5 MAGICAL POWERS TO SUCCEED

Using 3 time tenses



Important verbs to know:

Hay= there is/are **Había**= there was/were **Habrá**= There will be
Es=it is **Fue/era**=it was **Será**= it will be
Está=it is placed/feelings/emotions **Estaba**=it was placed/feelings/emotions **(PHOTO CARD)**

Tengo=I have **Tuve/tenía**=I had **Tendré**=I will have
Hago=I do **Hice/Hacía**= I did/I used to do **Haré**= I will do
Voy=I go **Fui**=I went **Iré**=I will go
Soy= I am **Era**=I was **Seré**= I will be
Estoy= I am placed/emotions **estaba**=I was placed/feelings/emotions **Estaré**=I will be placed

If you don't remember your verb endings, use the LINKS

Present Tense
Suelo + infinitive**=** I tend to
La gente suele + infinitive= People tend to
Me gusta + infinitive= I like
Puedo + infinitive= I can
Podemos +infinitive = We can
Se puede + infinitive= You/one can
Tengo que + infinitive= I have to

Past Tense
Tuve que + infinitive= I had to
Decidí + infinitive= I decided
Decidimos + infinitive = we decided
Acabo de + infinitive= I have just….
Empecé a + infinitive= I started to…

Imperfect Tense
Solía + infinitive = I used to
Me gustaba + infinitive = I used to like
Le gustaba + infinitive = he she/he used to like

Future Tense
Voy a + infinitive = I am going to
Vamos a + infinitive= We are going to
Estoy a punto de + infinitive= I am about to

Conditional Tense
Me gustaría + infinitive= I would like to
Le gustaría + infinitive= He/she would like to

Using Opinions



Me gusta = I like it
Nos gusta=We like it
Me gustaba/Me gustó=I liked it
En mi opinión=In my opinion
Creo que= I think that
Yo diría que=I would say that
A mi juicio=In my opinion
Creía que= I thought that
Lo bueno es que= The good thing is that
Lo malo es que= The bad thing is that
Lo que más me gusta es= What I like the most is
Lo que menos me gusta es=What I like the least is
Merece la pena+ infinitive = it is worth it
Esta situación me preocupa=this situation worries me
No es para tirar cohetes= it is nothing special

Es=it is
Puede ser=it can be
Fue/era =it was
Será= it will be

la leche= awesome
una experiencia inolvidable=an unforgettable experience
emocionante=exciting
una aventura=an adventure
una pérdida de tiempo=a waste of time

Giving reasons



Porque me ayuda a relajarme=because it helps me to relax
Porque siempre he querido hacerlo=because I have always wanted to do it
Porque me hace sentir bien=because it makes me feel good
Porque se me da bien= because I am good at it
Porque me gusta=because I like it
Porque merece la pena = because it is worth it
Porque puede ser…

Porque me permite=because it allows me

aprender habilidades nuevas=to learn new abilities
conocer gente nueva=to meet new people
conocer culturas nuevas=to know new cultures
ayudar a los demás= to help others
proteger/mejorar el medio ambiente= to protect/improve the environment
trabajar en equipo= to work as a team

		ganar más dinero=to earn more money **tener un buen trabajo en el futuro**=to have a good job in the future
Reporting speech or talking about someone else	**Mi madre/amigo/padre/profesor dice que**= my mum/friend/father/ teacher says that **Mis amigos y yo decidimos + infinitive**= My friends and I decided **La gente suele + infinitive**=people tend to **Mis amigos suelen + infinitive**= my friends tend to	
High impact expressions 	**Si tuviera la oportunidad me gustaría** + infinitive= If I had the opportunity I would like to.. **Si fuera alcalde/presidente me gustaría hacer muchas cosas para mejorar la situación**= If I was mayor/president I would like to do many things in order to improve the situation, for example, (infinitives) **Cuando sea mayor voy a** + infinitive= When I am older I am going to. **Me habría gustado** + infinitive **pero decidimos** + infinitive=I would have liked it to… but we decided…. **Merece la pena** +infintive= it is worth it to.. **Hay que** +infintive=We have to **Debería** + infinitive=I should **Se debería**+ infinitive =one should **Deberíamos** + infinitive=we should	

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD A

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Prefieres celebrar tu cumpleaños con tu familia o con amigos? ... ¿Por qué?
- ¿Te gustaría ser padre/madre en el futuro? … ¿Por qué (no)?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD B

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free-time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué actividades se pueden hacer en casa con los amigos?
- ¿Qué hiciste con tus amigos la semana pasada?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD C

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuál es tu opinión sobre los videojuegos?
- ¿Qué te gustaría comprar en internet? ... ¿Por qué?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD D

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Describe tu pueblo o ciudad.
- ¿En qué tipo de casa te gustaría vivir en el futuro? ... ¿Por qué?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD E

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuándo te gusta ir de vacaciones? ... ¿Por qué?
- ¿Qué hiciste durante tus vacaciones el año pasado?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD F

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- En tu opinión, ¿qué es más problemático en tu región, el tráfico o la basura? ... ¿Por qué?
- ¿Qué hiciste recientemente para proteger el medio ambiente?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD G

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- En tu opinión, ¿es mejor ser veterinario o profesor? ... ¿Por qué?
- ¿Qué tipo de trabajo te gustaría tener los fines de semana? ... ¿Por qué?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD H

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué prefieres comer en el colegio? ... ¿Por qué?
- ¿Qué hiciste ayer en clase?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Photo card

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time.

Supervised preparation time (12 minutes)
- Prepare the Role-play and this Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

CARD I

CANDIDATE'S PHOTO CARD

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué hiciste durante el recreo ayer?
- ¿Piensas que tienes muchos deberes? … ¿Por qué (no)?

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 1

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Mexican friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo mexicano/tu amiga mexicana sobre la familia y los amigos.

- Tus hermanos – cuántos.
- Tener hermanos o no tener hermanos: tu preferencia y **una** razón.
- **!**
- Pasar tiempo con tus amigos – cuándo.
- **?** Familia.

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 2

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a Bolivian person doing a survey and will speak first.

You should address the reporter as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con una persona boliviana sobre las redes sociales.

- Tu uso de las redes sociales – cuándo.
- Snapchat o Instagram: tu preferencia y **una** razón.
- **!**
- Tu opinión de mandar emails (**un** detalle).
- **?** Redes sociales en Bolivia.

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 3

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in a sports centre in Spain and will speak first.

You should address the employee as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada en un polideportivo en España.

- **?** Deportes en el polideportivo.
- **!**
- Ir al polideportivo – cuándo.
- Deportes individuales o en equipo: tu preferencia y **una** razón.
- Tu opinión sobre el polideportivo (**un** detalle).

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 4

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a gift shop in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada en una tienda de regalos en España.

- Qué regalo.
- Color del regalo.
- **?** Precio.
- Tu opinión sobre las tiendas en España (**un** detalle).
- **!**

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 5

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an assistant in a travel agent's in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada en una agencia de viajes en España.

- **?** Sitios de interés turístico.
- Excursión al campo o a una ciudad: tu preferencia y **una** razón.
- **!**
- Tu actividad preferida durante la excursión (**un** detalle).
- Tu excursión – qué día.

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 6

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Peruvian friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo peruano/tu amiga peruana sobre la vida sana.

- Tus horas de ejercicio físico a la semana – cuántas.
- **!**
- Tu dieta (**un** detalle).
- Tu opinión sobre el tabaco (**un** detalle).
- **?** Malos hábitos.

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 7

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Chilean friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo chileno/tu amiga chilena sobre el colegio.

- Profesores en tu colegio – cuántos.
- **!**
- Tu opinión sobre las actividades deportivas (**un** detalle).
- **?** Recreo.
- Tus actividades durante la hora de comer (**un** detalle).

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.

Remember: You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 8

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Colombian friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo colombiano/tu amiga colombiana sobre el colegio.

- Tu asignatura favorita y **una** razón.
- **!**
- Clases de matemáticas a la semana – cuántas.
- Aspecto positivo de los deberes (**un** detalle).
- **?** Profesores.

GCSE
SPANISH

F

Foundation Tier Paper 2 Speaking

June 2022

Candidate's material – Role-play

Time allowed: 7–9 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 7 and 9 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 2 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 3–5 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 9

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre el trabajo.

- El aspecto más importante de un trabajo.
- Tu opinión sobre trabajar en España (**un** detalle).
- Trabajar en una oficina o en un restaurante: tu preferencia y **una** razón.
- **!**
- **?** Jefe.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 10

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre la tecnología.

- Tu uso de la tecnología (**dos** detalles).
- **!**
- Ordenador o móvil: tu preferencia y **una** razón.
- Tus planes para comprar un nuevo móvil en el futuro (**dos** detalles).
- **?** Peligros de Internet.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 11

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of a Mexican person doing a survey and will speak first.

You should address the person as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con una persona mexicana sobre la televisión y el cine.

- Los programas de televisión en tu país (**dos** detalles).
- El cine o la televisión: tu preferencia y **una** razón.
- **!**
- Tu última vez en el cine (**dos** detalles).
- **?** La televisión en México.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 12

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre amigos y familia.

- Pasar tiempo con amigos o con familia: tu preferencia y **una** razón.
- **!**
- Tus opiniones sobre las instalaciones para jóvenes en tu región (**dos** detalles).
- Tus actividades con tus amigos la semana pasada (**dos** detalles).
- **?** Amigos.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 13

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Uruguayan friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo uruguayo/tu amiga uruguaya sobre la vida sana.

- La salud de los jóvenes hoy en día (**dos** detalles).
- Tus actividades para mantenerte en forma la semana pasada (**dos** detalles).
- **!**
- Tu dieta – sana o malsana y **una** razón.
- **?** Vida sana.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 14

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee in the reception of a hotel where you are staying in Colombia and will speak first.

You should address the employee as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado/una empleada en la recepción de un hotel en Colombia.

- Tu llegada al hotel esta mañana – a qué hora.
- Número de tu habitación y **un** problema con la habitación.
- **!**
- **?** Comida en el restaurante del hotel.
- Tus actividades durante tus vacaciones en Colombia (**dos** detalles).

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 15

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of the receptionist in a museum in Spain and will speak first.

You should address the receptionist as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con el recepcionista/la recepcionista en un museo en España.

- Entradas – cuántas.
- **!**
- Tu última visita a un museo – cuándo y con quién.
- Tu opinión sobre los museos (**dos** detalles).
- **?** Recomendación para otro museo.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 16

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Peruvian friend and will speak first.

You should address your friend as *tú.*

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo peruano/tu amiga peruana sobre tus planes para el futuro.

- Tus planes para septiembre (**dos** detalles).
- Aspecto positivo de tomar un año sabático (**un** detalle).
- Desventajas de ir a la universidad (**dos** detalles).
- **?** Universidades en Perú.
- **!**

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 17

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of an employee at a job centre in Spain and will speak first.

You should address the employee as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con el empleado/la empleada de una agencia de trabajo en España.

- Tu decisión de trabajar en España (**dos** razones).
- **!**
- Tu trabajo en el pasado (**dos** detalles).
- Tu opinión sobre horas de trabajo flexibles (**un** detalle).
- **?** Salario típico.

GCSE
SPANISH

Higher Tier Paper 2 Speaking

H

June 2022

Candidate's material – Role-play

Time allowed: 10–12 minutes (+12 minutes' supervised preparation time)

Instructions
- You must **not** use a dictionary at any time during the test.

Supervised preparation time (12 minutes)
- Prepare this Role-play and the Photo card.
- You may make notes on an Additional Answer Sheet, but you must not write on the cards.
- You may refer to your notes during the Role-play and Photo card tasks.

The test (between 10 and 12 minutes)
- Your first task is the Role-play (approximately 2 minutes).
- Your second task is the Photo card (maximum 3 minutes).
- After these two tasks, you must hand both cards and any notes you made to the teacher-examiner. The final task is the General Conversation (approximately 5–7 minutes) based on your chosen Theme and the Theme which has not been covered on the Photo card.
- **Remember:** You must ask the teacher-examiner a question during the General Conversation.

Copyright information

For confidentiality purposes, all acknowledgements of third-party copyright material are published in a separate booklet. This booklet is published after each live examination series and is available for free download from www.aqa.org.uk.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team.

Copyright © 2022 AQA and its licensors. All rights reserved.

ROLE-PLAY 18

CANDIDATE'S ROLE

Instructions to candidates

Your teacher will play the part of your Chilean friend and will speak first.

You should address your friend as *tú*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo chileno/tu amiga chilena sobre el colegio.

- Lo mejor de tu colegio (**dos** detalles).
- **!**
- Tu última excursión con el colegio (**dos** detalles).
- Ventaja de estudiar idiomas (**un** detalle).
- **?** Deberes en Chile.

