

GCSE SPANISH 8692/SF+SH

Paper 2 Speaking – Sample assessment materials

Item commentary booklet – Foundation and Higher tiers

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Role-play: Foundation Tier

Role play 1

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must give one place in order to score full marks. Students who give an answer which lacks clarity because of poor pronunciation, but which would ultimately be understood in the context, can score one mark.
- Task 2: Students have to provide one opinion of swimming. They may choose to use the third person present tense of any appropriate verb and possibly an appropriate adjective, depending on the verb used. Alternatively, they could choose to use the third person present tense of a verb like *gustar* or *encantar* with a first person object pronoun. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, a suitable adjective.
- Task 3: Students must say one thing that they do at home with friends. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 4: Students must say when they play sport. Students whose pronunciation undermines communication, or who do not produce an appropriate verb, can earn one mark.
- Task 5: Students are required to ask a question about free time. Within the defined context, there is scope for students to adapt known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks

require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark and a clear explanation of the question mark is given above the five tasks.

Role play 2

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the second task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the second task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the second task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to provide one detail about what physical activity they do. A first person verb is required. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, a suitable noun. The mark scheme allows for students who don't do any physical activity to get two marks.
- Task 2: Students are required to ask a question about food in Spain. This is quite prescriptive, but with some scope for adapting known language to suit the situation.
- Task 3: Students have to provide one opinion of vegetarian food. They may choose to use the third person present tense of any appropriate verb and possibly an appropriate adjective, depending on the verb used. Alternatively, they could choose to use the third person present tense of a verb like *gustar* or *encantar* with a first person object pronoun. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving, for example, a suitable adjective.
- Task 4: Students need to say at what time they have breakfast. An answer which contains some ambiguity, but which would eventually be understood, would be awarded one mark. The mark scheme allows for students who don't have breakfast to score full marks.
- Task 5: Students have to say what their favourite meal is. Students who give an answer which lacks clarity because of poor pronunciation, but which would ultimately be understood in the context, can score one mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The second task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 3

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled (vocab/grammar)

- Task 1: Students have to provide one detail about when they go out with friends. They have to use the first person present tense of any appropriate verb. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving for example, a day or a time of day.

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- Task 2: Students have to describe their best friend. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for expressing frequency, for example *alto*.
 - Task 3: Students need to say where they go at the weekend. One mark would be awarded for a response which doesn't contain a verb.
 - Task 4: Students need to say what they like to wear. Students who give an answer which does not contain a verb or which lacks clarity because of poor pronunciation, but which would ultimately be understood in the context, can score one mark.
 - Task 5: Students are required to ask a question about sport. This is quite prescriptive, but with some scope for adapting known language to suit the situation. A verb must be included for full marks to be awarded.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark given above the five tasks.

Role play 4

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.

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- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must give one detail about what they use technology for. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 2: Students must say how much time each day they spend using technology. Students whose pronunciation undermines communication can earn one mark.
- Task 3: Students must say where they use a computer. Students who do not include a verb can earn one mark.
- Task 4: Students must say why they like their favourite app. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 5: Students are required to ask a question about the internet. Within the defined context, there is scope for students to adapt known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 5

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must say when their birthday is. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 2: Students must say one thing they do on their birthday. A verb is required in order to achieve full marks.
- Task 3: Students must say what type of food they like. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 4: Students must say what their favourite day of the week is. A verb is required in order to score two marks. They could choose to use the third person present tense of a verb like *gustar* or *encantar* with a day. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving a day of the week.
- Task 5: Students are required to ask a question about celebrations. Within the defined context, there is scope for students to adapt known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in

English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 6

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must say when they go out with friends. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 2: Students must give one detail about what they do with friends. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 3: Students must give one opinion of going out with friends. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark.
- Task 4: Students say one thing about their best friend's personality. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 5: Students are required to ask a question about their friend's free time. Within the defined context, there is scope for students to adapt known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity,

but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 7

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fourth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fourth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the fourth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must say what their favourite subject is. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 2: Students must say how many English classes they have each week. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 3: Students must describe their favourite teacher. One detail is required and it can be a physical description or a personality trait. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 4: Students are required to ask a question about school. Within the defined context, there is scope for students to adapt known language to suit the situation.
- Task 5: Students must give one detail about what they do during break. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an

accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 8

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must give one detail about what their favourite celebrity does. A third person verb is required in the answer for full marks. An appropriate detail in a response expressed

without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.

