

International GCSE

Spanish (4SP0)

Specification

First examination June 2014

Issue 3

This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

Introduction

The Edexcel International GCSE in Spanish is designed for use in schools and colleges. It is part of a suite of qualifications offered by Edexcel.

Key subject aims

This qualification enables students to:

- develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- develop the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- develop the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- develop a knowledge and understanding of the target language grammar and its practical application
- develop a knowledge and understanding of countries and communities where the target language is spoken
- develop positive attitudes towards modern foreign language learning
- acquire a suitable foundation for further study of the target language, or another language.

Key features and benefits of the qualification

This qualification has been developed:

- to provide breadth, stretch and challenge
- to enable students to show what they know, understand and can do within a clearly defined list of topic and sub-topic areas
- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills
- to provide assessment rubrics in both English and the target language in both Paper 1 and Paper 2
- to provide assessment of spoken language
- to provide 100% external assessment
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

Contents

Specification at a glance	1
Qualification content	3
Knowledge and understanding	3
Skills	3
Assessment	4
Paper 1: Listening	4
Paper 2: Reading and Writing	5
Paper 3: Speaking	7
Topic areas	11
Assessment criteria	12
Assessment	19
Assessment summary	19
Assessment Objectives and weightings	20
Relationship of Assessment Objectives to Papers 1, 2 and 3 for International GCSE	20
Entering your students for assessment	21
Student entry	21
Forbidden combinations	21
Access arrangements and special requirements	21
Equality Act 2010	21
Assessing your students	22
Awarding and reporting	22
Language of assessment	22
Malpractice and plagiarism	22
Student recruitment	23
Progression	23
Grade descriptions	23
Support and training	25
Edexcel support services	25
Training	25

Appendices	27
Appendix 1: Linguistic structures for Spanish	29
Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)	31
Appendix 3: Instructions for the conduct of examinations (Paper 3)	33
Appendix 4: Candidate cover sheet (Paper 3)	41
Appendix 5: CD insert label/USB record sheet (Paper 3)	43
Appendix 6: Suggested resources	45

Specification at a glance

Edexcel International GCSE in Spanish qualification

This qualification comprises three external assessments, Paper 1, Paper 2 and Paper 3.

Each paper is targeted at grades A* to G.

Students who fail to achieve grade G for their overall qualification will be awarded 'Ungraded'.

Paper 1: Listening		Paper code: 4SP0/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2014		25% of the International GCSE qualification
Overview of content: <ul style="list-style-type: none">home and abroadeducation and employmenthouse, home and daily routinesthe modern world and the environmentsocial activities, fitness and health.		
Overview of assessment: <ul style="list-style-type: none">Assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time.The total number of marks for the paper is 50.		

Paper 2: Reading and Writing		Paper code: 4SP0/02
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2014 		50 % of the International GCSE qualification
<p>Overview of content:</p> <ul style="list-style-type: none"> home and abroad education and employment house, home and daily routines the modern world and the environment social activities, fitness and health. 		
<p>Overview of assessment:</p> <ul style="list-style-type: none"> Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel. The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing. 		

Paper 3: Speaking		Paper code: 4SP0/03
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2014 		25 % of the International GCSE qualification
<p>Overview of content:</p> <ul style="list-style-type: none"> home and abroad education and employment house, home and daily routines the modern world and the environment social activities, fitness and health. 		
<p>Overview of assessment:</p> <ul style="list-style-type: none"> maximum 10 minutes the total number of marks for the paper is 40. 		

Qualification content

Knowledge and understanding

The qualification requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are of relevance and interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the Spanish language is spoken.

Skills

This qualification gives students the opportunity to:

- develop their ability to listen to and understand the spoken Spanish language in a range of contexts and a variety of styles
- read and respond to different types of written language
- communicate in writing
- understand and apply a range of vocabulary and structures
- develop effective language learning and communication skills
- communicate in speech for different purposes.

Assessment

All questions in each paper will be in the target language (Spanish). Students will be required to answer in the target language. Rubrics will be in the target language and in English.

Students must not use dictionaries for any of the examination papers.

Paper 1: Listening

Assessment overview

- Assessment is a 40-minute examination paper, plus five minutes' reading time. The paper is set and marked by Edexcel.
- The total number of marks for the paper is 50.

The examination will cover a range of topic areas selected from those listed on page 11. The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes including pauses. All texts will be spoken by Spanish speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

The grammatical accuracy of students' language will **not** be assessed in this paper. Answers written in English will score no marks.

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

The question types

Question types, written in the target language, used in the Paper 1 listening test may include:

- grid, form or plan completion
- multiple choice
- box ticking

- note taking
- gap filling
- true or false
- matching, for example –
 - ideas or sequences with pictures
 - a named person with a statement
- summary.

Detailed instructions for the conduct of this paper are available in *Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)*.

Paper 2: Reading and Writing

Assessment overview

- Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

Reading

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles. The texts will be related to the topic areas on page 11.

The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length.

The questions will require a combination of non-verbal responses and answers in Spanish. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this part of the paper.

Assessment of the reading section

Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- understand grammatical structures and functions, in context.

Question types in the reading section

A range of question types, written in the target language, will be used, which may include:

- grid, form or plan completion
- multiple choice
- true or false
- box ticking
- note taking
- gap filling
- matching, for example –
 - words from the text with synonyms, antonyms or definitions
 - summary sentences with different paragraphs of the text
 - two halves of one sentence
 - ideas or sequences with pictures
 - a named person with a statement
- summary.

Writing

In the first extended writing task (question 3b), students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. The response will be assessed for communication and content and knowledge and application of language according to the assessment criteria on page 12.

For the second piece of extended writing (question 6), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in Spanish. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.

The tasks for question 6 will encompass a variety of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, a report, an article, a page from a diary, the script of a speech etc.

The 20 marks available for question 6 will be sub-divided into 10 marks for communication and content, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on page 13.

Paper 3: Speaking

Assessment overview

- Maximum 10 minutes.
- The total number of marks for the paper is 40 (20 marks for Section A, 20 marks for Section B).

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections. Each student chooses the topic area for Section A; the centre-appointed interviewer chooses **two** additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas listed on page 11. Edexcel will review each candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) to ensure that a range of topics has been covered.

Section A: Presentation and discussion based on a single picture

- Maximum four minutes:
 - Presentation: maximum of one minute.
 - Discussion: maximum of three minutes.

Students will give a presentation for up to **one minute** on a picture they have chosen. A discussion with the centre-appointed interviewer will then follow, for up to **three minutes**. The discussion must relate to the picture, but may also include some questions prompted by the picture the student has chosen.

Stage 1 – Teaching and Learning

As part of the teaching and learning phase for this assessment, each student must choose a single picture based on a topic area from page 11 in advance of the speaking exam. The student must write the relevant topic area on the back of the picture. The picture may be a photograph or a drawing.

The pictures chosen should reflect students' interests. They may, for example, be family photographs (copies or originals), or pictures of sporting or school events. They may be chosen from newspapers or magazines. The pictures should include objects, people and interaction, and should allow students to demonstrate their speaking proficiency appropriately. Pictures containing written text, which may give students assistance in the discussion, are **not** allowed. It is expected that the candidates' presentations within a centre will usually reflect a range of topic areas.

Note: The theme of the pictures can be the same for an entire teaching cohort, but each picture must be different.

The pictures provided in Section A of the Sample Assessment Material are for illustrative purposes only and must not be used for the examination.

The examples can be found in the *Sample Assessment Materials* document on the website (www.edexcel.com).

Stage 2 – Preparation

During the preparation phase, the teacher can:

- introduce various topics
- give guidance on how and where to research for necessary information
- give advice on the appropriateness of the pictures chosen as related to the topic chosen

However, teachers (and language assistants) cannot:

- provide information and content of picture presentation/introduction (this should be candidate's own work)
- give feedback on the content of presentation prepared by the candidate
- reveal questions that are to be asked at the exam.

The student must provide a copy of the picture for the centre-appointed interviewer in advance of the test. If it is in colour, a clear black and white copy for the centre-appointed interviewer is acceptable.

Stage 3 – Assessment

There will be no preparation time for the exam on the day of the examination. Students **must not** take notes into the exam. **The candidate must not be able to predict exactly what will be asked during the exam or in what order.**

The objectives of this assessment are to:

- describe the picture
- take part in a discussion that relates to the picture.

Students aiming at grade C or above will be required to:

- give a personal interpretation of the scene
- express opinions
- use a variety of language and structures
- respond imaginatively to the picture
- discuss issues arising from the content of the picture.

The 20 marks available for this question are sub-divided into 10 marks for presentation, communication and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 14-15.

A copy of the picture must be attached to each student's cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) before being sent to the Edexcel examiner with the audio files. If the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.

Section B: Two conversations

- Maximum six minutes.
- Centre-appointed interviewers should ensure that the time is split evenly between the two topic areas (approximately 3 minutes for each topic).

Students will take part in conversations with the centre-appointed interviewer on **two** separate topic areas. These topic areas will be different from the topic area chosen by the student for Section A. Section B will last up to a maximum of **six minutes**, with approximately three minutes for each conversation.

Note: The centre-appointed interviewer must ensure that two separate topic areas are covered in Section B by ticking the topic area covered and writing the title of the sub-topic covered in each conversation on the candidate cover sheet (see Appendix 4: Candidate cover sheet (Paper 3)).

Throughout Section B, the centre-appointed interviewer should encourage genuine interaction by adopting a question and answer format. The centre-appointed interviewer should ask questions which are clear, precise and varied, to ensure that individual students demonstrate their potential. To ensure that students are given the opportunity to demonstrate their linguistic skills at the appropriate level, guidance on the types of questions to be asked are available in the *Sample Assessment Materials* document available on the Edexcel website (www.edexcel.com). These sample questions show how a conversation may be developed. The questions are not prescriptive, and should not be asked in a pre-arranged order. The aim is to engage in a spontaneous and authentic conversation.

In both conversations in Section B, centre-appointed interviewers will be free to develop any area within their chosen topic from the list given on page 11. For example, a student asked to speak on the *Education and employment* topic could focus on one sub-topic, such as *School*.

The conversations must not be rehearsed before the test.

Conversation 1

The first conversation will be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The first conversation must be chosen from a different topic area from that chosen by the student in Section A of the test.

In order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.

Conversation 2

The second conversation will also be based on a topic area or sub-topic area, chosen by the centre-appointed interviewer, from page 11.

The second conversation must be from a different topic area from that chosen by the student in Section A of the test, and also different from that chosen by the centre-appointed interviewer in Conversation 1, Section B, of the test.

As in the first conversation, in order to achieve grade C and above, students will be expected to express opinions and use a variety of structures, including a range of tenses.

The 20 marks available for this part of the assessment are sub-divided into 10 marks for communication, interaction and fluency, 5 marks for knowledge and application of language, and 5 marks for accuracy. This question is marked according to the assessment criteria on pages 16-17.

