

GCSE (9-1)
Spanish (1SP1)
Exemplar 2
(29/50 marks)

Paper 1, Speaking
Higher tier



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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.

- **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 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**.

- **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.

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 2 – 29 out of 50

[Click here to watch the video](#)

Task	Marks	Overall mark
Read aloud	5 out of 8	9 out of 12
Follow-on questions	4 out of 4	
Role play	8 out of 10	8 out of 10
Picture description	3 out of 8	12 out of 28
Follow-on questions	3 out of 4	
Conversation	6 out of 16	
Total score		29 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	AO3: 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	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Student card

Read aloud

Marcos, your Cuban friend, has contributed to a blog about the environment.

Read out the text below to your teacher.

Hay que salvar nuestro planeta y ahorrar energía.

Lo que más me preocupa son los bosques que desaparecen y las inundaciones.

Creo que es importantísimo hacer algo y no ignorar la amenaza del cambio climático.

Para cuidar el medio ambiente, reciclo vidrio, apago las luces e intento dejar el coche.

Read aloud transcript

Teacher: Please read the text.

Student: Hay que salvar nuestro planeta y ahorra energía.
Lo que más me preocupa son los bosques que desaparecen y las inundaciones.
Creo que es impar ... importis ... importantísimo hacer algo y no ignorar la amenacia del cambio climático.
Para ciu... ciu_dar el ambio ... el medio ambiente, reciclo vid ... vidjo, apago las luces y intento dejar el coche.

Examiner commentary

Total marks: 5 out of 8 marks

AO3: Knowledge and accurate application of vocabulary

Pronunciation is clear and comprehensible. The student stumbles at times but the message remains clear for the most part, even with 'preocupa' and 'vidio'. There are some lapses in SSCs, predominantly with 'amenacia' and 'ciudar', impacting the clarity of the message, but only minimally.

The best-fit approach results in this response being placed in the 5-6 mark band for knowledge and accurate application of vocabulary. As the pronunciation is not consistently clear and there are lapses that impact the message, therefore approaching the band below, the student is awarded 5 marks.

Short interaction based on text

Teacher card

The candidate should read aloud the following text.

Hay que salvar nuestro planeta y ahorrar energía.

Lo que más me preocupa son los bosques que desaparecen y las inundaciones.

Creo que es importantísimo hacer algo y no ignorar la amenaza del cambio climático.

Para cuidar el medio ambiente, reciclo vidrio, apago las luces e intento dejar el coche.

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 reciclar normalmente?

Q2. ¿Cuál es tu opinión de viajar en autobús?

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: 4 out of 4 marks
Teacher:	¿Qué te gusta reciclar normalmente?	The response is fully communicated, despite slight pronunciation error. 2 marks
Student:	<i>Normalmente me gusta reciclar botellas y otros plásticos.</i>	
Teacher:	Gracias. ¿Cuál es tu opinión de viajar en autobús?	The response is fully communicated, despite language errors. 2 marks
Student:	<i>Pienso que es muy bueno porque es, transport público es muy más mejor para el medio ambiente.</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	A01: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

Student and teacher cards – HRP3

Candidate card STIMULUS HRP3 Setting: At the shopping centre

Scenario:

- You are in a shopping centre, buying a gift.
- 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 what kind of gift you want.
- Say what occasion the gift is for.
- Say when you will celebrate the occasion.
- Ask a question about something else you want to buy.
- Ask a question about places to eat and drink.

Teacher card STIMULUS HRP3 Setting: At the shopping centre

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 in a shopping centre buying a gift. I will play the part of the employee and will speak first.

1	<i>Buenos días. ¿Cómo puedo ayudarle?</i> Allow the candidate to say what kind of gift they want.
2	<i>Muy bien. ¿Para qué ocasión es?</i> Allow the candidate to say what the occasion is.
3	<i>De acuerdo. ¿Cuándo se va a celebrar la ocasión?</i> Allow the candidate to say when the occasion will take place. <i>Give an appropriate brief response.</i>
4	<i>Y ¿tiene una pregunta?</i> Allow the candidate to ask about something else they want to buy.
5	<i>Vale. Y ¿tiene otra pregunta?</i> Allow the candidate to ask about places to eat and drink. <i>Give an appropriate brief answer.</i>

