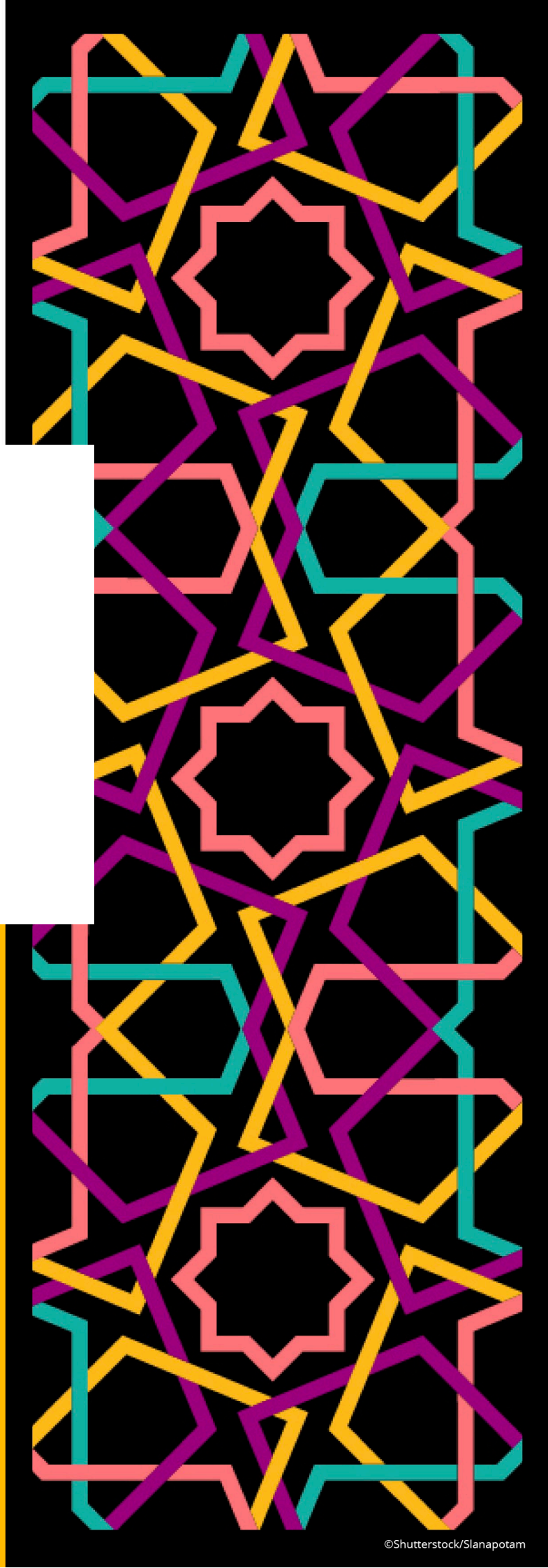




Pearson  
Edexcel

# GCSE Spanish Exemplars

Picture 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 for the picture description and follow on questions 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.

## Importance of fully describing the picture

To succeed in this task, it is very important that students describe the picture as fully as possible. It is important for teachers and students to understand that the new Picture task description is different from that of the 2016 qualification, which makes up only one of the five questions on the card. In the new qualification, the Picture task description is more substantial as it is a task which carries 8 marks. Teachers should take advantage of using the given prompts to encourage students to say more if necessary.

In general, students who took part in the trial produced very short responses for the Picture task description. Any development was usually in relation to the people whereas for activity or location, there was often under-development/limited development, which impacted the overall response and limited them significantly from accessing all of the available marks. Although it is not required that there is an equal amount of development across all 3 bullets, it does have to be sufficient to provide evidence of having met all of the criteria in the mark scheme. At Foundation tier, although it is possible to get into the top band for AO2 if two of the three bullet points are addressed, this is dependent on how well the other assessment criteria have been met (development and comprehensibility) and a lower band may be more appropriate when considered altogether. At Higher tier, a student who addresses all three bullet points 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.

