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GCSE

SPANISH

8692/SF+SH

Paper 2 Speaking

Foundation and Higher tiers

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**Mark scheme**

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Version: 1.0

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

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

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## **Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

### **Step 1 Determine a level**

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

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

### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

## General principles of marking

In all parts of the test, students can answer using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

When asking questions, teacher-examiners and students may use informal or formal address with equal credit. This includes the role-play task.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. Students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in Spanish-speaking countries.

## Timing of the test for marking purposes

Timings for each of the three parts within the test are **recommended but not prescribed**. Therefore, it is the total time for the test for each student which should be observed for assessment purposes.

Timing of the test starts when the teacher-examiner begins the Role-play using the introductory text and ends for the purposes of marking when the maximum time allowed is reached for the tier.

The maximum time is **nine minutes at Foundation tier** for the whole test and **twelve minutes at Higher tier** for the whole test. Once the maximum time is reached for the tier, you must stop marking.

## Part 1 – Role play

This part of the test consists of a role-play which is prepared by the student in the preparation time. Each student completes one role-play at the tier for which they have been entered. The Role-play is recommended to last between one and one and a half minutes at both tiers.

There are five tasks, each of which is awarded up to two marks for AO2.

## Assessment criteria for each role-play task

| Mark | AO2  |
|------|--|
| 2    | The message is conveyed without ambiguity.                         |
| 1    | The message is partially conveyed or conveyed with some ambiguity. |
| 0    | No part of the message is conveyed.                                |

## Notes

- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes

The maximum mark will be 10 (2 x 5 tasks). See **Appendix A** for a detailed mark scheme for each role play.

## Part 2 – Reading aloud task

The Reading aloud task has two elements:

- reading aloud of a text
- answering four compulsory questions specified in the Teacher’s role

Each student prepares one short text in the preparation time. After reading the text out loud, the student takes part in a short unprepared conversation on the topic of the text.

This part of the test is recommended to last between two and two and a half minutes at Foundation tier and between three and three and a half minutes at Higher tier, for both elements of the task combined.

### Reading aloud of the text (5 marks AO3)

If students self-correct their pronunciation of a word or words, it is the final, corrected, version that is assessed. If students restart the reading aloud task, it is the final attempt which is marked.

Reading aloud of the text is marked according to the following criteria:

#### Foundation Tier

| Level | Mark | AO3  |
|-------|------|--|
| 5     | 5    | There may be minor errors and a few major errors in pronunciation.   |
| 4     | 4    | There are regular minor and some major errors in pronunciation.      |
| 3     | 3    | There are frequent minor and frequent major errors in pronunciation. |
| 2     | 2    | Pronunciation is rarely accurate.                                    |
| 1     | 1    | Pronunciation is very rarely accurate.                               |
| 0     | 0    | Does not meet the standard required for Level 1 at this tier.        |

#### Higher tier

| Level | Mark | AO3   |
|-------|------|---|
| 5     | 5    | Pronunciation is always or nearly always accurate but there may be an occasional minor error. |
| 4     | 4    | There are a few minor errors in pronunciation.  |
| 3     | 3    | There are some minor errors and very occasional major errors in pronunciation.                |
| 2     | 2    | There are minor errors and a few major errors in pronunciation.                               |
| 1     | 1    | There are regular minor and some major errors in pronunciation.                               |
| 0     | 0    | Does not meet the standard required for Level 1 at this tier.                                 |

#### Notes

- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

### Marking guidance

These are examples of major errors of pronunciation that affect communication:

- anglicised or French pronunciation of *j / ge / gi*
- pronunciation of *ce/ci* with a hard 'c' as in the English word 'cat'
- pronunciation of *qu* as 'kw'
- *ch* pronounced as 'sh' or 'k'
- *ñ* as 'n' in the English word 'not'
- pronunciation which changes the meaning of a word, for example *polo* for *pollo*
- failure to pronounce a final *e*
- pronunciation of an initial *i* as 'i' in the English word 'ideal'

These are examples of more minor errors of pronunciation that **do not** affect communication:

- pronunciation of *r* or *rr* as 'rr' in the English word 'berry'
- pronunciation of intervocalic *d* as 'd' in the English word 'dog'
- minor mispronunciation of vowels, for example an open 'o' as in the English word 'hope'
- aspirated 'h'

This is not a comprehensive list. It indicates common errors.

