

GCSE (9-1)
Spanish (1SP1)
Exemplar 1
(41/50 marks)

Paper 1, Speaking
Higher tier

Contents

Introduction	3
Marking points in the spotlight	4
Notes on conduct of speaking test	5
Overview of scores	6
Task 1 – Read aloud (12 marks)	7
Mark schemes	7
Student card – HRA1	8
Read aloud transcript	8
Examiner commentary	8
Short interaction based on text	9
Teacher card – HRA1	9
Transcript and examiner commentary	9
Task 2 – Role play (10 marks)	10
Mark scheme	10
Student and teacher cards – HRP2	11
Transcript and examiner commentary	11
Task 3 – Picture task (28 marks)	12
Part 1 – Picture description (8 marks)	12
Mark scheme	12
Student card – HPT4	13
Picture description transcript	13
Examiner commentary	14
Part 2 – Compulsory questions relating to the picture (4 marks)	15
Mark scheme	15
Teacher card – HPT4	16
Transcript and examiner commentary	16
Part 3 – Conversation (16 marks)	17
Mark scheme	17
Teacher card – HPT4	18
Conversation transcript	18
Examiner commentary	21
Appendix – Mark scheme additional guidance	23

Introduction

The purpose of this exemplification pack is to provide teachers and students with a video of a whole Spanish speaking exam with marked responses to the new GCSE Spanish Paper 1, Speaking, and to demonstrate Pearson's approach to marking.

In this pack, you will find a mark scheme, a video recording a student's responses to the three components of Paper 1, Speaking: Read aloud, Role play, Picture task and conversation.

The speaking exemplars for French, German and Spanish were filmed with real students. Please note that due to the timing of publishing these exemplars, students who were filmed 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 this response is 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 points in the spotlight

Following our review of 176 samples of student work across the three languages of French, German and Spanish, we have shone a spotlight on a few specific points:

- **‘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 **Spanish video exemplar 1**, the student includes the sentence, ‘al fondo se pueden distinguir las tiendas’ when describing the picture in the Picture task. This sentence includes the word ‘distinguir’ which is not on the vocabulary list, but it is credited in the same way as would any sentence that contained vocabulary list words only, e.g. if the student had said, ‘Al fondo puedo ver tiendas.’

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 **Spanish video exemplar 2**, the phrase ‘me gustaría sería un banco’ (‘banco’ is not on the vocabulary list) is given as an example of the message breaking down under AO1. If a word from the vocabulary list e.g. ‘colegio’ had been used instead, it would have been treated in the same way.

- **‘Addressed’ in the Picture task description**

The mark scheme guidance states that, ‘a bullet point in a task is considered addressed if there is evidence of a response to it.’ ‘Evidence’ of a response in the Picture task description can be one detail such as ‘there are six people in the picture’ (for people), ‘they are in a classroom’ (for location), ‘they are studying’ (for activity). However, students who only mention one detail for a bullet point are likely to lose marks for development. See the section on ‘Short responses’ below.

It is also important to note that the response 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.

- **Short responses in the Picture task description**

In general, students produced very short responses for the Picture task description which limited them from accessing all of the available marks. It is important for teachers and students to understand that the new Picture task description is different from the one in 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. If students produce short descriptions, they are likely to be self-limiting in terms of marks. It is possible that they will not address all the bullet points or show a high level of development or variety. For example, in **Spanish video exemplar 2**, the brevity of the response means that the student is not able to demonstrate their ability to develop ideas (AO2) or use a variety of language (AO3).

For examples of the detail needed to gain full marks in the Picture task description, please refer to **Spanish video exemplar 1** and the **German video exemplar**.

Notes on conduct of speaking test

Please note that students' cards were not always collected at the correct time in these videos, as teachers are still becoming familiar with the requirements of the test.

As outlined in the 'General instructions to the teacher' in the SAMs, teachers must prompt students to hand their stimulus cards on three occasions during the test.