Assessment arrangements

All speaking tests will be recorded on a date chosen by the centre during the period specified annually by Edexcel. This period is from mid-March up to and including the date of the written examinations.

The test will be conducted by the centre-appointed interviewer. This will normally be a teacher of the target language from the centre, but could also be someone from outside the centre.

Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero credit for the component.

Centres are responsible for providing their own CDs or USBs, on to which the orals should be saved. **CDs or USBs must be clearly labelled.**

Individual candidate cover sheets (which give students' details and the topics covered) and the orals must be despatched directly to the Edexcel examiner on the day on which the tests are conducted.

All speaking tests will be externally marked by Edexcel.

Detailed instructions for the conduct of the speaking test are available in *Appendix 3: Instructions for the conduct of examinations (Paper 3)*.

Topic areas

All questions will be set in the context of the following topic areas and sub-topic areas. These will enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
Topic area A Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (eg telephone, bank, post office) Customs and religion Everyday life, traditions and communities in a Spanish-speaking country
Topic area B Education and employment	Childhood School life and routine Work/careers Future plans
Topic area C House, home and daily routines	Types of home Information about self, family and friends Helping around the house Food and drinks
Topic area D The modern world and the environment	Current affairs and social issues Environmental issues The media (eg TV, film, radio, newspapers) Information and communication technology (eg internet, mobile phones, email)
Topic area E Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

Linguistic structures

Students are expected to have acquired knowledge and understanding of Spanish grammar during their course. In the examination, students will be required to apply their knowledge and understanding to various tasks, drawing from the list given in *Appendix 1: Linguistic structures for Spanish*.

Assessment criteria

Students are assessed positively in all components, and therefore the assessment criteria are designed to reward, not penalise. It will not be necessary for students to produce a faultless performance in order to attract the highest marks available in each grid.

Major errors

These may include **repeated** mismatching of subject and verb forms; use of inappropriate tenses; and/or incorrect and inappropriate vocabulary.

Minor errors

These may include **occasional** omission of accents; incorrect genders, articles, auxiliary verbs or adjectival agreements; slight spelling errors.

Paper 2: Reading and Writing – Question 3(b)

Communication and content	Mark
<ul style="list-style-type: none">No rewardable material.	0
<ul style="list-style-type: none">Little meaningful communication; only occasionally comprehensible.Most of the response may have been copied from the supporting passage without any attempt to adapt it.	1–2
<ul style="list-style-type: none">Limited communication; frequently lacking clarity.Some of the response may have been copied from the supporting passage but with some attempt to adapt it.	3–4
<ul style="list-style-type: none">Mostly clear communication with some ambiguity.The candidate's response is mostly independent; minimal reliance on the supporting passage.	5

Knowledge and application of language	Mark
<ul style="list-style-type: none">No rewardable material.	0
<ul style="list-style-type: none">Narrow range of basic vocabulary and structures.Minimal accuracy in spelling and grammar.	1–2
<ul style="list-style-type: none">Adequate range of vocabulary and structures, with some repetition.Some accuracy in spelling and grammar with errors.	3–4
<ul style="list-style-type: none">Good range of vocabulary and structures.General accuracy in spelling and grammar, although there may be errors.	5

Paper 2: Reading and Writing – Question 6

Communication and content	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 	1–2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 	3–4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 	5–6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 	7–8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 	9–10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Very little use of tenses to vary sentences. 	1–2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition. Some use of tenses to vary sentences. 	3–4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Correct spelling is limited. 	1–2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Spelling is accurate for some of the response. 	3–4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Spelling is generally accurate although there may be occasional lapses. 	5

Paper 3: Speaking

Section A: Presentation and discussion

Presentation, communication and fluency	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Minimal description of visual stimulus.• Totally reliant on teacher-examiner prompting.• Minimal expression of ideas and opinions.• Minimal responses (mainly one-word replies).	1-2
<ul style="list-style-type: none">• Limited communication related to chosen visual stimulus.• Very hesitant and reliant on teacher-examiner prompting.• Expresses some simple ideas or opinions, but these will lack clarity.• Replies are limited and short.	3-4
<ul style="list-style-type: none">• Communicates adequate information related to the chosen visual stimulus.• Able to sustain a conversation but requires some prompting.• Expresses simple ideas and opinions.• Replies are simple and rarely expanded upon.	5-6
<ul style="list-style-type: none">• Communicates in some detail information related to chosen visual stimulus.• Speaks confidently, with minimal prompting necessary.• Has little difficulty expressing and explaining ideas and opinions.• Sometimes justifies and expands replies.	7-8
<ul style="list-style-type: none">• Communicates a wide range of information related to chosen visual/stimulus.• Speaks very confidently, with very little or no hesitation and with spontaneity.• No difficulty in expressing and explaining a range of ideas and opinions.• Interacts well in post-presentation discussion. Frequently justifies and expands replies.	9-10

Paper 3: Section A *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Simple and often incomplete sentences. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition Some use of tenses to vary sentences. 	3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Pronunciation and intonation often interfere with comprehensibility. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Pronunciation and intonation sometimes interfere with comprehensibility. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Pronunciation and intonation seldom interfere with comprehensibility. 	5

Paper 3, Section B: Two conversations

Communication, interaction and fluency	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Responds only to very basic questions. Very limited expression of opinions. Produces minimal responses (mainly one-word answers). Totally reliant on teacher-examiner prompting. 	1-2
<ul style="list-style-type: none"> Responds only to straightforward questions. Opinions limited to basic likes and dislikes. Replies are limited and short. Conversation very hesitant throughout and reliant on teacher-examiner prompting. 	3-4
<ul style="list-style-type: none"> Responds to more complex questions. Conveys simple opinions and offers some personal response. Copes with open-ended questions but rarely expands. Able to sustain a conversation although frequently hesitant and requires some prompting. 	5-6
<ul style="list-style-type: none"> Responds to a range of question types. Expresses opinions, attitudes and ideas. Takes initiative occasionally; sometimes justifies and expands replies. Able to sustain a relevant conversation with some hesitation and minimal prompting. 	7-8
<ul style="list-style-type: none"> Responds to a wide range of question types. Confident expression of opinions, attitudes, and a range of ideas. Takes the initiative; frequently justifies and expands replies. Able to sustain a relevant conversation with ease and with very little or no hesitation. 	9-10

Paper 3: Section B *continued*

Knowledge and application of language	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Narrow range of basic vocabulary and structures.• Simple and often incomplete sentences.	1-2
<ul style="list-style-type: none">• Adequate range of vocabulary and structures, with some repetition• Some use of tenses to vary sentences.	3-4
<ul style="list-style-type: none">• Uses wide range of vocabulary and structures, including some complex lexical items.• Use of a range of tenses to vary sentences.	5

Accuracy	Mark
<ul style="list-style-type: none">• No rewardable material.	0
<ul style="list-style-type: none">• Very little evidence of correct verb formation, gender and agreement.• Pronunciation and intonation often interfere with comprehensibility.	1-2
<ul style="list-style-type: none">• Some evidence of correct verb formation, gender and agreement.• Pronunciation and intonation sometimes interfere with comprehensibility.	3-4
<ul style="list-style-type: none">• Strong evidence of correct verb formation, gender and agreement.• Pronunciation and intonation seldom interfere with comprehensibility.	5

Assessment

Assessment summary

Paper 1 is an externally assessed examination paper lasting 40 minutes plus five minutes' reading time.

Paper 2 is an externally assessed examination paper lasting 1 hour and 30 minutes.

Paper 3 is externally assessed through a speaking test lasting no more than 10 minutes.

Summary of table of assessment

Paper 1: Listening	Paper code: 4SP0/01
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 40 minutes, plus five minutes' reading time, set and marked by Edexcel.• The total number of marks for the paper is 50.	
Paper 2: Reading and Writing	Paper code: 4SP0/02
<ul style="list-style-type: none">• The paper is assessed through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.• The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.	
Paper 3: Speaking	Paper code: 4SP0/03
<ul style="list-style-type: none">• Maximum 10 minutes.• The total number of marks for the paper is 40.	

Assessment Objectives and weightings

Papers 1, 2 and 3

	% International GCSE
AO1: understand and respond to spoken language	25%
AO2: communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately	25%
AO3: understand and respond to written language	25%
AO4: communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification and using them accurately	25%
TOTAL	100%

Relationship of Assessment Objectives to Papers 1, 2 and 3 for International GCSE

Paper number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Paper 1	25%	0%	0%	0%	25%
Paper 2	0%	25%	25%	0%	50%
Paper 3	0%	0%	0%	25%	25%
Total for International GCSE	25%	25%	25%	25%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com

Forbidden combinations

It is forbidden for students to take this qualification at the same time as the Edexcel Level 1/Level 2 Certificate in Spanish qualification.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, Level 1/Level 2 Certificate and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com) for:

- the JCQ policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information with regard to the *Equality Act 2010*.

Assessing your students

The first assessment opportunity for Papers 1, 2 and 3 of this qualification will take place in the June 2014 series and in each following June series for the lifetime of the qualification. All papers have to be taken in the same examination series.

Your student assessment opportunities

Paper	June 2014	June 2015	June 2016
Paper 1: Listening	✓	✓	✓
Paper 2: Reading and Writing	✓	✓	✓
Paper 3: Speaking	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for this qualification will be 2014.

Language of assessment

Assessment materials contain questions written in Spanish and English. Work submitted for examination must be produced in Spanish, as required by the question.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations and Assessments* document on the JCQ website www.jcq.org.uk/.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification offers suitable progression routes to GCE AS and GCE Advanced level as well as other Level 3 language qualifications (for example NVQ Spanish).

In addition, the study of one language at this level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade awarded for this qualification. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.

They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.

They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.

They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.

Grade C

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.

Grade F

Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.

They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.

They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus.

Ask the Expert – To make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access the service at www.edexcel.com/ask.

We'll also be doing lots of work to improve the quantity and quality of information in our FAQ database, so you'll be able to find answers to many questions you might have by searching, rather than submitting a question to us.

Support for Students and Learners

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- Understand subject specifications
- Access past papers and mark schemes
- Find out how to get exams remarked
- Learn about other students' experiences at university, on their travels and entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable services we can provide is helping schools and colleges unlock the potential of their learners. www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, can be arranged by Edexcel. Full details can be obtained from our website at www.edexcel.com.

Appendices

Appendix 1: Linguistic structures for Spanish	29
Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)	31
Appendix 3: Instructions for the conduct of examinations (Paper 3)	33
Appendix 4: Candidate cover sheet (Paper 3)	41
Appendix 5: CD insert label/USB record sheet (Paper 3)	43
Appendix 6: Suggested resources	45

Appendix 1: Linguistic structures for Spanish

Students are expected to have acquired knowledge and understanding of Spanish grammar during their course. In the examination they will be required to apply their knowledge and understanding to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

For structures marked **(R)**, only receptive knowledge is required.