**Response to compulsory questions (10 marks AO1)**

**Foundation and Higher tiers**

After the student has completed the read aloud task, four compulsory questions are asked by the teacher-examiner.

Timing continues after the student has read aloud the text. At two and a half minutes at Foundation tier or three and a half minutes at Higher tier, marking stops. This maximum time allocation includes the reading aloud of the text.

However, if the teacher-examiner has started to ask a question at that point, the student is allowed to provide an answer to that question and the full response is credited. Equally, if the student is speaking at that point, they are permitted to complete their answer and the full response is credited.

The student’s response to the four compulsory questions is marked as a whole, according to the following criteria. Marks are not awarded to individual questions. The same assessment criteria are used at both tiers.

| Level | Mark | AO1   |
|-------|------|---|
| 5     | 9-10 | <ul style="list-style-type: none"> <li>All questions are answered clearly.</li> <li>At least two answers have an extended response and at least one other is developed well.</li> </ul> |
| 4     | 7-8  | <ul style="list-style-type: none"> <li>At least three questions are answered clearly.</li> <li>One answer has an extended response and at least one other is developed well.</li> </ul> |
| 3     | 5-6  | <ul style="list-style-type: none"> <li>At least two questions are answered clearly.</li> <li>One answer is developed well and at least one other is developed minimally.</li> </ul>     |
| 2     | 3-4  | <ul style="list-style-type: none"> <li>At least two questions are answered understandably.</li> <li>One answer is developed minimally.</li> </ul>                                       |
| 1     | 1-2  | <ul style="list-style-type: none"> <li>At least one question is answered understandably.</li> <li>The answer(s) may be a very limited response.</li> </ul>                              |
| 0     | 0    | Does not meet the standard required for Level 1 at this tier.   |

**Marking guidance**

As regards clarity of response:

|                                |  |
|--------------------------------|--|
| <b>Answered clearly</b>        | The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.       |
| <b>Answered understandably</b> | Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication. |

As regards development of answers:

|                            |   |
|----------------------------|---|
| <b>Extended response</b>   | A response which contains at least three clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you do at the weekend?</li> <li>- I go to the cinema with my friends and we watch action films. I love action films.</li> </ul> |
| <b>Developed well</b>      | A response which contains two clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you think about social media?</li> <li>- I don't like social media because it's boring.</li> </ul>   |
| <b>Developed minimally</b> | A response which adds a piece or pieces of information, for example in the form of a noun or adjective: <ul style="list-style-type: none"> <li>- What do you eat in order to stay healthy?</li> <li>- (I eat) vegetables and fruit.</li> </ul>  |
| <b>Limited response</b>    | A response which answers the question without any extra information: <ul style="list-style-type: none"> <li>- How many subjects do you study?</li> <li>- (I study) ten (subjects).</li> </ul>   |

- First of all, determine the number of questions answered clearly or understandably and go to the lowest level where that applies.
- Is the amount of development fulfilled? If so, look at the level above and ask the same question. If the amount of development is fulfilled in that level, look at the next level and continue until the development is insufficient and award a mark at the level where both the number of questions answered and the amount of development have both been achieved.

### Example

The student gives two answers in which we understand something. We can understand one of the answers **clearly**. There are minor errors of gender, adjectival agreement and word order in that answer, but it is still clear because there is no problem with communication. The second of the answers uses the correct person but incorrect tense of the verb. For example:

- Where do you usually go with your friends?
- I went to the park.

The incorrect tense leads to a lack of clarity, but we may understand that the student goes to the park with their friends as a response to the question asked.

So, information is conveyed in the answers to two questions, but only one of them is clear. This means that the lowest level that this student can achieve is Level 1, because at least one question is answered understandably. We move up to level 2 and the criteria for the number of questions answered are achieved (one clear, one understandable). We move to Level 3 and here the criteria for the number of questions answered are not met because there need to be two **clear** answers and we only have one. So, the highest level in which we can award a mark is Level 2.