- Task 2: Students must say what their favourite celebrity looks like. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 3: Students must say one thing about their best favourite celebrity's personality. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 4: Students must say how what sort of music they like. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 5: Students are required to ask a question about music. Within the defined context, there is scope for students to adapt known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 9

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Foundation tier, all tasks require students to use the present tense of verb forms only. For each task, an appropriate verb must be used to score the full two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.

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- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language on the vocabulary list or from their own experience.
 - Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students must give one descriptive detail about their region. Students who do not use a verb, or whose pronunciation undermines communication, can earn one mark.
- Task 2: Students must say what they think of their region. A verb is required in order to score two marks. They could choose to use the third person present tense of a verb like *gustar* or *encantar* or they may choose to use the third person of a verb like *ser*. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving an adjective, for example.
- Task 3: Students must say what the weather is like in their region. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 4: Students must say one thing that they do in their local area. A verb is required in the answer for full marks. An appropriate detail in a response expressed without the use of an accurate, relevant verb would attract one mark. The non-prescriptive nature of the task enables the student to give a personalised response.
- Task 5: Students are required to ask a question about where their friend lives. Within the defined context, there is scope for students to adapt known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something at a lower level.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where the student response does not include an accurate verb, a maximum of 1 mark is available. At Foundation tier, all tasks require students to give one piece of information. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that a verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role-play: Higher Tier

Role play 10

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to provide two details, one opinion and a reason for this opinion. Full marks are available for a clear response including both details. This task is similar to the opinion-giving tasks at Foundation tier, but there is a higher demand, as a reason is required in addition to the expression of an opinion about music. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 2: Students have to give two details about what they did in their free time last week. For two marks students need to respond using an appropriate past tense verb form and supply two details. A student giving one detail or introducing ambiguity by, for example, using a verb in a present or future time frame could earn one mark.
- Task 3: For full marks students have to give one disadvantage of going out a lot, conveyed using an appropriate verb. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 4: For full marks, students are required to give two details about what they think of TV, conveyed using an appropriate verb or verbs. A partial response or one containing some ambiguity would attract one mark.
- Task 5: Students are required to ask a question about sport. There is scope for adapting known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 11

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the third task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the third task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the third task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to provide two details about what there is for young people where they live. They have to use at least one verb. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving one or both details but without a verb.
- Task 2: As in all tasks at the Higher tier level, at least one verb must be used in the student's response if full marks are to be earned. One mark is available for giving just one weather feature.
- Task 3: Students must formulate a clear question about where their friend lives. This is quite prescriptive, but with some scope for adapting known language to suit the situation.

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- Task 4: The student has to give two details about what they are going to do in their region next week using a structure which includes a finite verb or verbs. A student giving one detail or introducing ambiguity by, for example, using a past tense verb or verbs, could earn one mark.
 - Task 5: Students need to give one detail about what they do to protect the environment. A student introducing ambiguity by, for example, using an inappropriate infinitive of a verb, could earn one mark.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The third task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 12

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.

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- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to provide two details, a preferred subject and a reason for liking that subject. Full marks are available for a clear response including both details. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 2: Students have to provide two details about what they usually do in their Spanish class. They have to use a conjugated verb or verbs. This should be accessible to most students at this tier, but students can still score one mark by giving one detail.
- Task 3: The student has to give a reason why exams are important and use a verb in order to score two marks. A response which contained ambiguity or which did not include an appropriate verb form would attract one mark only.
- Task 4: Students have to give two details about what they did on at lunch time last week. Students must demonstrate the ability to respond using a past tense verb or verbs for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark, as would an ambiguous response or one which did not include an accurate appropriate verb form.
- Task 5: The student needs to ask a question about school. Although this is quite prescriptive, there is scope for adapting known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 13

