

# INTERNATIONAL GCSE

## Spanish (9-1)

EXEMPLARS WITH EXAMINER COMMENTARIES

PAPER 3

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Pearson Edexcel International GCSE in Spanish (4SP1)

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# Introduction

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## 1.1 About this booklet

This booklet has been produced to support teachers delivering the Pearson Edexcel International GCSE in Spanish (9-1) specification. The Paper 3 exemplar materials will enable teachers to guide their students in the knowledge and skills required to successfully complete this course. The booklet looks at Tasks A, B and C from the June 2019 examination series, showing real candidate responses to questions and how examiners have applied the mark schemes to demonstrate how student responses should be marked.

## 1.2 How to use this booklet

Each example covered in this booklet contains:

- Question
- Mark scheme
- Exemplar responses for the selected question
- Example of the marker grading decision based on the mark scheme, accompanied by examiner commentary including the rationale for the decision and where relevant, guidance on how the answer can be improved to earn more marks.

The examples highlight the achievement of the assessment objectives at lower to higher levels of candidate responses.

Centres should use this content to support their internal assessment of students and incorporate examination skills into the delivery of the specification.

## 1.3 Further support

A range of materials are available from the Pearson qualifications website to support you in planning and delivering this specification.

Centres may find it beneficial to review this document in conjunction with the Examiner's Report and other assessment and support materials available here on [the Pearson Qualifications website](#).

# Candidate A

## Task A: Picture-based discussion: C (Personal life and relationships)

### Examiner's comments:

**This response was given 3 marks.**

#### **Communication and content – 2 marks**

The candidate is asked the five question types required for this task. There are brief responses to the questions except for question 1, which is the description of the photo. There is much hesitation throughout the responses. The teacher examiner occasionally prompts for further information. There is limited success in adapting language to describe, narrate and inform in response to questions. There are issues with clarity of communication. Sentences are sometimes started but not completed, e.g. 'comimos un...', 'el chico lleva...'. Some simple opinions are expressed, e.g. 'son muy contento' and 'es importante para vegana...'. However, the latter lacks clarity. There are no issues with pronunciation and intonation.

#### **Linguistic knowledge and accuracy – 1 mark**

There is occasional accuracy in grammatical structures in response to questions. In the first question, the response drifts between the first and third person verb forms. There is some success when referring to present events, e.g. 'hay un familia', 'bebimos agua', 'estamos en la cocina', 'el niño lleva...'. Attempts at using other tenses are not successful. The third question requires a response with a future tense verb or time frame and the candidate uses a present tense rather than the immediate future: 'van a la cafeteria para un café'. In the fourth question, a present tense verb or time frame is required in the answer. The candidate gives an incorrect response using a past tense: 'sí yo como ... comé muchas frutas y verduras todos los días'. This cannot be accepted as the use of a past event as it is an incorrect answer to the question. As there is no second tense or time frame used appropriately other than the present, there is a limitation to the mark which can be awarded.

There are occasional coherent phrases and short sentences in response to questions but regular instances of error result in the fact that meaning is sometimes not conveyed, e.g. 'comimos comer muy sano', 'hay las chicharras', 'es importante para vegana porque es muy importante en vie ayudar los animales'.

This performance could have been awarded more marks if the responses to most of the questions had been developed, if there had been fewer inaccuracies overall but particularly in questions 1, 4 and 5. It is vitally important to have the secure use of two tenses or time frames to improve the mark awarded for Linguistic knowledge and accuracy.

## Task B: Conversation on a topic: B (Education and employment)

## Task C: Conversation on a topic: D (The world around us)

### Examiner's comments:

**This response was given 6 marks.**

#### **Communication and content – 2 marks**

The candidate communicates brief information relevant to the topics and questions. Language is used to express straightforward ideas and opinions, but generally without justification. Sometimes where there is justification, inaccuracies cause a breakdown in communication, e.g. 'porque es muy plano' and 'es muchos informatico'. Familiar vocabulary and structures are used. Communication is disjointed and sometimes breaks down because of a restricted range of vocabulary. Many of the responses are short, unable to be answered or answered with a 'no'. Pronunciation and intonation are not generally an issue but there are some errors, e.g. 'teléfono', 'lenía (línea) películas' and 'guerra'.

