

**GCSE (9-1)**  
**Spanish (1SP1)**

**Question 1**  
**Foundation tier**  
**Exemplars**

Paper 4, Writing



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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 new GCSE Spanish Paper 4, Writing, and to demonstrate Pearson's approach to marking Question 1 Foundation tier (picture task).

In this pack, you will find a mark scheme, a sample of responses, and an examiner commentary for each student response.

The example responses are based on real student answers and we have shown their original responses. Please note that due to the timing of publishing these exemplars, students who produced work had not been taught under the 2024 specification. As such, students may 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.

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 points in the spotlight

Following our review 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. Using language outside of the vocabulary and grammar lists can be awarded the same (but no extra) credit. For example, “*There is a basket*” (where ‘*basket*’ is not included in the vocabulary list) would receive the same credit as “*There is a man*”.

- **Handwriting**

To mark the task accurately, it is crucial for the examiners to be able to decipher each word and see clearly how it is spelled. Students should ensure their handwriting is of a reasonable size and that each letter is well-formed. In the example below, the examiner was not able to decipher the last word of the student’s response, so could not give it credit.



- **Spelling errors**

Students should take care to use words they know how to spell, but may achieve marks despite inaccurate spelling (including accents and cases), providing that the meaning is clearly communicated in the context of the image. However, if inaccurate spelling results in ambiguity of meaning, full marks may not be achieved. Digits instead of number words will be accepted.

- **Crossed out work**

If a response is crossed out and replaced, it is the replacement that will be considered as the student’s answer, even if the crossed-out word is more accurate than it’s replacement. If a response is crossed out and not replaced, examiners will still consider it if it is creditable.

- **Repetition**

Repetition of the same phrase with varied nouns/verbs is rewardable (e.g. it is acceptable to write “*There is a...*” multiple times). This is because there is no requirement for varied grammar in Question 1 of the Foundation tier Writing paper. However, repetition of the same detail (e.g. “*There are two girls*” written multiple times) can only obtain credit once as a different detail is required for each sentence.

- **Use of first and/or third person, and timeframes**

It is generally expected that students respond in present timeframe, third person (e.g. “*The mother is eating breakfast*”). However, it is acceptable for students to imagine they are part of the image and/or to respond using varied timeframes and from varied perspectives. For example, “*My mother is eating breakfast*” or “*My mother ate breakfast*” would also be credit bearing, providing it is relevant to the image.

- **Relevant detail**

As part of our commitment to inclusivity, a broad approach about relevance will be taken when assessing responses in the context of the image. This allows for alternative interpretations of the image according to individual students’ experiences and views. For example, if there is an image of two children and a young mother, but the student interprets the mother as a teenage girl and says “*There are three children*”, this will be credited as a valid interpretation of the image. In accordance with Pearson’s inclusive marking principles, the benefit of the doubt is given when determining gender of individuals within an image.

- **Partially relevant detail**

Sentences which partially contain relevant information may obtain 1 mark. For example, if a student writes “*She is wearing a red jumper*” but the jumper is in fact yellow, 1 mark can be awarded for the correctly described ‘*She is wearing a ... jumper*’. The fact that the sentence also contains an incorrect detail (i.e. *red*) means that there is some ambiguity and the sentence can only obtain 1 mark. Similarly, a sentence which reads ‘*There are one two children*’ is ambiguous and would be awarded 1 mark due to the unclear communication about the number of children.

- **Irrelevant detail**

Information which does not accurately describe what is in the picture will not be considered relevant and cannot obtain marks. For example, if a student writes “*There is a dog*” but there is no dog present in the image, no marks can be awarded as it does not describe the picture. Similarly, if no noun is present (e.g. “*There are three*”) it is not clear what aspect of the image is being described and the sentence would obtain 0 marks.

- **Opinions**

In this question, opinions are not required. However, if a response contains an opinion which is rooted in the context of the image (i.e. is relevant to the image), it may obtain 2 marks. For example, if a response reads “*I like the countryside*” about a picture where there are people in the countryside, it is an opinion which is relevant to the picture, and this would obtain 2 marks. However, if the response reads “*I like the picture*”, nothing about the image is described and therefore this can not be credit bearing.

## Tips for success

- Write four separate sentences (not one long paragraph).
- Write one clear detail per sentence.
- Describe aspects which are shown in the picture.
- Take care over handwriting.
- Include a verb in each sentence.
- Use words which you know how to spell.