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to provide two details about what they do to relax. They have to use a conjugated verb or verbs. Because people relax in different ways, any activities are acceptable. A partial answer, for example, mentioning only one detail would be awarded one mark.
- Task 2: Students have to provide one detail about how often they do physical exercise. They have to use a conjugated verb. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark by giving a sport, for example, and a time of the day, week, etc.
- Task 3: The student has to give two details about what they did last week to stay healthy. Students must demonstrate the ability to respond using a past tense verb form or forms for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark, as would an ambiguous response or one which did not include an accurate appropriate verb form.
- Task 4: Students have to provide two details, one opinion of fast food and a reason for this opinion. Full marks are available for a clear response including both details. This task is similar to the opinion-giving tasks at Foundation tier, but there is a higher demand, as a reason is required in addition to the expression of an opinion about fast food. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 5: The student needs to ask a question about food. Although this is quite prescriptive, there is scope for adapting known language to suit the situation and any question that relates to food is acceptable.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 14

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to give two details about what they did last week with friends. Students must demonstrate the ability to respond using a past tense verb form or forms for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark, as would an ambiguous response or one which did not include an accurate appropriate verb form. This may be because the incorrect tense of the verb is used, for example.
- Task 2: Students must give two details, saying who their best friend is and why.
- Task 3: Students have to provide two details, one opinion and a reason for this opinion. Full marks are available for a clear response including both details. This task is similar to the

opinion-giving tasks at Foundation tier, but there is a higher demand, as a reason is required in addition to the expression of an opinion. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.

- Task 4: Students give one opinion of Spanish festivals. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. This is similar to tasks at Foundation tier as it is targeted at grades 4 and 5.
- Task 5: The student needs to ask a question about celebrations. There is scope for adapting known language to suit the situation and any question that relates to celebrations is acceptable.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 15

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.

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- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
 - The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
 - Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
 - Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to give two details about what they did last summer. Students must demonstrate the ability to respond using a past tense verb form or forms for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark, as would an ambiguous response or one which did not include an accurate appropriate verb form. This may be because the incorrect tense of the verb is used, for example.
- Task 2: Students give two advantages of spending holidays in their country. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 3: Students say the place they most want to visit. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 4: The student needs to ask a question about free time. There is scope for adapting known language to suit the situation and any question that relates to free time is acceptable.
- Task 5: Students have to provide two details of what they do in the school holidays when the weather is bad. Full marks are available for a clear response including both details. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive

pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fourth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 16

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to give two details about what they used technology for last week. Students must demonstrate the ability to respond using a past tense verb form or forms for full marks. A partial answer, for example, mentioning only one detail would be awarded one mark, as would an ambiguous response or one which did not include an accurate appropriate verb form. This may be because the incorrect tense of the verb is used, for example.
- Task 2: Students have to provide two details, one opinion and a reason for this opinion. Full marks are available for a clear response including both details. This task is similar to the opinion-giving tasks at Foundation tier, but there is a higher demand, as a reason is required in addition to the expression of an opinion about shopping online. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 3: Students give two disadvantages of the internet. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 4: Students give one opinion about using mobiles in school. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb.
- Task 5: The student needs to ask a question about social media. There is scope for adapting known language to suit the situation and any question that relates to social media is acceptable. There is no need to use the term *redes sociales* when asking the question, so a specific item of vocabulary is not tested.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 17

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to give two details about what they used social media for last week. Students must demonstrate the ability to respond using a past tense verb form or forms for full marks. A partial answer, for example, mentioning only one detail, would be awarded one mark, as would an ambiguous response or one which did not include an accurate appropriate verb form. This may be because the incorrect tense of the verb is used, for example.
- Task 2: Students must give two details about what their favourite famous person looks like. One mark can be achieved if the student does not use a verb in the response or if they only give one detail.
- Task 3: Students have to provide one detail about what their favourite famous person does. Full marks are available for a clear response. This should be accessible to most students at this tier, but those who are unable to produce both details can still score one mark for giving one of them.
- Task 4: Students give two advantages of being famous. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 5: The student needs to ask a question about a famous person. There is scope for adapting known language to suit the situation and any question that relates to celebrations is acceptable.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Role play 18

(10 marks – 5 x 2 mark tasks)