1. Read aloud card after reading the passage out loud and before the teacher asks the follow-on questions.
2. Role play card at the end of the role play task.
3. Picture task card and notes at the end of test.

Exemplar 1 – 41 out of 50

[Click here to watch the video](#)

Task	Marks	Overall mark
Read aloud	4 out of 8	7 out of 12
Follow-on questions	3 out of 4	
Role play	9 out of 10	9 out of 10
Picture description	8 out of 8	25 out of 28
Follow-on questions	3 out of 4	
Conversation	14 out of 16	
Total score		41 out of 50

Task 1 – Read aloud (12 marks)

Part 1– Read aloud (8 marks)

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).

Mark	A03: 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.

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

There is one mark grid to be applied to this task. 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	A01: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Student card – HRA1

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.

Read aloud transcript

Teacher: Please read the text.

Student: Cada merquióles, intento jugar al voleibol.
 Con el horario que tengu, nunca encuentro tiempa para pertenecer a clubes.
 Pero mi apetece empazar al baloncesto que silla de ruedas ya que parece divertido.
 Pienso que la mejoría de los jovénes no hace suficiente eserjicio y que son
 menos activos que antes.

Examiner commentary

Total marks: 4 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is generally clear and comprehensible; lapses in SSCs have limited impact on the message. However, the student pronounces silent letters e.g. 'horario'; 'haces', adds syllables e.g. 'suficiente' and inaccurately renders several consonant ('eserjicio') and vowel sounds ('mi apetece empazar'), some of which have a slight impact on clarity e.g. 'que'; 'tengu'; 'mejoría'. There are examples of inappropriate stress positions 'jóvenes' and words which contain more than one error e.g. 'mercióles'.

The best-fit approach places this task at the top of the 3-4 mark band for knowledge and accurate application of vocabulary with a mark of 4. It is closer to being 'clear' rather than 'sometimes clear.'

Short interaction based on text

Teacher card – HRA1

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.

Transcript and examiner commentary

Transcript		Total marks: 3 out of 4 marks
Teacher:	¿Qué te gusta hacer para mantenerte en forma?	The response is partially communicated, with some ambiguity. Incorrect pronunciation of 'gimnasio' causes a delay in communication. 1 mark
Student:	<i>Cuando tengo tiempo, voy al gimnasio.</i>	
Teacher:	¿Y cuál es tu opinión de hacer deportes en equipo?	The response is fully communicated. 2 marks
Student:	<i>Son importantes para hacer nuevos amigos.</i>	

Task 2 – Role play (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.

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

Student and teacher cards – HRP2

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:

- Say how many tickets you want.
- Say when you will watch the film.
- Say where you want to sit.
- Ask the employee a question about the cost.
- Ask the employee about food/drinks.

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	<i>Buenos días. ¿En qué puedo servirle?</i> Allow the candidate to say how many tickets they want.
2	<i>Vale. Y ¿cuándo quiere ver la película?</i> Allow the candidate to say when they will watch the film.
3	<i>De acuerdo. ¿Dónde le gustaría sentarse?</i> Allow the candidate to say where they want to sit. <i>Give an appropriate brief answer.</i>
4	<i>Y, ¿tiene una pregunta?</i> Allow the candidate to ask about the cost.
5	<i>Vale. ¿Tiene otra pregunta?</i> Allow the candidate to ask about food/drinks. <i>Give an appropriate brief answer.</i>