## Overview of exemplars

### Foundation tier Question 1: Picture task

Response	Overall AO2 mark (out of 8)
A	7
B	7
C	7
D	5
E	5
F	5
G	4
H	2

# Foundation tier Question 1: Picture task

## Mark scheme

For this question, students are expected to produce four short sentences describing the picture. The mark grid is applied once to each individual sentence. There is a maximum of 2 marks for each sentence. Students are awarded marks for clear communication and relevance in relation to the picture.

Mark	AO2: Response to stimulus
2	Relevant information clearly communicated in a sentence or clause.
1	Relevant information partially communicated in a sentence or clause.
0	No rewardable material.

## Guidance on application of mark grid for Question 1 Foundation tier

To exemplify application of the marking criteria, the grid below demonstrates a possible range of performances based on the mark grid.

<b>2 marks</b>	<i>Hace buen tiempo.</i>	<i>Hay cuatro personas.</i>	<i>Hay una lago.</i>	<i>La hombre lleva gaffas.</i>	<i>Estan en el campo muy bien.*</i>
	Relevant information clearly communicated in a complete sentence or clause with a verb; may or may not contain minor errors which does not delay understanding of the sentence such as lack of or incorrect accents, minor spelling errors, incorrect word orders, missing punctuation.				
<b>1 mark</b>	<i>Buen tiempo.</i>	<i>Dos adultas.</i>	<i>Hay es un lago.</i>	<i>Persona llevar gafas.</i>	<i>Hay en el campo.</i>
	Relevant information partially communicated, not a complete sentence or clause with a verb, or some ambiguity due to incorrect forms of verbs or other major errors.				
<b>0 marks</b>	<i>Bueno.</i>	<i>Un chicka.</i>	<i>Largo.</i>	<i>He has gafas.</i>	<i>En el camping.</i>
	No rewardable material, no relevant information clearly communicated, or not a complete sentence or clause.				

## Specific guidance for Question 1

\*Students can still gain 2 marks for a sentence where only one clause contains clear, relevant information, e.g. “*Estan en el campo muy bien.*”

## Exemplar A



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) - En la foto hay cuatro personas. (2)
- (b) - En la foto están felices. (2)
- (c) - Pienso que hace verano. (2)
- (d) - Están en el campo. (2)

## Examiner commentary A

Response to stimulus (AO2): 7 out of 8 marks		
(a)	Relevant information has been clearly communicated in a sentence with a verb.	<b>2 marks</b>
(b)	Relevant information has been clearly communicated in a sentence with a verb, as the people do look happy.	<b>2 marks</b>
(c)	Ambiguity is introduced by the incorrect verb 'hace', but relevant information is communicated (the picture is sunny so it looks like it could be summer).	<b>1 mark</b>
(d)	Relevant information has been clearly communicated in a sentence with a verb.	<b>2 marks</b>

## Exemplar B



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) en la foto hay una familia con una madre, (2)
- (b) un padre y dos niños. Pienso que verano, (2)
- (c) están en el campo. Están en la (2)
- (d) montaña pequeña (2)

## Examiner commentary B

Response to stimulus (AO2): 7 out of 8 marks		
(a)	The student has not presented their response on four separate lines but communicates some relevant information clearly. The first rewardable sentence with a verb is the sentence 'En la foto ... y dos niños.', which includes relevant information clearly despite a missing accent in 'niños'.	2 marks
(b)	The second rewardable clause is 'Pienso que verano'. This partially communicates relevant information but is somewhat ambiguous because of the missing verb 'es'.	1 mark
(c)	Relevant information is also communicated in the clause with a verb 'están en el campo' despite the missing accent.	2 marks
(d)	Relevant information is communicated in the sentence 'Están en la montaña pequeña' despite small errors with accents.	2 marks

## Exemplar C



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) En la photo hay cuatro personas (2)
- (b) se puede ver los arboles (2)
- (c) estan escalada (2)
- (d) Me encanta el campo (2)

## Examiner commentary C

Response to stimulus (AO2): 7 out of 8 marks		
(a)	Relevant information is clearly communicated in a sentence with a verb.	2 marks
(b)	Relevant information is clearly communicated in a sentence with a verb. There are small errors such as the missing accent in 'arboles' and the singular 'puede' but these do not impact understanding.	2 marks
(c)	The student conveys the idea of climbing in this sentence. However, the student has used the incorrect verb with 'escalada' and so some ambiguity of meaning is introduced.	1 mark
(d)	The student imagines they are an individual in the photo and this is acceptable. Since the opinion clearly includes an aspect of the photo (i.e. 'campo' meaning countryside), relevant information is communicated.	2 marks