GCSE
SPANISH
8698/SF

Paper 2 Speaking Foundation

Mark scheme including Guidance for Role-plays

June 2022

Version: 1.0 Final

2 2 6 G 8 6 9 8 / S F / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

Contents

Page	
4	**Part One Mark Scheme**
6	Section 1: Role-play
9	Section 2: Discussion of photo card
12	Section 3: General conversation (Foundation tier)
16	Appendix 1: Subject content (Themes)
17	Appendix 2: Speaking Score Sheet
18	Appendix 3: Symbols for annotating Speaking Score Sheet
19	Appendix 4: Marking of photo card – guidance notes
27	Appendix 5: Role-plays – General Principles
28	Appendix 6: Photo cards – General Principles
29	Appendix 7: Photo cards – Guidance on paraphrasing
30	**Part Two Mark Scheme**
30	Section 1: Role-plays – specific June 2022 mark schemes
39	Section 2: Photo cards – specific June 2022 guidance

Speaking Tests – Foundation tier

Part One Mark Scheme

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document. No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate's speaking test consists of three parts, completed in this order:

Part 1 Role-play – two minutes approximately (15 marks)

Part 2 Discussion of photo card – two minutes at Foundation tier (15 marks)

Part 3 General conversation – 3–5 minutes at Foundation tier (30 marks)

Total marks at Foundation tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at Foundation tier:

	Communication	**Knowledge and use of language**	**Range and accuracy of language**	**Pronunciation and intonation**	**Spontaneity and fluency**	**Total**
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	**35**	**5**	**10**	**5**	**5**	**60**

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 2 on p.16) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished**. As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

<u>See these examples:</u>

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like *¿La pregunta?*

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by *¿Y tú?* For example, where the prompt on the candidate's card is *El gimnasio: Me gusta el gimnasio. ¿Y tú?*

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at Foundation tier and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

For a student scoring five marks, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

For a student scoring two marks, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Foundation tier is two minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain*/*copine*; in German *Job* for *Beruf.*

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

¿Qué piensas de la Red?
(No reply)
¿Cuál es tu opinión sobre Internet?

When responding to the first question 'What is there in the photo?', candidate responses must be rooted in the content of the photo. Merely to say 'I like the photo' without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn't. Conjecture is appropriate, eg 'I think the weather is hot because the people are wearing shorts.'

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

¿Qué piensas del deporte? … ¿Por qué?
Me gusta el deporte. Es divertido.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

¿Te gusta la comida española?
Sí, es muy sabrosa.

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.

- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Foundation Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only −2 marks. The maximum penalty overall, therefore, is −3 (−2 for short coverage of the themes and −1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of −3 (−2/−1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of −3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:
¿Te gusta la comida española?
Sí, es muy sabrosa.

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have

enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than 1+1+1+1 = 4.

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 9–10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7–8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Sí* to the teacher's question *¿Te gustó la película?* The verb for an utterance communicating a past or future time frame may be in the present tense in Spanish. For example: *Estudio español desde hace tres años* (past time frame); *Voy al partido este fin de semana* (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Appendix 1 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

GCSE Spanish (8698/SF and 8698/SH Speaking Score Sheet)

Examiner name:

Centre Number						**Candidate name and number**	

Role Play №: ☐ **Photo Card Letter:** ☐ **PC Theme №:** ☐

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm + KUL ☐

Total: ☐

Task	Communication	Time:
1		
2		
3		
4		
5		

Total: ☐

General conversation

Nominated Theme №:		**Second Theme №:**	
Time		**Time**	

Verb usage (up to 4 of each ✓)					
Pres					
Past	Pret	Imp	Perf	Plup	Pres
Fut	Fut	Imm	Con	Quis	Pres

Other notes:

Comm /10	**Range & Acc /10**	**Pron & Int /5**	**Spon & Flu /5**	**Total**

Penalty deductions included in above mark for Comm (✓)	**No Question -1**	**Short GC Theme -2**

Total mark for test ☐

Appendix 3 – GCSE Spanish Symbols for annotating Speaking Score Sheet

Role-play and General Conversation

NB For the Role-play, don't use these symbols: + S ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb
-	A clear piece of information with no verb
+	An enhancement, eg a more complex structure or unusual vocabulary item
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability
A	A minor inaccuracy, eg incorrect gender/adjectival agreement, which does not affect communication
(A)	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which affects immediate understanding
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	*Sí/no* alone
¿	A question asked by the student without a verb
(¿)	A question asked by the student with a verb
Opinions and Justifications	
Op	An opinion without a verb
(Op)	An opinion with a verb
J	Justification of an opinion without a verb
(J)	Justification of an opinion with a verb
Delivery	
P	A minor mispronunciation, which doesn't hinder communication
(P)	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^^	A longer hesitation
?	What is said is incomprehensible

Appendix 4 - Marking of photo card – Guidance Notes

Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
-	A clear piece of information with no verb
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	*Sí/no* alone
	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb
	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
J	Justification of an opinion without a verb
	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	• all 5 questions answered clearly • minimum 3 of ✓ in 3 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	• minimum 4 questions answered clearly • minimum 2 ✓s in 2 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓
7–9	• minimum 3 questions answered which are understandable • minimum 2 ✓s in 1 answer • minimum 1 (Op) or Op • Note: (Op) or (J) can count instead of a ✓
4–6	• minimum 3 questions answered which are understandable
1–3	• only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	Op J ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo Card mark: **15**

The minimum requirements are fulfilled for the 13-15 band.

- All questions are answered clearly (there are no ? or ?✓ symbols)
- 3 answers have 3 ✓s (with Op + J counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification.

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	Op J ? ?✓
3	✓- ✓- ✓ ✓ ? ?✓
4	Op J Op J
5	✓ ✓ ✓ ?

Photo Card mark: **13**

The minimum requirements are fulfilled for the 13-15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible
- More than 3 answers have 3 ✓s (with Op + J counting instead of ✓s)
- There is more than one opinion
- There is more than one justification.

A mark in the 13-15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ? ✓
2	✓ ✓ Op J
3	✓ ✓
4	✓ Op ? ✓
5	✓ ✓ ✓

Photo Card mark: **12**

The minimum requirements are fulfilled for the 10-12 band.

- At least four questions are answered. All of them contain clear information, although there are also two occasions where there is a lack of clarity
- The requirements for development of answers are exceeded as there are three ✓s in two answers (with Op counting instead of a ✓ in the second answer).
- There is more than one opinion
- There is one justification.

Although five questions contain clear information, a mark in the 13-15 band cannot be given as there are not three ticks in three answers. However, we can award a mark of 12 because the criteria for the 10-12 band are exceeded. For this band, four answers need to contain clear information, when in fact all five do. Two of the answers need to contain at least two clear clauses (shown by ✓s or Op or J) when all five do. There are two occasions where there is some lack of clarity, but this is not enough to prevent a mark of 12.

Example 4

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	Op J ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark: **11**

The minimum requirements are fulfilled for the 10-12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with Op + J counting instead of ✓s)
- There is one opinion

- There is one justification.

As only four questions are answered clearly, the 13-15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10-12 band is given.

Example 5

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	Op
4	Op ✓ ✓ ✓ ✓
5	Op Op ✓ ✓

Photo Card mark: **9**

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13-15 and 10-12 bands are not met. The criteria for the 7-9 band are exceeded and so a mark at the top of the band is received.

Example 6

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo Card mark: **9**

The minimum requirements are fulfilled for the 7-9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also part of a response which cannot be understood on one occasion
- One answer is developed with two ✓s
- There is one opinion.

There is one occasion where the information put forward cannot be understood, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 7

Task	Communication
1	?✓ ?✓
2	✓ ✓ Op
3	?✓ ?✓
4	✓ ✓
5	Op J

Photo Card mark: **9**

The minimum requirements are fulfilled for the 7-9 band.

- There are understandable answers to three questions
- At least one answer is developed with two ✓s
- There is at least one opinion.

There are two ✓s (or valid substitutes) in three responses whilst the responses to the other two questions contain some information but this is exclusively unclear, denoted by the use of the symbol. ?✓ Therefore, only the responses to three questions contain clear information.
The criteria for the 7-9 band are exceeded and so a mark at the top of the band is awarded.

Example 8

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo Card mark: **7**

The minimum requirements are fulfilled for the 7-9 band.

- Three questions have understandable answers.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible and one where an incorrect answer is given. Of the three valid responses, the last question is answered very briefly without a verb so a mark at the bottom of the 7-9 band is appropriate.

Example 9

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark: **5**

The minimum requirements are fulfilled for the 4-6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the three answers that are given correctly, the replies are short and so the mid-mark in the band is awarded.

Example 10

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark: **2**

The minimum requirements are fulfilled for the 1-3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb
- Three of the questions have no response.

Most (ie. three) questions must be answered understandably in order to access the 4-6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1-3 band is awarded.

Example 11

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark: **1**

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 5 – Role-Plays – General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	**Mark (0/1/2)**
1	Only one detail is given when two are required.	1 mark
2	Opinion is given but without a reason when this is required.	1 mark
3	Time marker and tense don't match. For example: *La semana pasada voy al cine. / El próximo sábado fui a la piscina.*	1 mark
4	Wrong tense is used with no correct timer marker. For example: • - ¿Adónde vas de vacaciones? - *Fui a Roma*.	1 mark
5	No auxiliary verb is used in a compound tense. For example: *Jugado al fútbol.*	1 mark
6	When requesting an item in a formal Role Play, no verb is used but *por favor* is included. For example: *La cuenta, por favor.*	2 marks
7	An incorrect form of address (*usted* form of the verb instead of *tú* form and vice versa) in the **?** task in OAR.	2 marks
8	In the **?** task, use of *¿Qué tal?* when a question is clearly understood (even though there is no verb). For example: • ? Madre. → *¿Qué tal tu madre?*	2 marks
9	In the **?** task, the prompt word(s) is (are) used with minimal extra language, but no verb. It is still understandable as a question. For example: • ? Precio. → (*Y), ¿el precio?* **NB: see use of *¿Qué tal?* in 8.**	1 mark
10	In the **?** task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	The pronoun used in a task is lifted and used in the candidate's response. For example: • Tu colegio (un detalle). → *Tu colegio es grande.*	0 marks
12	Use of *Es* instead of *Hay* in OAR	1 mark
13	Cand's cue: Tu opinión del deporte Cand's response: Mi opinión es interesante	2 marks
14	Cand's cue: Tu instituto (dos detalles) Cand's response: Tu instituto es grande y los profesores son buenos. or: Cand's cue: Una opinión de tu instituto y una razón Cand's response: Me gusta tu instituto porque es moderno. *Tu instituto* negates the first part of the task, but credit is given for the second part, so one mark.	1 mark

Appendix 6 – Photo Card – General Principles

Here are some common-type responses. In order to ensure a standard approach, see the third column for the symbol to use when annotating the SSS (Speaking score sheet). This cannot be an exhaustive list because of the wide variety of answers given by candidates. Refer to page 18 of this mark scheme for an explanation of the symbols.

NB OAR = otherwise appropriate response

	Response	Symbol
1	A clear piece of information using a verb. [See mark scheme, page 18.]	✓ Op J
2	A comment about the photo rather than the content of the photo. Eg - *Me gusta la foto. Es bonita.* [A wrong answer to the question]	W
3	Use of *es* instead of *hay* in OAR. Eg - *En la foto **es** una chica.* [Something can be understood, but a lack of clarity]	?✓
4	Incorrect person of the verb. Eg - *¿Qué haces en tu tiempo libre?* - ***Juegas** al tenis.* [Wrong answer to the question / wrong message conveyed]	W or ?
5	Correct subject but wrong person of the verb. Eg - *El chico **como** un bocadillo.* [Something can be understood, but a lack of clarity]	?✓
6	Incorrect tense, with or without time marker. Eg - *¿Qué hiciste de vacaciones el año pasado?* - ***Voy** a España.* [Something can be understood but a lack of clarity]	?✓
7	No auxiliary verb is used in a compound tense. Eg - ***Comido** en un restaurante.* [Something can be understood, but a lack of clarity]	?✓
8	Statements of future desire are credited as opinions. Eg - *Quiero / Quisiera / Me gustaría trabajar en España.*	Op
9	The use of an indefinite article with a plural noun. Eg - *Hay **un chicos**.* [Something can be understood, but a lack of clarity]	?✓
10	The use of a number higher than one and a singular noun. Eg - *Hay **dos chica**.* [Information is clear, despite the use of a singular noun]	✓
11	Incorrect pronoun (maybe taken from the question). Eg - *¿Qué instalaciones hay en tu instituto?* - *En **tu** instituto hay una biblioteca.* [Wrong message conveyed / wrong answer to the question]	? or W
12	Incorrect pronoun, but other information given in a separate clause. Eg - *Háblame de tu casa.* - ***Tu** casa es grande y hay un jardín pequeño.* [Credit **is** given for the second part of the answer]	? ✓

Appendix 7 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

	Original wording	**Allow**	**Reject**
1	¿Qué quieres hacer en setiembre?	Substitution of the conditional tense of gustar for the present tense of querer and vice versa: ¿Qué te gustaría hacer en setiembre?	A re-wording that doesn't retain the same meaning: ¿Qué planes tienes para el futuro?
2	¿Qué haces en tu tiempo libre?	A change to the language which retains the same meaning: ¿Qué haces en tus ratos libres?	Addition of an extra element: ¿Qué actividades haces en tu tiempo libre?
3	¿Te gusta la idea de trabajar en otro país	A change to the language which retains the same meaning: ¿Te gusta la idea de trabajar en el extranjero?	Addition of an extra element: ¿Te gusta la idea de trabajar en otro país, por ejemplo España?