We now look at the amount of development in the student's two answers. To achieve a mark in Level 2, the student must have developed one of the answers minimally by adding an extra piece of information, for example in the form of a noun or adjective. For example:

- What do you think about rock music?
- It's loud and boring.

If that is the case, the student achieves a mark in Level 2. If both answers are limited and contain no extra information, the mark will be in Level 1.

When deciding on a particular mark, it is advisable to identify the level of marks first, and then decide whether the response is nearer to the descriptors in the level above or the level below. This will enable you to award an appropriate mark within the level.

### **Part 3 – Discussion of Photo card**

This part of the test is divided into two sections:

- response to the content of the photos on the card
- unprepared conversation

Each student prepares one Photo card containing two photos from one of the three themes in their preparation time, making notes which can be used during the test. 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.

Part 3 of the test is recommended to last in total between four and five minutes at Foundation tier and between six and seven minutes at Higher tier. This includes the description of the photos **and** the unprepared conversation as shown below.

#### **Response to the content of the photos on the card**

The description of the photos is recommended to last approximately one minute at Foundation tier and one and a half minutes at Higher tier.

#### **Unprepared conversation**

The unprepared conversation is recommended to last between three and four minutes at Foundation tier and between four and a half and five and a half minutes at Higher tier.

The first part of the test requires the student to describe the photos and is marked according to the following criteria for AO2.

**Response to the content of the photos (5 marks AO2)**

**Foundation tier**

| Level | Mark | AO2  |
|-------|------|--|
| 5     | 5    | <ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information may lack clarity from time to time.</li> </ul>   |
| 4     | 4    | <ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time.</li> </ul>  |
| 3     | 3    | <ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time and occasionally messages break down.</li> </ul>                   |
| 2     | 2    | <ul style="list-style-type: none"> <li>• Little information is conveyed.</li> <li>• Messages regularly break down.</li> </ul>  |
| 1     | 1    | <ul style="list-style-type: none"> <li>• Very little information is conveyed.</li> <li>• Messages regularly break down or the very little language produced is barely understandable.</li> </ul> |
| 0     | 0    | Does not meet the standard required for Level 1 at this tier.  |

**Notes**

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

**Marking guidance**

As regards clarity of response:

|                            |  |
|----------------------------|--|
| <b>Lacks clarity</b>       | Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication. |
| <b>Messages break down</b> | Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.   |

**Higher tier**

| Level | Mark | AO2  |
|-------|------|--|
| 5     | 5    | <ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Information is always conveyed clearly.</li> </ul>               |
| 4     | 4    | <ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Information is nearly always conveyed clearly.</li> </ul>        |
| 3     | 3    | <ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information is nearly always conveyed clearly.</li> </ul>  |
| 2     | 2    | <ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Information may lack clarity from time to time.</li> </ul> |
| 1     | 1    | <ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Information lacks clarity from time to time.</li> </ul>              |
| 0     | 0    | Does not meet the standard required for Level 1 at this tier.  |

**Notes**

- AO2 marks are awarded for the student's response to the content of the photos, in reply to the teacher's prompt 'Tell me about the photos'. Students must talk about both photos, but coverage need not be equal. The minimum requirement for each photo is for students to say one thing.
- If a student only speaks about one photo, there is a deduction of one mark. So, if according to the criteria three marks would have been awarded, this is reduced to two. However, if the mark would have been one, no deduction is made.

**Marking guidance**

As regards clarity of response:

|                         |  |
|-------------------------|--|
| <b>Conveyed clearly</b> | The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.       |
| <b>Lacks clarity</b>    | Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication. |

### Photo card unprepared conversation (15 marks AO1)

The second part of the Photo card task requires each student to take part in an unprepared conversation on any or all of the three topics within the theme of the Photo card.

Marks are awarded for each of AO1 and AO3 for this part of the test.