#### **Interaction and spontaneity – 2 marks**

A basic exchange of information occurs in which answers rely on rehearsed language. Responses to the questions are short, some are incomplete, and any development depends on the examiner prompting. There is a limited ability to sustain communication and the pace is mostly slow and hesitant.

#### **Linguistic knowledge and accuracy – 2 marks**

The candidate uses straightforward words, phrases and grammatical structures. Any attempts to express more complex ideas are not successful, e.g. 'es no bueno para tu cabeza', 'es muy fácil para comunicación de tus amigos o tu familia'. Language structures are occasionally accurate. There is some success when using the present tense, but there are also inaccuracies with some verbs, e.g. 'no te gustan, es matemáticas, es muchos informatico', 'jugo videojuegos', 'jugo con, yo utilizar...'. A second tense or time frame is not attempted. There are occasional coherent phrases and short sentences, but regular instance of error sometimes prevents meaning being conveyed.

This performance could have been awarded more marks for Communication and content if the candidate had been able to answer more of the questions asked with some extension. This is likely to have led to greater independence and less reliance on the teacher examiner to increase the Interaction and spontaneity mark. Fewer inaccuracies and the use of another tense or time frame would have made a positive impact on the mark awarded for Linguistic knowledge and accuracy.

Total mark for this response: 9/40

## **Examiner's comments:**

**This response was given 10 marks.**

### **Communication and content – 4 marks**

The candidate communicates information relevant to the topics and questions, with occasionally extended sequences of speech. Language is used to produce straightforward ideas, thoughts and opinions, with occasional justification, usually using 'porque', e.g. 'me gusta porque es muy fácil y rápido', 'no me gusta limpiar baños porque es sucio y es difícil'. There is a limited variety of straightforward vocabulary and communication is constrained due to this restricted range. Pronunciation and intonation are not an issue.

### **Interaction and spontaneity – 4 marks**

The candidate can respond spontaneously to some questions and there are some examples of natural interaction although the responses are often stilted. Responses to the questions generally have some development. There is some ability to sustain communication.

### **Linguistic knowledge and accuracy – 2 marks**

The candidate uses straightforward words, phrases and grammatical structures. Any attempts to express more complex ideas are not successful, e.g. 'sí y no dependiente donde...', 'soleo voy a la escuela, yo no me gusta levantante a las siete...', 'yo ir en el mundo en el futuro'. There is some repetition of simple adjectives, e.g. 'facil', 'rapido', verbs, 'limpiar', 'caminar', and other words are repeated, 'trafico', 'aviones', 'playa'. Language structures are occasionally accurate. There is some success when using the present tense but there are also inaccuracies with some verbs, e.g. 'tu voy', 'yo limpiar', 'soleo voy', 'yo lavanta', 'yo necesito tareas en tu vida'. A second tense or time frame is not produced. There are occasional coherent phrases and short sentences, but regular instance of error sometimes prevents meaning from being conveyed.

This performance could have been awarded more marks for Communication and content and Linguistic knowledge and accuracy if the language used in the responses had been more accurate. The successful use of another tense or time frame would have made a positive impact on the mark awarded for Linguistic knowledge and accuracy.

Total mark for this response: 13/40

# Candidate C

## Task A: Picture-based discussion: C (Personal life and relationships)

### Examiner's comments:

**This response was given 7 marks.**

#### **Communication and content – 4 marks**

Although the candidate is asked the five question types required for this task, only three of the five questions are asked within the permitted time limit of 3 minutes. The examiner will stop listening to the responses after 3 minutes, giving the candidate time to complete their response to the end of the sense group. The examiner stopped listening in question 3 where the candidate said 'fuimos a casa de mi tía'. There are brief responses to the questions except for question 1, which is a very lengthy description of the photo. There is some adaptation of language to describe, narrate and inform in response to questions; however, there is a number of repeated structures in the description of the photo. No opinions are expressed within the 3-minute time limit. Some are expressed afterwards but these cannot be credited. There are no issues with clarity of communication and no issues with pronunciation and intonation.