The requirement of the task is for students to describe the picture. It is expected that students provide enough information for it to be considered a description, rather than a brief mention of what they can see. If students only give one detail as evidence for each bullet point, e.g. ‘there are six people in the picture’ (people), ‘they are in a classroom’ (location), ‘they are studying’ (activity), such a brief response will be self-limiting. They will

be unable to show a high level of development (AO2) or variety (AO3) and there could even be insufficient evidence to make a valid judgement of comprehensibility (AO2) and accuracy (AO3). For example, in **Exemplar A** in this booklet, the student is awarded 6 marks for giving several pieces of information about the people and briefly mentioning the location activity. In **Exemplar B** in this booklet, there is little development in relation to the people and a few isolated words about the activity and the location. For this response the student only gains two marks, mainly because of the lack of development and variety of language.

### **Relevance and comprehensibility**

The description must be both relevant and comprehensible for it to be considered as evidence and therefore considered to be addressed. For example, if describing a picture of a classroom the student said, 'I don't like the picture, I hate school,' this would not be a relevant description of the location, and the bullet point would not be considered as addressed. This would also be the case if the language used was incomprehensible.

# Overview of exemplars

## Picture task - Foundation tier (12 marks)

Picture task	Picture Description AO2 marks (out of 4)	Picture Description AO3 marks (out of 4)	Picture Questions AO1 marks (out of 4)	Overall mark (out of 12)
Exemplar A	3 marks	3 marks	3 marks	9 marks
Exemplar B	1 mark	1 mark	4 marks	6 marks



# Picture task (Foundation)

## Mark scheme for 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.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Ideas are generally developed, to describe different, relevant aspects of the picture.</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.</li> <li>• Generally accurate use of language; some minor errors, there may be an occasional major error.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Two or more bullet points addressed.</li> <li>• Some development of ideas to describe different, relevant aspects of the picture.</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 grammatical structures.</li> <li>• Some accurate language; errors occur, some of them major.</li> </ul>
2	<ul style="list-style-type: none"> <li>• One or more bullet point(s) addressed.</li> <li>• Occasional, brief development of ideas to describe different, relevant aspects of the picture.</li> <li>• Some 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 grammatical structures.</li> <li>• Limited accuracy in the language; frequent errors both major and minor.</li> </ul>
1	<ul style="list-style-type: none"> <li>• One or more bullet point(s) addressed.</li> <li>• Little or no development of ideas to describe different, relevant aspects of the picture.</li> <li>• Limited parts of the response are comprehensible; the message often breaks down.</li> </ul>	1	<ul style="list-style-type: none"> <li>• Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation.</li> <li>• Minimal accuracy in the language; errors throughout, most of them major.</li> </ul>
0	No rewardable material.	0	No rewardable material.

## Mark scheme for 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



## Exemplar A – Picture task (Foundation)

### Picture 1

Picture 1



83318832 - John Agustina/Getty Images

Picture 2



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.

Picture 1



83318832 - John Gustina/Getty Images

Picture 2



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.

Please turn over for instructions for the conversation.

## Exemplar A – Picture description transcript

**Teacher:** Describe the picture.

**Student:** *En la foto, hay muchos amigos, chicos y chicas. La chica lleva una falda... rosa y el chico es una camiseta rosa. Ella es pelo marrón y largo y hay seis amigos. Es una tienda, en el comercial...en el centro comercial y... comprando muchas ropas y regalos. Me parece contento.*