### Foundation tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

| Level | Mark  | AO1   |
|-------|-------|---|
| 5     | 13–15 | <ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Regular good development of responses.</li> <li>• Information may lack clarity from time to time.</li> </ul>                            |
| 4     | 10–12 | <ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Some good development and regular minimal development of responses.</li> <li>• Information lacks clarity from time to time.</li> </ul>            |
| 3     | 7–9   | <ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Regular minimal development of responses.</li> <li>• Information lacks clarity from time to time and occasionally messages break down.</li> </ul> |
| 2     | 4–6   | <ul style="list-style-type: none"> <li>• Little information is conveyed.</li> <li>• Limited responses with occasional minimal development.</li> <li>• Messages regularly break down.</li> </ul>                                     |
| 1     | 1–3   | <ul style="list-style-type: none"> <li>• Very little information is conveyed.</li> <li>• Limited responses.</li> <li>• Messages regularly break down or hardly anything is said.</li> </ul>   |
| 0     | 0     | Does not meet the standard required for Level 1 at this tier.   |

### Marking guidance

As regards development of answers:

|                            |  |
|----------------------------|--|
| <b>Good development</b>    | <p>A response which contains two clauses (a piece of information that includes an appropriate verb):</p> <ul style="list-style-type: none"> <li>- What do you think about social media?</li> <li>- I don't like social media because it's boring.</li> </ul> |
| <b>Minimal development</b> | <p>A response which adds a piece or pieces of information, for example in the form of a noun or adjective:</p> <ul style="list-style-type: none"> <li>- What do you eat in order to stay healthy?</li> <li>- (I eat) vegetables and fruit.</li> </ul>        |
| <b>Limited response</b>    | <p>A response which answers the question without any extra information:</p> <ul style="list-style-type: none"> <li>- How many subjects do you study?</li> <li>- (I study) ten (subjects).</li> </ul>   |

As regards clarity of response:

|                            |  |
|----------------------------|--|
| <b>Lacks clarity</b>       | Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication. |
| <b>Messages break down</b> | Errors of grammar, pronunciation and/or inappropriate vocabulary mean that the intended message is not conveyed.   |

### Higher tier

Marks for AO1 and for AO3 are awarded based on the conversation following the student's response to the content of the photos.

| Level | Mark  | AO1  |
|-------|-------|--|
| 5     | 13–15 | <ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Consistent good development with regular extended responses.</li> <li>• Information is always or nearly always conveyed clearly.</li> </ul>  |
| 4     | 10–12 | <ul style="list-style-type: none"> <li>• A lot of information is conveyed.</li> <li>• Consistent good development with some extended responses.</li> <li>• Information is conveyed clearly, but with occasional lapses.</li> </ul> |
| 3     | 7–9   | <ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Consistent good development with occasional extended responses.</li> <li>• Information is generally conveyed clearly.</li> </ul>       |
| 2     | 4–6   | <ul style="list-style-type: none"> <li>• Quite a lot of information is conveyed.</li> <li>• Regular good development of responses.</li> <li>• Information may lack clarity from time to time.</li> </ul>                           |
| 1     | 1–3   | <ul style="list-style-type: none"> <li>• Some information is conveyed.</li> <li>• Some good development and regular minimal development of responses.</li> <li>• Information lacks clarity from time to time.</li> </ul>           |
| 0     | 0     | Does not meet the standard required for Level 1 at this tier.  |

### Marking guidance

As regards development of answers:

|                            |   |
|----------------------------|---|
| <b>Extended response</b>   | A response which contains at least three clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you do at the weekend?</li> <li>- I go to the cinema with my friends and we watch action films. I love action films.</li> </ul> |
| <b>Good development</b>    | A response which contains two clauses (a piece of information that includes an appropriate verb): <ul style="list-style-type: none"> <li>- What do you think about social media?</li> <li>- I don't like social media because it's boring.</li> </ul>   |
| <b>Minimal development</b> | A response which adds a piece or pieces of information, for example in the form of a noun or adjective: <ul style="list-style-type: none"> <li>- What do you eat in order to stay healthy?</li> <li>- (I eat) vegetables and fruit.</li> </ul>  |

As regards clarity of response:

|                         |  |
|-------------------------|--|
| <b>Conveyed clearly</b> | The intended message is clear. There may be minor errors, for example of gender or adjectival agreement, but they have no effect on communication.       |
| <b>Lacks clarity</b>    | Something is understood from the response, but there is a lack of clarity caused by a grammatical error or mispronunciation which affects communication. |