Rationale for item type

- The Subject Content requires students to ask and answer questions, simulating a context such as a social conversation. This role play allows all students to do this by asking a question in the fifth task and by giving information in the other tasks. At Higher tier, four tasks require students to use the present tense of verb forms only. The other task is designed to elicit a verb form referring to a time frame other than the present. At Higher tier, each task requires at least one verb for the award of two marks.
- The verb used in the fifth task could be a second-person verb. If a third-person verb is used, which would be formal address, this would not undermine communication.
- The prompts provided for students are in English, thereby ensuring there is no ambiguity. Students may respond using language listed in the vocabulary list or from their own experience.
- Even in the fifth task where students are given a question prompt, there is built-in scope for improvisation and a variety of question formulation.
- Students are given time to prepare their responses for the tasks in the role-play and they may use their notes in the examination itself.

Content sampled

- Task 1: Students have to provide two details about what they like about their best friend. This should be accessible to most students at this tier, but those who are unable to produce a verb can still score one mark for giving one or both details but without a verb.
- Task 2: Students have to give two details about what they talk about with their friends. One mark would be earned for a partial response or for an answer lacking clarity through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 3: The student has to give two details about what they are going to do with their friends next week using a structure which includes a finite verb or verbs. A student giving one detail or introducing ambiguity by, for example, using a past tense verb or verbs, could earn one mark.
- Task 4: Students give one detail about when they prefer to see their friends. One mark would be earned for a partial answer through, for example, the omission of a verb. There is scope for adapting known language to suit the situation.
- Task 5: Students must formulate a clear question about hobbies. This is quite prescriptive, but with some scope for adapting known language to suit the situation.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria.

The mark scheme allows less able students to give partial information in response to a task and still communicate something.

The role-play is assessed for communication. There are 10 marks available, with two marks per task. In order to score 2 marks for a task, students must convey the message without ambiguity, but perfection is not required. Those students whose response to a task contains some ambiguity, or who only communicate part of the message, will receive 1 mark. Where appropriate, students and teachers are told how many details need to be given in order to score full marks. At Higher tier, three tasks require students to give two pieces of information and two tasks require them to give one, so that in each role-play they must give eight details in total. The skill required here is to

communicate and interact effectively within a role-play situation, including asking a question in a designated context.

Accessibility considerations

The context of this role-play is given in a straightforward, brief scene-setting statement in English. The student is instructed as to which form of address should be used and all further rubrics are in English. Emboldened rubrics on the candidate card give clear instructions that at least one verb is required in each task for the award of full marks. Where necessary, second person possessive pronouns have been used in order to clarify the kind of message required from the student. 'They' and 'their' have been used when referring to third parties.

The fifth task requires the student to ask a question which is denoted by a question mark. A clear explanation of the question mark is given above the five tasks.

Reading aloud task: Foundation tier

Foundation Tasks 1-9

(15 marks)

Rationale for item type

The Subject Content requires students to read aloud a short written text (of a minimum of 35 words) and undertake a short unprepared conversation relating to the text. There are four compulsory questions set on the topic of the text. At Foundation tier, this part of the test is recommended to last between two and two and a half minutes in total, ie the reading aloud of the text and the short unprepared conversation.