Transcript and examiner commentary

Transcript		Total marks: 9 out of 10 marks
		AO1: Response to spoken language
Teacher: Buenos días. ¿En qué puedo servirle?		The response is fully communicated. 2 marks
Student: <i>¿Me ponen dos boletos por la película se llama 'Colpa Mía', por favor?</i>		
Teacher: Sí sí. Vale. Y ¿cuándo quiere ver la película?		The response is partially communicated, with some ambiguity due to the error in pronunciation of the word 'cuatro'. 1 mark
Student: <i>¿Puedo ver la película hoy a las cuatro y media?</i>		
Teacher: De acuerdo. ¿Dónde le gustaría sentarse?		The response is fully communicated. 2 marks
Student: <i>¿Podría sentarme en el centro del teatro, por favor?</i>		
Teacher: Sí, no hay problema. Y, ¿tiene una pregunta?		The response is fully communicated. 2 marks
Student: <i>Sí, ¿cuánto cuesta dos boletos?</i>		
Teacher: Diez euros. Vale. ¿Tiene otra pregunta?		The response is fully communicated. Despite the error in pronunciation of the word 'palotimas', the use of '¿dónde puedo comprar ...?' and the addition of 'agua con gas' makes it clear that the student wants to know where they can buy refreshments during the film. 2 marks
Student: <i>Vale. ¿Dónde puedo comprar unos palotimas y una agua con gas durante la película?</i>		
Teacher: Por allí, a la derecha. Gracias. Adiós.		
Student: <i>Vale, gracias.</i>		

Task 3 – Picture task (28 marks)

Part 1 – Picture description (8 marks)



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

- Response to stimulus
- 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"> • All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. <p>Response is easily comprehensible; it is rare that the message is not immediately clear.</p>	4	<ul style="list-style-type: none"> • Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> • 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. 	3	<ul style="list-style-type: none"> • A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> • 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. 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. <p>Response is comprehensible in some parts; the message may occasionally break down.</p>	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.

Student card – HPT4 (Picture 1)

Candidate STIMULUS	Picture task HPT4	Thematic context: My neighbourhood
<p>Picture 1</p>  <p>83318832 - John Giustina/Getty Images</p>	<p>Picture 2</p>  <p>622428880 - Petar Chernayev/Getty Images</p>	
<p>Describe ONE of these pictures. You will tell your teacher which one you have chosen to describe.</p> <p>Your description must cover:</p> <ul style="list-style-type: none"> • people • location • activity. <p>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.</p> <p>You will then move on to a conversation on the broader thematic context of My neighbourhood.</p> <p>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.</p>		

Picture description transcript

Teacher: Describe the photo.

Student: En la foto se puede ver seis niños, dos niños y cuatro niñas. La niña a la derecha de la foto está llevando una vestido roja y una camisa rosa también. Pienso que compran la ropa nueva por una fiesta esta noche. Parecen felices, ya que todos los niños están sonriendo. La niño a la centro de la foto tiene pello ... pelo marrón. No puedo ver los ojos. Al fondo se puede distinguir las tiendas y dos vestidos. Están en Corte Inglés. Después de las foto fueron para cener en los restorantes ahí. Pienso tener quince o diecesies años, ya que no están viejo o cansada. Parecen simpáticos y inteligente.

Teacher: Muy bien. ¿Algo más?

Student: Diría que tienen mucho dinero, ya que todos los niños tienen bolsas.

Teacher: Sí. De verdad. Gracias. Now I'm going to ask you two follow on questions.