**Photo card unprepared conversation (5 marks AO3)**
**Foundation tier**

| Level | Mark | AO3  |
|-------|------|--|
| 5     | 5    | <ul style="list-style-type: none"> <li>• Good variety of vocabulary and structures, but with some repetition.</li> <li>• There may be frequent minor errors. Some major errors may occur even in basic language.</li> </ul>        |
| 4     | 4    | <ul style="list-style-type: none"> <li>• Some variety of vocabulary and structures, but with regular repetition.</li> <li>• Frequent minor errors and some major errors in most responses to questions.</li> </ul>                 |
| 3     | 3    | <ul style="list-style-type: none"> <li>• Limited variety of vocabulary and structures with regular repetition.</li> <li>• Very frequent minor and frequent major errors in most responses to questions.</li> </ul>                 |
| 2     | 2    | <ul style="list-style-type: none"> <li>• Very limited variety of vocabulary and structures with regular repetition.</li> <li>• Very frequent minor and very frequent major errors in nearly all responses to questions.</li> </ul> |
| 1     | 1    | <ul style="list-style-type: none"> <li>• Hardly any variety of vocabulary and structures.</li> <li>• Minor and major errors in all responses to questions.</li> </ul>  |
| 0     | 0    | The language does not meet the standard required for Level 1 at this tier.   |

**Notes**

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

**Higher tier**

| Level | Mark | AO3  |
|-------|------|--|
| 5     | 5    | <ul style="list-style-type: none"> <li>• Wide variety of vocabulary and structures.</li> <li>• There may be a few minor errors. Few or no major errors when more complex language is attempted.</li> </ul>                                     |
| 4     | 4    | <ul style="list-style-type: none"> <li>• Very good variety of vocabulary and structures.</li> <li>• Some minor errors. Some major errors when more complex language is attempted.</li> </ul>   |
| 3     | 3    | <ul style="list-style-type: none"> <li>• Good variety of vocabulary and structures, but with occasional repetition.</li> <li>• Quite a lot of minor errors. Occasional major errors, not only in attempts at more complex language.</li> </ul> |
| 2     | 2    | <ul style="list-style-type: none"> <li>• Good variety of vocabulary and structures, but with some repetition.</li> </ul>   |

|   |   |  |
|---|---|--|
|   |   | <ul style="list-style-type: none"> <li>Frequent minor errors. Some major errors which occur even in basic language.</li> </ul>   |
| 1 | 1 | <ul style="list-style-type: none"> <li>Some variety of vocabulary and structures, but with regular repetition.</li> <li>Frequent minor errors and some major errors in most responses to questions.</li> </ul> |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier.   |

**Notes**

- A mark of zero for AO1 automatically results in a mark of zero for AO3, but, apart from that, the AO1 mark does not limit the mark for AO3.
- A major error is one which adversely affects communication.
- A minor error is one which does not affect communication.

**Marking guidance**

As regards errors of language:

A **minor** error, is a grammatical inaccuracy which does not affect communication eg. incorrect gender/adjectival agreement or a minor mispronunciation, which does not hinder communication. For example:

- Vivo en un casa pequeño, pero la jardín es grande.*
- El colegio tienen muchos ordenador.*
- Un mi pueblo hhay (aspirated 'h') espacios verde.*

A **major** error is one which affects immediate understanding, often a problem with a verb (wrong tense/person) or a more serious mispronunciation which would make comprehension difficult. For example:

- El fin de semana que viene fui al parque.*
- Mi y mis amigos vas al colegio a pai (Anglicised pronunciation of pie).*
- Mi amiga jjuga ('jj' to represent the anglicised 'j') fútbol en un ekwipo bien.*

Examples of **major errors in basic** language:

- incorrect formation of the first person singular in regular or common irregular verbs in the present tense, eg  
*Cuando voy a un restaurante come pollo.*
- use of the infinitive in place of a finite verb, eg  
*En mi tiempo libre jugar al baloncesto.*
- de* (when it means 'from' or 'of') used in place of *a* (when it means 'to') or vice versa, eg  
*Voy del gimnasio cada sábado.*  
*He recibido un mensaje a mi amiga.*
- incorrect pronunciation of 'qu', eg *kwince* for *quince*