## Exemplar A – Examiner commentary (Picture Description)

Total marks: 6 out of 8 marks	
AO2 Response to stimulus: 3 out of 4 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>All three bullet points are <b>addressed</b> in that the student does mention people, activity and location. We can understand that there is a group of friends: 'hay seis amigos'. The student explains that they are in a shop in a shopping centre, and they give details about what they are buying 'comprando muchas ropas y regalos'.</p> <p>The student offers some <b>development</b> in the response in relation to the people but no real development about the location or what the people are doing. In relation to the people, the student explains who is in the picture 'amigos, chicos y chicas'. There is some brief detail about clothing: 'La chica llevar una falda... rosa y el chico es una camiseta rosa', as well as appearance, 'Ella es pelo marrón y largo'. The student is presumably explaining that the friends are happy, 'Me parece contento', although this is not totally clear. There is no mention of the other four friends in the picture. The student could have explained more about the style and colours of the clothing and physical features, ages or personalities of the people in the group.</p> <p>There is no development about the location, such as the types of shops or where the shopping centre is for example. The student could have talked more about the shopping, such as what items they are purchasing or the reason for the trip. There is only one detail about what they are doing, i.e. buying clothes and gifts and this is not developed. For development, the response falls in the mark band 2. There is 'some' development about the people but no development about the other two aspects.</p>	<p>The response shows occasional <b>variety</b> of vocabulary and grammatical structures. The student uses some different verbs in the present tense, although generally incorrectly; 'hay', 'llevar', 'es', 'comprando', 'me parece'. There is an opinion, although unclear. The response just falls in mark band 3 for variety of vocabulary and grammatical structures.</p> <p>The response shows some <b>accurate</b> language but there are some major errors; 'la chica llevar', 'el chico es una camiseta rosa', 'es pelo marrón' and some more minor: 'muchas amigos', 'un tienda' but for accuracy, the response just sits in band 3.</p> <p>The best-fit approach results in this response being placed in the mark band 3 for AO3 linguistic knowledge and accuracy. To score higher, the student would need to include a wider variety of language and more accurate use of verbs.</p>

Total marks: 6 out of 8 marks	
AO2 Response to stimulus: 3 out of 4 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<p>The response is generally <b>comprehensible</b> with some unclear messages e.g. 'Me parece contento' describing only one person, so we are not sure who the student is talking about. However, because some lack of clarity is tolerated within the top band the response just sits within band 4 for comprehensibility.</p> <p>The best-fit approach results in this response being placed in the mark band 3 for AO2. To score higher, the student would need to describe the picture more fully.</p>	

## Exemplar A - Questions relating to picture (transcript and commentary)

Transcript	Total marks: 3 out of 4
<p><b>Teacher:</b> ¿Con quién vas de compras?</p> <p><b>Student:</b> <i>Con mi tres amigos ... voy...vamos a Exeter...sábados... no ...domingos.</i></p>	<p>The response is fully communicated.</p> <p>Despite the minor errors, there is a clear answer without ambiguity.</p> <p>NB the response did not need to be this long, the student could have gained 2 marks with just the first part of the answer, 'Con mi tres amigos'.</p> <p>2 marks</p>
<p><b>Teacher:</b> Y, ¿qué piensas sobre comprar en línea?</p> <p><b>Student:</b> <i>Repitito.</i></p> <p><b>Teacher:</b> ¿Qué piensas sobre comprar en línea?</p> <p><b>Student:</b> <i>Sobre comprar línea, comprar línea es bien. Pero, prefiero mirar en las tiendas. Y es mucho dinero.</i></p>	<p>The response is partially communicated.</p> <p>There is presumably a positive opinion but there is some ambiguity with the omission of 'en' before 'línea', an incorrect verb and it's not totally clear which shopping method is expensive.</p> <p>1 mark</p>



## Exemplar B – Picture task (Foundation)

### Picture 2

Picture 1



2108685377 - © Image/Shutterstock

Picture 2



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.

Picture 1



2108685377 - © Image/Shutterstock

Picture 2



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

- ¿Qué piensas sobre el ejercicio?
- ¿Qué haces en tu tiempo libre?

##### Questions for Picture 2

- ¿Qué prefieres comer?
- ¿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.

Please turn over for instructions for the conversation.