#### **Linguistic knowledge and accuracy – 3 marks**

Grammatical structures are generally accurate. There is some success when referring to past, present and future events, with the use of tenses other than the present, e.g. 'mi padre sacó', 'fue el año nuevo chino', 'fuimos a casa de mi tía'. There is no ambiguity. As mentioned previously, there is some repetition of vocabulary, verbs and structures, e.g. 'lleva, tiene, abuelo', 'abuela', 'chaqueta', 'a la izquierda', 'a rayas con colores...'. Responses are generally coherent. Errors occur that occasionally hinder clarity, e.g. 'antes 7 años', 'después de tomo esta foto fuimos...', some adjectival agreements, 'pelo marrones', 'chaqueta negro'.

This performance could have been awarded more marks if the five questions had been asked within the permitted time limit. Teacher examiners should interrupt over-long responses to questions to ensure that all questions can be covered in the allotted time and that time is available to give extended answers to each of the questions.

## Task B: Conversation on a topic: D (The world around us)

## Task C: Conversation on a topic: E (Social activities, fitness and health)

### Examiner's comments:

**This response was given 17 marks.**

#### **Communication and content – 6 marks**

The candidate communicates information relevant to the topics and questions, with occasionally extended sequences of speech. Language is used to produce straightforward ideas, thoughts and opinions, with occasional justification, usually using 'porque', e.g. 'me preocupe medio ambiente porque hay muchos problemas por ejemplo hay...', 'mi comida favorita es la pasta porque creo que es muy delicioso, porque mi abuela cocina muy bien'. There is an attempt to use a variety of vocabulary and structures but both conversations are a little over 2 minutes long each and the expected length for each conversation is a minimum of 3 minutes each. Communication is therefore constrained due to the amount of information that is given in this limited time. Pronunciation and intonation are not an issue.

#### **Interaction and spontaneity – 6 marks**

The candidate can respond spontaneously to most questions with some examples of natural interaction for parts of the conversation. The candidate is mostly able to initiate and develop the conversation independently. The candidate can sustain conversation throughout the performance. There is occasional hesitation.

#### **Linguistic knowledge and accuracy – 5 marks**

The candidate manipulates grammatical structures with occasional variation. There are some attempts at more complex structures and vocabulary, e.g. 'hay contaminación del agua y del aire y destrucción de bosques', 'para mejorar el medio ambiente siempre reciclo', 'cuando salgo apago las luces', 'debería trabajar con organizaciones, sus comidas son más deliciosas que en los restaurantes'. Language is generally accurate, with a few examples of verbs used in tenses other than the present, e.g. 'fui', 'debería'. Speech is generally coherent although errors occasionally hinder clarity of communication, e.g. 'me preocupe', 'pienso que debería construiría', 'me gusta bebo', 'no me ayudar un buen vida sana'.

This performance could have been awarded more marks for Communication and content and Linguistic knowledge and accuracy if the response time had been longer for both conversations. This would have given the candidate more opportunities to expand and develop their responses and to provide a greater variety of vocabulary and structures including the possibility of demonstrating a wider range of verbs and tenses.

Total mark for this response: 24/40



## Candidate D

### Task A: Picture-based discussion: A (Home and abroad)

#### Examiner's comments:

**This response was given 5 marks.**

#### **Communication and content – 4 marks**

The candidate is asked the five question types required for this task. There is some development of each response. All responses lack clarity, which is an issue with this performance. There is some success in adapting language to describe, narrate and inform in response to questions. Some simple opinions are expressed but they sometimes lack clarity, e.g. 'es importante porque no puedes trabajo todos los días de año', 'es muy importante a ir a la naturaleza es muy diferente a los sitios'. Pronunciation and intonation are intelligible but sometimes inaccuracies affect clarity of communication, e.g. 'buscamos a...', 'una mochila un poquito azul y...'. In both phrases there are words which are difficult to understand.