GCSE Spanish Speaking Foundation – Part Two Mark Scheme

Section 1: Role-plays – specific June 2022 mark schemes

Foundation Role Play 1				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tus hermanos - cuántos**	How many siblings the student has, with a verb. For example: *Tengo dos (hermanos)*. *No tengo hermanos.* *Tengo muchos (hermanos).*	Number of siblings, without a verb. For example: *Dos (hermanos)*.	Incomprehensible pronunciation. For example: *Tengo dizo hermanos*. Irrelevant information in relation to the task. For example: *Mi hermana es alta*.
b	**Tener hermanos o no tener hermanos: tu preferencia y <u>una</u> razón**	*(No) tener hermanos* + appropriate reason for the preference. Verb required. For example: *Tener hermanos … es* (*más*) *divertido*.	*(No) tener hermanos* + appropriate reason without a verb. Bear in mind under KUL. For example: *Tener hermanos …* (*más*) *divertido*. One element only. For example: *(No) tener hermanos*. (*Es*) *divertido*.	Nothing conveyed.
c	**! ¿Cuál es tu actividad favorita con tus amigos?**	Any activity, verb not required. For example: *Tenis*. *Nadar.*	Pronunciation that causes a delay in communication. For example: *Fítbol*.	Incomprehensible pronunciation. For example: *Peskwino*.
d	**Pasar tiempo con tus amigos - cuándo**	When the student spends time with his/her friends. Verb not required. For example: *Fin(es) de semana*. Clear indication that the student doesn't spend time with his/her friends. For example: *No paso tiempo con mis amigos*.	Pronunciation that causes a delay in communication. For example: *Sábidos*.	Wrong person of verb, for example: *Pasa tiempo los sábados*. Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
e	**? Familia**	Any clearly understandable question about family, with a verb. For example: *¿Te gusta tu familia?* *¿Tienes hermanos?* Use of *¿Qué tal?* For example: *¿Qué tal tu familia?*	Question asked with no verb. For example: *Y, ¿tu madre?*	Message not conveyed. For example: *¿Tu padre trabajo?* Repetition of the prompt alone: *¿Familia?*

Foundation Role Play 2				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tu uso de las redes sociales - cuándo**	When the student uses social media. Verb not required. For example: *Fin(es) de semana*. Clear indication that the student doesn't use social media. For example: *No uso (las) redes sociales*.	Pronunciation that causes a delay in communication. For example: *Sábidos*.	Wrong person of verb, for example: *Usas las redes sociales los sábados*. Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
b	**Snapchat o Instagram: tu preferencia y <u>una</u> razón**	*Snapchat/Instagram* + appropriate reason for the preference. Verb required. For example: *Snapchat … es* (*más*) *divertido*. A clear reference to not liking Snapchat or Instagram. For example: *No me gusta(n) Snapchat e/o Instagram*.	*Snapchat/Instagram* + appropriate reason without a verb. Bear in mind under KUL. For example: *Instagram …* (*más*) *divertido*. One element only. For example: *Snapchat*. (*Es*) *divertido*.	Nothing conveyed.
c	**! ¿Quién usa más las redes sociales en su casa?**	Who uses social media most in the house. Verb not required. For example: *Mi hermano*. *Yo*.	Pronunciation that causes a delay in communication. For example: *Mi hermeno*. *Mi*.	Incomprehensible pronunciation. For example: *Mi harmuno*. A person's name alone. For example: *Billy*.
d	**Tu opinión de mandar emails (<u>un</u> detalle)**	One opinion with a verb. For example: *Es aburrido*. *Me gusta.*	One opinion, no verb. For example: *Aburrido*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo*. *Soy fantástico*.
e	**? Redes sociales en Bolivia**	Any clearly understandable question about social media in Bolivia, with a verb. For example: *¿Te gusta(n) (las) redes sociales en Bolivia?* *¿Hay Instagram en Bolivia?* Use of *¿Qué tal?* For example: *¿Qué tal las redes sociales en Bolivia?*	Question asked about social media but no mention of Bolivia. For example: *¿Te gusta(n) (las) redes sociales?* Question asked with no verb or infinitive. For example: *¿(Tener) Instagram en Bolivia?*	Wrong person of verb, for example: *¿Soy redes sociales en Bolivia?* Repetition of the prompt alone: *¿Redes sociales en Bolivia?*

Foundation Role Play 3				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**? Deportes en el polideportivo**	Any clearly understandable question about sports in the sports centre, with a verb. For example: *¿Hay canchas de tenis aquí?* *¿Se puede jugar al baloncesto?* *¿Te gusta(n) los deportes en el polideportivo?*	Question asked about sports in the sports centre, without a verb. For example: *¿Fútbol en el polideportivo?*	Wrong person of verb, for example: *¿Soy deportes en el polideportivo?* Repetition of the prompt alone: *¿Deportes en el polideportivo?*
b	**! ¿Cuál es su deporte favorito?**	Any sport. Verb not required. For example: *Fútbol*.	Pronunciation that causes a delay in communication. For example: *Balconcestio*.	Wrong person of the verb or incorrect pronoun. For example: *Prefieres el tenis*. *Su deporte favorito es el rugby*. Message not communicated. For example: *Prefiero el foot*.
c	**Ir al polideportivo - cuándo**	When the student wants to go to the sports centre. Verb not required. For example: *Fin(es) de semana*. Suggestion of a regular event. For example: *Voy al polideportivo los sábados.*	Pronunciation that causes a delay in communication. For example: *Sábidos*.	Wrong person of verb, for example: *Quiere venir los sábados*. Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
d	**Deportes individuales o en equipo: tu preferencia y <u>una</u> razón**	*Individuales/(En) equipo* + appropriate reason for the preference. Verb required. For example: *Individuales … es* (*más*) *divertido*.	*Individuales/(En) equipo* + appropriate reason without a verb. Bear in mind under KUL. For example: *Individuales …* (*más*) *divertido*. One element only. For example: *(En) equipo*. (*Es*) *divertido*.	Nothing conveyed.
e	**Tu opinión sobre el polideportivo (<u>un</u> detalle)**	One opinion with a verb. For example: *Es fenomenal*.	One opinion, no verb. For example: *Fenomenal*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo*.

				Soy fantástico.

Foundation Role Play 4				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Qué regalo**	Clear request for a gift, with a verb. For example: *Quiero/quisiera una camiseta*. Gift with *por favor*. For example: *Un abanico, por favor*.	Language that causes a delay in communication. For example: *Es una camiseta, por favor*. Gift alone. For example: *Abanico*. Use of *regalo*. For example: *Quiero un regalo.* *Un regalo, por favor.*	Wrong person of verb. For example: *Quieres un libro*.
b	**Color del regalo**	Any colour, verb not required. For example: *(Quiero) negro*.	Pronunciation that causes a delay in communication. For example: *Nigro*.	Incomprehensible pronunciation. For example: *Bleu*.
c	**? Precio**	Any clearly understandable question about the price. Must include a verb. For example: *¿Cuánto es?* *¿Es caro/a?*	Question asked with no verb. For example: *¿Cuánto?* *¿Caro/a?*	Wrong person of verb. For example: *¿Cuánto soy?* Repetition of the prompt alone: *¿Precio?* *¿Te gusta el precio?*
d	**Tu opinión sobre las tiendas en España (un detalle)**	One opinion with a verb. For example: *Es/son fenomenal(es)*.	One opinion, no verb. For example: *Fenomenal(es)*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo/a/os/as*. *Soy fantástico/a/os/as*.

e	**! ¿Cuántas semanas va a pasar aquí en España?**	Any number. Verb not required. For example: *Dos*.	Pronunciation that causes a delay in communication. For example: *Tris*.	Incomprehensible pronunciation. For example: *Dizo*.

Foundation Role Play 5				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**? Sitios de interés turístico**	Any clearly understandable question about places of interest for tourists, with a verb. For example: *¿Hay (muchos)sitios de interés (turístico) en la región?* *¿Hay playas cerca de aquí?*	Question asked with no verb. For example: *¿Playas cerca?* Pronunciation that causes a delay in communication. For example: *¿Hay pleyas cerca de akwí?*	Message not conveyed. For example: *¿Es playas?* Repetition of the prompt alone: *¿Sitios de interés turístico?*
b	**Excursión al campo o a una ciudad: tu preferencia y <u>una</u> razón**	*Campo/Ciudad* + appropriate reason for the preference. Verb required. For example: *Ciudad … es* (*más*) *interesante*.	*Campo/Ciudad* + appropriate reason without a verb. Bear in mind under KUL. For example: *Campo …* (*más*) *tranquilo*. One element only. For example: *Campo*. (*Es*) *tranquilo*.	Nothing conveyed.
c	**! ¿Qué transporte prefiere?**	Any form of transport, verb not required. For example: *Tren*.	Pronunciation that causes a delay in communication. For example: *Otobiús*.	Incomprehensible pronunciation. For example: *Chochi*.
d	**Tu actividad preferida durante la excursión (<u>un</u> detalle)**	Preferred activity, with a verb. For example: *Prefiero nadar*. *Me gusta ir a la piscina.*	Preferred activity, without a verb. For example: *Natación*. *Ir a la piscina*	Wrong person of the verb or incorrect pronoun. For example: *Prefieres nadar*. *Tu actividad preferida es la natación*. Message not communicated. For example: *Prefiero excursión*.
e	**Tu excursión – qué día**	Any day of the week. Verb not required. For example: *Sábado*.	Number between 1-31 alone. For example: *Veinte*.	Incomprehensible pronunciation. For example:

		A date. For example: *(El) dos de mayo.* *El* (*día*) + any number between 1-31. For example: *El (día) veinte*.	Pronunciation of a day that causes a delay in communication. For example: *Lundes*.	*Vendredes*.

Foundation Role Play 6				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tus horas de ejercicio físico a la semana - cuántas**	Any number. Verb not required. For example: *Dos*.	Pronunciation that causes a delay in communication. For example: *Tris*.	Incomprehensible pronunciation. For example: *Dizo*.
b	**! ¿Dónde haces ejercicio físico?**	Any appropriate place to do exercise. Verb not required. For example: *(En la) piscina*. *(En) casa*.	Pronunciation that causes a delay in communication. For example: *(En la) pisquina*.	Incomprehensible pronunciation. For example: *Porque*.
c	**Tu dieta (<u>un</u> detalle)**	Any detail of the student's diet, with a verb. For example: *Como (muchas) verduras*. *Bebo (mucha) agua*.	Any detail, without a verb. For example: *(Muchas) verduras*. *(Mucha) agua*.	Wrong person of the verb or incorrect pronoun. For example: *Comes fruta*. *Tu dieta tiene muchas verduras*. Message not communicated. For example: *Como dieta*.
d	**Tu opinión sobre el tabaco (<u>un</u> detalle)**	One opinion with a verb. For example: *Es malo (para la salud)*. *Es divertido*.	One opinion, no verb. For example: *Malo (para la salud)*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo*. *Soy malo*.
e	**? Malos hábitos**	Any clearly understandable question about bad habits, with a verb. For example: *¿Tienes malos hábitos?*	Question asked with no verb. For example: *¿Muchos malos hábitos?*	Message not conveyed. For example: *¿Es malos hábitos?*

		¿Fumas?	Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *¿Tienes tabaco en noches?*	Repetition of the prompt alone: *¿Malos hábitos?*

Foundation Role Play 7				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Profesores en tu colegio - cuántos**	Any number. Verb not required. For example: *Ochenta*. *Dos* (Unlikely though such a low number is, it is not impossible. Some learners, usually adults, may say *uno* because they are taught privately). *(Hay) muchos (profesores).*	Pronunciation that causes a delay in communication. For example: *Sitento.*	Incomprehensible pronunciation. For example: *Sin* (for *cien*).
b	**! ¿Qué transporte usas para ir al colegio?**	Any form of transport, verb not required. For example: *Tren*.	Pronunciation that causes a delay in communication. For example: *Otobiús*.	Incomprehensible pronunciation. For example: 'Pie' (English pronunciation).
c	**Tu opinión sobre las actividades deportivas (<u>un</u> detalle)**	One opinion with a verb. For example: *Es/son fenomenal(es)*.	One opinion, no verb. For example: *Fenomenal(es)*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo/a/os/as*. *Soy fantástico/a/os/as*.
d	**? Recreo**	Any clearly understandable question about break time, with a verb. For example: *¿A qué hora es el recreo?* *¿Qué haces durante el recreo?* *¿Tienes recreo?*	Question asked with no verb. For example: *¿A qué hora el recreo?* Pronunciation that causes a delay in communication. For example: *¿Kwi haces en récrio?*	Message not conveyed. For example: *¿Es recreo?* Repetition of the prompt alone: *¿Recreo?*

e	**Tus actividades durante la hora de comer (<u>un</u> detalle)**	A lunch time activity with first person verb. For example: *Voy / vamos al patio*.	A lunch time activity with an infinitive. For example: *Ir al patio*. Any activity without a verb. For example: *Fútbol*.	Wrong person of verb For example: *Van al patio*.

