few errors that don't interfere with what the student is trying to express, e.g. 'está es en España' and 'ahora puedo entender los otros culturas'. Others are major errors and prevent meaning, e.g. 'me gusta el sol, pero me aburré un poco' and 'no necesita vistamos otros países'. Use of timeframes has already been commented on. The response sits in mark band 3 for accuracy.</p> <p>The best-fit approach results in this response being placed in mark band 3 for AO3, linguistic knowledge and accuracy. To score more highly the student would need to use some more complex grammatical structures and a wider range of vocabulary. They would need to take more care with using the correct verbs and time frames. The student did very well in being able to offer more sophisticated answers and reply so naturally, self-correcting language inaccuracies along the way.</p>

Exemplar B – Conversation task (Higher)

Teacher card

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?*

Exemplar B - Conversation transcript

Teacher: Luke, ¿qué se puede hacer en tu ciudad, en Derby?

Student: *En mi ciudad me encantaría visitar en el centro de comercial porque ...me gustaría comprar mucho.*

Teacher: Y bueno dime, ¿dónde vives?

Student: *Vivo en Littleover en Derby, y está cerca de Nottingham.*

Teacher: Sí y dime, ¿cuál es, cuáles son los aspectos positivos de Derby. ¿Que te gusta hacer en Derby?

Student: *Un positivo un aspecto positivo..es..hay muchas tiendas y hay ...una ofi..oficina de correos bueno.*

Teacher: Si. ¿Y cuál es lo malo de Derby? ¿Cuál es lo malo de Derby?

Student: *Lo... lo malo de Derby es que no es muy turística y, erm ...*

Teacher: ¿Y qué hiciste la semana pasada con tus amigos en tu ciudad?

Student: *La semana pasada salí con mis amigos y fuimos a la bolera que se llama 'Hollywood Bowl' y luego compré zapatos de deporte en el centro comercial.*

Teacher: ¿Y lo pasaste bien? ¿Cómo fue?

Student: *Si, lo pasé fenomenal.*

Teacher: Perfecto, muy bien. ¿Y dónde viv... vives en una casa o en un apartamento?

Student: *Vivo en una casa grande y...tengo una piscina en mi casa y también ...*

Teacher: ¿Y te gusta hacer natación en la piscina? ¿Te gusta nadar?

Student: *Si me interesa la natación... y ...me... me gusta ver la natación en la televisión.*

Teacher: Ah, que bien, que interesante. ¿Y si tuvieras mucho dinero, si fueras rico, adónde..dónde te gustaría vivir en el futuro?

Student: *En el futuro... me encantaría vivir en España porque ...es muy buen tiempo y me interesa la cultura en España.*

Teacher: ¿Qué te gusta sobre la cultura española? La comida, los monumentos, ¿qué te gusta?

Student: *Si me encanta la comida de España y... me gusta las patatas fritas y Cola Cao.*

Teacher: Ah ¿te gusta Cola Cao? ¡Que interesante! ¿Y prefieres en general prefieres vivir en el campo o en una ciudad?

Student: *Prefiero... vivir en la ciudad porque tengo ...tengo... y ...*

Teacher: ¿Qué se, qué se...en la ciudad, qué se puede hacer en la ciudad que no se puede hacer en el campo?

Student: *En la ciudad hay el centro comercial y...tengo..amigos muchos en la ciudad...*

Teacher: Si, pues es mejor, hay más oportunidades con tus amigos, ¿no? Muy bien gracias. End of assessment.

Exemplar B – Examiner commentary

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The student gives consistently relevant answers across different aspects within the chosen Thematic context ‘My neighbourhood’, even though some answers are quite brief. They are also able to talk about future plans in relation to living in Spain. The response sits within the 10-12 mark band for relevance.</p> <p>The student develops ideas with some opinions/justifications and extra details, e.g. from ‘La semana pasada ... to ... en el centro comercial’ and ‘En el futuro ... to ... y me interesa la cultura en España’. However, some sentences are brief, e.g. ‘Si, lo pasé fenomenal’ and there are few really extended sequences of speech where the student adds more than one detail to an idea. The student often begins to say more but is unable to finish and communication peters out. In order to produce a stronger response, the student needs some support with rephrasing. Overall, this places the student within the 4-6 mark band for development.</p>	<p>The student demonstrates some variety of vocabulary and structures, e.g. a range of different connectives (‘y’, ‘porque’, ‘luego’, ‘también’) and various opinion phrases (‘lo malo de Derby es’, ‘me interesa’, ‘me encanta’, ‘me gusta’, ‘prefiero’). They use different expressions for clarifying time frames (‘La semana pasada’, ‘en el futuro’, ‘luego’). The student does not quite demonstrate a variety of language, so their response sits in mark band 2 for variety.</p> <p>There are frequently successful uses of timeframes. The past is achieved with the preterite (‘salí’, ‘fuimos’, ‘compré’) and there is one future timeframe via the conditional, ‘me encantaría vivir’. The remainder of this sentence reverts to the present tense, although it makes perfect sense. There is some confusion with the timeframe in the first question however when talking about what there is to do in their town, they answer in the conditional rather than the present (‘En mi ciudad me encantaría visitar en el centro de comercial porque ...me gustaría comprar mucho’) and there are a couple of slips in the present tense, e.g. ‘me gusta las patatas fritas’ and ‘es muy buen tiempo’. Therefore, the response is placed in mark band 3 for use of timeframes.</p>

Total marks: 10 out of 16 marks	
AO1: Response to spoken language: 7 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>Overall, the response is comprehensible although the student sometimes starts a sentence and is unable to finish it and one answer is incomplete, which therefore causes the message to break down ('Prefiero... vivir en la ciudad porque tengo ...tengo... y ...'). For comprehensibility, the response sits in the 7-9 mark band.</p> <p>The best-fit approach results in this response being given the lowest mark in the 7-9 mark band for AO1, response to spoken language with a mark of 7. This is because the overall performance is better described in the 7-9 band rather than 4-6. Although the student understood all the questions and gave relevant initial responses, they were often unable to carry the conversation on and finish their thoughts. Development, therefore sits towards the bottom of the 4-6 band. The student would need to produce more lengthy sequences of speech to gain a higher mark and find language strategies to finish their thoughts. Overall, the student did a great job in keeping the conversation going, even though they needed some support from the Teacher.</p>	<p>There is accurate use of language in the conversation, with some minor errors and the occasional major. Sometimes sentences contain errors that don't prevent meaning, but which are nevertheless inaccurate e.g. 'oficina de correos bueno', 'me gusta las patatas fritas' and 'tengo amigos muchos'. The use of the conditional, rather than the present tense has already been commented on above under timeframes. The response sits in mark band 3 for accuracy.</p> <p>The best-fit approach results in this response being placed in mark band 3 for AO3, Linguistic knowledge and accuracy. To score more highly the student would need to use some more complex grammatical structures and a wider range of vocabulary. They would need to take more care with using the correct word order and be sure of the timeframe. But the student did very well in being able to give generally accurate and good replies, albeit steady and generally brief.</p>