Examiner commentary

Total marks: 8 out of 8 marks	
AO2: Response to stimulus: 4 out of 4 marks	AO3: Linguistic knowledge & accuracy: 4 out of 4 marks
<ul style="list-style-type: none"> The three bullet points have been addressed as there is relevant description about people, activity and location. The description includes that there are six people in the photo, that they are in a department store and there are details of what they are doing. The student provides consistent, detailed development of ideas to describe relevant aspects of the picture. The student describes the people, including what they are wearing, their hair colour ('... pelo marrón'), an impression of personality ('Parecen simpáticos y inteligente') and how they seem to be feeling ('parecen felices'), along with an understandable, justified suggestion of their ages. There is some information about the location e.g. 'al fondo se pueden distinguir las tiendas'. There is also some detail about what they are doing 'compran la ropa nueva; están sonriendo'. Despite some conjecture, e.g. 'por una fiesta esta noche', relevance is consistent. The performance sits in mark band 4 for development of ideas. The response is comprehensible; the occasional message may be difficult to understand immediately e.g. 'cansada' and the colour of the cardigan being 'rosa' may be open to interpretation. The attempt to suggest a future activity based on the picture is not entirely successful, 'después de las foto fueron para cener en los restorantes ahí'. The performance is therefore placed in mark band 3 for comprehensibility. <p>The best-fit approach results in this response being placed in the mark band 4 for response to stimulus, as any incidents of messages that are not immediately clear occur in an otherwise detailed and relevant description.</p>	<ul style="list-style-type: none"> The student uses a wide variety of relevant vocabulary. There are examples of prepositional / adverbial phrases ('al fondo'; 'a la derecha'); a variety of grammatical structures ('se puede ver'; 'está llevando'; 'diría que'), third person singular and plural verbs ('la niña...tiene', 'compran'; 'parecen'), negative infinitive constructions ('no puedo ver') and longer sentences using conjunctions such as 'ya', 'que', and 'y'. The performance sits in mark band 4 for variety. The student's use of language is mostly accurate, even in more complex structures e.g. 'parecen felices'; 'están sonriendo'. There are some minor errors such as 'una vestido roja' and 'a la centro', and some pronunciation errors such as 'los restorantes'. The performance is placed in mark band 3 for accuracy. <p>The best-fit approach results in this response being placed in mark band 4 for linguistic knowledge and accuracy due to the wide range of vocabulary and grammatical structures used which are mostly accurate.</p>

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.

Teacher card – HPT4

Candidate STIMULUS Picture task HPT4 Thematic context: *My neighbourhood*

Picture 1 Picture 2

83318832 - John Giustina/Getty Images 622428860 - Petar Chernaeff/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.

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.

Please turn over for instructions for the conversation.

Transcript and examiner commentary

Transcript		Total marks: 3 out of 4 marks
Teacher:	<i>¿Qué piensas sobre comprar en línea?</i>	The response is fully communicated. Although 'tus amigos' is incorrect, it is clear that the student thinks online shopping is calmer, despite the fact that they prefer shopping with friends. There is sufficient clarity in the response, despite the inappropriate use of 'tus'. 2 marks
Student:	<i>De mí, prefiero ir a tiendas porque puedo ver nuevos lugares y pasar tiempo con tus amigos, pero de vez en cuando, en línea es mejor ya que es más tranquilo.</i>	
Teacher:	Sí, muy bien. Y <i>¿qué compraste la última vez que fuiste a las tiendas?</i>	The response is partially communicated. There is some ambiguity due to the incorrect preterite verb ending 'comprí' and the use of the past tense 'tenía' when the party is tonight. 1 mark
Student:	<i>Comprí una nuevo vestido, ya que tenía una fiesta esta noche.</i>	

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.

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 of past, present and future 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 past, present and future 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 past, present and future 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 past, present and future 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.

Teacher card – HPT4

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?*

Conversation transcript

Teacher: Dime, ¿cómo es la ciudad donde vives?¹

Student: *Um mi ciudad es ruidosa y tiene mucho gente porque es Londres y es capital de mi país. Me encanta mi ciudad, ya que hay mucho que hacer, por ejemplo, los tiendas, los restaurantes y puedo visitar los lugares.*

Teacher: Ok, muy bien. Y ¿en tu opinión es mejor vivir en la ciudad o en el campo?

Student: *Prefiero en la ciudad ya que hay mucho más que hacer. En el campo, cuando está lloviendo no hay nada que hacer ya que solo correo en el montañas y visto los um es puedo ver los vistos, pero en el ciudad hay restaurantes con comida de todos los um culturas.*

¹ The teacher has elected to ask her own question rather than use the suggested question, which is appropriate.

Teacher: Si. Y ¿qué hiciste en tu ciudad la última vez?

Student: *A última vez fui a una edificio se llama 'Tate Modern' con mis primos y mis madre y mi madre. Era experiencia inolvidable, ya que en 'Tate Modern' tiene nuevos artistas cada año. Todo hay mucho más que ezperiencia.*

Teacher: Qué bien, qué bien. Y ¿en casa, dime, ayudas en casa?