Transcript and examiner commentary

Transcript		Total marks: 8 out of 10 marks
		AO1: Response to spoken language
Teacher: Buenos días. ¿Cómo puedo ayudarle?	Student: <i>Me gustaría comprar un reloj.</i>	The response is fully communicated. 2 marks
Teacher: Vale. Sí. Muy bien. ¿Para qué ocasión es?	Student: <i>Es porque es mi abuelos su sesenta cumpleaños.</i>	The response is fully communicated despite incorrect word order and language errors. 2 marks
Teacher: Ah qué bien. De acuerdo. ¿Cuándo se va a celebrar la ocasión?	Student: <i>La fiesta es el próximo sábado.</i>	The response is fully communicated. 2 marks
Teacher: Bien. Bien. Y ¿tienes una pregunta?	Student: <i>Sí, también quiero conseguir unas pendientes que sean pequeños.</i>	No rewardable communication. Unfortunately the student does not ask a question but instead makes a statement about something else they want to buy. 0 marks
Teacher: Si, no hay problema. Muy bien. Vale. Y ¿tiene otra pregunta?	Student: <i>Sí, ¿hay algún restaurante por aquí donde podamos comer mis amigas y yo?</i>	The response is fully communicated, despite minor errors. 2 marks
Teacher: Sí, sí, abajo.		

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 (Picture 2)

Picture 1



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Picture 2



2BCF2F9 - Dmitry Shironosov / Alamy Stock Photo

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 description transcript

Teacher: Describe the picture.

Student: *Hay tres personas – dos mujeres y un hombre. La mujer de derecha está llevando un ca..una camiseta azul y un dental marrón. La mujer en la en el izquierda está pagando para algo. Y la el hombre es muy alto y tiene peyo gris. Hay un en un supermercado y, sí.*

Teacher: ¿Algo más?

Student: *Sí, la mujer en la derecha ten, tienes un bolso.*

Teacher: Sí, y ¿algo más?

Student: *Sí... No.*

Examiner commentary

Total marks: 3 out of 8 marks	
AO2: Response to stimulus: 2 out of 4 marks	AO3: Linguistic knowledge and accuracy: 1 out of 4 marks
<ul style="list-style-type: none"> The three bullet points are addressed as there is relevant mention of people, activity and location. The activity and location are only briefly mentioned but this is focused on under ‘development.’ The student offers limited development in the response, and only in relation to the people. All three people are mentioned with one of the women described as wearing a blue T-shirt and supposedly an apron in ‘La mujer de derecha está llevando un ca...una camiseta azul y un dental marrón’). The action of the other woman is described in ‘La mujer en la en el izquierda está pagando’ and the man is described in the phrase ‘el hombre es muy alto y tiene peyo gris’. There is also a reference to a handbag, but it is unclear. The student could have described more about the clothing and physical features or ages of the trio. There is no development about the location or what they are doing. The student could have described the supermarket (its size, how modern it is etc...) and that people are buying food, talking, smiling. For development, the response falls in mark band 1 Some parts of the response are comprehensible though the message sometimes breaks down due to incorrect wording or pronunciation, e.g. ‘un dental marrón’, ‘tiene peyo gris’ and also ‘la mujer en la derecha ten, tienes un bolso’ do not convey the right messages. As such, it falls in mark band 2 for comprehensibility. <p>The best-fit approach results in this response being placed in the mark band 2 for response to stimulus. To have scored higher the student would need to describe the picture and events more fully.</p>	<ul style="list-style-type: none"> Although the student does use some different verbs in the present tense to describe the people e.g. ‘está llevando’, ‘está pagando’ and ‘hay,’ the response shows limited variety of vocabulary and grammatical structures. This is largely because the brevity of the response does not enable the student to show a wide range of language. The response falls in mark band 1 for variety of vocabulary and grammatical structures. The response is limited in accuracy with errors in several sentences e.g. with verb conjugation (‘tienes un bolso’ instead of ‘tiene’), and verb formation; (‘Hay un en un supermercado’ rather than ‘están en un supermercado’). For accuracy, the response sits in mark band 1. <p>The best-fit approach results in this response being placed in mark band 1 for linguistic knowledge and accuracy. To score higher, the student would need to include a wider variety of language. The brevity of the response prevented them from achieving this.</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

Picture 1



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Picture 2



28CF2F9 - Dmitry Shironosov / Alamy Stock Photo

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.

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 clubes hay en tu instituto?
- (b) ¿Qué estudiaste en el instituto ayer?

Questions for Picture 2

- (a) ¿Qué piensas de trabajar en un supermercado?
- (b) ¿Qué compraste ayer?