Nouns:	gender singular and plural forms
Articles:	definite and indefinite <i>lo</i> plus adjective
Adjectives:	agreement position comparative and superlative: regular and <i>mayor, menor, mejor, peor</i> demonstrative (<i>este, ese, aquel</i>) indefinite (<i>cada, otro, todo, mismo, alguno</i>) possessive, short and long forms (<i>mi, mío</i>) interrogative (<i>cuánto, qué</i>) relative (<i>cuyo</i>)
Adverbs:	formation comparative and superlative interrogative (<i>cómo, cuándo, dónde</i>) adverbs of time and place (<i>aquí, allí, ahora, ya</i>) common adverbial phrases
Quantifiers/ intensifiers:	(<i>muy, bastante, demasiado, poco, mucho</i>)
Pronouns:	subject object position and order of object pronouns reflexive relative: <i>que, quien, lo que, el que, el cual</i> disjunctive (<i>conmigo, para mí</i>) demonstrative (<i>éste, ése, aquél, esto, eso</i>) indefinite (<i>algo, alguien</i>) interrogative (<i>cuál, qué, quién</i>) possessive (<i>el mío, la mía</i>)

Verbs:	<p>regular and irregular forms of verbs, including reflexive verbs</p> <p>all persons of the verb, singular and plural</p> <p>modes of address: <i>tú</i> and <i>usted</i></p> <p>radical-changing verbs</p> <p>negative forms</p> <p>interrogative forms</p> <p>reflexive constructions (<i>se puede, se necesita, se habla</i>)</p> <p>uses of <i>ser</i> and <i>estar</i></p> <p>tenses:</p> <ul style="list-style-type: none"> • present indicative • present continuous • preterite • imperfect • imperfect continuous • immediate future • future • perfect • pluperfect • conditional <p>gerund</p> <p>passive voice (R)</p> <p>imperative: common forms</p> <p>present subjunctive in exclamatory phrases (<i>¡Viva! ¡Dígame!</i>), for formal positive and negative commands and for familiar negative commands</p> <p>present subjunctive after verbs of wishing, command, request, emotion, to express purpose (<i>para que</i>), future with <i>cuando</i></p> <p>imperfect subjunctive (R)</p>
Prepositions:	common including personal <i>a</i>
Conjunctions:	coordinating and subordinating, including <i>y (e), o (u), pero, sino, porque</i>
Number, quantity, dates and time:	including the use of <i>desde hace</i> with the present and imperfect tense

Appendix 2: Instructions for the conduct of examinations (Papers 1 and 2)

General

Recordings are sent out in CD ROM format (hereafter referred to as 'CD') or as sound files accessed via a secure download (hereafter referred to as 'MP3 file').

There is one attendance register for each paper.

It is essential that each candidate is accounted for on the attendance register by indicating either 'absent' or 'present'.

Paper 1: Listening

Checking of CDs/MP3 files

- One CD/MP3 file per 20 candidates will be supplied.
- Immediately upon receipt the CDs/MP3 files should be played on site once in secure conditions and then locked away until required for the examination. Under **no** circumstances should any CDs/MP3 files be removed from the centre. If any significant defect is found, the CDs/MP3 files should be locked away. Edexcel should be informed **immediately**, so that replacement or additional CDs/MP3 files can be sent out.
- No transcript of the CD/MP3 file will be issued at the time of the examination. Transcripts will be issued to centres in the Mark Schemes with Examiners' Reports circulated a short while after the marking period ends.

Equipment and conditions for listening tests

As the listening tests are based on CD/MP3 file recordings, centres are reminded that adequate conditions for the conduct of these tests are essential if candidates are not to be disadvantaged.

The organisation of examining rooms is a matter for individual centres. It is, however, recommended that candidates are examined in groups no larger than the size of their normal language class. The use of large rooms (particularly where only modest equipment is available) is to be avoided wherever possible.

The volume should be set at a level which is comfortably within the capabilities of the equipment, and the tone controls (where available) adjusted to give clear, undistorted sound.

Invigilators are reminded that distractions such as opening doors or extraneous noise are likely to be far more significant than in an ordinary written paper.

Reading time before the start of the examination

Candidates will have five minutes to read through the examination paper for the listening examination, prior to the playing of the CD/MP3 file. This is **included** in the published time on the timetable. **No dictionaries are allowed in the listening examination.**

Playing the CD/MP3 file

- After the 5 minutes' reading time invigilators must start the CD/MP3 file.
- Time for candidates to read individual questions is built into the recording.
- Each text is played once, followed by a beep. The text is then repeated. Pauses, which give candidates time to write their answers, are included in the recording. As a result, once the CD/MP3 file is started it must not be stopped.

Late arrival – Listening

Candidates arriving late should not be permitted to enter the examination room once the paper has begun, since this will inevitably affect the performance of other candidates. If candidates arrive late through no fault of their own, they should be supervised until the end of the examination and arrangements made for them to sit the paper after the other candidates have finished. In these circumstances, standard Edexcel procedures should be followed, including the completion of a Late Arrival Form.

Paper details and materials required for Paper 1

- One CD player/MP3 player per room.
- One combined Question and Answer booklet per candidate.
- **No dictionaries are allowed in the Listening examination.**
- If you plan to use more than two rooms please ensure you have enough CDs and remember to request extra CDs in good time. The same consideration will apply to MP3 files.

Paper 2: Reading and Writing

Paper details and materials required for Paper 2

- One combined Question and Answer booklet per candidate.
- **No dictionaries are allowed in the Reading and Writing examination.**
- Additional answer sheets must be made available as required.

Appendix 3: Instructions for the conduct of examinations (Paper 3)

General

- There is one attendance register.
- It is essential that each candidate is accounted for on the attendance register either by indicating 'absent' or 'present'.

Timetabling

Centres must conduct the tests during the period specified. This period is from mid-March up to and including the date of the written examination.

Centres should aim to timetable all speaking tests in any one language on the same day or, where numbers are large, on consecutive days.

Method of assessment

- The speaking tests will be conducted by a centre-appointed interviewer. In most cases this will be a teacher within the centre, but centres who do not have a suitably qualified teacher may arrange for someone from outside the centre to conduct the speaking tests. It is solely the responsibility of the centre to find this person, and to ensure they are suitably qualified to carry out the examination and are familiar with its demands and format.
- All tests must be recorded as an audio or MP3 file (or similar sound files) and saved onto CD or USB and all the recordings should be forwarded for marking to the designated examiner. A detachable label with the examiner's name and address will be supplied with the attendance register.

Structure and timing of tests

The timing of the conversation elements of the speaking tests must be respected, though timing to the precise second is not expected.

The format and structure of the speaking test is described in detail in the main body of this specification on pages 7-10.

Accommodation

- As quiet a room as possible is required for the tests.
- Only one candidate is examined at a time. Normally, no person other than the centre-appointed interviewer conducting the test and the candidate should be present in the examination room.

Materials required for speaking tests

Edexcel will supply the following:

1	An attendance register pre-printed with names and numbers of all candidates in the centre.	It is essential that each candidate is accounted for on the attendance register as either 'absent' or 'present'.
2	Address labels for examiners (to be detached from the attendance register).	Do not use examiner labels from other papers or other languages.

The following are supplied in this document:

1	Candidate cover sheet (see <i>Appendix 4: Candidate cover sheet (Paper 3)</i>).	One candidate cover sheet to be completed with centre and candidate details.
2	CD insert labels/USB record sheet (see <i>Appendix 5: CD insert label/USB record sheet (Paper 3)</i>).	One CD insert label to be put in each box with centre and candidate details completed.

It is the responsibility of the centre to supply the following:

1	CD player and microphone, digital recorder or similar.	Test equipment before use.
2	CDs or USB drives.	All CDs and cases and USB drives to be numbered, if appropriate, and labelled with centre name and number.

NB. Centres should check recordings before despatch to the examiner.

Conduct of the speaking test

Recording of candidates' speaking test

All candidates' speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, re-examining is required as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly and that recording is taking place
- the position of the microphone favours the candidate
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and centre-appointed interviewer's name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate's name and number are announced at the start of each test
- the topic area is announced at the beginning of the presentation and each conversation
- recordings of previous candidates are not accidentally erased
- the CD is returned to the correct case after use and that both the CD and its corresponding case are labelled correctly.

NB. More than one candidate's speaking test can be recorded on a CD, as long as each test is recorded as a separate track.

Important

The recording should on no account be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for Spanish at Edexcel. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Summary of procedures

- The centre-appointed interviewer completes the top part of the candidate cover sheet, see *Appendix 4: Candidate cover sheet (Paper 3)*. The candidate provides the centre-appointed interviewer with a copy of the picture. The centre-appointed interviewer writes the topic area on the candidate cover sheet in the appropriate space.
- The centre-appointed interviewer must not enter any marks or comments in the lower part of the candidate cover sheet. This part is reserved for use by Edexcel.
- The recorder is switched on, the candidate name and number and the topic area of Section A is announced.

- The presentation for Section A now begins. The candidate gives a presentation for up to **one minute**. After the one-minute presentation, the discussion begins. The centre-appointed interviewer must ask the candidate questions which relate to the picture. The centre-appointed interviewer may also ask some questions prompted by the picture. If the candidate's presentation lasts longer than one minute, the centre-appointed interviewer should interrupt with questions. These questions should last a **maximum of three minutes**, after which time the discussion should naturally be brought to a close. In total, Section A of the exam should not last longer than **four minutes**.
- Now Section B begins. The centre-appointed interviewer announces (in Spanish) the topic area that they have chosen for Conversation 1, and begins a conversation with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 1 until this announcement. This conversation should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- The centre-appointed interviewer announces (in Spanish) the topic area that they have chosen for Conversation 2, and begins a discussion with the candidate on the chosen topic. The candidate will **not** know the topic for Conversation 2 until this announcement. This discussion should last a **maximum of three minutes**, after which the conversation should naturally be brought to a close.
- At the end of the second conversation the recording should be stopped and the teacher should check that the test has been recorded. Where necessary, the CD should be changed, ready for the next candidate.
- The centre-appointed interviewer must attach (staple, for example) the picture which the candidate has used for the speaking test securely to the candidate cover sheet. If, for some reason, the picture cannot be sent, a description of the picture must be attached to the candidate cover sheet.
- The centre-appointed interviewer must indicate with a tick which topic is covered and write down the sub-topic covered in each part of the speaking exam on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).
- Both the candidate and the teacher must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*).