Foundation Role Play 8				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tu asignatura favorita y <u>una</u> razón**	School subject + one reason with a verb. For example: *Inglés …. Es interesante*.	School subject + one reason without a verb. For example: *Inglés …. Interesante*. Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Kwímica … es emoshante*. School subject alone. Omission of school subject, but reason with or without a verb.	Incomprehensible pronunciation / message not communicated. For example: *Quemestri … ficil*. Wrong person of verb and/or incorrect pronoun. For example: *Tu asignatura favorita es español … soy interesante*.
b	**! ¿Qué aspecto del colegio no te gusta?**	Any aspect of school, verb not required. For example: *(Los) profesores*. *(La) biblioteca*.	Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Comida hora*.	Incomprehensible pronunciation. For example: *Pitio*.
c	**Clases de matemáticas a la semana - cuántas**	Any number. Verb not required. For example: *Dos*. *Muchas/os/o/a*	Pronunciation that causes a delay in communication. For example: *Tris*.	Incomprehensible pronunciation. For example: *Dizo*.
d	**Aspecto positivo de los deberes (<u>un</u> detalle)**	One positive aspect of homework, with a verb. For example: *Es/son divertido/a/os/as*.	One opinion, no verb. For example: *Divertido/a/os/as*.	Message not communicated or wrong person of verb. For example: *Tiene divertido*. *Soy fantástico*.

				A clearly negative opinion. For example: *Es/son aburridos(s)*.
e	**? Profesores**	Any clearly understandable question about teachers, with a verb. For example: *¿Te gustan tus/los profesores?* *¿Cómo es tu profesor de español?* Use of *¿Qué tal?* For example: *¿Qué tal tus profesores?*	Question asked with no verb. For example: *¿Tus profesores buenos?* Pronunciation that causes a delay in communication. For example: *¿Tu professor (*Eng pron*) de jjografía es bien?*	Message not conveyed. For example: *¿Es profesores?* Repetition of the prompt alone: *¿Profesores?*

Foundation Role Play 9				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**El aspecto más importante de un trabajo**	Any aspect of work, verb not required. For example: *(El) dinero*. *(Las) horas*.	Pronunciation that causes a delay in communication. For example: *Salirio*.	Incomprehensible pronunciation. For example: *Houros*.
b	**Tu opinión sobre trabajar en España (<u>un</u> detalle)**	One opinion with a verb. For example: *Es divertido*.	One opinion, no verb. For example: *Emocionante*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo*. *Soy interesante*.
c	**Trabajar en una oficina o en un restaurante: tu preferencia y <u>una</u> razón**	*Oficina/Restaurante* + appropriate reason for the preference. Verb required. For example: *Oficina … es* (*más*) *interesante*. Accept use of *me gusta* in the first part of the answer. For example: *Me gusta trabajar en una oficina ya que es tranquilo*.	*Oficina/Restaurante* + appropriate reason without a verb. Bear in mind under KUL. For example: *Restaurante …* (*más*) *divertido*. One element only. For example: *Oficina*. (*Es*) *divertido*.	Nothing conveyed.
d	**! ¿Cuál es tu trabajo perfecto?**	Any job. Verb not required. For example: *Enfermero/a*.	Pronunciation that causes a delay in communication. For example: *Pelikwero*.	Wrong personal pronoun. For example: *Tu trabajo perfecto es profesor(a)*. Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
e	**? Jefe**	Any clearly understandable question about a boss, with a verb. For example: *¿Te gusta tu jefe?* *¿Cómo es tu jefe?* Use of *¿Qué tal?* For example: *¿Qué tal tu jefe?* Use of *<u>un</u> jefe*. For example: *¿Cómo es un jefe?*	Question asked with no verb. For example: *¿Tu jefe bueno?* Pronunciation that causes a delay in communication. For example: *¿Tu jjefe (*Eng pron of 'j'*) es bien?*	Message not conveyed. For example: *¿Es jefe?* Repetition of the prompt alone: *¿Jefe?*

Section 2: Photo cards – specific June 2022 guidance

Question	Allow	Reject
	CARD A	
2	*¿Te gusta (más) …?* or *¿Es mejor …?* for *¿Prefieres?*	
5	*Describe a …* 0r *¿Cómo es …?* for *Háblame de …*	
	CARD B	
4	*¿Cuándo prefieres …?* or *¿Cuándo es mejor?* for *¿Cuándo te gusta …?*	
5	*¿Te gusta (más) …?* or *¿Es mejor …?* for *¿Prefieres?*	
	CARD C	
2	*¿Qué piensas de …?* for *¿Cuál es tu opinión sobre …?*	
4	*Describe …* or *¿Cómo es …?* for *Háblame de …*	
	CARD D	
2	*Háblame de …* or *¿Cómo es …?* for *Describe …*	
4	*¿… te gusta (más)?* or *¿… es mejor?* for *¿… prefieres?*	
5	*Describe …* or *¿Cómo es …?* for *Háblame de …*	
	CARD E	
2	*¿Cuándo prefieres …?* or *¿Cuándo es mejor …?* for *¿Cuándo te gusta …?*	
4	*¿Te gustan (más) …?* for *¿Prefieres?*	
5		*¿Qué prefieres hacer …?* for *¿Qué prefieren hacer tus amigos …?*
	CARD F	
2	*¿qué causa más problemas?* for *¿qué es más problemático?*	
4	*¿Qué piensas de …?* for *¿Cuál es tu opinión sobre …?*	
	CARD G	
5	*¿Qué piensas de …?* for *¿Cuál es tu opinión sobre …?*	
	CARD H	
2	*¿Qué te gusta (más) …?* or *¿Qué es mejor …?* for *¿Qué prefieres?*	
4	*¿… te gusta?* or *¿… prefieres?* or *¿… es mejor?* for *¿… te gusta más?* *¿Quién/cuál es tu profesor favorito?* for *¿Qué profesor te gusta más?*	
5	*Háblame de …* or *¿Cómo es …?* for *Describe …*	
	CARD I	
3	*¿Crees que …?* for *¿Piensas que …?* *Pensar que* and *creer que* are always interchangeable.	
4	*¿Te gusta más …?* or *¿Es mejor …?* for *¿Prefieres …?*	

5	*Háblame de …* or *¿Cómo es …?* for *Describe a …*	

GCSE
SPANISH
8698/SH

Paper 2 Speaking Higher

Mark scheme including Guidance for Role-plays

June 2022

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

Contents

Page	
4	**Part One Mark Scheme**
6	Section 1: Role-play
9	Section 2: Discussion of photo card
11	Section 3: General conversation (Higher tier)
15	Appendix 1: Subject content (Themes)
16	Appendix 2: Speaking Score Sheet
17	Appendix 3: Symbols for annotating Speaking Score Sheet
18	Appendix 4: Marking of photo card – guidance notes
26	Appendix 5: Role-plays – General Principles
27	Appendix 6: Photo cards – General Principles
28	Appendix 7: Photo cards – Guidance on paraphrasing
29	**Part Two Mark Scheme**
29	Section 1: Role-plays – specific June 2022 mark schemes
38	Section 2: Photo cards – specific June 2022 guidance

Speaking Tests – Higher tier

Part One Mark Scheme

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document. No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate's speaking test consists of three parts, completed in this order:

Part 1 Role-play – two minutes approximately (15 marks)

Part 2 Discussion of photo card –three minutes at Higher tier (15 marks)

Part 3 General conversation –5–7 minutes at Higher tier (30 marks)

Total marks at Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at Higher tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	**35**	**5**	**10**	**5**	**5**	**60**

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 2 on p.16) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished**. As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like *¿La pregunta?*

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by *¿Y tú?* For example, where the prompt on the candidate's card is *El gimnasio: Me gusta el gimnasio. ¿Y tú?*

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at Higher tier and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

For a student scoring five marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring two marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain*/*copine*; in German *Job* for *Beruf.*

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

¿Qué piensas de la Red?
(No reply)
¿Cuál es tu opinión sobre Internet?

When responding to the first question 'What is there in the photo?', candidate responses must be rooted in the content of the photo. Merely to say 'I like the photo' without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn't. Conjecture is appropriate, eg 'I think the weather is hot because the people are wearing shorts.'

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

¿Qué piensas del deporte? … ¿Por qué?
Me gusta el deporte. Es divertido.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

¿Te gusta la comida española?
Sí, es muy sabrosa.

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only −2 marks. The maximum penalty overall, therefore, is −3 (−2 for short coverage of the themes and −1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of −3 (−2/−1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of −3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to 'narration' in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:
¿Te gusta la comida española?
Sí, es muy sabrosa.

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking 'And you?' would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of *Sí* to the teacher's question *¿Te gustó la película?* The verb for an utterance communicating a past or future time frame may be in the present tense in Spanish. For example: : *Estudio español desde hace tres años* (past time frame); *Voy al partido este fin de semana* (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Appendix 1 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Appendix 2 – SPEAKING SCORE SHEET – GCSE Spanish

Examiner name:

Centre Number						**Candidate name and number**	

Role Play №: **Photo Card Letter:** **PC Theme №:**

Task	**Annotation**	**Mark**
1		
2		
3		
4		
5		

Comm + KUL

Total:

Task	**Communication**	**Time:**
1		
2		
3		
4		**Total:**
5		

General conversation

Nominated Theme №:		**Second Theme №:**	
Time		**Time**	

Verb usage (up to 4 of each ✓)					
Pres					
Past	Pret	Imp	Perf	Plup	Pres
Fut	Fut	Imm	Conddd	Quiser	Pres

Other notes:

Comm /10	**Range & Acc /10**	**Pron & Int /5**	**Spon & Flu /5**	**Total**

Total mark for test

Penalty deductions included in above mark for Comm (✓)	**No Question -1**	**Short GC Theme -2**

Appendix 3 - GCSE Spanish Symbols for annotating Speaking Score Sheet

Role-play and General Conversation

NB For the Role-play, don't use these symbols: + S ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb
-	A clear piece of information with no verb
+	An enhancement, eg a more complex structure or unusual vocabulary item
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability
A	A minor inaccuracy, eg. incorrect gender/adjectival agreement, which does not affect communication
(A)	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which affects immediate understanding
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	*Sí/no* alone
¿	A question asked by the student without a verb
(¿)	A question asked by the student with a verb
Opinions and Justifications	
Op	An opinion without a verb
(Op)	An opinion with a verb
J	Justification of an opinion without a verb
(J)	Justification of an opinion with a verb
Delivery	
P	A minor mispronunciation, which doesn't hinder communication
(P)	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^^	A longer hesitation
?	What is said is incomprehensible

Appendix 4 - Marking of photo card – Guidance Notes

Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
-	A clear piece of information with no verb
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	*Sí/no* alone
	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb
	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
J	Justification of an opinion without a verb
	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	• all 5 questions answered clearly • minimum 3 of ✓ in 3 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	• minimum 4 questions answered clearly • minimum 2 ✓s in 2 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓
7–9	• minimum 3 questions answered which are understandable • minimum 2 ✓s in 1 answer • minimum 1 (Op) or Op • Note: (Op) or (J) can count instead of a ✓
4–6	• minimum 3 questions answered which are understandable
1–3	• only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	Op J ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo Card mark: **15**

The minimum requirements are fulfilled for the 13-15 band.