#### **Linguistic knowledge and accuracy – 1 mark**

There is some accuracy in grammatical structures in response to questions. There is some success when referring to present events but attempts at using other tenses are not successful in response to the questions asked, e.g. 'ellos son buscamos a una lugar', 'vamos a ir a la lugar nueva o sus casas'. As there is no second tense or time frame used appropriately other than the present, there is a limitation to the mark which can be awarded.

This performance could have been awarded more marks if overall accuracy was better with regard to both minor and major errors. It is vitally important that a second tense or time frame is used appropriately to improve the mark awarded for Linguistic knowledge and accuracy.

## Task B: Conversation on a topic: C (Personal life and relationships)

## Task C: Conversation on a topic: E (Social activities, fitness and health)

### Examiner's comments:

**This response was given 16 marks.**

#### **Communication and content – 6 marks**

The candidate communicates information relevant to the topics and questions, with occasionally extended sequences of speech. Towards the end of the second conversation, responses are very brief. Language is used to produce straightforward ideas, thoughts and opinions, with occasional justification, usually using 'porque'. This mainly appears in the first conversation, e.g. 'es mi dormitorio porque hay las cosas que necesito y puedo relajar allí, me gustaría vivir en una casa porque es más grande...'. There is an attempt to use a variety of vocabulary and structures but there is some repetition of some straightforward vocabulary and structures, e.g. 'me gusta', 'me gustaría', 'puedes', 'limpio', 'voy a' + infinitive'. Pronunciation and intonation are not an issue.

#### **Interaction and spontaneity – 5 marks**

The candidate can respond spontaneously to most questions and there are some examples of natural interaction for parts of the conversation. The candidate is mostly able to initiate and develop the conversation independently although some responses are not developed at all. The candidate can sustain communication throughout most of the conversation. There is a very occasional hesitation.

#### **Linguistic knowledge and accuracy – 5 marks**

The candidate manipulates grammatical structures with occasional variation. There are some attempts at more complex structures and vocabulary, e.g. 'es mi dormitorio porque hay las cosas que necesito y puedo relajar allí', 'me gustaría jugar con él'. Language is generally accurate, with a few examples of verbs used successfully in tenses other than the present, e.g. 'me gustaría vivir...', 'voy a ir', 'compré'. Speech is generally coherent although errors occasionally hinder clarity of communication, e.g. 'me gusta conocer esta cultura', 'uno de otros', 'puedes no gustar cuando es pequeño', 'me gusta lugar mi dormitorio', 'jugo', 'juga', 'he jugando'.

This performance could have been awarded more marks for Communication and content and Linguistic knowledge and accuracy if the responses had been developed consistently throughout the two conversations. Attempts at a wider range of language, including some more complex structures, would have also helped to increase the marks awarded.

Total mark for this response: 21/40

## Candidate E

### Task A: Picture-based discussion: E (Social activities, fitness and health)

#### Examiner's comments:

**This response was given 9 marks.**

#### Communication and content – 5 marks

The candidate is asked the five question types required for this task. There is frequent development of each response. There is some repetition of language in the response to the second question. The candidate has already described what the man in the photo is wearing but the second question asks what the man is wearing, which prompts a repetition of some language from question 1, e.g. 'una raqueta', 'pantalon(es) negro', 'una chaqueta amarilla negra'. There is occasional hesitation and only occasional prompting. There is frequent success in adapting language to describe, narrate and inform in response to questions. The candidate expresses opinions effectively and gives justification with some development. Pronunciation and intonation are authentic, with no issues.

#### Linguistic knowledge and accuracy – 4 marks

Grammatical structures are consistently accurate, and it is important to remember that perfection is not required in order to achieve full marks. There are successful references to present events and to the future, using 'se irán' and the time frame 'quiero probar'. Responses are fully coherent and any errors do not hinder the clarity of communication.

This performance could have been awarded more marks if the candidate had further developed their responses to questions 2, 3, 4 and 5 as these responses are rather brief. If a different second question, a factual question about the photo, had been asked, this would have avoided the repetition of language mentioned above.