Checklist for conduct

When conducting speaking test:		
At this point	Record this	Do this
At the start of each new CD or for the first file if recorded digitally	'International GCSE in Spanish' [state examination session], 'Paper 3, Interviewer _____' [give name] 'Centre name _____', 'Centre number _____'	On the CD label/USB, write your centre name and number, the language, specification number and the centre-appointed interviewer's name.
At the start of each candidate's test	'Candidate number _____, _____' [state name of candidate]	On the photocopiable CD insert/USB record sheet, write the candidate's name and number. Make sure the candidate cover sheet is complete with relevant details. Start the test. Do not stop or pause the recording during the oral.
At the start of the presentation and each of the two conversations	'Presentation Topic _____', 'Conversation (1, 2), Topic _____' [in Spanish]	Do not stop or pause the recording.
At the end of each candidate's test	'End of test'	Check that the test has been recorded clearly and audibly. Reset the controls ready to record the next candidate. Make sure that the topic areas are ticked and sub-topic areas are written down for each part of the speaking exam. Make sure the candidate has signed the declaration of authentication. If you are the candidate's teacher, sign the declaration of authentication on the candidate cover sheet. If you are not, give the cover sheet to the teacher for their signature.
After the last candidate on each CD (if relevant)	'End of CD. The tests continue on CD/digital recorder number _____' [state number of next CD/digital recorder]	Check that all the details on the CD label/USB record sheet are completed.

Advice for centre-appointed interviewers on Section A discussion and Section B conversations

- Example questions are given in the *Sample Assessment Materials* document available on our website. Preparing sequences of questions may be helpful to the teacher but **the candidate should not be able to predict exactly what will be asked or in what order.**
- Do comment and respond naturally but **briefly** to what the candidate says.
- Avoid yes/no questions except as a lead-in to something more challenging. Ensure that questions allow candidates to achieve their maximum potential, for example by covering a range of tenses/time references and opinion as appropriate within the prescribed time for the conversation.
- Encourage candidates to expand beyond a simple reply to each question – aim at a natural conversation.
- Never correct a candidate's language, however inaccurate, during a test.
- Do not interrupt candidates **except** when they are trying to deliver a prepared monologue (however this is permitted in the one-minute presentation at the beginning of Section A – presentation).
- Avoid finishing sentences for candidates except where it would be in their interest to move on to something else.

Preparation of materials to despatch to the examiner

- Centres should send all orals to the appropriate examiner.
- Candidate cover sheets must contain all the appropriate centre and candidate details – correct candidate numbers are essential.
- Candidate cover sheets must include the details of the topic areas chosen.
- Each candidate cover sheet must have the picture which the candidate chose for their Section A presentation securely attached to it. In instances where the picture cannot be sent, a description of the picture must be attached instead.
- Both the teacher and the candidate must sign the declaration of authentication on the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*), confirming that the work is the candidate's own. Any candidate unable to provide an authentication statement will receive zero credit for the component.
- All the candidate cover sheets (with each candidate's picture attached) must be arranged in **candidate number order.**
- Each CD, if relevant, must be numbered and the number indicated in the appropriate box on the candidate cover sheet.
- Every CD and CD case, if relevant, must be numbered and clearly labelled with centre name and number and the language being examined. Photocopiable CD inserts/USB record sheets are provided (see *Appendix 5: CD insert label/USB record sheet (Paper 3)*).

Despatch of materials to the examiner

- Printed address labels are included on the attendance registers, showing the name of the examiner. As soon as the centre-appointed interviewer has finished conducting the last candidate's test, all materials should be despatched to the examiner. The following must be included in the parcel:
- The **top two copies** of the attendance register (bottom copy to be retained by the centre). Please remember that attendance registers **must not be folded or creased**.
- All CDs or USB sticks and a copy of the candidate cover sheet (see *Appendix 4: Candidate cover sheet (Paper 3)*) for each candidate, with the picture from Section A (or a description of the picture). The candidate cover sheet must be completed in full and signed by both the teacher and the candidate.
- Where the size of the candidature makes it necessary to split parcels, the parcels should be numbered clearly on the outside (for example package 1 of 2).

Centres are reminded that all candidates must be recorded and the recordings despatched to the examiner for marking.

Appendix 4: Candidate cover sheet (Paper 3)

To be completed by the centre-appointed interviewer:

Centre name:	Centre number:	Language:	
Candidate name:	Candidate number:	Specification number:	
Date of speaking test:	Name of interviewer conducting test (Block capitals):	CD number:	Track number:

Topic area		Sub-topic
Section A	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Section B, Conversation 1	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	
Section B, Conversation 2	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	

Declaration of authentication

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support professional development and training of centre interviewers and Edexcel examiners.

Signed (candidate): _____ Date: _____

Signed (teacher): _____ Date: _____

To be completed by the Edexcel Examiner:

Section A

Presentation, communication and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Section B

Communication, interaction and fluency		Knowledge and application of language		Accuracy		TOTAL:	
Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner	Edexcel Examiner	Senior Examiner

Appendix 5: CD insert label/USB record sheet (Paper 3)

Complete the required details.

June 201..... speaking test		
Language/specification number:		
Centre number:		
Track number/ Audio file	Candidate name:	Candidate number:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
Name of interviewer:		

Appendix 6: Suggested resources

For this qualification, the following suggested title ranges are currently available as possible teaching aids. Although they are designed for GCSE, these course books are equally useful for students taking this qualification. The list is not exhaustive.

In addition, students and teachers are reminded of the value of the internet as a tool for research and learning.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Textbooks

Calvert M and Gonzalez Florido H – *¡Así!* (Nelson Thornes, 2005)
ISBN 9780748791729 – a three-part course including student's textbooks and workbooks, teacher's book, resource and assessment file, CDs to accompany each volume and a CD ROM

De Sudea I and Knill C – *Español de Primero Segunda edición* (OUP, 2004)
ISBN 9780199123933 – a two-part course including student's textbook, teacher's resource and assessment file and CDs to accompany each volume

Ellis M and Martin R – *Aventura Nueva* (Hodder & Stoughton, 2004)
ISBN 9780340868874 – a three-part course including student textbooks and workbooks, teacher's book, resource and assessment file, CDs to accompany each volume and a CD ROM

O'Connor N and Rainger A – *Caminos Segunda edición* (Nelson Thornes, 2003)
ISBN 978-0748767847 – a three-part course including a student's textbook, teacher's resource and assessment file and CDs to accompany each volume

Useful websites

The list below represents a selection of the large number of language websites available. The list is not exhaustive.

General websites

www.cilt.org.uk	CILT website containing current information on language teaching materials
www.linguanet-europa.org	Contains details of teaching materials and learning resources online
www.linguanet.org.uk	Provides access to authentic resources in its 'Websites for Languages' section

Spanish

http://es.guide.yahoo.com	Much information about Spain nowadays, access to TV programmes, cinema, books, fashion etc
http://londres.cervantes.es	Cervantes Institute website
www.DocuWeb.ca/SiSpain	Spanish Ministry for Culture
www.educacion.gob.es/reinounido.html	The United Kingdom Consejería de Educación
www.elmundo.es	Online edition of the newspaper
www.learnplus.com/spanish/index.html	Learnplus Spanish course
www.quia.com	A collection of games/puzzles worksheets Instructor zone allows teachers to prepare their own area for individual students and groups with access to their work and results
www.renfe.com	Rail tickets and timetables
www.studyspanish.com	Free Spanish pronunciation, vocabulary and grammar tutorials, verb drills and other activities. Teacher log-on facility to monitor students' work and progress
www.terra.es	Spanish search engine

International GCSE

Spanish (4SP0)

Sample Assessment Material

First examination June 2014

Issue 2

Contents

Introduction	3
Sample transcript for Paper 1: Listening	5
Sample question papers	9
Paper 1: Listening	11
Paper 2: Reading and Writing	27
Paper 3: Speaking	39
Sample mark schemes	51
General Marking Guidance	53
Paper 1: Listening	55
Paper 2: Reading and Writing	59
Paper 3: Speaking	65

Introduction

These sample assessment materials have been prepared to support the qualification.

The aim of these materials is to provide students and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

Sample transcript for Paper 1: Listening

DE COMPRAS

Ejemplo: M1: - Voy a comprar un CD

Pause and repeat.

Pregunta número 1

F1: - Me hace falta ropa

Pause and repeat.

Pregunta número 2

M1: - Busco una mochila

Pause and repeat.

Pregunta número 3

F2: - Quiero un libro

Pause and repeat.

PLANES FUTUROS

M1:- Ejemplo: Quiero ser futbolista.

Pause and repeat.

Pregunta número 4.

F1:- Me gustaría ser camarera.

Pause and repeat.

Pregunta número 5.

M2:- Voy a ser mecánico.

Pause and repeat.

Pregunta número 6.

F2:- Me encantaría ser policía.

Pause and repeat.

HABLANDO DE LA CASA

M1:- Ejemplo: Me llamo Francisco.

Pause and repeat.

Pregunta número 7

M1:- Vivo en un piso.

Pause and repeat.

Pregunta número 8

M1:- Está en el centro.

Pause and repeat.

Pregunta número 9

M1:- Hay muchas tiendas.

Pause and repeat.

Pregunta número 10

M1:- Tenemos cinco habitaciones en total.

Pause and repeat.

Pregunta número 11

M1:- Vivo con mi padre.

Pause and repeat.

Pregunta número 12

M1:- Tenemos un gato.

Pause and repeat.

EL CUMPLEAÑOS**Ejemplo:**

M1:- Loli, ¿cuándo es tu cumpleaños?

F1:- Es el quince de mayo.

Pause and repeat.

Pregunta número 13

M1:- Loli, ¿qué tal el día de tu cumpleaños?

F1:- Fue fantástico.

M1:- Muy bien, ¿qué hiciste?

F1:- Fui a un parque temático con mis amigos.

M1:- Y ¿qué tiempo hizo?

F1:- Bastante bien, un poco nublado pero no hizo frío

M1:- ¿Recibiste algunos regalos?

F1:- Sí, un nuevo ordenador de mis padres.

M1:- ¿Algo más?

F1:- Recibí dinero para mis vacaciones.

M1:- ¿Qué vas a hacer durante tus vacaciones?

F1:- Voy a esquiar.

Pause and repeat.

EN EL INSTITUTO**Ejemplo:**

M 1:- Andrés, ¿qué asignatura te gusta más?

M2:- Me encanta jugar al fútbol.

Pause and repeat.

Pregunta número 14

M1:- Y tú, Vanesa, ¿te gusta el deporte?

F1:- No. Es muy aburrido. Prefiero pintar.

M1:- Y tú, Juan, ¿qué prefieres hacer?

M3:- Paso todo mi tiempo delante de mi ordenador.

M1:- Mari Carmen, ¿qué me dices?

F2:- Me encanta cantar y tocar el piano.

M1:- Alfredo, ¿cuál es tu asignatura favorita?

M4:- La biología, quiero ser médico.

M1:- Isabel, ¿qué te gusta más?

F3:- Los idiomas. Hablo francés, inglés y español, ¡por supuesto!

M 1:- Javier, ¿qué asignatura prefieres?

M2:- Para mí los números son muy importantes.

Pause and repeat.

ENTREVISTA CON RAFAEL NADAL

Pregunta número 15.

F1:- Damos la bienvenida al famoso jugador de tenis, Rafael Nadal. Dime, Rafael, ¿cuándo es tu cumpleaños?

M1:- Nací a principios de junio.

F1:- Gracias, y ¿qué pasatiempos te gustan más?

M1:- Hmm, los vídeo juegos, y pescar.

F1:- ¿Verdad? Y, ¿qué tipo de persona eres?