- All questions are answered clearly (there are no ? or ?✓ symbols)
- 3 answers have 3 ✓s (with Op + J counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification.

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	Op J ? ?✓
3	✓- ✓- ✓ ✓ ? ?✓
4	Op J Op J
5	✓ ✓ ✓ ?

Photo Card mark: **13**

The minimum requirements are fulfilled for the 13-15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible
- More than 3 answers have 3 ✓s (with Op + J counting instead of ✓s)
- There is more than one opinion
- There is more than one justification.

A mark in the 13-15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ✓
2	✓ ✓ Op J
3	✓ ✓
4	✓ Op ✓
5	✓ ✓ ✓

Photo Card mark: **12**

The minimum requirements are fulfilled for the 10-12 band.

- At least four questions are answered. All of them contain clear information, although there are also two occasions where there is a lack of clarity
- The requirements for development of answers are exceeded as there are three ✓s in two answers (with Op counting instead of a ✓ in the second answer).
- There is more than one opinion
- There is one justification.

Although five questions contain clear information, a mark in the 13-15 band cannot be given as there are not three ticks in three answers. However, we can award a mark of 12 because the criteria for the 10-12 band are exceeded. For this band, four answers need to contain clear information, when in fact all five do. Two of the answers need to contain at least two clear clauses (shown by ✓s or Op or J) when all five do. There are two occasions where there is some lack of clarity, but this is not enough to prevent a mark of 12.

Example 4

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	Op J ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark: **11**

The minimum requirements are fulfilled for the 10-12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with Op + J counting instead of ✓s)
- There is one opinion
- There is one justification.

As only four questions are answered clearly, the 13-15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10-12 band is given.

Example 5

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	Op
4	Op ✓ ✓ ✓ ✓
5	Op Op ✓ ✓

Photo Card mark: **9**

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13-15 and 10-12 bands are not met. The criteria for the 7-9 band are exceeded and so a mark at the top of the band is received.

Example 6

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo Card mark: **9**

The minimum requirements are fulfilled for the 7-9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also part of a response which cannot be understood on one occasion
- One answer is developed with two ✓s
- There is one opinion.

There is one occasion where the information put forward cannot be understood, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 7

Task	Communication
1	? ✓ ? ✓
2	✓ ✓ Op
3	? ✓ ? ✓
4	✓ ✓
5	Op J

Photo Card mark: **9**

The minimum requirements are fulfilled for the 7-9 band.

- There are understandable answers to three questions
- At least one answer is developed with two ✓s
- There is at least one opinion.

There are two ✓s (or valid substitutes) in three responses whilst the responses to the other two questions contain some information but this is exclusively unclear, denoted by the use of the symbol. ? ✓ Therefore, only the responses to three questions contain clear information.
The criteria for the 7-9 band are exceeded and so a mark at the top of the band is awarded.

Example 8

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo Card mark: **7**

The minimum requirements are fulfilled for the 7-9 band.

- Three questions have understandable answers.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible and one where an incorrect answer is given. Of the three valid responses, the last question is answered very briefly without a verb so a mark at the bottom of the 7-9 band is appropriate.

Example 9

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark: **5**

The minimum requirements are fulfilled for the 4-6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the three answers that are given correctly, the replies are short and so the mid-mark in the band is awarded.

Example 10

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark: **2**

The minimum requirements are fulfilled for the 1-3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb
- Three of the questions have no response.

Most (ie. three) questions must be answered understandably in order to access the 4-6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1-3 band is awarded.

Example 11

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark: **1**

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 5 – Role-Plays – General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	**Mark (0/1/2)**
1	Only one detail is given when two are required.	1 mark
2	Opinion is given but without a reason when this is required.	1 mark
3	Time marker and tense don't match. For example: *La semana pasada voy al cine. / El próximo sábado fui a la piscina.*	1 mark
4	Wrong tense is used with no correct timer marker. For example: • - ¿Adónde vas de vacaciones? - *Fui a Roma*.	1 mark
5	No auxiliary verb is used in a compound tense. For example: *Jugado al fútbol.*	1 mark
6	When requesting an item in a formal Role Play, no verb is used but *por favor* is included. For example: *La cuenta, por favor.*	2 marks
7	An incorrect form of address (*usted* form of the verb instead of *tú* form and vice versa) in the **?** task in OAR.	2 marks
8	In the **?** task, use of *¿Qué tal?* when a question is clearly understood (even though there is no verb). For example: • ? Madre. → *¿Qué tal tu madre?*	2 marks
9	In the **?** task, the prompt word(s) is (are) used with minimal extra language, but no verb. It is still understandable as a question. For example: • ? Precio. → (*Y), ¿el precio?* **NB: see use of *¿Qué tal?* in 8.**	1 mark
10	In the **?** task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	The pronoun used in a task is lifted and used in the candidate's response. For example: • Tu colegio (un detalle). → *Tu colegio es grande.*	0 marks
12	Use of *Es* instead of *Hay* in OAR	1 mark
13	Cand's cue: Tu opinión del deporte Cand's response: Mi opinión es interesante	2 marks
14	Cand's cue: Tu instituto (dos detalles) Cand's response: Tu instituto es grande y los profesores son buenos. or: Cand's cue: Una opinión de tu instituto y una razón Cand's response: Me gusta tu instituto porque es moderno. *Tu instituto* negates the first part of the task, but credit is given for the second part, so one mark.	1 mark

Appendix 6 – Photo Card – General Principles

Here are some common-type responses. In order to ensure a standard approach, see the third column for the symbol to use when annotating the SSS (Speaking score sheet). This cannot be an exhaustive list because of the wide variety of answers given by candidates. Refer to page 18 of this mark scheme for an explanation of the symbols.

NB OAR = otherwise appropriate response

	Response	Symbol
1	A clear piece of information using a verb. [See mark scheme, page 18.]	✓ Op J
2	A comment about the photo rather than the content of the photo. Eg - *Me gusta la foto. Es bonita.* [A wrong answer to the question]	W
3	Use of *es* instead of *hay* in OAR. Eg - *En la foto **es** una chica.* [Something can be understood, but a lack of clarity]	? ✓
4	Incorrect person of the verb. Eg - *¿Qué haces en tu tiempo libre?* - ***Juegas** al tenis.* [Wrong answer to the question / wrong message conveyed]	W or ?
5	Correct subject but wrong person of the verb. Eg - *El chico **como** un bocadillo.* [Something can be understood, but a lack of clarity]	? ✓
6	Incorrect tense, with or without time marker. Eg - *¿Qué hiciste de vacaciones el año pasado?* - ***Voy** a España.* [Something can be understood but a lack of clarity]	? ✓
7	No auxiliary verb is used in a compound tense. Eg - ***Comido** en un restaurante.* [Something can be understood, but a lack of clarity]	? ✓
8	Statements of future desire are credited as opinions. Eg - *Quiero / Quisiera / Me gustaría trabajar en España.*	Op
9	The use of an indefinite article with a plural noun. Eg - *Hay **un chicos**.* [Something can be understood, but a lack of clarity]	? ✓
10	The use of a number higher than one and a singular noun. Eg - *Hay **dos chica**.* [Information is clear, despite the use of a singular noun]	✓
11	Incorrect pronoun (maybe taken from the question). Eg - *¿Qué instalaciones hay en tu instituto?* - *En **tu** instituto hay una biblioteca.* [Wrong message conveyed / wrong answer to the question]	? or W
12	Incorrect pronoun, but other information given in a separate clause. Eg - *Háblame de tu casa.* - ***Tu** casa es grande y hay un jardín pequeño.* [Credit **is** given for the second part of the answer]	? ✓

Appendix 7 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

	Original wording	**Allow**	**Reject**
1	¿Qué has hecho últimamente?	Use of the preterite in place of the perfect tense: ¿ Qué hiciste últimamente / recientemente?	Use of a different past time marker: ¿Qué has hecho la semana pasada?
2	¿Qué quieres hacer en setiembre?	Substitution of the conditional tense of gustar for the present tense of querer and vice versa: ¿Qué te gustaría hacer en setiembre?	A re-wording that doesn't retain the same meaning: ¿Qué planes tienes para el futuro?
3	Para ti, ¿cuáles serán los aspectos positivos de un trabajo?	Substitution of the future tense for the immediate future and vice versa: Para ti, ¿cuáles van a ser los aspectos positivos de un trabajo?	Addition of an extra element, such as a future time marker: Para ti, ¿cuáles serán los aspectos positivos de un trabajo en el futuro?
4	¿Qué haces en tu tiempo libre?	A change to the language which retains the same meaning: ¿Qué haces en tus ratos libres?	Addition of an extra element: ¿Qué actividades haces en tu tiempo libre?
5	¿Te gusta la idea de trabajar en otro país	A change to the language which retains the same meaning: ¿Te gusta la idea de trabajar en el extranjero?	Addition of an extra element: ¿Te gusta la idea de trabajar en otro país, por ejemplo España?

GCSE Spanish Speaking Higher – Part Two Mark Scheme

Section 1: Role-plays – specific June 2022 mark schemes

Higher Role Play 10				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tu uso de la tecnología (dos detalles)**	Two details about use of technology. Verb(s) required, any time frame. For example: *Navego en Internet y veo Netflix*. *Ayer jugué en mi móvil y vi vídeos en YouTube*.	One detail only, with a verb. For example: *Navego en Internet*. One or two details without a verb. For example: Internet (y Netflix).	Nothing is conveyed.
b	**! ¿Te gusta Snapchat? … ¿Por qué (no)?**	*Sí/no* + appropriate reason. Verb required. For example: *Sí … es divertido*. *No … es muy aburrido*. A clear reference to not using Snapchat and a reason why not. For example: *No uso Snapchat … Es aburrido*.	*Sí/no* + inappropriate reason. For example: *No … es fantástico*. *Sí/no* + appropriate reason without a verb. Bear in mind under KUL. For example: *No … aburrido*. Reason with or without a verb, but *sí/no* omitted. *Sí/no* alone.	Nothing is conveyed.
c	**Ordenador o móvil: tu preferencia y una razón**	*Ordenador/Móvil* + appropriate reason for the preference. Verb required. For example: *Móvil … es* (*más*) *práctico*.	*Ordenador/Móvil* + appropriate reason without a verb. Bear in mind under KUL. For example: *Móvil …* (*más*) *práctico*. One element only. For example: *Ordenador*. (*Es*) *divertido*.	Nothing is conveyed.
d	**Tus planes para comprar un nuevo móvil en el futuro (dos detalles)**	Two details about plans for buying a new mobile in the future. First person future time frame verb(s) or infinitive required. For example: *(Voy a) comprar un iPhone este fin de semana*. *Compraré/compro un Samsung negro*.	One detail only, with or without a verb. For example: *(Voy a comprar) un iPhone*. Two details without a verb. For example: *Un Samsung negro*. Past tense in OAR. For example: *Compré un Samsung negro*.	Nothing is conveyed.
e	**? Peligros de Internet**	Any clearly understandable question about dangers of the Internet. Must include a verb. For example: *¿Qué peligros hay con Internet?* *¿Cuál es tu opinión de los peligros de Internet?*	Question asked with no verb or an infinitive. For example: *¿Tu opinión de los peligros de Internet?* *¿Exisitir peligros de Internet?*	Message not conveyed. For example: *¿Es peligros de Internet?* Repetition of the prompt alone: *¿Peligros de Internet?*

Higher Role Play 11				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Los programas de televisión en tu país (<u>dos</u> detalles)**	Two details of TV programmes, with verb(s). For example: *Hay muchas telenovelas y programas de deporte*. *No me gustan. Son/es aburrido(s)*.	Two details, without a verb. For example: *Muchas telenovelas y programas de deporte*. One detail only, with or without a verb. For example: *(Hay) muchas telenovelas*.	Nothing is conveyed.
b	**El cine o la televisión: tu preferencia y <u>una</u> razón**	*Cine/Televisión* + appropriate reason for the preference. Verb required. For example: *Cine … es* (*más*) *divertido*.	*Cine/Televisión* + appropriate reason without a verb. Bear in mind under KUL. For example: *Televisión …* (*más*) *variedad*. One element only. For example: *Cine*. (*Es*) *divertido*.	Nothing is conveyed.
c	**! ¿Qué tipo de películas prefiere? … ¿Cuántas veces al mes va al cine?**	Both elements conveyed. Verb not required. For example: *Acción … Dos*. *Ciencia ficción … No voy (al cine)*.	One element only. For example: *Romántico/a/os/as*. Incomprehensible pronunciation of one element and the other ok. For example: *Sins ficshon … Uno/a*.	Incomprehensible pronunciation of both elements. For example: *Sins ficshon … Otu*. Wrong person of verb in both elements. For example: *Prefiere acción … Va dos (veces)*. The **name** of a film. For example: *No time to die*.
d	**Tu última vez en el cine (<u>dos</u> detalles)**	Two details about a previous visit to the cinema, with past tense verb(s). For example: *Fui al cine en el centro y vi una película de humor.* *Fui con mis padres el mes pasado.*	One detail, with past tense verb. For example: *Vi una película de horror*. Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Fiui al sin en el centro con amigos*. Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Incomprehensible pronunciation / message not communicated. For example: *Cine amigos*. Wrong person of verb. For example: *Fue con mis padres el mes pasado*.
e	**? La televisión en México**	Any clearly understandable question about TV in Mexico, with a verb. For example: *¿Te gusta la televisión en México?* *¿Hay telenovelas en México?* Use of *¿Qué tal?* For example: *¿Qué tal la televisión en México?* Accept pronunciation of *México* as *meks-ee-ko*	Question asked about TV but no mention of Mexico. For example: *¿Te gusta la televisión?* Question asked with no verb or infinitive. For example: *¿(Tener) telenovelas en México?*	Wrong person of verb, for example: *¿Soy televisión en México?* Repetition of the prompt alone: *¿La televisión en México?*