Content sampled

Task 1 - Theme 1, Topic 3: Education and work

Task 2 - Theme 2, Topic 2: Customs, festivals and celebrations

Task 3 - Theme 3, Topic 3: The environment and where people live

Task 4 - Theme 3, Topic 2: Media and technology

Task 5 - Theme 2, Topic 3: Celebrity Culture

Task 6 - Theme 1, Topic 1: Identity and relationships with others

Task 7 - Theme 1, Topic 2: Healthy living and lifestyle

Task 8 - Theme 2, Topic 1: Free-time activities

Task 9 - Theme 3, Topic 3: The environment and where people live

Mark scheme considerations

- The tasks are targeted at the range of grades for this tier, i.e. 1-5, both through the demands of the tasks themselves and through the assessment criteria.
- The mark scheme allows all students to be rewarded appropriately for their performance at this level.
- All four prescribed questions are expressed in the present tense. Students are only required to respond using present tense verb forms. The questions set allow for students to give personalised responses and to develop these where appropriate.
- 5 AO3 marks are available for the initial reading aloud task and the task is marked according to a levels of response mark grid. Five levels of attainment are defined and each level is a one-mark band.
- 10 marks are assigned to the communication of appropriate responses to the four set questions which follow. These are unseen by the student and unprepared. The questions are focused on the same topic as the reading aloud text. Although they do not test understanding of the reading aloud text, students may use some of the vocabulary or structures from the text in their answers.
- The student's response to the four compulsory questions is marked as a whole in that marks are not awarded to individual questions. Marks are awarded for clarity of response and the demonstrated ability to develop responses. The 10 marks are assigned to AO1. There are five levels of attainment, each offering two marks in the band.

Accessibility considerations

The rubrics are written in English on the Candidate's card, confirming that they will be asked to read aloud the text in Spanish and that they will be asked four questions which relate to the topic of the text. The student is instructed in Spanish to read the text aloud.

The text is presented in separate sentences on the Candidate's card in a larger font size and is more widely spaced to help legibility.

Reading aloud task: Higher tier

Higher Tasks 10-18

(15 marks)

Rationale for item type

The Subject Content requires students to read aloud a short written text (of a minimum of 50 words) and undertake a short unprepared conversation relating to the text. There are four compulsory questions set on the topic of the text. At Higher tier, this part of the test is recommended to last between three and three and a half minutes in total, ie the reading aloud of the text and the unprepared conversation.

Content sampled

Task 10 - Theme 1, Topic 3: Education and work

Task 11 - Theme 2, Topic 3: Celebrity Culture

Task 12 - Theme 3, Topic 2: Media and technology

Task 13 - Theme 3, Topic 1: Travel and tourism including places of interest

Task 14 - Theme 2, Topic 1: Free-time activities

Task 15 - Theme 1, Topic 2: Healthy living and lifestyle

Task 16 - Theme 1, Topic 1: Identity and relationships with others

Task 17 - Theme 2, Topic 2: Customs, festivals and celebrations

Task 18 - Theme 3, Topic 3: The environment and where people live

Mark scheme considerations

- The tasks are targeted at the range of grades for this tier, i.e. 4-9, both through the demands of the tasks themselves and through the assessment criteria.
- The mark scheme allows all students to be rewarded appropriately for their performance at this level.
- All of the four prescribed questions are expressed in the present tense to ensure that they are straightforward for students. The questions set allow for students to give personalised responses and to develop these where appropriate.
- 5 AO3 marks are available for the initial reading aloud task and the task is marked according to a levels of response mark grid. Five levels of attainment are defined and each level is a one-mark band.

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- 10 marks are assigned to the communication of appropriate responses to the four set questions which follow. These are unseen by the student and unprepared. The questions are focused on the same topic as the reading aloud text. Although they do not test understanding of the reading aloud text, students may use some of the vocabulary or structures from the text in their answers.
 - The student's response to the four compulsory questions is marked as a whole in that marks are not awarded to individual questions. Marks are awarded for clarity of response and the demonstrated ability to develop responses. The 10 marks are assigned to AO1. There are five levels of attainment, each offering two marks in the band.

Accessibility considerations

The rubrics are written in English on the Candidate's card, confirming that they will be asked to read aloud the text in Spanish and that they will be asked four questions which relate to the topic of the text. The student is instructed in Spanish to read the text aloud.

The text is presented in separate sentences on the Candidate's card in a larger font size and is more widely spaced to help legibility.