Student: *De vez en cuando. No hay mucho tiempo, ya que mi colegio es muy estresante, pero cuando puedo, sí. Mi... apago los luces y ahorrar el agua, ya que es importante por el por el medio ambiente*

Teacher: Si muy bien. Y ¿qué harás en el futuro para cuidar al medio ambiente?

Student: *Se debería ducharze, no baño, banarze y voy a separar la basura, ya que mi hermano todo el tiempo es muy mal a ece. Voy a cuidar el planeta mucho más.*

Teacher: Sí, muy bien, muy bien. Y hálbame de tus vacaciones. ¿Cuál es tu sitio de vacaciones favorito?

Student: *Me encanta una pequeño pueblo se llama Estepona.*

Teacher: ¿Dónde está?

Student: *Es en el sur de España y hay la playa y montañas están cerca. Puedo en la manana puedo visto, puedo disfrutar los vistas y a las tarde tomar en el sol y hay charinguitos, por ejemplo Charinguito Paco, donde puedo comer mucha comida, por ejemplo gambas pil pil y patatas bravas.*

Teacher: Qué bien. Bien rico. Y ¿cuando vas de vacaciones, con quién vas?

Student: *Normalamente, normalmente con mis padres y mi pequeño hermano, pero de vez en cuando mi padre necesita trabajar y solo ir con mis, con mi madre y mis y mi pequeño hermano.*

Teacher: Gracias y dime, ¿qué vas a hacer en tu ciudad este fin de semana?

Student: *Este fin de semana voy as tiendas, tiendas ya que necesito comprar un nuevo vestido, ya que mi hermano, mi hermano, no me gusta nada de mí ahora voy a ir a una nueva tienda se llama Primark con mi herma, con mi amigo que adorable.*

Teacher: Sí, ¿te gusta comprar en Primark?

Student: *De vez en cuando, pero normalmente es demasiado caliente y ruidoso.*

Teacher: Y ruidoso, sí. Y ¿si hace buen tiempo, qué vas a hacer?

Student: *Normalmente ir al parque voy a ir al parque, pero cuando está lloviendo no puedo hacer. Cuando el tiempo es bien, me encanta disfrutar el aire libre ya que no puedo hacer todo el tiempo, pero mi madre piensa que es un pérdida de tiempo ya que no hay nada que hacer, solo solo charlar con tus amigos.*

Teacher: Sí, sí. Y ¿cómo cambiarías tu zona? ¿Tu barrio?

Student: *¿Puedes repetir, por favor?*

Teacher: Sí. ¿Cómo cambiarías tu barrio?

Student: *Cuando era pequeño, mi barrio tiene mucha basura, pero ahora es mejor ya que el dinero es más bien, pero cuando era pequeño no hay nada dinero. Aquí hay problemas con trabajar y no puede limpiar los calles.*

Teacher: Muy bien. Gracias.

Examiner commentary

Total marks: 14 out of 16 marks	
AO1: Response to spoken language: 11 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<ul style="list-style-type: none"> Responses are consistently relevant to the questions. Questions cover a range of topics including home town, household chores, environment, holidays, activities in town, weather and the student conveys relevant responses throughout. Although the last answer does not fully communicate in relation to the question, the performance sits within the 10-12 mark band for relevance. The student develops ideas throughout with consistently extended sequences of speech which are usually successful, for example 'Me encanta mi ciudad, ya que hay (...) mucho que hacer, por ejemplo los tiendas, los restaurantes y puedo visitar los lugares'. There is only one incident where the student does not extend the response which is in the phrase 'Me encanta una pequeño pueblo se llama Estepona'. The response sits within the 10-12 mark band for development. 	<ul style="list-style-type: none"> There is a wide variety of vocabulary such as 'disfrutar', 'inolvidable', 'mejor', and grammatical structures e.g. negatives ('no hay nada que hacer', 'no hay mucho tiempo') and infinitive clauses ('puedo visitar'). The student makes frequent use of complex language which is often successful. Examples of this include 'hay mucho que hacer' and 'cuando está lloviendo'. There are also frequent examples of longer sentences using a variety of conjunctions ('y', 'ya que', 'porque', 'por ejemplo', 'pero' and 'con'). The performance sits in mark band 4 for variety. Use of past, present and future timeframes is generally successful e.g. 'fui a una edificio', 'cuando era pequeño', 'voy a ir a una nueva tienda', and 'voy a ir al parque'. The student demonstrates their ability to use third person present tense verb clauses effectively in 'mi padre necesita trabajar' but there are minor verb errors e.g. 'cuando era pequeño mi barrio tiene', 'no hay nada dinero'. There are also times when infinitive verbs are used instead of the present tense, for example in 'ahorrar el agua', 'tomar el sol', and 'solo ir con mi madre'. There is evidence of mother tongue interference such as in the phrase 'cuando el tiempo es bien'. The performance therefore sits best in mark band 2 for use of timeframes.