Higher Role Play 12				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Pasar tiempo con amigos o con familia: tu preferencia y <u>una</u> razón**	*Amigos/Familia* + appropriate reason for the preference. Verb required. For example: *Amigos … es* (*más*) *emocionante*.	*Amigos/Familia* + appropriate reason without a verb. Bear in mind under KUL. For example: *Familia …* (*más*) *divertido*. One element only. For example: *Amigos*. (*Es*) *divertido*.	Nothing is conveyed.
b	**! ¿Cuántas veces a la semana sales con amigos? … ¿Qué día prefieres salir?**	Both elements conveyed. Verb not required. For example: *Dos … Sábado*.	One element only. For example: *Sábado*. Incomprehensible pronunciation of one element and the other ok. For example: *Dos … Vendredes*.	Incomprehensible pronunciation of both elements. For example: *Dizo … Vendredes*. Wrong person of verb in both elements. For example: *Sales dos … Prefieres viernes*.
c	**Tus opiniones sobre las instalaciones para jóvenes en tu región (<u>dos</u> detalles)**	Any two opinions about facilities for young people, with verb(s). For example: *Son/es fantástico/a/os/as y divertido/a/os/as*. *Hay muchas (instalaciones), por ejemplo dos cines* (opinion and justification). One opinion with a verb, one without (but bear in mind under KUL). For example: *Fenomenal(es) y me gustan*.	One opinion only, with or without a verb (bear in mind under KUL). For example: *(Son) fenomenal(es)*. Two opinions without a verb. For example: *Fenomenal(es) y divertido(s)*.	No opinion is conveyed.
d	**Tus actividades con tus amigos la semana pasada (<u>dos</u> detalles)**	Two details about activities with friends last week, with past tense first person verb(s). For example: *Fui a una tienda y compré un regalo.* *Fuimos al cine y a la bolera*.	One detail, with past tense verb. For example: *Fui/fuimos a un museo.* Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Fiuimos a la pleya y la pisquina*. Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL. One activity with a verb and the other with a missing verb, which is grammatically incorrect. For example: *Fui al cine y televisión.*	Incomprehensible pronunciation / message not communicated. For example: *Bicho y nateshon*. Wrong person of verb. For example: *Fue al cine y a la bolera.*
e	**? Amigos**	Any clearly understandable question about friends, with a verb. For example: *¿Te gusta(n) tus amigos?* *¿Tienes (muchos) amigos?* Use of *¿Qué tal?* For example: *¿Qué tal tus amigos?*	Question asked with no verb. For example: *Y, ¿tus amigos?*	Message not conveyed. For example: *¿Tus amigos colegio?* Repetition of the prompt alone: *¿Amigos?*

Higher Role Play 13				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**La salud de los jóvenes hoy en día (<u>dos</u> detalles)**	Two details of young people's health. Accept first person, as the vast majority of candidates will be young. For example: *Es buena/o y mejor que en el pasado*. *Mi salud es buena/o porque juego mucho al tenis*.	Two details without a verb. For example: *Buena/o y mejor que en el pasado*. One detail only, with or without a verb. For example: *(Es) buena/o*.	Nothing is conveyed.
b	**Tus actividades para mantenerte en forma la semana pasada (<u>dos</u> detalles)**	Two details about what exercise the student did last week, with past tense first person singular verb(s). For example: *Fui al gimnasio y jugué al baloncesto.*	One detail, with past tense verb. For example: *Fui al gimnasio.* Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Jjugüe al rugby y fiui a la pisquina*. Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL. One activity with a verb and the other with a missing verb, which is grammatically incorrect. For example: *Fui al gimnasio y comida sana.*	Incomprehensible pronunciation / message not communicated. For example: *Nada en la piscina*. Wrong person of verb. For example: *Fue al gimnasio y jugó al tenis.*
c	**! ¿Cuál es tu deporte favorito? … ¿Cuántas veces a la semana haces ejercicio físico?**	Both elements conveyed. Verb not required. For example: *Rugby … Dos*.	One element only. For example: *Rugby*. Incomprehensible pronunciation of one element and the other ok. For example: *Balconestia … Tres*.	Incomprehensible pronunciation of both elements. For example: *Balconestia … Dizo.* Wrong person of verb or wrong pronoun in both elements. For example: *Tu deporte favorito es tenis …* *Haces ejercicio dos veces*.
d	**Tu dieta – sana o malsana y <u>una</u> razón**	*Sana/Malsana* + appropriate reason. Verb required. For example: *Sana … como (muchas) verduras*.	*Sana/Malsana* + appropriate reason without a verb. Bear in mind under KUL. For example: *Malsana … no verduras*. One element only. For example: *Sana*. *Como (muchas) verduras*	Nothing is conveyed.
e	**? Vida sana**	Any clearly understandable question about healthy lifestyle, with a verb. For example: *¿Llevas/tienes una vida sana?* *¿Tu vida es sana?*	Question asked with no verb. For example: *¿Tu vida sana?*	Message not conveyed. For example: *¿Comida es sana?* Repetition of the prompt alone: *¿Vida sana?*

Higher Role Play 14				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tu llegada al hotel esta mañana – a qué hora**	A clear reference to the time that the student arrived at the hotel. First person preterite/perfect verb required. For example: *Llegué/llegamos/he llegado (al hotel) a las once (esta mañana)*.	Use of the present tense or an infinitive. For example: *Llego/llegar (al hotel) a las once (esta mañana)*.	No verb used. For example: *(Hotel) a las once*.
b	**Número de tu habitación y <u>un</u> problema con la habitación**	Room number and a problem with the room, with a verb. For example: *(Mi) habitación (es) doscientos y la ducha no funciona*. *(Mi) habitación (es) doscientos y hay un problema en el baño/con la cama*.	One element only. For example: *(Mi) habitación (es) doscientos*. *La ducha no funciona*. One or two elements, no verb. For example: *Habitación ciento diez, no toallas*.	Nothing is conveyed.
c	**! ¿Cuál es su opinión del hotel?**	One opinion of the hotel, with verb. For example: *Es limpio*. *Es grande.*	One opinion of the hotel, without a verb. For example: *Sucio*.	Incomprehensible pronunciation / message not communicated. For example: *Sucho.*
d	**? Comida en el restaurante del hotel**	Any clearly understandable question about food in the hotel, with a verb. For example: *¿A qué hora es la comida/la cena/el desayuno en el restaurante (del hotel)?* *¿A qué hora es la comida/la cena/el desayuno en el restaurante (del hotel)?* *¿Hay comida vegetariana en el restaurante (del hotel)?* *¿Hay comida vegetariana en el hotel?* Use of *¿Qué tal?* For example: *¿Qué tal la comida en el restaurante (del hotel)?* *¿Qué tal la comida en el hotel?*	Question asked with no verb. For example: *¿Comida vegetariana en el restaurante (del hotel) / en el hotel?*	Message not conveyed. For example: *¿Es comida restaurante?* Repetition of the prompt alone: *¿Comida en el restaurante del hotel?*
e	**Tus actividades durante tus vacaciones en Colombia (<u>dos</u> detalles)**	Two activities. Verb(s) required, any time frame. For example: *Voy/fui a la playa y juego/voy a jugar al tenis.*	One detail only, with or without a verb. For example: *(Juego al) tenis*. Two details without a verb. For example: *Piscina y playa*. One activity with a verb and the other with a missing verb, which is grammatically incorrect. For example: *Voy/fui a la playa y película.*	Nothing is conveyed.

Higher Role Play 15				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Entradas – cuántas**	Request for a certain number of tickets. Verb required or *por favor* and no verb. For example: *Quiero/quisiera dos entradas/billetes*. *Dos entradas/billetes, por favor*. *Tengo/hay dos entradas.*	No verb, no *por favor*. For example: *Dos entradas/billetes*. Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Dos entridas, por favor*.	Wrong person of verb. For example: *Quieres dos entradas/billetes*.
b	**! ¿Cuál es su nacionalidad? … ¿Dónde está su hotel en España?**	Both elements conveyed. Verb not required. For example: *Inglés/inglesa … (En) el centro / (En) Málaga*. *(Soy) de Inglaterra … (En) el centro / (En) Málaga*.	One element only. For example: *Inglés/inglesa*. Incomprehensible pronunciation of one element and the other ok. For example: *Iglesia … (En) el centro*.	Incomprehensible pronunciation of both elements. For example: *Iglesia … Afiueros.* Wrong person of verb or wrong pronoun in both elements. For example: *Su nacionalidad es inglesa … Estás en el centro*. No credit for *Soy Inglaterra* instead of *(Soy) inglés.*
c	**Tu última visita a un museo – cuándo y con quién**	When and with whom the candidate last went to a museum. First person preterite tense verb required. For example: *Fui (a un museo) el fin de semana pasado con mi familia*.	One or two elements, with a present tense verb. For example: *Voy (a un museo) el fin de semana pasado (con mi familia)*. One or two elements, without a verb. For example: *El fin de semana pasado (con mi familia)*.	Nothing is conveyed.
d	**Tu opinión sobre los museos (<u>dos</u> detalles)**	Any two opinions about museums, with verb(s). For example: *Son/es fantástico/a/os/as y divertido/a/os/as*. One opinion with a verb, one without (but bear in mind under KUL). For example: *Fenomenal(es) y me gustan*.	One opinion only, with or without a verb (bear in mind under KUL). For example: *(Son) fenomenal(es)*. Two opinions without a verb. For example: *Fenomenal(es) y divertido(s)*.	No opinion is conveyed.
e	**? Recomendación para otro museo**	Any clearly understandable question about a recommendation for another museum, with a verb. For example: *¿Puede(s) recomendar otro museo?* *¿Hay otro museo (interesante por aquí)?*	Question asked with no verb. For example: *¿Otro museo interesante por aquí?*	Message not conveyed. For example: *¿Museo recomendar?* Repetition of the prompt alone: *¿Recomendación para otro museo?*

Higher Role Play 16				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tus planes para septiembre (<u>dos</u> detalles)**	Two details about plans for September. First person future time frame verb(s) or infinitive required. For example: *(Voy a) volver a este colegio y estudiar/estudio/estudiaré idiomas*. Accept any plans, not necessarily plans for study/work. For example: *Voy a ir de vacaciones con mi familia*.	One detail only, with or without a verb. For example: *(Voy a volver a) este* colegio. Past tense in OAR. For example: *Volví a este colegio y estudié idiomas*. One activity with a verb and the other with a missing verb, which is grammatically incorrect. For example: *(Voy a) volver a este colegio e idiomas*.	Nothing is conveyed.
b	**Aspecto positivo de tomar un año sabático (<u>un</u> detalle)**	One positive aspect of taking a gap year, with a verb. For example: *Puedes ganar/ahorrar dinero*. *Es emocionante*.	One opinion, no verb. For example: *Emocionante*.	Message not communicated or wrong person of verb. For example: *Tiene divertido*. *Soy fantástico*.
c	**Desventajas de ir a la universidad (<u>dos</u> detalles)**	Two disadvantages of going to university, with verb(s). For example: *Es muy caro y difícil*.	One disadvantage only, with or without a verb (bear in mind under KUL). For example: *(Es muy) caro*. Two opinions without a verb. For example: *Caro y difícil*.	No opinion is conveyed.
d	**? Universidades en Perú**	Any clearly understandable question about universities in Peru, with a verb. For example: *¿Te gustan las universidades en Perú?* *¿Hay (muchas) universidades en Perú?* Use of *¿Qué tal?* For example: *¿Qué tal las universidades en Perú?*	Question asked about universities but no mention of Peru. For example: *¿Te gustan las universidades?* Question asked with no verb or infinitive. For example: *¿(Tener) muchas universidades en Perú?*	Wrong person of verb, for example: *¿Soy universidades en Perú?* Repetition of the prompt alone: *¿Universidades en Perú?*
e	**! ¿Qué trabajo quieres hacer en el futuro? … ¿En qué país quieres trabajar?**	Both elements conveyed. Verb not required. For example: *Profesor(a) … Inglaterra*. Accept (*en el) extranjero* for the second question.	One element only. For example: *Profesor(a)*. Incomprehensible pronunciation of one element and the other ok. For example: *Profesor(a) … Inglesia*.	Incomprehensible pronunciation of both elements. For example: *Mecanismo … Inglesia*. Wrong person of verb in both elements. For example: *Quieres ser contable … Quieres trabajar en Portugal*.