## Task B: Conversation on a topic: B (Education and employment)

## Task C: Conversation on a topic: C (Personal life and relationships)

### Examiner's comments:

**This response was given 26 marks.**

#### Communication and content – 10 marks

The candidate consistently uses language creatively to express and justify a wide range of thoughts, ideas and opinions. He consistently uses a wide variety of vocabulary, including uncommon language to vary expression for different purposes, e.g. 'pasar la fregona en toda la casa tarda mucho, ninguna tarea', 'tendedero', 'lo que sea', 'parece temprano', 'no sé cuál será la siguiente...', 'ojalá ir a la playa', 'guanches'. Pronunciation and intonation are consistently accurate and intelligible. A mark at the bottom of the mark band is awarded as there are elements of the band below in this performance. There are times, particularly in the second conversation where the responses to the questions are not well developed so the candidate communicates information relevant to the topics and questions, usually with extended sequences of speech rather than with consistently extended sequences of speech.

#### Interaction and spontaneity – 8 marks

The candidate responds spontaneously and with ease to questions, resulting in what sounds like a natural interaction. The teacher examiner sometimes picks up on what the candidate says and asks a question in response to that, which results in a spontaneous response from the candidate, e.g. '...la cama desordenado parece...', '...¿tu eres un chico ordenado?' 'Sí, soy bastante ordenado.' The candidate is able to initiate and develop the conversation independently. There is a very occasional natural hesitation.

#### Linguistic knowledge and accuracy – 8 marks

The candidate manipulates a wide range of grammatical structures with frequent use of complex structures, some of which are mentioned above, but there are also successful references to past, present and future events and a wide variety of verbs are used, e.g. 'corto mucho el césped', 'colgar la ropa', 'a recogerla, después de levantarme', 'sería un desastre total', 'fue esta mañana...', 'quité, empecé', 'a no ver las cosas feas', 'preparo lo que me voy a poner', 'lo que sea', 'así puedo dormir más', 'podrían organizar mejor las actividades', 'a una universidad que tenga tenis'. Speech is coherent. There are errors but they do not hinder clarity of communication. A mark of 8 is awarded but a mark of 7 was considered. However, a mark of 7 would indicate that there are elements of the band below and this was felt not to be the case considering that this is an international GCSE-level performance.

This performance could have been awarded more marks for Communication and content and Linguistic knowledge and accuracy if the responses had been developed consistently throughout the two conversations.

Total mark for this response: 35/40

# Mark scheme for tasks A, B and C

## Task A (picture-based discussion)

0	No rewardable material.
1–2	<ul style="list-style-type: none"> <li>• Responds briefly to questions, some responses may consist of single-word answers, much hesitation, continuous prompting needed.</li> <li>• Limited success in adapting language to describe, narrate, inform in response to questions; sometimes unable to respond.</li> <li>• Straightforward opinions may be expressed but generally without justification.</li> <li>• Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Responds to questions with some development, some hesitation and some prompting necessary.</li> <li>• Some effective adaptation of language to describe, narrate and inform in response to the questions.</li> <li>• Expresses opinions with occasional, brief justification.</li> <li>• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Responds to questions with frequently-developed responses, only occasional hesitation, and only occasional prompting necessary.</li> <li>• Frequently effective adaptation of language to describe, narrate and inform in response to questions.</li> <li>• Expresses opinions effectively and gives justification with some development.</li> <li>• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Responds to questions with consistently fluent and developed responses</li> <li>• Consistently effective adaptation of language to describe, narrate and inform in response to questions.</li> <li>• Expresses opinions with ease and gives fully-developed justification.</li> <li>• Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>

0	No rewardable language.
1	<ul style="list-style-type: none"> <li>Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events.</li> <li>Occasional coherent phrases and short sentences in responses to questions; regular instance of errors, which sometimes prevent meaning being conveyed.</li> </ul>
2	<ul style="list-style-type: none"> <li>Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity.</li> <li>Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity.</li> <li>Responses are generally coherent although errors occur that occasionally hinder clarity of communication.</li> </ul>
4	<ul style="list-style-type: none"> <li>Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions.</li> <li>Responses are fully coherent, any errors do not hinder the clarity of the communication.</li> </ul>