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:	¿Qué piensas de trabajar en un supermercado?	The response is partially communicated. A positive opinion is expressed in the first phrase but the second part of the answer makes the response somewhat ambiguous. 1 mark
Student:	<i>Creo que trabajar en supermercado es bien porque esperan tiene...tengo experiencias laborales.</i>	
Teacher:	Sí sí muy bien. Y dime, ¿qué compraste ayer?	The response is fully communicated. Regardless of confusion with tenses, 'Ayer...agua y pan' communicate fully what the student bought yesterday. 2 marks
Student:	<i>Ayer com ... comprí, compró euh, agua y pan.</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 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.

Teacher card

Follow-on conversation on the broader thematic context

- You must begin the follow-on conversation by asking the candidate to talk about **STUDYING FOR THE FUTURE**, for example: *Para ti, ¿cuál es la asignatura más importante?*
- Use the candidate's responses to continue the conversation about this subject as well as other areas of the thematic context, and the interests and experiences of the candidate.
- Give the candidate the opportunity to respond in the present, past and future tenses and to develop full and detailed responses.

The questions below are examples of questions in the past and future tenses that you may also wish to ask during the conversation. They are not compulsory and do not have to be asked consecutively or in the order given.

(past tense) *¿Qué hiciste ayer durante la hora de comer?*

(future tense) *¿Te gusta la idea de ser profesor/a en el futuro?*

Conversation transcript

Teacher: Dime, ¿qué asignaturas te gustan y no te gustan, y por qué? ¹

Student: *Mi asignatura favorita es las matemáticas porque es muy lógico y estaba Cuando s... cuando se mayor estaba ... cuando se joven (?) estaba muy fácil y no me gusta mi química porque mi profesor es muy malo, y por la tonto mis notas son muy malo.*

Teacher: Y dime, ¿qué opinas de las reglas de tu cole?

Student: *Repite, porfa.*

¹ The teacher has elected to ask her own question rather than use the suggested question, which is appropriate.
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Teacher: ¿Qué opinas de las reglas de tu cole?

Student: *Creo que mis reglas está demasiado estrictos. Creo ... pienso que ellos necesitan menos reglas ... Sí.*

Teacher: Menos reglas, sí sí y dime, ¿qué te gustaría estudiar el año que viene?

Student: *El próximo año me gustaría estudiar teatro porque me gustaría ir a Nueva Yorke con mi colegio enseñar sobre actores famosos.*

Teacher: Qué bien, qué bien. Y ¿qué vas a hacer después de tus exámenes?

Student: *Después de mi exámenes, me gustaría a un festivul se llama All Point East, es un festivul de música y, es sería fantástica.*

Teacher: Te gusta la música. ¿Qué tipo de música te gusta?

Student: *Me gusta pop y artists se llama Beyoncé y Taylor Swift.*

Teacher: Sí, a mí me gusta también. Háblame de un viaje que hiciste con tu escuela, un viaje que hiciste con tu escuela, escuela.

Student: *Es ... Este año, no el año pasado fui a Salamanca con mi escuela para un ... Después de exámenes porque hici muy bueno.*

Teacher: Sí. ¿Qué hiciste en Salamanca?

Student: *Fui a un inglesa, una ingles ... iglesia y un universidad de Salamanca, y, sí.*

Teacher: ¿Qué comiste?

Student: *Comí muchas paellas y hamburguesas y bebí demasiado Fanta.*

Teacher: Qué bien. ¿Qué vas a estudiar para tus A Levels?

Student: *A mí no sé qué asignaturas quiero hacer. Me gustaría, no probabalmente me gustaría estudiar las matemáticas y quizás biología, sí.*

Teacher: Y ¿en qué te gustaría trabajar en el futuro?

Student: *En el futuro me gustaría sería un banco, no banco, banca porque me gustaría trabajar con números, pero mi madre dije que es muy aburrido y no le gusto.*

Teacher: Okay. Muy bien.