Higher Role Play 17				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Tu decisión de trabajar en España (<u>dos</u> razones)**	Two reasons for wanting to work in Spain, with verb(s). For example: *Hay muchas oportunidades y hace sol*. *Es divertido y diferente*.	One reason only, with or without a verb (bear in mind under KUL). For example: *(Es) divertido*. Two reasons without a verb. For example: *Divertido y diferente*.	No reason is conveyed. No credit for negative reasons.
b	**! ¿Qué tipo de trabajo quiere hacer? … ¿Para cuánto tiempo quiere trabajar en España?**	Both elements conveyed. Verb not required. For example: *Profesor(a) … un año*.	One element only. For example: *Profesor(a)*. Incomprehensible pronunciation of one element and the other ok. For example: *Profesor(a) … dos inos*.	Incomprehensible pronunciation of both elements. For example: *Mecanismo … dos inos*. Wrong person of verb in both elements. For example: *Quiere ser contable … Quiere trabajar dos años*.
c	**Tu trabajo en el pasado (<u>dos</u> detalles)**	Two details about the student's past work, with past tense verb(s). For example: *Trabajé en una oficina. Fue asombroso.* *Trabajé en una oficina con mi padre.*	One detail about past work, with past tense verb. For example: *Trabajé en una oficina.* Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Trabajé en ofitina por tris mes*. Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Incomprehensible pronunciation / message not communicated. For example: *Cafi en súidad*. Wrong person of verb. For example: *Trabajó en una oficina con mi padre.*
d	**Tu opinión sobre horas de trabajo flexibles (<u>un</u> detalle)**	One opinion with a verb. For example: *Es/son práctico/a/os/as*.	One opinion, no verb. For example: *Fenomenal(es)*.	Message not communicated or wrong person of verb. For example: *Tiene estupendo/a/os/as*. *Soy fantástico/a/os/as*.
e	**? Salario típico**	Any clearly understandable question about the typical salary, with a verb. For example: *¿El salario típico es bueno?* *¿Qué es el salario típico?* Use of *¿Qué tal?* For example: *¿Qué tal el salario típico?* Use of *gustar*: *¿Te gusta el salario típico?*	Question asked with no verb. For example: *Y, ¿el salario típico?*	Message not conveyed. For example: *¿Típcio es salario?* Repetition of the prompt alone: *¿Salario típico?*

Higher Role Play 18				
	Task	**2 marks** **Message conveyed without ambiguity**	**1 mark** **Message partially conveyed OR conveyed with some ambiguity**	**0 marks** **No part of the message is conveyed**
a	**Lo mejor de tu colegio (dos detalles)**	Two positive things about school, with verb(s). For example: *Es variado y divertido.* *Los profesores son buenos y me gusta el campo de deportes.*	One or two positive things about school, without a verb. For example: *Variado y divertido.* *Profesores buenos.* One activity with a verb and the other with a missing verb, which is grammatically incorrect. For example: *Los profesores son buenos y el campo de deportes.*	Message not conveyed. For example: *Es aburrido y me fastidia.*
b	**! ¿Crees que el colegio es importante? … ¿Por qué (no)?**	*Sí/no* + appropriate reason why school is (not) important. Verb required. For example: *Sí … aprendes muchas cosas*. *No … es inútil*.	*Sí/no* + inappropriate reason. For example: *No … es útil*. *Sí/no* + appropriate reason without a verb. Bear in mind under KUL. For example: *No … inútil*. Reason, but *sí/no* omitted. *Sí/no* alone.	Nothing is conveyed.
c	**Tu última excursión con el colegio (dos detalles)**	Two details about a previous school trip, with past tense first person verb(s). For example: *Fui/fuimos a España y nadé/nadamos en el mar.* *Fui a Londres con mis amigos.*	One detail, with past tense verb. For example: *Fui a España.* Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: *Fiui a español en jjunio*. Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Incomprehensible pronunciation / message not communicated. For example: *Avión y hotel*. Wrong person of verb. For example: *Fue a Londres con mis amigos.*
d	**Ventaja de estudiar idiomas (un detalle)**	One advantage of studying languages, with a verb. For example: *Es útil (para el futuro)*.	One advantage of studying languages, without a verb. For example: *Útil (para el futuro)*.	Nothing is conveyed.
e	**? Deberes en Chile**	Any clearly understandable question about homework in Chile, with a verb. For example: *¿Hay/tienes muchos deberes en Chile?* *¿Los deberes en Chile son difíciles?* Use of *¿Qué tal?* For example: *¿Qué tal los deberes en Chile?*	Question asked about homework but no mention of Chile. For example: *¿Hay/tienes muchos deberes?* Question asked with no verb or infinitive. For example: *¿(Tener) muchos deberes en Chile?*	Wrong person of verb, for example: *¿Soy deberes en Chile?* Repetition of the prompt alone: *¿Deberes en Chile?*

Section 2: Photo cards – specific June 2022 guidance

Question	Allow	Reject
	CARD J	
2		*¿… tu cumpleaños en el pasado?* for *¿… tu último cumpleaños?*
5	*¿Qué piensas de …?* or *¿Cuál es tu opinión sobre …?* for *¿Qué opinas de …?*	
	CARD K	
2	*Describe … for Háblame de …*	
3	*… tus ratos libres* for *… tu tiempo libre*	
4	*¿Piensas que …?* for *¿Crees que …?* *Pensar que* and *creer que* are always interchangeable.	
5	*ideal* for *perfecto* Allow omission of *describe*	
	CARD L	
2	*¿Piensas que …?* for *¿Crees que …?* *Pensar que* and *creer que* are always interchangeable.	
4	Allow omission of *describe*	
	CARD M	
2	*¿Crees que …?* for *¿Piensas que …?* *Pensar que* and *creer que* are always interchangeable.	
3		*¿… en el pasado?* for *¿… en los últimos años?*
5	*¿… prefieres?* or *¿… son mejores?* for *¿… te gustan más?*	
	CARD N	
2	*perfecto* for *ideal*	
3	*los aspectos negativos* for *las desventajas*	
4	*Describe …* for *Háblame de …*	
5	*¿Te gustan (más) …?* or *¿… son mejores?* for *¿Prefieres?*	
	CARD O	
2	*¿Qué te gustaría hacer …* for *¿Qué podrías hacer …?*	
	CARD P	
3	*¿Qué piensas de …?* or *¿Qué opinas de …?* for *¿Cuál es tu opinión sobre …?*	
5	*¿Qué hiciste …?* for *¿Qué has hecho …?*	
	CARD Q	
2	*¿Piensas que …?* for *¿Crees que …?* *Pensar que* and *creer que* are always interchangeable.	
4	*Describe a …* or *¿Cómo es …?* for *Háblame de …*	

5	*norma* for *regla*	
CARD R		
4	Allow omission of *describe*	
5	*¿Te gusta (más) …?* or *¿… es mejor?* for *¿Prefieres?*	

A
Adjectives

Emocionante – exciting
Impresionante – impressive
Entretenido – entertaining
Precioso – beautiful
Asqueroso – disgusting
Agradable – pleasant
Raro – strange
Gracioso – funny
Sano – healthy
Malsano – unhealthy
Antiguo – old
Ruidoso - noisy

V
Verbs

Voy – I go
Hago – I do
Veo – I see
Salgo – I go out
Como – I eat
Compro – I buy
Visito – I visit
Puedo – I can
Se puede – one can
Es – it is
Son – they are

O
Opinions

Me encanta – I love
Me chifla/flipa – I'm crazy about
Detesto – I hate
No aguanto – I can't stand
Me interesa … – … interests me
Me aburre … – … bores me
Me molesta … - …annoys me
No me importa – it doesn't bother me

C
Connectives

Sin embargo – however
Aunque – although
O – or
Ya que – since/as
Dado que – given that
Así que – therefore
Como – as / like
No obstante – nevertheless
Por un lado – on one hand
Por otro lado – on the other hand

A
Adverbs

Normalmente – normally
Completamente – completely
Rápidamente – quickly
Frecuentemente – frequently
De repente – suddenly
En seguido – immediately
Raramente – rarely
Especialmente - especially

D
Detail

Muy – very
Más – more
Menos – less
Un poco – a bit
Bastante – quite
Demasiado – too
Realmente - really
Tan – so
Tanto/a – so much
Tantos/as – so many

O
OMG

Lo bueno/malo es que – the good/bad thing is that
Lo peor/mejor es que – the worst/best thing is that
Si fuera posible – if it were possible
Si pudiera – if I could
Suelo + inf – I usually …
Acabo de + inf – I have just ..
Para + inf – in order to …
Tengo ganas de + inf – I really want to …

S
Sequencers

Primero – first
Segundo – second
Luego – then
Más tarde – later
Antes – before
Después – after
Por la mañana/tarde/noche – in the morning/afternoon/evening
Al fin y al cabo – at the end of the day

General conversation questions

Themes:

Theme 1: Identity and culture
A: Me, my family and friends
B: Free time activities
C: Technology in everyday life
D: Customs and festivals in Spanish-speaking countries

Theme 2: Local, national, international and global areas of interest
A: Home, town, neighbourhood and region
B: Social issues
C: Global issues
D: Travel and tourism

Theme 3: Current and future study and employment
A: My studies and life at school
B: Education post-16, jobs and ambitions

Theme 1: Identity and Culture

A: Me, my family and friends

1. Describe a tu familia
2. Describe tu personalidad.
3. ¿Qué haces normalmente con tu familia y tus amigos?
4. ¿Qué hiciste con tus amigos el fin de semana pasado?
5. El próximo año, ¿Cómo vas a celebrar tu cumpleaños?
6. ¿Cuáles son las cualidades que debe tener un buen amigo?
7. ¿Quiénes son más importantes para ti – tu familia o tus amigos?
8. ¿Qué opinas del matrimonio?

B: Free time activities

1. ¿Qué haces en tu tiempo libre?
2. ¿Qué haces normalmente los fines de semana / por las tardes?
3. ¿Te gusta hacer deporte? ¿Por qué/ por qué no?
4. Cuando eras niño/a, ¿qué te gustaba hacer en tu tiempo libre?
5. ¿Qué vas a hacer el próximo fin de semana? ¿Con quién?

C: Technology in everyday life

1. ¿Tienes un móvil? ¿Cuándo lo usas?
2. ¿Cuáles son las ventajas/desventajas de los móviles / el internet?
3. ¿Qué papel juegan los medios de comunicación en tu vida?
4. ¿Crees que las redes sociales son importantes para los jóvenes hoy en día?

D: Customs and festivals in Spanish-speaking countries

1. ¿Cómo celebraste tu último cumpleaños?
2. ¿Qué piensas de las fiestas españolas?
3. Háblame sobre una fiesta tradicional en un país hispanohablante.

Theme 2: Local, national, international and global areas of interest

A: Home, town, neighbourhood and region

1.¿Dónde vives?
2. Describe tu casa.
3. ¿Cómo es tu barrio?
4. ¿Qué hay para los jóvenes en tu barrio?
5. ¿Dónde te gustaría vivir en el futuro?

B: Social issues

1. ¿Llevas una vida sana?
2. ¿Es importante llevar una dieta / vida sana?
3. ¿Qué piensas de fumar/del alcohol?
4. ¿Es importante ayudar a las obras benéficas? ¿Por qué/por qué no?
5. En el futuro, ¿qué te gustaría hacer para ayudar a los demás?

C: Global issues

1. ¿Qué haces en casa para ayudar al medio ambiente?
2. ¿Por qué es importante proteger al medio ambiente?
3. ¿Piensas que la contaminación es un problema muy serio hoy en día?
4. En el futuro, ¿qué te gustaría hacer para ayudar al medio ambiente?

D: Travel and tourism

1. ¿Dónde te gusta pasar las vacaciones?
2. Describe tus vacaciones ideales.
3. ¿Dónde fuiste para pasar tus últimas vacaciones? ¿Te gustó?
4. ¿Cuáles son tus planes para las próximas vacaciones?
5. Si tuvieras mucho dinero, ¿a dónde irías de vacaciones?