Photo card: Foundation tier

Rationale for item type

- In the Subject Content for GCSE modern languages, it is stated that students should develop their ability and ambition to communicate independently in speech with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. It is also stated that students should be able to use the language they are learning both receptively and productively, in spoken form(s), for a range of audiences and purposes.
- Immediately before the Speaking test, students will have 15 minutes' supervised preparation time. They will have a Photo card containing two photos from one of the three themes in order to prepare their response to the first question, which focuses on a description of the content of the photos and is compulsory. Students may make written notes in their preparation time and use these notes during the task. The second part of this task is an unprepared conversation.
- The Photo card section of the test is recommended to last in total between four and five minutes, with approximately one minute spent on the description of the photos and the remaining time (between three and four minutes) on the unprepared conversation.
- The Photo card task targets assessment of AO1, AO2 and AO3. There are 15 marks for AO1, 5 marks for AO2 and 5 marks for AO3. The total mark is 25.
- The same photos are used on the cards for both Foundation and Higher tiers, but the duration of the task is different.
- The instruction *Háblame de las fotos* allows students to give a factual and descriptive response to what they see in the photos. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.
- The teacher should then continue an unprepared conversation on any or all of the topics within the prescribed theme of the card, enabling students to develop personalised responses.
- Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 1-5, both through the demands of the tasks themselves and through the assessment criteria. The mark scheme allows lower attaining students to give simpler, less developed responses to questions and still communicate something at a lower level.

Accessibility considerations

Instructions appear on the student's card in English. There are three bullet points, which instruct the student in clear, short sentences, what they have to do. Photos are presented in black and white format. For visually-impaired candidates, a written description of the photos in English will be provided. The theme to be covered in the unprepared conversation is included in the candidate instructions.

The notes below relate to each card.

Photo card A

Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *una calle / una iglesia/unas personas/árboles* for one photo and *un chico y una chica/un avión* in respect of the other. They could give physical descriptions of the people, for example: *El chico es alto y guapo y la chica tiene el pelo largo y negro*. They could say what the people are doing, for example: *están dando un paseo, están hablando, están tomando un café*. They could go on to describe the scene in more detail, for example: *la iglesia es bastante grande; hace buen tiempo; las personas parecen contentas*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card B

Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *edificios grandes /dos personas/una pareja* for one photo and *una mesa/una familia/un jardín* in respect of the other. They could say what the people are doing, for example: *están comiendo, están sonriendo, están bebiendo, están jugando*. They could go on to describe the scene in more detail, for example: *están en una ciudad grande; las personas parecen contentas*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card C

Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *ocho personas / una mesa / una habitación grande* for one photo and *un grupo de alumnos / una clase / unas mesas* in respect of the other. They could say what the people are doing, for example: *están celebrando, están viendo la tele, están comiendo, están sonriendo; están trabajando en una clase*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; una mujer tiene el pelo largo; a la izquierda de la clase hay una ventana grande*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card D

Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *tres personas, dos hombres y una mujer, un avión* for one photo and *unos jóvenes, un parque grande* in respect of the other. They could say what the people are doing, for example: *están llegando a un aeropuerto, están sonriendo; hay amigos jugando al fútbol en un parque*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; la mujer tiene el pelo largo; el hombre lleva una chaqueta; hay unos árboles detrás de las chicas*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card E

Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *cinco jóvenes, / una clase en un colegio* for one photo and *dos amigos / unas bebidas / comida* in respect of the other. They could say what the people are doing, for example: *están hablando, están trabajando, están viendo un ordenador; están comiendo; están hablando*. They could go on to describe the scene in more detail, for example: *las personas parecen muy trabajadoras; una chica tiene el pelo largo y negro; una chica lleva gafas; el chico lleva una camiseta*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card F

Content sampled

Theme 1: Popular culture

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *diez personas / una fiesta de cumpleaños* for one photo and *una fiesta / un grupo de hombres / guitarras* in respect of the other. They could say what the people are doing, for example: *están hablando, están celebrando, están comiendo, están sonriendo, están tocando instrumentos, están cantando*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; un hombre tiene el pelo corto y negro; una lleva una camiseta; los hombres andan en la calle; pasan al lado de un café*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card G

Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *dos chicas / un móvil / una tableta* for one photo and *una familia / padres / abuelos / un salón* in respect of the other. They could say what the people are doing, for example: *están mirando la tableta, están en el salón, están sonriendo, están descansando*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; las chicas son guapas; a la derecha hay una planta; la familia es muy alegre*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card H

Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention what is in the photo *cinco personas / comida / una casa* for one photo and *el campo / cinco jóvenes / paisaje bonito* in respect of the other one. They could say what the people are doing, for example: *están comiendo, están en un jardín, están sonriendo, están andando / tienen mochilas*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; una chica tiene el pelo largo; todos lo pasan bien*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card I

Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *tres chicos y una chica / unos árboles / un parque* for one photo and *cinco amigos / un salón* in respect of the other one. They could say what the people are doing, for example: *están jugando al fútbol, están en un parque, están al aire libre, están sonriendo / están jugando a videojuegos, un chico está ayudando a otro*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; las chicas son guapas; dos chicos llevan camisetas; el videojuego parece muy divertido*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card: Higher tier

Rationale for item type

- In the Subject Content for GCSE modern languages, it is stated that students should develop their ability and ambition to communicate independently in speech with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them. It is also stated that students should be able to use the language they are learning both receptively and productively, in spoken form(s), for a range of audiences and purposes.
- Immediately before the Speaking test, students will have 15 minutes' supervised preparation time. They will have a Photo card containing two photos from one of the three themes in order to prepare their response to the first question, which focuses on a description of the content of the photos and is compulsory. Students may make written notes in their preparation time and use these notes during the task. The second part of this task is an unprepared conversation.
- The Photo card section of the test is recommended to last between six and seven minutes, with approximately one and a half minutes spent on the description of the photos and the remaining time (between four and a half and five and a half minutes) on the unprepared conversation.
- The Photo card task targets assessment of AO1, AO2 and AO3. There are 15 marks for AO1, 5 marks for AO2 and 5 marks for AO3. The total mark is 25.
- The same photos are used on the cards for both Foundation and Higher tiers, but the duration of the task is different.
- The instruction *Háblame de las fotos* allows students to give a factual and descriptive response to what they see in the photos. Any relevant content will be credited in this first part of the task, even if it is outside the prescribed theme of the Photo card.
- The teacher should then continue an unprepared conversation on any or all of the topics within the prescribed theme of the card, enabling students to develop personalised responses.
- Guidance on questioning technique for the unprepared conversation is provided in the Paper 2 Teacher's Booklet.

Mark scheme considerations

The tasks are targeted at the range of grades for this tier, ie 4-9, both through the demands of the tasks themselves and through the assessment criteria. The mark scheme allows lower attaining students to give simpler, less developed responses to questions and still communicate something at a lower level.

Accessibility considerations

Instructions appear on the student's card in English. There are three bullet points, which instruct the student in clear, short sentences, what they have to do. Photos are presented in black and white format. For visually-impaired candidates, a written description of the photos in English will be provided. The theme to be covered in the unprepared conversation is included in the candidate instructions.

Photo card J

Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *una calle / una iglesia/unas personas/árboles* for one photo and *un chico y una chica/un avión* in respect of the other. They could give physical descriptions of the people, for example: *El chico es alto y guapo y la chica tiene el pelo largo y negro*. They could say what the people are doing, for example: *están dando un paseo, están hablando, están tomando un café*. They could go on to describe the scene in more detail, for example: *la iglesia es bastante grande; las personas parecen contentas, posiblemente porque hace buen tiempo; pienso que la ciudad es muy bonita; en mi opinión la ciudad está en España; creo que el chico y la chica acaban de llegar a España y van de vacaciones*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card K

Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *edificios grandes /dos personas/una pareja* for one photo and *una mesa/una familia/un jardín* in respect of the other. They could say what the people are doing, for example: *están comiendo, están sonriendo, están bebiendo, están jugando*. They could go on to describe the scene in more detail, for example: *creo que es la mañana y están tomando el desayuno; las personas parecen contentas porque es el cumpleaños de la mujer; pienso que están de vacaciones; pienso que la casa es muy cara porque es grande y tiene un jardín enorme*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card L

Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *ocho personas / una mesa / una habitación grande* for one photo and *un grupo de alumnos / una clase / unas mesas* in respect of the other. They could say what the people are doing, for example: *están celebrando, están viendo la tele, están comiendo, están sonriendo; están estudiando en un instituto*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas porque su equipo gana un partido; una mujer tiene el pelo largo y es muy guapa; creo que la habitación es una cocina enorme; creo que el comportamiento de unos estudiantes es malo; tienen suerte porque no hay muchos alumnos en la clase*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card M

Content sampled

Theme 1: Popular culture

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *tres personas, dos hombres y una mujer, un avión* for one photo and *unos amigos, un parque grande* in respect of the other. They could say what the people are doing, for example: *están llegando a un aeropuerto, están sonriendo; están jugando al fútbol*. They could go on to describe the scene in more detail, for example: *creo que el hombre y la mujer son famosos; un hombre lleva un uniforme; creo que la chica a la derecha con el pelo largo y marrón juega muy bien al fútbol*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card N

Content sampled

Theme 1: Education and work.