## Exemplar B – Picture description transcript

**Teacher:** Describe the picture.

**Student:** En la foto, es amigos.....es fruta y vegtebales, hay un café. Hablar y similar y no calor. Las chica con gafas y comida y hay un chico- tiene una camisa.

**Teacher:** Y, ¿dónde están? ¿Dónde están?

**Student:** Errr.... Dónde están... En cocinar.

**Teacher:** ¿Algo más?

**Student :** No.

## Exemplar B – Examiner commentary (Picture Description)

Total marks: 2 out of 8 marks	
AO2 Response to stimulus: 1 out of 4 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<p>The three bullet points are <b>addressed</b> but two of them only just. The student does mention people and manages to give some relevant detail so this point can be considered addressed. There are a few understandable words that describe what they can see in the location ('fruta', 'café and 'comida') and although the response to the teacher prompt about location ('En cocinar') is not completely clear, it is accepted in the context that the student is saying they are in the kitchen. We can understand an infinitive about talking ('hablar') so the bullet point about activity is very narrowly addressed.</p>	<p>The response shows minimal <b>variety</b> of vocabulary and grammatical structures. The student used some different verbs in the present tense to describe the people and objects, e.g. 'hay', 'tiene', 'es'. The response falls in mark band 1 for variety of vocabulary and grammatical structures.</p> <p>The response shows minimal <b>accuracy</b> and there are some major errors, e.g. 'vegetables', 'similar y no calor'. The inaccuracy in 'cocinar' could be due to mispronunciation. There are some more minor errors with 'las chica' but for accuracy, the response sits in band 1.</p> <p>The best-fit approach results in this response being placed in the mark band 1 for AO3, linguistic knowledge and accuracy. To score higher, the student would need to include a wider variety of language and more accurate use of verbs. The brevity of the response prevented them from achieving this.</p>

Total marks: 2 out of 8 marks	
AO2 Response to stimulus: 1 out of 4 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<p>The student offers a little <b>development</b> in the response in relation to the people. The student explains who is in the picture ‘amigos’ and a reference to one of the ‘chicas’ and ‘un chico’ but nothing much about their possible relationship or appearance. We do know that the girl wears glasses and the boy has a shirt on, (‘Las chica con gafas y hay un chico- tiene una camisa’). There is no mention of the number of people or the other two friends in the picture. The student could have explained more about the style and colours of clothes and physical features, ages or personalities of the people in the group. There are a few details about what can be seen in the location, the words for fruit and coffee being clear. There is no other detail about the kitchen and/or where the house is for example. There is no detail about what they are doing apart from an attempt to say that they are talking (‘hablar’). The student could have talked more about the activity of smiling, cooking, preparing and cutting vegetables and the possible meal or reason for the gathering. For development, the response falls in the mark band 1. There is a ‘little’ development about the people, but it is basic.</p> <p>The response is <b>comprehensible</b> in some parts with messages that sometimes break down: ‘similar’ (perhaps an attempt to say ‘smiling’) and ‘no calor.’ The response therefore falls within mark band 2 for comprehensibility.</p> <p>The best-fit approach results in this response being placed in the mark band 1 for AO2. To score higher, the student would need describe the picture more fully.</p>	

## Exemplar B - Questions relating to picture (transcript and commentary)

Transcript	Total marks: 4 out of 4
<p><b>Teacher:</b> ¿Qué prefieres comer? ¿Qué prefieres comer?</p> <p><b>Student:</b> <i>Comer patatas y tomates.</i></p>	<p>The response is fully communicated.</p> <p>We understand what the student likes to eat despite the use of infinitive.</p> <p>2 marks</p>
<p><b>Teacher:</b> Y, ¿qué bebes para estar sana?</p> <p><b>Student:</b> <i>Mi prefiero agua.</i></p>	<p>The response is fully communicated, despite the grammatical error with the inclusion of the possessive pronoun 'mi'.</p> <p>2 marks</p>