M1:- Según mi familia, soy muy perezoso.

F1:- Gracias, Rafael.

Pause and repeat.

LA MODA

Pregunta número 16.

M1:- ¡Hola! Soy Chus. Para mí la moda es muy importante pero el problema es que cambia demasiado de prisa. Además creo que todas las tiendas venden la misma ropa y yo tengo mi propio estilo. No me gusta llevar lo mismo que todos los demás. Cuando salgo con mis amigos me gusta ponerme guapo, pero durante la semana prefiero ropa más cómoda, así que normalmente me pongo un chándal con zapatillas de deporte y una gorra.

Pause and repeat.

MI BARRIO

Pregunta número 17.

F1:- Borja, ¡ayer pasé por tu barrio!

M1:- Barrio Lucero, sí. ¿Qué te parece donde vivo?

F1:- No es grande pero hay mucho ambiente, ¿verdad?

M1:- Sí. Siempre hay mucha gente y bastante que hacer. Además nunca tengo miedo de andar por allí.

F1:- Entonces, ¡es perfecto!

M1:- No del todo - cuesta mucho vivir aquí porque hay muchos edificios antiguos, iglesias y monumentos.

F1:- ¡Muy interesante!

M1:- Sí, pero con tanta gente visitando el barrio siempre hay basura en las calles.

F1:- ¡Ya!

Pause and repeat.

UNA BUENA CAUSA

Pregunta número 18

F1:- A mí me parece que hay que elegir la selva húmeda. Cada día se pierden más árboles y eso afecta al medio ambiente.

M1:- ¿Estás segura? ¿No sería mejor hacer algo para los tigres y los osos?

F1:- Ya sé que están en peligro, pero ya hay mucha ayuda para ellos. La selva es más importante en mi opinión para los humanos.

F2:- Me gustaría ayudar a los niños, aunque tengo que admitir que deberíamos proteger las zonas bonitas de la tierra.

M1:- Si mejoras el medio ambiente, también ayudas a los niños.

F2:- Ahora que me lo dices creo que tienes razón.

F1:- Pues yo voy con lo que decidís.

M1:- Pues, ¡ya está!
Pause and repeat.

LA COMIDA RAPIDA

Pregunta número 19.

M1:- Pues menos mal que tenemos comida rápida. Ahorra muchísimo tiempo y no hay que fregar los platos después.

F1:- Tienes razón y tienes que reconocer que se lo pasa muy bien allí tomando algo con los amigos. Yo opino que hay mucha variedad - o sea algo para todos los gustos.

M1:- Puede ser, pero no te olvides de que no es nada buena para la salud. También, la comida puede ser bastante cara y el menú nunca cambia.

F1:- Sí, además, noto que a menudo hay mucho ruido y demasiado humo.
Pause and repeat.

This is the end of the recording.

You may continue to write and check your answers until the end of the test.

Sample question papers

Paper 1: Listening	11
Paper 2: Reading and Writing	27
Paper 3: Speaking	39

Write your name here

Surname

Other names

**Edexcel
International GCSE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

Spanish

Paper 1: Listening

Sample Assessment Material

Time: 40 minutes (plus 5 minutes reading time)

Paper Reference

4SP0/01

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this examination.
- You have 5 minutes to read through the paper before your teacher starts the recording.
- You will hear each extract twice. You may write whilst the recording is playing.
There will be a pause between each question.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

S42589A

©2012 Pearson Education Ltd.



PEARSON

Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

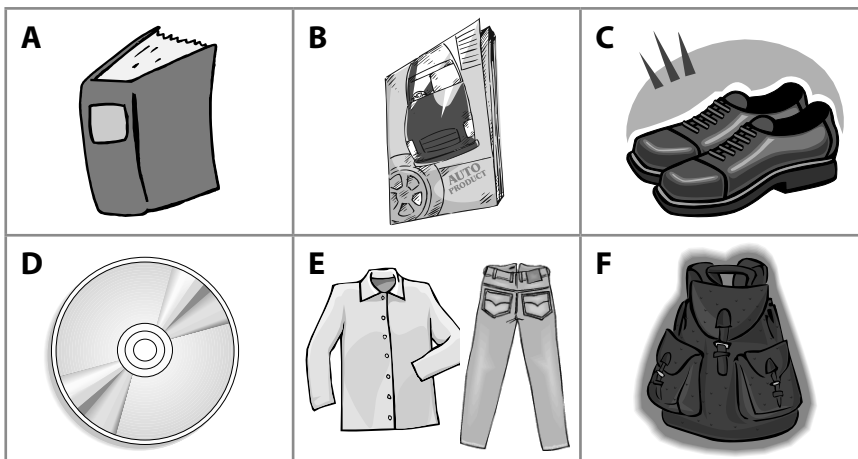
De compras

¿Qué van a comprar?

What are they going to buy?

Escribe la letra adecuada en cada casilla.

Write the correct letter in each box.



Ejemplo:	D
1	
2	
3	

(Total for Questions 1–3 = 3 marks)







Planes futuros

¿Qué quieren ser?

What do they want to be?

Pon una equis ☒ en las casillas adecuadas.

Put a cross ☒ in the correct boxes.

	A 	B 	C 	D 	E 	F 
Ejemplo:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 4–6 = 3 marks)

Hablando de la casa

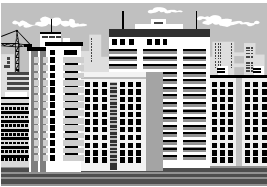

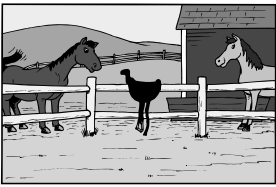
¿Qué dice este chico?
What does this boy say?

Pon una equis ☒ en las casillas adecuadas.
Put a cross ☒ in the correct boxes.




Ejemplo: ¿Cómo se llama?

A	B	C
Francisco	Juan	Santi
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

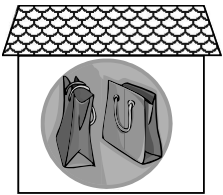
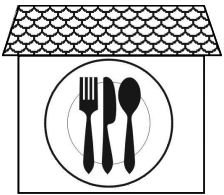
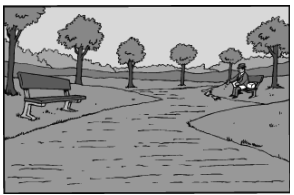
7 ¿Dónde vive?

A	B	C
		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

8 ¿Dónde está?

A	B	C
		
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

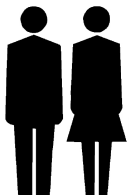


9 ¿Qué hay de interés?

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




10 ¿Cuántas habitaciones hay?

A <p style="text-align: center;">4</p>	B <p style="text-align: center;">5</p>	C <p style="text-align: center;">6</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 ¿Con quién vive?

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 ¿Tiene animales?

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Questions 7–12 = 6 marks)

El cumpleaños

13 Loli habla de su cumpleaños.

Loli is talking about her birthday.


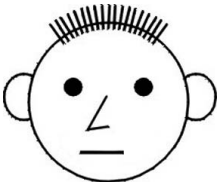

Pon una equis ☒ en las casillas apropiadas.

Put a cross ☒ in the correct boxes.



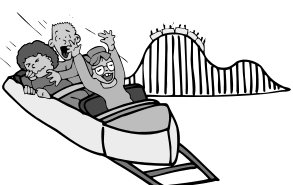
Ejemplo: Su cumpleaños es el...

A	B	C
5 de mayo	15 de mayo	25 de mayo
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

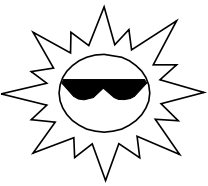


(i) El día fue...

A	B	C
		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>




(ii) Loli fue al...

A	B	C
		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

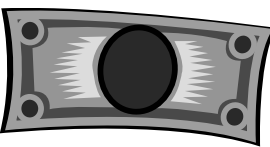


(iii) El tiempo fue...

A	B	C
		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



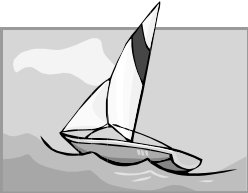
(iv) Recibió...

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(v) También...

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(vi) Loli va a...

A 	B 	C 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 13 = 6 marks)

En el instituto

- 14** Unos jóvenes hablan de sus estudios.
Some young people are talking about their studies.

¿Qué asignaturas les gustan más?
What subjects do they prefer?

- A** Las ciencias.
- B** Las lenguas.
- C** La informática.
- D** El deporte.
- E** La música.
- F** Las matemáticas.
- G** El dibujo.
- H** la geografía

Pon la letra adecuada en cada casilla.
Put the correct letter in each box.

Ejemplo:	Andrés	D
(i)	Vanesa	
(ii)	Juan	
(iii)	Mari Carmen	
(iv)	Alfredo	
(v)	Isabel	
(vi)	Javier	

(Total for Question 14 = 6 marks)

Entrevista con Rafael Nadal

15 ¿Cómo es Rafael?
What is Rafael like?

Completa el formulario **en español**.
Complete the grid **in Spanish**.

Rafael Nadal	
Ejemplo: Profesión:	Jugador de tenis
(a) Cumpleaños:	
(b) Gustos:	
(c) Carácter:	

(Total for Question 15 = 3 marks)

La moda

- 16** Chus habla de la moda.
Chus is talking about fashion.

¿Qué dice?
What does he say?

Pon una equis ☒ en las **4** casillas apropiadas.
Put a cross ☒ in the **4** correct boxes.

<input checked="" type="checkbox"/>	Ejemplo: Se llama Chus
<input type="checkbox"/>	A La moda no le importa
<input type="checkbox"/>	B La moda le interesa mucho
<input type="checkbox"/>	C La moda no cambia nunca
<input type="checkbox"/>	D Las tiendas venden lo mismo
<input type="checkbox"/>	E Sus amigos creen que es guapo
<input type="checkbox"/>	F Su estilo es único
<input type="checkbox"/>	G Los pantalones no son cómodos
<input type="checkbox"/>	H Le gusta la ropa deportiva

(Total for Question 16 = 4 marks)

Mi barrio

- 17** Borja habla de su barrio.
Borja is talking about his town.

Pon una equis ☒ en las **6** casillas apropiadas.
Put a cross ☒ in the **6** correct boxes.

Barrio Lucero es...

<input checked="" type="checkbox"/>	Ejemplo: pequeño
<input type="checkbox"/>	A limpio
<input type="checkbox"/>	B aburrido
<input type="checkbox"/>	C sucio
<input type="checkbox"/>	D barato
<input type="checkbox"/>	E comercial
<input type="checkbox"/>	F seguro
<input type="checkbox"/>	G turístico
<input type="checkbox"/>	H tranquilo
<input type="checkbox"/>	I caro
<input type="checkbox"/>	J animado
<input type="checkbox"/>	K histórico
<input type="checkbox"/>	L peligroso

(Total for Question 17 = 6 marks)

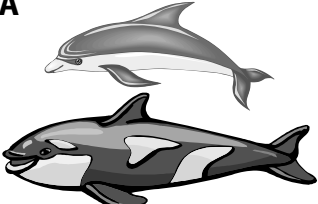
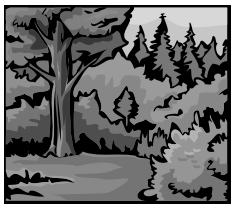

Una buena causa

Una familia habla de apoyar una buena causa.
A family are discussing support for a good cause.