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *cinco jóvenes, / una clase en un colegio* for one photo and *dos amigos / unas bebidas / comida* in respect of the other. They could say what the people are doing, for example: *están hablando, están trabajando, están viendo un ordenador; están comiendo; están hablando*. They could go on to describe the scene in more detail, for example: *las personas parecen muy trabajadoras; una chica tiene el pelo largo y negro; una chica lleva gafas; es la hora de comer en el colegio*. They could introduce some speculation, for example : *Creo que es una clase de informática ; me parece que el chico cerca de la ventana no trabaja ; pienso que un chico tiene veinte años así que posiblemente la clase está en una universidad; pienso que están bebiendo leche*.
- The teacher should then continue exploring the theme of 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card O

Content sampled

Theme 1: Popular culture

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *diez personas / una fiesta de cumpleaños* for one photo and *una fiesta / un grupo de hombres / guitarras* in respect of the other. They could say what the people are doing, for example: *están hablando, están celebrando, están comiendo, están sonriendo, están tocando instrumentos, están cantando*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; un hombre tiene el pelo corto y negro; una lleva una camiseta; la comida parece muy rica ; creo que la niña tiene un año; me parece que las personas están en una ciudad en España, posiblemente Madrid*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card P

Content sampled

Theme 3: Communication and the world around us

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *dos chicas / un móvil / una tableta* for one photo and *una familia / padres / abuelos / un salón* in respect of the other. They could say what the people are doing, for example: *están mirando la tableta, están en el salón, están sonriendo, están descansando*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; las chicas son guapas; en el fondo hay una planta; creo que están sonriendo porque ven un vídeo gracioso; pienso que están viendo la televisión; creo que hace sol porque hay mucha luz en el salón*.
- The teacher should then continue exploring the theme 'Communication and the world around us' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card Q

Content sampled

Theme 1: People and lifestyle

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention what is in the photo *cinco personas / comida / una casa* for one photo and *el campo / cinco jóvenes / paisaje bonito* in respect of the other one. They could say what the people are doing, for example: *están comiendo, están en un jardín, están sonriendo, están andando / tienen mochilas*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; puede ser una fiesta; una chica tiene el pelo largo y un hombre tiene el pelo corto; en el fondo hay un árbol; puedo ver unas luces; creo que los amigos dan un paseo para descansar después de los exámenes*.
- The teacher should then continue exploring the theme 'People and lifestyle' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

Photo card R

Content sampled

Theme 2: Popular culture

- Students could begin their answer with a construction such as *Veo / Hay / Se puede ver* and go on to mention *tres chicos y una chica / unos árboles / un parque* for one photo and *cinco amigos / un salón* in respect of the other one. They could say what the people are doing, for example: *están jugando al fútbol, están en un parque, están al aire libre, están sonriendo / están jugando a videojuegos, un chico está ayudando a otro*. They could go on to describe the scene in more detail, for example: *las personas parecen muy contentas; las chicas son guapas; dos chicos llevan camisetas así que creo que hace bastante calor; pienso que el videojuego es emocionante porque los chicos parecen muy animados*.
- The teacher should then continue exploring the theme 'Popular culture' during their conduct of the unprepared conversation, thereby enabling students to develop personalised responses.

NB Regional variations in pronunciation: in all parts of the exam, credit will be given for regional variations in the pronunciation of Spanish, for example the different pronunciation of *ce* and *ci*.

This document was informed, directly or indirectly, by use of the tool: Finlayson, N., Marsden, E., & Anthony, L. (2022). MultilingProfiler (Version 3) [Computer software]. University of York. Accessed 2022/2023 at <https://www.multilingprofiler.net/>