Examples of **major errors in more complex** language:

- more uncommon irregular verbs forms which are rendered using a regular verb pattern, eg



*Poní mis deberes en la mesa.*

- confusion of *ser* and *estar* when the meaning is changed, eg  
*Mi profesor dice que estoy muy listo.*
- confusion of *por* and *para*, eg  
*Le di un regalo por su cumpleaños.*

**Appendix A: Detailed role play mark scheme**
**Note: OAR means Otherwise Acceptable Response**

| <b>Foundation Role Play 1</b> |  |  |  |  |
|-------------------------------|--|--|--|--|
|                               | <b>Task</b>  | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>  | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>   | <b>0 marks</b><br><b>No part of the message is conveyed</b>  |
| <b>1</b>                      | <b>Say where you go with friends (give <u>one</u> detail)</b>        | Where the candidate goes with friends, with a first person verb. For example:<br><i>Voy a la ciudad.</i><br><i>Vamos al centro comercial.</i>  | Where the candidate goes with friends, without an accurate verb. For example:<br><i>(La) ciudad.</i><br>Pronunciation that causes a delay in communication<br>For example: <i>(Voy al) chentro de ciudad.</i>                        | Wrong person of verb. For example:<br><i>Vas al cine.</i><br>Incomprehensible pronunciation. For example:<br><i>Football stadium.</i>  |
| <b>2</b>                      | <b>Say what you think of swimming (give <u>one</u> opinion)</b>      | One opinion with a verb. For example:<br><i>Me gusta (nadar).</i><br><i>Es aburrido.</i>   | One opinion without a verb. For example:<br><i>Divertido.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Es emoshonante.</i>  | Incomprehensible pronunciation. For example:<br><i>Es jjinial.</i>   |
| <b>3</b>                      | <b>Say what you do at home with friends (give <u>one</u> detail)</b> | One activity with a first person verb. For example:<br><i>Veo/vemos la tele.</i><br><i>Me gusta/ nos gusta escuchar música.</i>  | One activity without a verb. For example:<br><i>Tele.</i><br><i>Música.</i><br>Use of infinitive without a preceding finite verb. For example: <i>Escuchar música.</i>   | Message not communicated or wrong person of verb. For example:<br><i>Ves la tele.</i>  |
| <b>4</b>                      | <b>Say when you play sport (give <u>one</u> detail)</b>              | When the student plays sport, with a first person verb. For example:<br><i>Practico deporte/juego al fútbol dos veces a la semana/(los) sábado(s)/por la tarde.</i><br>Clear indication that the student doesn't play sport.<br>For example: <i>No hago deporte.</i> | When the student plays sport, without an accurate verb. For example:<br><i>Dos veces a la semana/por la tarde.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Juego al baloncesto una vis al mes.</i> | Wrong person of verb, for example:<br><i>Juegas al fútbol todos los días.</i><br>Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed. For example:<br><i>Tres tiempos la mesa.</i> |
| <b>5</b>                      | <b>? Ask your friend a question about free time</b>                  | Any clearly understandable question about free time. Must include a verb. For example:<br><i>¿Te/le gusta leer? ¿Va(s) al cine?</i><br><i>¿Cuál es tu/su opinión sobre la música?</i>  | Question asked with no verb. For example:<br><i>¿Cine en tu/su tiempo libre?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Tiempo libre jjugas sporte?</i><br>Wrong person of verb. For example:<br><i>¿Te gusto el tenis?</i>  |