## Tasks B and C (conversations)

0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>Communicates brief information relevant to the topics and questions.</li> <li>Uses language to express straightforward ideas and opinions but generally without justification.</li> <li>Repetitive use of familiar vocabulary and expression; communication is disjointed and sometimes breaks down because of restricted range of vocabulary.</li> <li>Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.</li> <li>Uses language to produce straightforward ideas, thoughts and opinions, with occasional justification.</li> <li>Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.</li> <li>Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>Communicates information relevant to the topics and questions, usually with extended sequences of speech.</li> <li>Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions.</li> <li>Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.</li> <li>Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.</li> <li>Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.</li> <li>Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.</li> <li>Pronunciation and intonation are consistently accurate and intelligible.</li> </ul>

0	No rewardable material.
1–3	<ul style="list-style-type: none"> <li>• Basic exchange in which answers rely on rehearsed language, which is occasionally irrelevant to the question.</li> <li>• Short responses, some incomplete, any development depends on examiner prompting.</li> <li>• Limited ability to sustain communication, pace is mostly slow and hesitant.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Able to respond spontaneously to some questions, some examples of natural interaction although often stilted.</li> <li>• Sometimes able to initiate and develop responses independently but regular prompting needed.</li> <li>• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Responds spontaneously to most questions, interacting naturally for parts of the conversation.</li> <li>• Mostly able to initiate and develop the conversation independently, occasional prompting needed.</li> <li>• Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Responds spontaneously and with ease to questions, resulting in natural interaction.</li> <li>• Consistently able to initiate and develop the conversation independently.</li> <li>• Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.</li> </ul>



0	No rewardable language.
1	<ul style="list-style-type: none"> <li>• Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation.</li> <li>• Occasionally accurate use of structures, occasional success when referring to past, present and future events, much ambiguity.</li> <li>• Occasional coherent phrases and short sentences; regular instance of errors, which sometimes prevent meaning being conveyed.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures.</li> <li>• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity.</li> <li>• Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Manipulates grammatical structures with occasional variation, complex structures used but repetitive.</li> <li>• Generally accurate grammatical structures, generally successful references to past, present and future events.</li> <li>• Generally coherent speech although errors occur that occasionally hinder clarity of communication.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Manipulates a wide variety of grammatical structures, frequent use of complex structures.</li> <li>• Consistently accurate grammatical structures, consistently successful references to past, present and future events.</li> <li>• Fully coherent speech; any errors do not hinder the clarity of the communication.</li> </ul>

# Randomisation grid

Based on the topic chosen for the picture-based discussion (Task A), the teacher/examiner will use the randomisation grid to select the discussion topics for the first and second conversations (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the fifth candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

Candidate order	Task A	Task B	Task C
	*Candidate selected	Pearson Edexcel allocated	Pearson Edexcel allocated
	Picture-based discussion	Conversation 1	Conversation 2
Candidate 1	Topic A	Topic B	Topic C
	Topic B	Topic C	Topic D
	Topic C	Topic D	Topic E
	Topic D	Topic E	Topic A
	Topic E	Topic A	Topic B
Candidate 2	Topic A	Topic C	Topic D
	Topic B	Topic D	Topic E
	Topic C	Topic E	Topic A
	Topic D	Topic A	Topic B
	Topic E	Topic B	Topic C
Candidate 3	Topic A	Topic D	Topic E
	Topic B	Topic E	Topic A
	Topic C	Topic A	Topic B
	Topic D	Topic B	Topic C
	Topic E	Topic C	Topic D
Candidate 4	Topic A	Topic C	Topic B
	Topic B	Topic D	Topic C
	Topic C	Topic E	Topic D
	Topic D	Topic A	Topic E
	Topic E	Topic B	Topic A
Candidate 5	Topic A	Topic B	Topic E
	Topic B	Topic C	Topic A
	Topic C	Topic D	Topic B
	Topic D	Topic E	Topic C
	Topic E	Topic A	Topic D

\*Sequencing is driven by the topic that the candidate has selected (see 'Candidate selected' column). Arrows show the order that tasks must take place.

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