## Exemplar D



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) En la <sup>foto</sup> photo hay cinco personas. (2)
- (b) En la foto la gente son en el campo. (2)
- (c) En ~~En la~~ foto hay la gente son. Seredismo. (2)
- (d) estoy corriendo. (2)

## Examiner commentary D

Response to stimulus (AO2): 5 out of 8 marks		
(a)	Relevant information is clearly communicated in a sentence with a verb.	<b>2 marks</b>
(b)	Relevant information is partially communicated in a sentence with a verb, due to the incorrect verb choice for conveying 'they are'.	<b>1 mark</b>
(c)	There is no relevant information about the image communicated in this sentence as the extent of the spelling error in 'senderismo', together with the incorrect verb choice 'son' makes the meaning too unclear.	<b>0 marks</b>
(d)	The student imagines they are an individual in the photo and this is acceptable. The benefit of the doubt is given about one of the characters running, as it could be interpreted this way. Relevant information is therefore communicated.	<b>2 marks</b>

## Exemplar E



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) En la foto hay un buen cambio (2)
- (b) En la foto hay mucho <sup>albores</sup> cambio albos. (2)
- (c) En la foto hay un <sup>una</sup> familia <sup>niño y niña</sup> feliz. (2)
- (d) En la foto hay aire y agua. un abuelo y (2)  
una abuela

## Examiner commentary E

Response to stimulus (AO2): 5 out of 8 marks		
(a)	No relevant information is clearly communicated. The phrase 'bueno cambio' does not convey any meaning.	0 marks
(b)	There is a misspelling and missing accent in the word 'albos', which together with the missing plural in 'mucho' introduces ambiguity. Since we do understand the overall message in the context of the image, partial communication is achieved.	1 mark
(c)	Relevant information is clearly communicated in a sentence with a verb. Two details are included but only one was required.	2 marks
(d)	Relevant information is clearly communicated in a sentence with a verb. Two details are included but only one was required.	2 marks

## Exemplar F



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) en la foto hay una dos niños (2)
- (b) en la foto hay una familia (2)
- (c) en la foto hay una cuatra familia membera (2)
- (d) ~~en la foto hay un hiking rapido~~ (2)  
en la foto hay arboles muchos.

## Examiner commentary F

Response to stimulus (AO2): 5 out of 8 marks		
(a)	Relevant information is partially communicated. The use of 'una dos' creates some ambiguity as we are unsure of the number of children the student is describing (the first word 'una' contradicts the second word, 'dos'). Nevertheless, we understand that a child/children are present.	1 mark
(b)	Relevant information is clearly communicated in a sentence with a verb.	2 marks
(c)	No relevant information is clearly communicated. The phrase 'una cuatra familia membera' does not convey clear meaning.	0 marks
(d)	Relevant information is clearly communicated in a sentence with a verb. Despite the incorrect word order of 'arboles muchos' and the missing accent on 'arboles', communication is achieved.	2 marks

## Exemplar G



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) En la foto hay una padre (2)
- (b) En la foto hay un niño (2)
- (c) En la foto hay un niño (2)
- (d) En la foto hay un tres (2)

## Examiner commentary G

Response to stimulus (AO2): 4 out of 8 marks		
(a)	Despite the incorrect gender of the article in 'una padre', relevant information is clearly communicated in a sentence with a verb.	2 marks
(b)	Relevant information is clearly communicated in a sentence with a verb. The incorrect accent on 'niño' does not delay communication and the intended meaning is clear.	2 marks
(c)	The student has repeated exactly the same information given in sentence (b). The same detail cannot be credited twice.	0 marks
(d)	No relevant information is clearly communicated. The noun is missing, so we do not know what part of the photo is being described in this sentence.	0 marks

## Exemplar H



(Source: 1188687424 - Shutterstock)

Describe the photo. Write four short sentences in Spanish.

- (a) Hay un familia, hermano, hermana y padres (2)
- (b) (2)
- (c) (2)
- (d) (2)

## Examiner commentary H

### Response to stimulus (AO2): 2 out of 8 marks

(a)	Relevant information is clearly communicated in a sentence with a verb. The small errors do not impede the meaning of the message. The first clause of the sentence alone would have been sufficient to gain 2 marks.	<b>2 marks</b>
(b)	No credit can be given as there is no response.	<b>0 marks</b>
(c)	No credit can be given as there is no response.	<b>0 marks</b>
(d)	No credit can be given as there is no response.	<b>0 marks</b>