AO1: Response to spoken language: 11 out of 12 marks	AO3: Linguistic knowledge and accuracy: 3 out of 4 marks
<ul style="list-style-type: none"> The response is easily comprehensible. There are occasions where certain clauses lack clarity but the overall meaning of the extended sequence as a whole is clear. The statements ‘Mi apago los luces y ahorrar el agua, ya que es importante por el por el medio ambiente’ and ‘... mi hermano, no me gusta nada de mí ahora ...’ lack clarity, however it is rare that the overall message is not immediately clear. The response sits in the middle of the 10-12 mark band for comprehensibility, as there are few examples of ambiguity. <p>The best-fit approach results in this response being placed in the middle of the 10-12 mark band for response to spoken language with a mark of 11. The student does well in consistently developing answers and is able to maintain the flow of conversation naturally and organically between ideas, demonstrating understanding of the questions and providing relevant responses.</p>	<ul style="list-style-type: none"> Generally accurate use of language with some minor errors e.g. in gender (‘los tiendas’, ‘el montañes’); agreement (‘mucho gente’, ‘todos los culturas’); pronunciation (‘los restaurontes’, ‘banarse’, ‘charinguitos’). There are occasional major errors e.g. ‘Todo hay mucho más que ezperiencia’ which means the performance is placed in mark band 2 for accuracy. <p>The best-fit approach results in this response being placed in mark band 3 for linguistic knowledge and accuracy. The student uses a variety of vocabulary and structures in extended sequences of speech with much success. Although there are some major errors, overall messages are rarely misunderstood due to linguistic inaccuracies. In order to gain a mark in the top band overall, the student should aim for more consistently accurate use of verbs, particularly in the present tense.</p>

Appendix – Mark scheme 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 may or may not hinder clarity, i.e. the message may take time to understand but is understood (see tables below).

A major error prevents meaning being communicated, i.e. the message cannot be understood (see tables below).

Minor errors – may or may not hinder clarity			
Errors that do not hinder clarity		Errors that hinder clarity	
Gender	Trabaja en un oficina en la centro.	Relative pronouns	Mi jardín, quien tiene flores, es grande.
Contractions	Mi colegio está cerca de el hospital.	Vocabulary	Mi amiga canta muy bueno.
Word order (incorrect)	Hacer deberes es no divertido.	Constructions	No llevo bien con mi hermana. En invierno siempre es mucho frío.
Mother-tongue interference	Vivo en una bonita casa.	Mother-tongue interference	Me llamo Ana y soy 15 años.
Adjective agreement	Hay un lago pequeña. La camiseta es blanco.	Tenses (inappropriate)	Esta noche voy a veo una película en casa.



Major errors – prevents meaning being conveyed	
Verb agreement	Mi amigo juego al fútbol todos los días.
Tenses (incorrect)	El sábado pasado iré al cine con amigos.
Incorrect verb formation	Podo ir de compras esta tarde. Sabo que es muy interesante.
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 prepararse para su examen.
Mother-tongue interference	Mi hermano's habitación. Hay un museum en el pueblo.



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. Students 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. Conversely, 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.