Theme 3: Current and future study and employment

A: My studies and life at school

1. Describe tu instituto. ¿Cómo es?
2. ¿Qué asignaturas estudias? ¿Te gustan?
3. Cuando eras joven, ¿cuál era tu asignatura favorita y por qué?
4. ¿Tienes que llevar un uniforme escolar?
5. ¿Qué opinas de las reglas en tu instituto?
6. ¿Crees que los deberes son importantes?

B: Education post-16, jobs and ambitions

1. ¿Qué planes tienes para el año próximo?
2. ¿Quieres ir a la universidad? ¿Por qué/por qué no?
3. ¿Piensas que es importante hablar otro idioma en el mundo de trabajo?
4. ¿Has trabajado en el pasado?
5. ¿Qué tipo de trabajo te gustaría tener en el futuro?

Spanish

Links

- www.senecalearning.com Students have a school login and can search for Spanish AQA assignments to follow
- www.linguascope.com (intermediate section)
    - Speak to your teacher for the username / password
- www.bbc.co.uk/bitesize/levels/z98jmp3 - Choose Spanish AQA
- www.languageskills.co.uk Spanish section 'Oye'
    - Speak to your teacher for the username / password
- www.quizlet.com Students can sign up and search for AQA Spanish topics or study any topics previously uploaded by their teacher.
- www.memrise.com Students can sign up and search for AQA Spanish
- https://uk.language-gym.com/ Students can sign up to this independently or may have been given login details from their class teacher
- www.thisisschool.com Students have been given individual logins by their class teacher
- https://www.sentencebuilders.com/ Students have been given individual logins by their teacher. Students can then search for Specific AQA Spanish content or anything previously uploaded by their teachers.

Youtube videos

Spanish GCSE Speaking Walkthrough *by Queen Katharine Languages*

How to ACE your Spanish Speaking GCSE exam *by Patry Ruiz*

Spanish Grammar explained! (12 basic tenses) *by astarspanish*

GCSE Spanish Writing Paper Walkthrough: How to get 60/60 *by astarspanish*

Anything on MyGCSESpanishTutor

Role play

No time limit.

15 marks

You only get marks for communicating the message. Do your task and move on.

Learn question words.

Photo card

2/3 minutes max.

15 marks

You need 3 verbs in each answer.

You need to answer all questions.

General conversation

5/7 mins max.

30 marks

You need 3 verbs in each answer.

You need three tenses.

The Speaking exam

There are 3 parts to the speaking exam;

1. Role play (approx. 2 mins)
2. Photo card (max 2 mins- Foundation, Max 3 mins – Higher)
3. General conversation (between 3 & 5 mins – Foundation, between 5 & 7 mins – Higher)

They are always done in this order in the exam.

You get 12 minutes before your exam starts where you see the photo card and role play and can write any notes / script that you want. You take this into the exam and can read from it if you want. You must not write notes for the General conversation and you need to hand the paper to your teacher before this part begins.

The role play

Keep it simple. You don’t need to elaborate your answers on this one. Just check to see how many details (if any) that it specifies to give and make sure that you give that amount of info.

Teacher always starts, you literally just say your bullet point after your teacher has spoken.

There will be one element on the role play which you won’t know what you’re being asked until you are doing it. This is shown by an exclamation mark !

When you see a question mark ? This means that you have to ask a question about this bullet point

This part of the exam is short and snappy and can be easy marks to pick up. **(15 marks)**

Example role plays

Higher

Instructions to candidates

Your teacher will play the part of an assistant in a travel agent's in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con un empleado / una empleada de una agencia de viajes en España.

- **?** Excursiones en la región.
- **!**
- Tu última excursión en España (**dos** detalles)
- Tu opinión de tu hotel y **una** razón
- Vacaciones en España o en Inglaterra: tu preferencia y **una** razón.

Foundation

Instructions to candidates

Your teacher will play the part of an assistant in the DVD section in a department store in Spain and will speak first.

You should address the assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** - you will have to ask a question.

Estás hablando con un empleado / una empleada de la sección de DVDs de unos grandes almacenes en España.

- DVD y qué tipo.
- **?** Precio.
- **!**
- Tu opinión sobre el cine (**un** detalle).
- Ir al cine – cuándo.

The photo card

You have 3 questions on the photo card to answer. The first one is always **¿Qué hay en la foto?**
When you get into the exam you will be asked two more questions based on the theme of the photocard.

This is where you need to give detailed answers for each question. Try to give as much detail as possible but don't spend too long on the first question.

The photo card is timed so if you spend too long on the first couple of questions you may be cut off by your teacher to ask the next ones. We have to ask you all the questions for you to be able to get maximum marks. **(15 marks available)**

Remember to get in at least 3 different tenses (past / present / future) and opinions and justifications.

Example photo cards

Foundation

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué te gustaría hacer para celebrar tu próximo cumpleaños? … ¿Por qué?
- Háblame de una persona de tu familia.

Higher

Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Es una buena idea tener que pagar las bolsas de plástico en los supermercados? … ¿Por qué (no)?
- ¿Qué cambios te gustaría ver para mejorar el transporte público en tu región?

General conversation

This is split into 2 parts. Equal time will be spent on both parts.

Part 1
You choose 1 of the themes (not sub topics) for me to ask you questions on. You can choose whichever theme you like but remember that whichever one you choose means that you definitely **WON'T** get this one for your photo card.

NB: You might like to choose theme 2 as this means you know you then won't get a photocard on Social issues or the environment.

Part 2
This theme is chosen by whichever one hasn't already been covered by the photo card and your chosen theme.
In other words if you photocard is on Theme 1, you choose theme 2 for your conversation then you know that part 2 of the general conversation will be on theme 3.

NB: The role play can be on any theme and doesn't affect anything else

(30 marks available)

General conversation questions

Themes:

Theme 1: Identity and culture
A: Me, my family and friends
B: Free time activities
C: Technology in everyday life
D: Customs and festivals in Spanish-speaking countries

Theme 2: Local, national, international and global areas of interest
A: Home, town, neighbourhood and region
B: Social issues
C: Global issues
D: Travel and tourism

Theme 3: Current and future study and employment
A: My studies and life at school
B: Education post-16, jobs and ambitions

Theme 1: Identity and Culture

A: Me, my family and friends

1. Describe a tu familia
2. Describe tu personalidad.
3. ¿Qué haces normalmente con tu familia y tus amigos?
4. ¿Qué hiciste con tus amigos el fin de semana pasado?
5. El próximo año, ¿Cómo vas a celebrar tu cumpleaños?
6. ¿Cuáles son las cualidades que debe tener un buen amigo?
7. ¿Quiénes son más importantes para ti – tu familia o tus amigos?
8. ¿Qué opinas del matrimonio?

B: Free time activities

1. ¿Qué haces en tu tiempo libre?
2. ¿Qué haces normalmente los fines de semana / por las tardes?
3. ¿Te gusta hacer deporte? ¿Por qué/ por qué no?
4. Cuando eras niño/a, ¿qué te gustaba hacer en tu tiempo libre?
5. ¿Qué vas a hacer el próximo fin de semana? ¿Con quién?

C: Technology in everyday life

1. ¿Tienes un móvil? ¿Cuándo lo usas?
2. ¿Cuáles son las ventajas/desventajas de los móviles / el internet?
3. ¿Qué papel juegan los medios de comunicación en tu vida?
4. ¿Crees que las redes sociales son importantes para los jóvenes hoy en día?

D: Customs and festivals in Spanish-speaking countries

1. ¿Cómo celebraste tu último cumpleaños?
2. ¿Qué piensas de las fiestas españolas?
3. Háblame sobre una fiesta tradicional en un país hispanohablante.

Theme 2: Local, national, international and global areas of interest

A: Home, town, neighbourhood and region

1. ¿Dónde vives?
2. Describe tu casa.
3. ¿Cómo es tu barrio?
4. ¿Qué hay para los jóvenes en tu barrio?
5. ¿Dónde te gustaría vivir en el futuro?

B: Social issues

1. ¿Llevas una vida sana?
2. ¿Es importante llevar una dieta / vida sana?
3. ¿Qué piensas de fumar/del alcohol?
4. ¿Es importante ayudar a las obras benéficas? ¿Por qué/por qué no?
5. En el futuro, ¿qué te gustaría hacer para ayudar a los demás?

C: Global issues

1. ¿Qué haces en casa para ayudar al medio ambiente?
2. ¿Por qué es importante proteger al medio ambiente?
3. ¿Piensas que la contaminación es un problema muy serio hoy en día?
4. En el futuro, ¿qué te gustaría hacer para ayudar al medio ambiente?

D: Travel and tourism

1. ¿Dónde te gusta pasar las vacaciones?
2. Describe tus vacaciones ideales.
3. ¿Dónde fuiste para pasar tus últimas vacaciones? ¿Te gustó?
4. ¿Cuáles son tus planes para las próximas vacaciones?
5. Si tuvieras mucho dinero, ¿a dónde irías de vacaciones?

Theme 3: Current and future study and employment

A: My studies and life at school

1. Describe tu instituto. ¿Cómo es?
2. ¿Qué asignaturas estudias? ¿Te gustan?
3. Cuando eras joven, ¿cuál era tu asignatura favorita y por qué?
4. ¿Tienes que llevar un uniforme escolar?
5. ¿Qué opinas de las reglas en tu instituto?
6. ¿Crees que los deberes son importantes?

B: Education post-16, jobs and ambitions

1. ¿Qué planes tienes para el año próximo?
2. ¿Quieres ir a la universidad? ¿Por qué/por qué no?
3. ¿Piensas que es importante hablar otro idioma en el mundo de trabajo?
4. ¿Has trabajado en el pasado?
5. ¿Qué tipo de trabajo te gustaría tener en el futuro?

Speaking questions. You have a sheet with all these on

Important points to remember:

You MUST ask a question at some point during the general conversation. It can be any question (relevant to what you are talking about) and as simple as **¿Y tú?** Or **¿Te gusta ….?**

Don't panic if you forget to ask the question though as your teacher will ask you at the end if necessary ¿Tienes una pregunta para mí? And then you can ask.

Remember to get in at least 3 different tenses (past / present / future) and opinions and justifications and as many fancy phrases as you can.

At any point, if you need anything repeating, you can ask **¿Puedes repetir por favor?** Your teacher is only allowed to repeat it again once though, not multiple times.

Do not speak English. Your Teacher is not able to speak English either.

Throughout the exam your teacher will only speak Spanish and will transition from one task to another by saying the following;

French: *On va commencer avec la première situation, c'est le jeu de rôle numéro …*
German: *Wir beginnen mit dem Rollenspiel Nummer …*
Spanish: *Vamos a hacer el juego de rol número ...*

French: *On passe à la deuxième situation, c'est la carte-photo lettre …*
German: *Und jetzt die Fotokarte …*
Spanish: *Pasamos a la foto, letra ...*

French: *Donne-moi tes notes et les cartes, s'il te plaît.*
German: *Gib mir bitte deine Papiere.*
Spanish: *Dame tus apuntes y las tarjetas, por favor.*

French: *Et maintenant, la conversation. D'abord, le thème numéro …*
German: *Und jetzt die Konversation. Zuerst Thema …*
Spanish: *Y ahora la conversación. Empezamos con el tema …*

French: *On va changer de thème et on va parler au sujet du thème numéro …*
German: *Und jetzt machen wir Thema …*
Spanish: *Cambiamos de tema y ahora es el tema …*

We have scripts to follow throughout the exam

Verbos importantes en tres tiempos

Pasado	Presente	Futuro
Fui (I went)	Voy (I go)	Voy a (I'm going to)
Fue (It was)	Es (It is)	Va a ser (It's going to be)
Salí (I went out/left)	Salgo (I go out/leave)	Voy a salir (I'm going to go out/leave)
Tuve (I had)	Tengo (I have)	Voy a tener (I'm going to have)
Hice (I did/made)	Hago (I do/make)	Voy a hacer (I'm going to do/make)
Me gustó (I liked)	Me gusta(n) (I like)	Me gustaría (I WOULD like)
Visité (I visited)	Visito (I visit)	Voy a visitar (I'm going to visit)
Compré (I bought)	Compro (I buy)	Voy a comprar (I'm going to buy)
Comí (I ate)	Como (I eat)	Voy a comer (I'm going to eat)
Bebí (I drank)	Bebo (I drink)	Voy a beber (I'm going to drink)
Vi (I saw/watched)	Veo (I see/watch)	Voy a ver (I'm going to watch/see)
Jugué (I played)	Juego (I play)	Voy a jugar (I'm going to play)