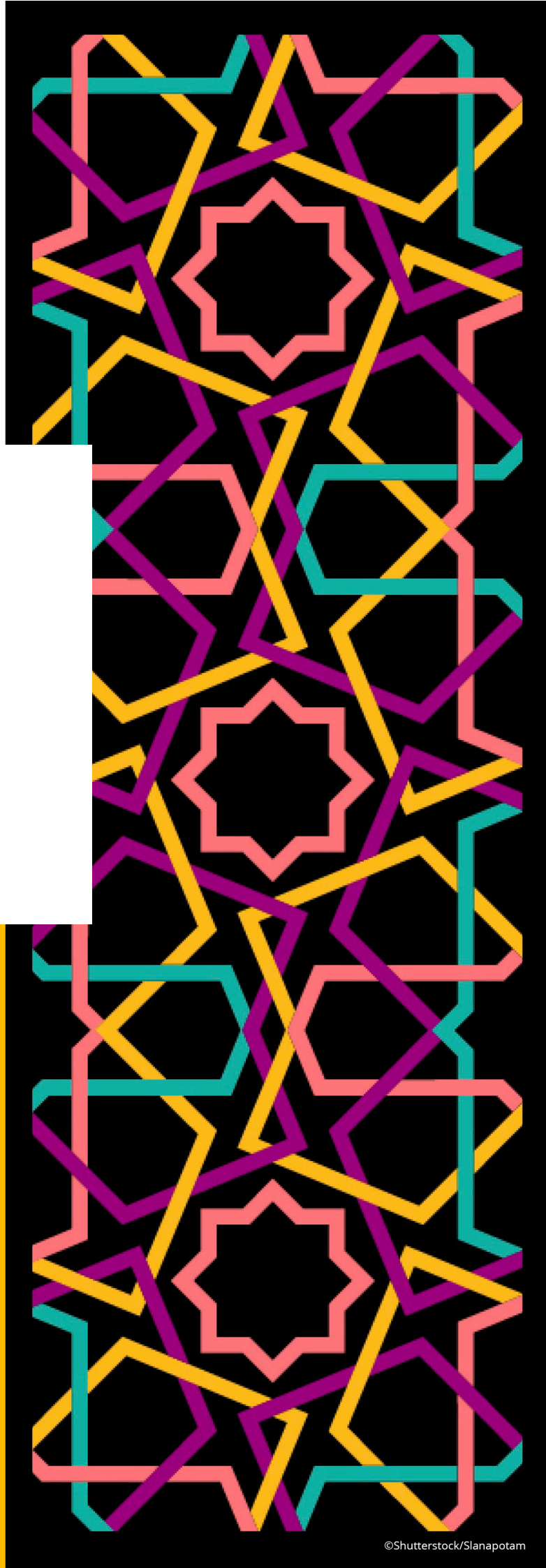




Pearson  
Edexcel

# GCSE Spanish Exemplars

Picture 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 picture description and follow on questions 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](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 gives several pieces of information about each aspect and gains full marks. In **Exemplar B** in this booklet, the response is very short and although there are a few extra points describing the people, detail about the activity is quite short and there is no extra detail about the location. For this response the student only gains half the 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 - Higher 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	4 marks	4 marks	4 marks	12 marks
Exemplar B	2 marks	2 marks	4 marks	8 marks



# Picture task (Higher)

## 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>• All three bullet points addressed.</li> <li>• Consistent, detailed development of ideas to describe different, relevant aspects of the picture.</li> <li>• Response is easily comprehensible; it is rare that the message is not immediately clear</li> </ul>	4	<ul style="list-style-type: none"> <li>• Wide range of relevant vocabulary and grammatical structures.</li> <li>• Consistently accurate use of language, any errors are minor.</li> </ul>
3	<ul style="list-style-type: none"> <li>• All three bullet points addressed.</li> <li>• Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture.</li> <li>• Response is comprehensible; the occasional message may be unclear/difficult to understand immediately.</li> </ul>	3	<ul style="list-style-type: none"> <li>• A variety of relevant vocabulary and grammatical structures.</li> <li>• Mostly accurate use of language; some minor errors.</li> </ul>
2	<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>	2	<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>
1	<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>	1	<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>
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 (Higher)

### Picture 2

Picture 1



2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Picture 2



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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.

Picture 1



2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

Picture 2



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#### 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 de trabajar en un supermercado?
- ¿Qué compraste ayer?

##### Questions for Picture 2

- ¿Dónde prefieres estudiar?
- ¿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.

Please turn over for instructions for the conversation.