- 18 (a) ¿Qué deciden?
What do they decide?

(1)

Pon una equis ☒ en la casilla adecuada.
Put a cross ☒ in the correct box.

A 	B 	C 
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- (b) ¿Por qué eligen esa idea?
Why do they select this idea?

Completa las frases con las palabras correctas.
Complete the sentences with the correct words.

(5)

los árboles	conservar	el cambio climático	los animales	el medio ambiente
los niños	los voluntarios	más ayuda	visitar	menos atención

- (i) Cada vez son menos que hay.
(ii) Tiene efecto sobre
(iii) La gente da a los animales.
(iv) Hay que las zonas bonitas.
(v) También es bueno para

(Total for Question 18 = 6 marks)

La comida rápida

Dos amigos hablan de la comida rápida.
Two friends are discussing fast food.

19 Escribe **en español** en la tabla **3** aspectos positivos y **4** aspectos negativos, según lo que dicen.

Write **in Spanish** in the grid **3** positive aspects and **4** negative aspects according to what they say.

Aspectos positivos
Ejemplo: Es rápida
(i)
(ii)
(iii)

Aspectos negativos
(i)
(ii)
(iii)
(iv)

(Total for Question 19 = 7 marks)

TOTAL FOR PAPER = 50 MARKS

BLANK PAGE

BLANK PAGE

BLANK PAGE

Write your name here

Surname	Other names
---------	-------------

Edexcel
International GCSE

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--

Spanish
Paper 2
Reading and Writing

Sample Assessment Material Time: 1 hour 30 minutes	Paper Reference 4SP0/02
--	-----------------------------------

You do not need any other materials.

Total Marks

--

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Dictionaries may **not** be used in this examination.

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

S42590A

©2011 Edexcel Limited.





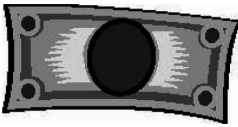




Turn over ►

edexcel

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1 Las vacaciones

¿Qué llevan?
What are they taking?

A 	B 	C 	D 
E 	F 	G 	

Pon una equis ☒ en la casilla adecuada.
Put a cross ☒ in the correct box.

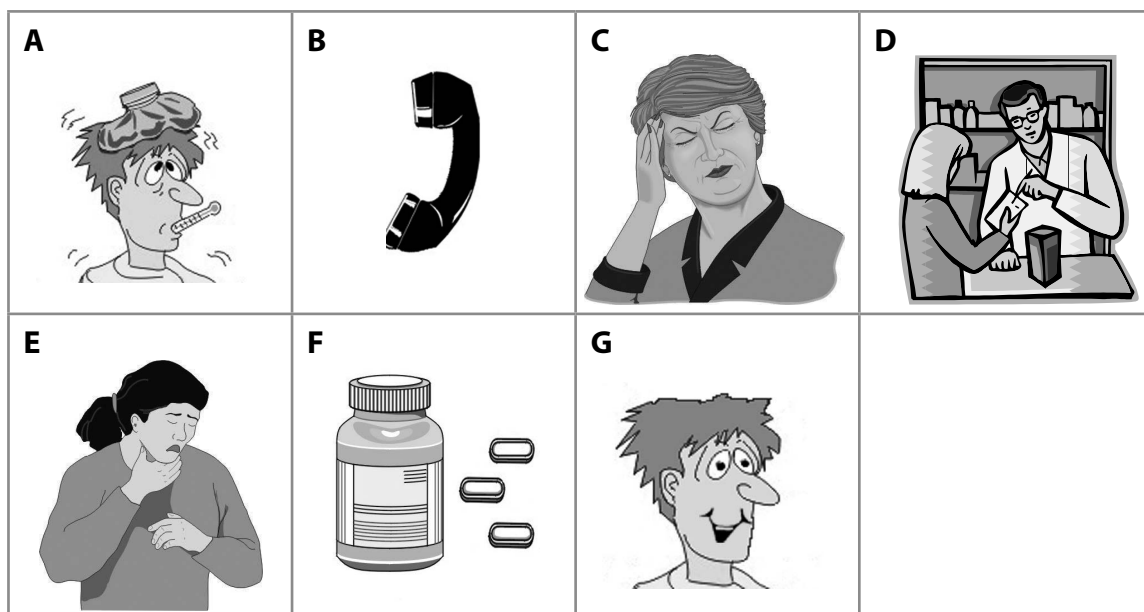
		A	B	C	D	E	F	G
Ejemplo:	José lleva su pasaporte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i)	Antonio lleva dinero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii)	Marta lleva un bañador	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii)	Ana lleva gafas de sol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv)	Silvia lleva una mochila	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v)	Eduardo lleva pantalones cortos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 5 marks)

2 Una visita al médico

Mira los dibujos y las frases. ¿Qué dibujo va con cada frase?

Look at the pictures and the sentences. Can you match the pictures and the sentences?



Pon una equis ☒ en la casilla adecuada.

Put a cross ☒ in the correct box.

		A	B	C	D	E	F	G
Ejemplo:	No me siento bien	☒	☒	☒	☒	☒	☒	☒
(i)	Voy a la farmacia	☒	☒	☒	☒	☒	☒	☒
(ii)	Tengo dolor de cabeza	☒	☒	☒	☒	☒	☒	☒
(iii)	Tomo tres pastillas al día	☒	☒	☒	☒	☒	☒	☒
(iv)	Llamo al médico por la tarde	☒	☒	☒	☒	☒	☒	☒
(v)	Me duele la garganta	☒	☒	☒	☒	☒	☒	☒

(Total for Question 2 = 5 marks)

3 El trabajo

Lee estas frases.
Read these comments.

Rocío

Mi especialidad es pintar cuadros modernos.

Eduardo

Doy clases de ciencias en un colegio privado.

Paz

Paso ocho horas al día en la tienda de mi padre. ¡Es duro!

Hernán

Me gusta estar solo. El camión, la carretera y ¡la libertad!

Leonardo

Me encantan los coches. Me gusta mucho trabajar en un garaje.

María

Trabajo cocinando comida típica de la región.

Yolanda

Mi trabajo es muy importante porque puedo curar a la gente.

- (a) ¿Qué hacen? Escribe el nombre de la persona.
What do they do? Write the person's name.

(5)

Ejemplo: Es pintor/a **Rocío**

(i) Es profesor/a

(ii) Es dependiente/a

(iii) Es médico/a

(iv) Es conductor/a

(v) Es mecánico/a

(b) ¿Te gusta tu trabajo? Escribe unas 50 palabras **en español**.
Do you like your job? Write about 50 words **in Spanish**.

(10)

Aquí tienes algunas ideas.
Here are some ideas.

horas / hours

días / days

suelo / salary

fin de semana / weekend

compañeros / workmates

(Total for Question 3 = 15 marks)

- 4 Lee este artículo.
Read this article.

Clara

En mi opinión, mis padres se preocupan demasiado por mí. Siempre quieren que me quede en casa y no me dejan salir nunca. Es aburridísimo.

Enrique

La semana pasada mi madre habló con mi profesor de inglés. ¡Qué desastre! Los dos dicen que nunca hago nada ni en clase ni en casa.

Begoña

Mi padre no se lleva bien con mi novio. Dice que es perezoso y que no me respeta bastante, pero ¡estoy enamorada! No me importa su opinión.

Carlos

Cuando las chicas me hablan, siempre me pongo colorado. No sé cómo responder ni qué hacer. Estoy inquieto pero mis amigos se ríen de mí.

José Antonio

Siempre discuto con mis padres porque no me dejan tener una moto. Yo sé que soy responsable y que tendré mucho cuidado pero ellos no se fían de mí.

Marisol

Conozco a mucha gente. Salgo en grupo y siempre me divierto pero no quisiera tener un novio.

Escoge la frase que más conviene con el texto.
Choose the sentence which best matches the text.

Ejemplo: Clara

<input checked="" type="checkbox"/>	A Quiere salir más
<input type="checkbox"/>	B No se aburre en casa
<input type="checkbox"/>	C Se preocupa por sus padres

(i) **Enrique**

<input type="checkbox"/>	A Le gusta estudiar
<input type="checkbox"/>	B Es perezoso
<input type="checkbox"/>	C Ayuda mucho a su madre

(ii) **Begoña**

<input type="checkbox"/>	A No tiene novio
<input type="checkbox"/>	B No está de acuerdo con su padre
<input type="checkbox"/>	C Respeta la opinión de sus padres

(iii) **Carlos**

<input type="checkbox"/>	A Es hablador
<input type="checkbox"/>	B Es guapo
<input type="checkbox"/>	C Es tímido

(iv) **José Antonio**

<input type="checkbox"/>	A Sus padres son irresponsables
<input type="checkbox"/>	B Sus padres le regalaron una moto
<input type="checkbox"/>	C Sus padres no tienen confianza en él

(v) **Marisol**

<input type="checkbox"/>	A No tiene hermanos
<input type="checkbox"/>	B No le gusta salir
<input type="checkbox"/>	C Lo pasa bien cuando sale

(Total for Question 4 = 5 marks)

- 5 Lee este artículo.
Read this article.

Zaragoza, ciudad en desarrollo



En los últimos años Zaragoza se ha despertado con vigor, llena de ideas, proyectos y obras para incorporarse a la modernidad.

Ya hemos visto la gran renovación que se hizo en Barcelona con los Juegos Olímpicos, en Sevilla con la Expo, y en Bilbao con el museo Guggenheim.

Ahora le toca a Zaragoza, con la llegada del AVE (tren de alta velocidad) Zaragoza quedará a una hora y cuarto de Madrid en el más cómodo y veloz de los ferrocarriles y a lo mismo de la capital catalana Barcelona. La estación de ferrocarril es nueva y es considerada por muchos como la más bonita de España.

Hoy en día Zaragoza se está convirtiendo en uno de los lugares más apasionantes y visitados de España; en los últimos años el número de vuelos que llegan al aeropuerto de la ciudad ha aumentado considerablemente.

Otro gran símbolo de la renovación es la Feria de Zaragoza, una de las principales en España y donde se celebran buen número de eventos internacionales como la Exposición Internacional del Agua prevista para mayo y que contará con la participación de más de veinte países.

Contesta las preguntas **en español** basándote en el texto.
Answer the questions **in Spanish** based on the text.

No necesitas escribir frases completas.
You do not need to write in full sentences.