Examiner commentary

Total marks: 6 out of 16 marks	
AO1: Response to spoken language: 5 marks out of 12 marks	AO3: Linguistic knowledge and accuracy: 1 mark out of 4 marks
<ul style="list-style-type: none"> The student gives frequently relevant answers across a range of aspects within the chosen 'Studying and my future' thematic context, with a cross-over into the subjects of music and tourist attractions. However, there are instances where the response gets a little lost and drifts off the point e.g. 'Mi asignatura favorita es las matemáticas porque Cuando s ... cuando se mayor estaba ... cuando se joven', or is not quite correctly answered e.g. 'me gustaría estudiar teatro porque me gustaría ir a Nueva Yorke con mi colegio enseñar sobre actores famosos'. The incorrect verb hinders clarity in the response and it's not totally clear if the student has fully understood the question. For relevance, the response sits within the 7-9 mark band. The student develops some ideas by mainly giving simple opinions/justifications or additional pieces of information e.g. '... porque mi profesor es muy malo', and '... porque me gustaría trabajar con números'. There are some extended sequences of speech, for example when talking about their favourite subjects ('Mi asignatura favorita es las matemáticas ...' to '... mis notas son muy malo') and when talking about what they want to do when they finish their exams, e.g. 'Después de mi exámenes, me gustaría a un festivul ...' to '... es sería fantástica'. For development, the response falls within the 4-6 mark band. 	<ul style="list-style-type: none"> The student demonstrates occasional variety of vocabulary using different opinion phrases ('pienso que', 'a mí', 'creo que'), intensifiers ('muy', 'demasiado'), and straightforward grammatical structures as well as the ability to link sentences with conjunctions ('y', 'pero', 'con' and 'porque'). The vocabulary used is quite straightforward and some of it is repeated e.g. 'me gustaría' is used several times, but the student is able to vary language enough to use it for different purposes such as clarifying timeframes in the example, 'El próximo año, después de mi exámenes, en el futuro'. The response sits within mark band 1 for variety. There is some successful use of timeframes, including past and future timeframes such as 'me gustaría estudiar' and 'fui'. However, there are occasions where tenses are not formed correctly, e.g. 'cuando se(a) mayor' instead of 'cuando era menor', where the incorrect tense is used e.g. 'mi madre dije que', and where two timeframes conflict with each other and cause confusion e.g. 'es muy aburrido y no le gusto'. Therefore, the response is placed in mark band 1 for use of timeframes.

AO1: Response to spoken language: 5 marks out of 12 marks

- Overall, the response is generally **comprehensible** but there are some messages which are unclear due to incorrect vocabulary and expression, e.g. 'estaba muy fácil y no me gusta mi química'. Some messages even break down such as 'Cuando se jóven (?)' and 'me gustaría sería un banco'. There are some linguistic errors which are accounted for in AO3. For comprehensibility, the student sits at the lower end of the 4-6 mark band.

The best-fit approach results in this response being placed in the middle of the 4-6 mark band with a mark of 5 for response to spoken language. The relevance of response sits within the 7-9 mark band (frequently relevant) but the student would need to produce more extended sequences of speech and be more successful in developing answers without ambiguity to gain a higher mark. Overall, the student did quite a good job in keeping the conversation flowing but tended to cut answers short when they realised that their answers were unclear.

AO3: Linguistic knowledge and accuracy: 1 mark out of 4 marks

- There is some **accurate** language in certain parts of the conversation, sometimes whole sentences, e.g. 'el año pasado fui a Salamanca con mi escuela,' and other times sentences contain minor errors that do not interfere with what the student is trying to express, e.g. 'mis reglas está demasiado estrictos. Creo ... pienso que ellos necesitan menos reglas.' However, the build-up of minor errors makes the language unclear at times. Examples of these include inaccuracies with adjectival agreement, incorrect gender, verbs ('mis reglas está') and some more serious errors, mainly with the verbs and tenses e.g. 'estaba', 'hici', 'necesitan', 'enseñar'. Use of timeframes have already been commented on. The response sits within mark band 1 for accuracy.

The best-fit approach results in this response being placed in mark band 1 for 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 rather than repeating the same structures. The student would need to take more care with using the correct time frames and make sure they are using verbs in all sentences. The student did quite well in being able to manipulate language sufficiently to make themselves understood most of the time.

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 - inaccurate but does not prevent meaning, i.e. the message may take time to understand but is still understood (see tables below).

A major error - inaccurate and prevents meaning, i.e. the message cannot be understood (see tables below).

Minor errors – inaccurate but do not prevent meaning	
Gender	Trabaja en un oficina en la centro
Contractions	Mi colegio está cerca de el hospital
Word order (incorrect)	Hacer deberes es no divertido
Mother-tongue interference	Vivo en una bonita casa Me llamo Ana y soy 15 años
Adjective agreement	Hay un lago pequeña La camiseta es blanco
Relative pronouns	Mi jardín, quien tiene flores, es grande
Vocabulary	Mi amiga canta muy bueno
Constructions	No lavo los dientes por la mañana.
Prepositions	Voy en el cine.

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.

NB: these are examples only and do not constitute a finite list. Some errors may fall into more than one category.

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.

Timeframes refers to expressions of past, present and future. Various tenses can be used to express a timeframe. For example, the present tense in the following sentence is used to express a future timeframe: 'I'm seeing my friends next week.' In the following sentence a future tense is used to express a future timeframe: "I will go to the cinema".