## Exemplar A – Picture description transcript

**Teacher:** Describe the picture.

**Student:** *En la foto, hay cuatro jóvenes, dos chicos y dos chicas y creo que tienen 18 años.  
El chico a la izquierda tiene gafas, el pelo muy corto y está llevando zapatillas blancas, pantalones azul y una camiseta rosa. Tiene auriculares blancos pero no está escuchando música en este momento, está diciendo algo gracioso porque los otros están sonriendo.  
La chica a la derecha tiene un libro en su mano y creo que está escuchando al chico a la izquierda. Tiene el pelo bastante largo y castaño y está en una silla de ruedas.  
Pienso que los jóvenes están en una biblioteca, quizás en el colegio, dado que hay muchas estanterías en el fondo. Es posible que sea un club de lectura porque parece estar discutiendo libros. Están sentados en bancos y no hay mesas. Por lo tanto en mi opinión no están estudiando, pero el chico en la camiseta amarilla está escribiendo.*

## Exemplar A – Examiner commentary (Picture Description)

Total marks: 8 out of 8 marks	
AO2 Response to stimulus: 4 out of 4 marks	AO3: Linguistic knowledge and accuracy: 4 out of 4 marks
<p>All three bullet points are <b>addressed</b> in that the student describes the people, activity and location in detail. The student talks about the whole group of youngsters and includes information about age, clothing, appearance and more. We understand that they are in a library 'los jóvenes son en una biblioteca, quizás en el colegio' and there is a mixture of activities within, e.g. 'Está escuchando el chico', 'parece estar discutiendo libros' 'el chico en la camiseta amarilla está escribiendo'.</p> <p>The student consistently offers detailed <b>development</b> in the response, referring to all aspects of the picture thoroughly. They give extra details about who is in the picture, ('hay cuatro jóvenes, dos chicos y dos chicas' '...estar en silla de ruedas') and reasons for their observations, e.g. 'porque los otros estar sonriendo'. There is a comprehensive description about the location with further explanations, e.g. 'dado que hay muchos estanterías en el fondo', 'Es posible que es un club de lectura'. The actions of the group are clear, and the student elaborates, e.g. 'Tiene auriculares blanco pero no está escuchando música en este momento', 'Están sentado en bancos y no hay mesas'. For development, the response falls in the mark band 4. The student uses the recommended timing well to give a full description of the picture.</p>	<p>The response shows a wide <b>variety</b> of vocabulary and grammatical structures. The student uses both the present tense and the present continuous and includes different opinion phrases, ('creo que', 'pienso que', 'en mi opinión'). They use some less common vocabulary e.g. 'auriculares', 'silla de ruedas', and connects ideas well 'quizás' 'por lo tanto'. In order to bring attention to various aspects of the picture, they use different prepositions, ('a la izquierda', 'a la derecha', 'en el fondo'). The response falls in mark band 4 for variety of vocabulary and grammatical structures.</p> <p>The response shows mostly <b>accurate</b> use of language and any errors are mostly minor, e.g. 'pantalones azul', 'un camiseta', 'Están sentado' but there are also a few errors that hinder clarity, ('los otros estar sonriendo', 'los jóvenes son en una biblioteca', 'está decir algo'). For accuracy, the response sits in band 3.</p> <p>The best-fit approach results in this response being placed in the mark band 4 for AO3, linguistic knowledge and accuracy. The language is consistently varied and despite the errors in accuracy, the performance as a whole is closer to band 4 than to band 3.</p>

<b>Total marks: 8 out of 8 marks</b>	
<b>AO2 Response to stimulus: 4 out of 4 marks</b>	<b>AO3: Linguistic knowledge and accuracy: 4 out of 4 marks</b>
<p>The response is easily <b>comprehensible</b> throughout the description and all points are immediately clear and so is comfortably placed within mark band 4 for comprehensibility</p> <p>The best-fit approach results in this response being placed in the mark band 4 for AO2, response to stimulus.</p>	

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

Transcript	Total marks: 4 out of 4
<p><b>Teacher:</b> ¿Dónde prefieres estudiar?</p> <p><b>Student:</b> <i>Normalmente prefiero estudiar en mi dormitorio puesto que tengo todos mis libros allí, pero de vez en cuando estudio en el comedor porque es más tranquilo.</i></p>	<p>The response is fully communicated.</p> <p>NB the response did not need to be this long, the student could have gained 2 marks with the first part of the answer, 'Normalmente prefiero estudiar en mi dormitorio'.</p> <p>2 marks</p>
<p><b>Teacher:</b> ¿Qué hiciste en tu clase de español la semana pasada?</p> <p><b>Student:</b> <i>En mi clase de español la semana pasada aprendí sobre la comida española. Leímos un texto y vimos un vídeo sobre tapas.</i></p>	<p>The response is fully communicated.</p> <p>NB the response did not need to be this long, the student could have gained 2 marks with just the first phrase, 'En mi clase de español la semana pasada aprendí sobre la comida española'.</p> <p>2 marks</p>



## Exemplar B – Picture task (Higher)

### Picture 2

Picture 1



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Picture 2



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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.