(a) ¿Cómo se moderniza Zaragoza? (1)

(b) Da **un** ejemplo de este tipo de desarrollo en otras ciudades españolas. (1)

(c) ¿Cómo es el AVE? (1)

(d) ¿Cuánto tiempo se necesitará para ir de Zaragoza a Barcelona? (1)

(e) ¿Cómo es la estación de trenes?
(Da **2** ideas) (2)

(i)

(ii)

(f) ¿Cómo se ve a Zaragoza hoy en día? (1)

(g) ¿Cómo sabemos que más gente visita Zaragoza? (1)

(h) ¿Qué pasará en mayo en la Feria de Zaragoza? (1)

(i) ¿Por qué será tan importante? (1)

(Total for Question 5 = 10 marks)

- 6 Escoge **uno** de los siguientes temas y escribe unas 150 palabras **en español**.
Choose **one** of the following tasks and write about 150 words **in Spanish**.

(a) Ves este folleto sobre un nuevo colegio en tu pueblo.

Escribe una carta a tu amigo(-a) español(a) explicando por qué quieres cambiar de colegio.

Menciona:

COLEGIO SÁBETODO

¡Un nuevo colegio para una nueva generación!

Tiene:

- edificio completamente nuevo con ventajas ecológicas
- oportunidades para estudiar la tecnología de la música
- piscina cubierta y gimnasia moderna
- un ordenador para cada alumno

Se abre en septiembre

- tu colegio actual
- las diferencias entre los dos colegios
- las ventajas que tendrás en tu nuevo colegio
- las desventajas del nuevo colegio
- las opiniones de tus padres

(20)

(b) ¿Podemos salvar el planeta?

Escribe un artículo para la revista de tu colegio.

Menciona:

- los problemas
- las causas
- las posibles soluciones
- tus opiniones



(20)

(c) Has pasado una semana de vacaciones en España.

Cuenta lo que pasó.

Menciona:

- adónde fuiste
- cuándo fuiste
- qué hiciste
- tus opiniones
- tus planes para las vacaciones el año que viene

(20)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

¿Qué tema has escogido?

Which task have you chosen? **6(a)** ☐ **6(b)** ☐ **6(c)** ☐

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(Total for Question 6 = 20 marks)

TOTAL FOR PAPER = 60 MARKS

Edexcel International GCSE

Spanish

Paper 3: Speaking

Sample Assessment Material

Paper Reference

4SP0/03

You do not need any other materials.

Turn over ►

S42591A

©2011 Edexcel Limited.

1/



S 4 2 5 9 1 A

edexcel 

BLANK PAGE

The following pages provide exemplar assessment material for the speaking component (Paper 3). Centres and candidates should refer to the Specification for full details of the requirements of this paper.

The pictures provided in this sample assessment material are for illustrative purposes only and must **not** be used for examination.

Throughout this sample speaking test, questions are given in the informal 'tu' form. This is not a compulsory requirement, and the centre-appointed interviewer should ask questions in either the formal 'usted' form or informal 'tu' form at their discretion.

Section A: Presentation and discussion based on a picture

Maximum 4 minutes

1 TOPIC AREA A – HOME AND ABROAD



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- ¿Qué hacen las personas de la foto?
- ¿Qué llevan?
- ¿Qué tiempo hace?
- ¿Cómo son las personas?
- ¿Qué persona te parece la más interesante? ¿Por qué?

Questions indirectly related to the picture

- ¿Qué crees que los turistas han hecho antes de llegar aquí?
- ¿Qué van a hacer después?
- ¿Qué persona de la foto va a usar el autobús?
- ¿Qué tipo de transportes piensas que los turistas usan para moverse por la ciudad?
¿Por qué?
- ¿De dónde crees que son las personas de la foto?

Questions relating to the wider topic area

- ¿Qué pueden ver o hacer los turistas en tu ciudad/área?
- Cuando estás de vacaciones ¿es importante el tiempo que haga?
- ¿Te gusta hacer turismo? ¿Por qué?
- ¿Cuál es tu sitio ideal para ir de vacaciones?
- ¿Por qué son las vacaciones importantes?

2 TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- Describe a las personas de la foto.
- ¿Qué más puedes ver en la foto?
- ¿Quién crees que son las personas de la foto?
- ¿Quién es tu persona favorita en la foto? ¿Por qué?
- ¿Por qué están sonriendo las personas?

Questions indirectly related to the picture

- ¿Qué piensas que están celebrando?
- ¿Qué más van a hacer para celebrar?
- ¿Por qué crees que hace diez años la foto habría sido diferente?
- ¿Con qué frecuencia crees que se ven estas personas?
- ¿Qué estaba pasando antes de sacar la foto?

Questions relating to the wider topic area

- ¿Cómo son las relaciones en tu familia?
- ¿Qué celebráis juntos en tu familia?
- ¿Qué están haciendo ahora los miembros de tu familia?
- ¿Por qué es importante la familia?
- Describe tu último cumpleaños.

3 TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH



The picture-based discussion begins with a short presentation by the candidate based on the picture which s/he has provided. The interviewer should then intervene with a series of questions based on the picture. The conversation must relate to the picture but may also include some questions prompted by the picture the candidate has chosen. The questions must not duplicate material already covered in the initial presentation. The aim is to develop the conversation as naturally as possible, following the candidate's lead and responding accordingly.

The interviewer should ensure that the candidate is given the opportunity to fulfil the requirements of the assessment criteria and to have access to the full range of marks. The following list of questions is not prescriptive, but rather indicates the types of question to be asked. All three question types should be covered in the discussion, although the main focus should be the picture provided by the candidate.

Questions relating to the picture

- ¿Dónde está basada esta escena?
- ¿Qué está haciendo la mujer más joven?
- ¿Por qué lo está haciendo?
- Describe a las personas de la foto.
- ¿Qué están haciendo los chicos del fondo?

Questions indirectly related to the picture

- ¿De qué crees que están hablando las dos personas en el primer plano?
- ¿Cómo crees que se siente la mujer joven?
- ¿Qué ha hecho la mujer joven antes de venir aquí?
- ¿Qué va a hacer más tarde?
- ¿Qué cambios habrá en el teatro al final del día?

Questions relating to the wider topic area

- ¿Has actuado en un escenario alguna vez? ¿O en un concierto?
- Describe un concierto al que hayas ido.
- ¿Qué tipo de música te gusta?
- ¿Qué otras cosas te gusta hacer en tu tiempo libre?
- ¿Es el entretenimiento una parte importante de tu vida?

Section B: Two conversations

Maximum 6 minutes

TOPIC AREA A – HOME AND ABROAD

Straightforward questions

- Describe dónde vives.
- ¿Qué tiempo hace?
- ¿Qué se puede ver y hacer?
- ¿Qué piensas de tu ciudad/región?
- ¿Dónde te gusta pasar las vacaciones?
- Describe tus últimas vacaciones.
- ¿Cuáles son tus planes para las próximas vacaciones?
- ¿Cuál sería tu destino ideal para ir de vacaciones? ¿Por qué?

Extension questions

- ¿Es tu ciudad un buen lugar para los jóvenes? ¿Por qué? ¿Por qué no?
- ¿Cuáles son las ventajas y las desventajas de vivir en una ciudad/en el campo?
- ¿Qué piensas del tiempo en tu país?
- ¿Qué países hispanohablantes conoces tú?
- ¿Que te parecieron?
- ¿Prefieres ir de vacaciones con tu familia o con tus amigos? ¿Por qué?
- ¿Por qué es importante viajar al extranjero?
- ¿Qué días festivos hay en tu país? ¿Cuál es tu favorito? ¿Por qué?

TOPIC AREA B – EDUCATION AND EMPLOYMENT

Straightforward questions

- Describe tu instituto/y tu rutina escolar.
- ¿Qué asignaturas te gustan?/no te gustan ¿Por qué?
- ¿Qué te pones para ir al instituto?
- ¿Qué hiciste en tu instituto ayer?
- ¿Qué planes tienes para el próximo año/para el futuro?
- Describe tu experiencia laboral.
- ¿Cuál sería tu trabajo ideal?
- ¿Has estado en otro instituto?

Extension questions

- ¿Qué te gusta/ no te gusta de tu instituto? ¿Por qué?
- ¿Cuáles son las asignaturas más importantes en tu instituto? ¿Por qué?
- ¿Estás a favor o en contra del uniforme escolar? ¿Por qué?
- ¿Qué opinas de las reglas que hay en tu instituto?
- ¿Los deberes son importantes? ¿Por qué? ¿Por qué no?
- ¿Es importante la experiencia laboral?
- ¿Qué tienes que hacer para encontrar un buen trabajo?
- ¿Es mejor ir a la universidad o comenzar a trabajar? Por qué?

TOPIC AREA C – HOUSE, HOME AND DAILY ROUTINES

Straightforward questions

- Describe a tu familia
- ¿Dónde vives? ¿Cómo es?
- ¿Dónde te gustaría vivir en el futuro?
- ¿Qué haces con tus amigos?
- ¿Qué haces para ayudar en casa?
- ¿Que hiciste el fin de semana pasado?
- Cuando estás con tu familia, ¿qué sueles comer y beber?
- Describe la última vez que fuiste a un restaurante.

Extension questions

- ¿Cómo te llevas con los otros miembros de tu familia?
- ¿Existe la familia ideal?
- Si tuvieras mucho dinero ¿qué cambios harías en tu habitación?
- ¿Quiénes son más importantes para tí – tu familia o tus amigos?
- ¿Cuáles son las cualidades que debe tener un buen amigo?
- ¿Cómo te gustaría cambiar tu rutina diaria?
- ¿Deberían los jóvenes ayudar en casa?
- ¿Tu familia tiene una dieta sana?

TOPIC AREA D – THE MODERN WORLD AND THE ENVIRONMENT

Straightforward questions

- ¿Qué haces en casa para ayudar al medio ambiente?
- ¿Qué haces para ayudar al medio ambiente en tu instituto?
- ¿Por qué es importante el medio ambiente?
- ¿Qué papel juegan los medios de comunicación en tu vida?
- Describe tu programa de TV, o película, o libro favorito.
- ¿Tienes un móvil? ¿Cuándo lo usas?
- ¿Qué haces en el ordenador en tu casa/ en el instituto?
- Describe una persona famosa a quien admiras.

Extension questions

- En tu opinión, ¿cuál es el problema más grave en relación al medio ambiente?
- ¿Crees que los jóvenes pasan mucho tiempo mirando televisión?
- ¿Prefieres ver las películas en televisión o en el cine?
- ¿Cuáles son las ventajas /desventajas de los móviles/internet?
- ¿Qué importancia tiene internet en tu vida?
- ¿Cuáles son los principales problemas sociales en tu país?
- ¿Por qué los jóvenes (no) están interesados en las noticias?
- En el mundo actual, ¿cuáles son los temas que más interesan a los jóvenes?

TOPIC AREA E – SOCIAL ACTIVITIES, FITNESS AND HEALTH

Straightforward questions

- Describe tu último cumpleaños.
- ¿Qué haces en tu tiempo libre?
- ¿Qué tipo de música te gusta?
- ¿Qué haces normalmente los fines de semana/ por las tardes?
- ¿Vas de compras con frecuencia? ¿Dónde? ¿Qué compras?
- ¿Qué haces para mantenerte en forma?
- Describe un fin de semana ideal. ¿Qué harías tú?

Extension questions

- Para tí, ¿qué fiestas son las más importantes?
- ¿Qué importancia tienen para tí el deporte y la música?
- ¿Por qué es importante tener tiempo libre?
- ¿El dinero de bolsillo es importante? ¿Por qué? ¿Por qué no?
- ¿Cómo se podría mejorar la vida de los jóvenes en tu ciudad/región?
- ¿Llevas una vida sana?
- ¿Que piensas de fumar/del alcohol/de las drogas?
- ¿Por qué son algunas personas vegetarianas?

Sample mark schemes

General marking guidance	53
Paper 1: Listening	55
Paper 2: Reading and Writing	59
Paper 3: Speaking	65

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1: Listening

Question Number	Answer	Mark
1	E	1

Question Number	Answer	Mark
2	F	1

Question Number	Answer	Mark
3	A	1

Question Number	Answer	Mark
4	B	1

Question Number	Answer	Mark
5	A	1

Question Number	Answer	Mark
6	F	1

Question Number	Answer	Mark
7	A	1

Question Number	Answer	Mark
8	C	1

Question Number	Answer	Mark
9	A	1

Question Number	Answer	Mark
10	B	1

Question Number	Answer	Mark
11	C	1

Question Number	Answer	Mark
12	A	1

Question Number	Answer	Mark
13(i)	A	1

Question Number	Answer	Mark
13(ii)	C	1

Question Number	Answer	Mark
13(iii)	B	1

Question Number	Answer	Mark
13(iv)	C	1

Question Number	Answer	Mark
13(v)	A	1

Question Number	Answer	Mark
13(vi)	B	1

Question Number	Answer	Mark
14(i)	G	1

Question Number	Answer	Mark
14(ii)	C	1

Question Number	Answer	Mark
14(iii)	E	1

Question Number	Answer	Mark
14(iv)	A	1

Question Number	Answer	Mark
14(v)	B	1

Question Number	Answer	Mark
14(vi)	F	1

Question Number	Answer	Mark
15(a)	junio	1

Question Number	Answer	Mark
15(b)	video juegos/pescar	1

Question Number	Answer	Mark
15(c)	perezoso	1

Question Number	Answer	Mark
16	B, D, F, H	4

Question Number	Answer	Mark
17	C, F, G, I, J, K	6

Question Number	Answer	Mark
18(a)	B	1

Question Number	Answer	Mark
18(b)(i)	los árboles	1

Question Number	Answer	Mark
18(b)(ii)	el medio ambiente	1

Question Number	Answer	Mark
18(b)(iii)	más ayuda	1

Question Number	Answer	Mark
18(b)(iv)	conservar	1

Question Number	Answer	Mark
18(b)(v)	los niños	1

Question Number	Answer	Mark
19(a)	Any three from: No hay que fregar los platos. Comer/beber con amigos. Hay algo para todos. Mucha variedad.	3

Question Number	Answer	Mark
19(b)	Any four from: No es buena para la salud. Hay mucho humo. Nunca cambia el menú. Es caro. Es ruidoso.	4

Paper 2: Reading and Writing

Question Number	Answer	Mark
1(i)	C	1

Question Number	Answer	Mark
1(ii)	D	1

Question Number	Answer	Mark
1(iii)	G	1

Question Number	Answer	Mark
1(iv)	A	1

Question Number	Answer	Mark
1(v)	F	1

Question Number	Answer	Mark
2(i)	D	1

Question Number	Answer	Mark
2(ii)	C	1

Question Number	Answer	Mark
2(iii)	F	1

Question Number	Answer	Mark
2(iv)	B	1

Question Number	Answer	Mark
2(v)	E	1

Question Number	Answer	Mark
3(a)(i)	Eduardo	1

Question Number	Answer	Mark
3(a)(ii)	Paz	1

Question Number	Answer	Mark
3(a)(iii)	Yolanda	1

Question Number	Answer	Mark
3(a)(iv)	Hernán	1

Question Number	Answer	Mark
3(a)(v)	Leonardo	1

Question Number	Answer	Mark
3(b)	This question will be assessed according to the standard assessment criteria below.	5 + 5 = 10
Communication and content		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. Most of the response may have been copied from the supporting passage without any attempt to adapt it. 		1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. Some of the response may have been copied from the supporting passage but with some attempt to adapt it. 		3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The candidate's response is mostly independent; minimal reliance on the supporting passage. 		5

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Minimal accuracy in spelling and grammar. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition. Some accuracy in spelling and grammar with errors. 	3-4
<ul style="list-style-type: none"> Good range of vocabulary and structures. General accuracy in spelling and grammar, although there may be errors. 	5

Question Number	Answer	Mark
4(i)	B	1

Question Number	Answer	Mark
4(ii)	B	1

Question Number	Answer	Mark
4(iii)	C	1

Question Number	Answer	Mark
4(iv)	C	1

Question Number	Answer	Mark
4(v)	C	1

Question Number	Acceptable Answers	Reject	Mark
5(a)	Any of: (con/tiene) ideas, proyectos, obras		1

Question Number	Acceptable Answers	Reject	Mark
5(b)	Barcelona (tiene) (los) Juegos Olímpicos/Sevilla (tiene) (la) Expo/Bilbao (tiene) (el) museo Guggenheim		1

Question Number	Acceptable Answers	Reject	Mark
5(c)	Any of: (es) veloz/(de) alta velocidad/cómodo		1

Question Number	Acceptable Answers	Reject	Mark
5(d)	Una hora y cuarto		1

Question Number	Acceptable Answers	Reject	Mark
5(e)	- nueva - bonita (la más bonita de España)		2

Question Number	Acceptable Answers	Reject	Mark
5(f)	Any of: (un lugar) apasionado/(muy) visitado		1

Question Number	Acceptable Answers	Reject	Mark
5(g)	(hay) más vuelos/el número de vuelos ha aumentado	hay un aeropuerto	1

Question Number	Acceptable Answers	Reject	Mark
5(h)	(habrá) (la) Exposición Internacional del Agua		1

Question Number	Acceptable Answers	Reject	Mark
5(i)	(participarán) (habrá) veinte/20 países		1

Question Number		Mark
6	This question will be assessed according to the standard assessment criteria below.	10 + 5 + 5 = 20
Communication and content		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Little meaningful communication; only occasionally comprehensible. The response is barely relevant to the task. 		1-2
<ul style="list-style-type: none"> Limited communication; frequently lacking clarity. The response is partially relevant to the task but there may be major omissions. 		3-4
<ul style="list-style-type: none"> Mostly clear communication with some ambiguity. The response is mostly relevant and addresses some aspects of the task. 		5-6
<ul style="list-style-type: none"> Clear communication with occasional ambiguity. The response is relevant and addresses most aspects of the task. 		7-8
<ul style="list-style-type: none"> Clear communication with no ambiguity. The response is relevant and fully addresses all aspects of the task. 		9-10

Knowledge and application of language		Mark
<ul style="list-style-type: none"> No rewardable material. 		0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Very little use of tenses to vary sentences. 		1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition. Some use of tenses to vary sentences. 		3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 		5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Correct spelling is limited. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Spelling is accurate for some of the response. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Spelling is generally accurate although there may be occasional lapses. 	5

Paper 3: Speaking

SECTION A

Presentation, communication and fluency	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Minimal description of visual stimulus. Totally reliant on teacher-examiner prompting. Minimal expression of ideas and opinions. Minimal responses (mainly one-word replies). 	1-2
<ul style="list-style-type: none"> Limited communication related to chosen visual stimulus. Very hesitant and reliant on teacher-examiner prompting. Expresses some simple ideas or opinions, but these will lack clarity. Replies are limited and short. 	3-4
<ul style="list-style-type: none"> Communicates adequate information related to the chosen visual stimulus. Able to sustain a conversation but requires some prompting. Expresses simple ideas and opinions. Replies are simple and rarely expanded upon. 	5-6
<ul style="list-style-type: none"> Communicates in some detail information related to chosen visual stimulus. Speaks confidently, with minimal prompting necessary. Has little difficulty expressing and explaining ideas and opinions. Sometimes justifies and expands replies. 	7-8
<ul style="list-style-type: none"> Communicates a wide range of information related to chosen visual/stimulus. Speaks very confidently, with very little or no hesitation and with spontaneity. No difficulty in expressing and explaining a range of ideas and opinions. Interacts well in post-presentation discussion. Frequently justifies and expands replies. 	9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Simple and often incomplete sentences. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition Some use of tenses to vary sentences. 	3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Pronunciation and intonation often interfere with comprehensibility. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Pronunciation and intonation sometimes interfere with comprehensibility. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Pronunciation and intonation seldom interfere with comprehensibility. 	5

SECTION B

Communication, interaction and fluency	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Responds only to very basic questions. Very limited expression of opinions. Produces minimal responses (mainly one-word answers). Totally reliant on teacher-examiner prompting. 	1-2
<ul style="list-style-type: none"> Responds only to straightforward questions. Opinions limited to basic likes and dislikes. Replies are limited and short. Conversation very hesitant throughout and reliant on teacher-examiner prompting. 	3-4
<ul style="list-style-type: none"> Responds to more complex questions. Conveys simple opinions and offers some personal response. Copes with open-ended questions but rarely expands. Able to sustain a conversation although frequently hesitant and requires some prompting. 	5-6
<ul style="list-style-type: none"> Responds to a range of question types. Expresses opinions, attitudes and ideas. Takes initiative occasionally; sometimes justifies and expands replies. Able to sustain a relevant conversation with some hesitation and minimal prompting. 	7-8
<ul style="list-style-type: none"> Responds to a wide range of question types. Confident expression of opinions, attitudes, and a range of ideas. Takes the initiative; frequently justifies and expands replies. Able to sustain a relevant conversation with ease and with very little or no hesitation. 	9-10

Knowledge and application of language	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Narrow range of basic vocabulary and structures. Simple and often incomplete sentences. 	1-2
<ul style="list-style-type: none"> Adequate range of vocabulary and structures, with some repetition Some use of tenses to vary sentences. 	3-4
<ul style="list-style-type: none"> Uses wide range of vocabulary and structures, including some complex lexical items. Use of a range of tenses to vary sentences. 	5

Accuracy	Mark
<ul style="list-style-type: none"> No rewardable material. 	0
<ul style="list-style-type: none"> Very little evidence of correct verb formation, gender and agreement. Pronunciation and intonation often interfere with comprehensibility. 	1-2
<ul style="list-style-type: none"> Some evidence of correct verb formation, gender and agreement. Pronunciation and intonation sometimes interfere with comprehensibility. 	3-4
<ul style="list-style-type: none"> Strong evidence of correct verb formation, gender and agreement. Pronunciation and intonation seldom interfere with comprehensibility. 	5