Picture 1



2068997837 - © Rawpixel.com/Shutterstock

Picture 2



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

- ¿Con quién prefieres pasar tiempo?
- ¿Qué hiciste durante las últimas vacaciones escolares?

##### Questions for Picture 2

- ¿Adónde te gustaría ir de vacaciones?
- ¿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.

**Please turn over for instructions for the conversation.**



## Exemplar B – Picture description transcript

**Teacher:** Describe the picture.

**Student:** *En la foto puedo ver cinco personas... Están bailando pero la chica en el centro y la chica a la derecha están bailando con más energía....El chico a la izquierda está llevando una camisa ya que diría que hace calor y ...*

**Teacher:** Y, ¿dónde están?

**Student:** *Están en camping y puedo ver que hace sol.*

**Teacher:** Algo más?

**Student:** *Los, las chicas quien están bailando con más energía están también llevando... chaquetas y las tres personas a la derecha están llevando vasqueras, vasqueros.*

## Exemplar B – Examiner commentary (Picture Description)

Total marks: 4 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>All three bullet points are <b>addressed</b> in that the student does mention people, and activity and the location is invited by the Teacher, who uses the permitted prompt. However, the only detail about location is that they are in a campsite and it's sunny, so the description overall is brief.</p> <p>The student offers some <b>development</b> in the response, mainly in relation to the description of the people, but only the clothing, which is somewhat repetitive. For example, 'está llevando una camisa' and 'están también llevando... chaquetas'. They justify the boy wearing a shirt as it's hot and there is an attempt to state that the three people on the right are wearing presumably jeans with 'están llevando vasqueras, vasqueros' but there is no description of colour or style. The student could have said more about the hair and possible mood. There is no development about the location as they only mention that they are at a sunny campsite: 'Están en camping y puedo ver que hace sol'. The student could have talked about the location of the campsite, and other things they could see in the background and/or perhaps suggest what the occasion might be, i.e. that they could be on holiday or at a festival. There is some repetitive information about the action of dancing but nothing about any possible singing, talking, laughing or smiling for example. For development, the response falls in the mark band 1.</p>	<p>There is only occasional <b>variety</b> of vocabulary and grammatical structures, largely because the brevity of the response does not enable the student to show a wide range. The student uses the same repeated verbs in the present continuous tense to describe the people and the action 'están bailando', 'están llevando' and use two different weather phrases 'hace calor' and 'hace sol'. The response falls in mark band 1 for variety of vocabulary and grammatical structures.</p> <p>The response is consistently <b>accurate</b>, other than minor slips which don't prevent meaning, the only real error is with the word 'jeans'. For accuracy, the response sits in mark band 4 as any errors are minor.</p> <p>The best-fit approach results in this response being placed in the mark band 2 for AO3 linguistic knowledge and accuracy. Despite the response being accurate, this is based on a brief description. To score higher, the student would need to include a wider variety of language and the brevity of the response prevents the student from achieving this.</p>

Total marks: 4 out of 8 marks	
AO2 Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 2 out of 4 marks
<p>The response is easily <b>comprehensible</b> despite the slip with ‘vaqueros’ and falls within mark band 4 for comprehensibility.</p> <p>The best-fit approach results in this response being placed in the mark band 2 for AO2, response to stimulus. Despite the response being easily comprehensible, this is based on a brief and somewhat repetitive description. To have scored higher the student would need to 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> Muy bien, James. ¿Adónde te gustaría ir de vacaciones?</p> <p><b>Student:</b> <i>Me gustaría ir de vacaciones a Colombia. Pienso que...mis amigos se dice que Colombia es... sí..mis amigos dice que Colombia es muy calor y bonito y es un país muy... interesante.</i></p>	<p>The response is fully communicated despite language inaccuracies.</p> <p>NB the response did not need to be this long, the student could have gained 2 marks with just the first phrase, 'Me gustaría ir de vacaciones a Colombia'.</p> <p>2 marks</p>
<p><b>Teacher:</b> ¿En qué actividad participaste con amigos recientemente?</p> <p><b>Student:</b> <i>El fin de semana pas.., el fin de semana pasado, mi amigos y yo fuimos al cine para ver una película de horror.</i></p>	<p>The response is fully communicated.</p> <p>2 marks</p>