| Foundation Role Play 2 |  |  |   |  |
|------------------------|--|--|---|--|
|                        | Task   | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity  | 0 marks<br>No part of the message is conveyed  |
| 1                      | Say what physical activity you do (give <u>one</u> detail)     | One activity with a first person verb. For example:<br><i>Juego al tenis.</i><br><i>Me gusta ir al gimnasio.</i><br><i>No hago ejercicio (físico).</i>   | One activity without a verb. For example:<br><i>Fútbol.</i><br><i>Gimnasio.</i><br>Use of infinitive without a preceding finite verb. For example:<br><i>Nadar.</i> | Message not communicated or wrong person of verb. For example:<br><i>Vas a la piscina.</i>   |
| 2                      | ? Ask your friend a question about food in Spain               | Any clearly understandable question about food in Spain. Must include a verb. For example:<br><i>¿Te/le gusta la comida española/en España?</i><br><i>¿Come(s) paella?</i>                                   | Question asked with no verb or with an infinitive. For example:<br><i>¿Pan para desayuno en España?</i><br><i>¿Comer paella?</i>                                    | Incomprehensible attempt at the question, for example:<br><i>¿Comi banano?</i><br>Wrong person of verb. For example:<br><i>¿Como bocadillos en España?</i>   |
| 3                      | Give your opinion of vegetarian food (give <u>one</u> opinion) | One opinion with a verb. For example:<br><i>Me encanta.</i><br><i>Es horrible.</i>   | One opinion without a verb. For example:<br><i>Rica/o.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Es hórribl.</i>                | Incomprehensible pronunciation. For example:<br><i>Es magnifisento.</i>  |
| 4                      | Say at what time you have breakfast (give <u>one</u> detail)   | Any time, with a first person verb. For example:<br><i>Desayuno/tomamos el desayuno a las siete.</i><br>Clear indication that the student doesn't have breakfast. For example:<br><i>No (tomo) desayuno.</i> | A time, without an accurate verb. For example:<br><i>Las ocho.</i>  | Wrong person of verb, for example:<br><i>Tomamos el desayuno a las seis.</i><br>Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed. For example:<br><i>Desayuno a diso.</i> |
| 5                      | Say what your favourite meal is (give <u>one</u> detail)       | A meal, with a verb. For example:<br><i>Prefiero pizza.</i>  | A meal, without an accurate verb. For example:<br><i>Pizza</i>  | Nothing is conveyed. For example:<br><i>Pila.</i>  |

| <b>Foundation Role Play 3</b> |  |   |  |  |
|-------------------------------|--|---|--|--|
|                               | <b>Task</b>  | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>   | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>   | <b>0 marks</b><br><b>No part of the message is conveyed</b>  |
| <b>1</b>                      | <b>Say when you go out with friends (give <u>one</u> detail)</b> | A statement of when they go out with a first person verb. For example:<br><i>Salimos por la noche.</i><br><i>Voy al cine (los) sábado(s).</i>                     | A statement of when without a verb. For example:<br><i>Fin(es) de semana.</i><br>Use of infinitive without a preceding finite verb. For example:<br><i>Salir todos los días.</i> | Message not communicated or wrong person of verb. For example:<br><i>Sales.</i>  |
| <b>2</b>                      | <b>Describe your best friend (give <u>one</u> detail)</b>        | One descriptive detail with a verb. For example:<br><i>Es alto/a.</i>   | One descriptive detail without a verb. For example:<br><i>Bajo/a.</i><br>Use of infinitive without a preceding finite verb. For example:<br><i>Tener pelo corto.</i>             | Incomprehensible pronunciation. For example:<br><i>Es talla.</i>   |
| <b>3</b>                      | <b>Say where you go at the weekend (give <u>one</u> detail)</b>  | Any place, with an appropriate verb. For example:<br><i>Voy al parque.</i>  | A place, without an accurate verb. For example:<br><i>Cine.</i>  | Nothing is conveyed. For example:<br><i>Sin.</i>   |
| <b>4</b>                      | <b>Say what you like to wear (give <u>one</u> detail)</b>        | Any clothing, with an appropriate verb. For example:<br><i>Me gusta llevar pantalones.</i><br><i>Llevo camisetas.</i>   | Any clothing, without an accurate verb. For example:<br><i>Falda.</i>  | Nothing is conveyed. For example:<br><i>Cortos.</i>  |
| <b>5</b>                      | <b>? Ask your friend a question about sport</b>                  | Any clearly understandable question about sport. Must include a verb. For example:<br><i>¿Te/le gusta (el) baloncesto/deporte?</i><br><i>¿Juegas (al) fútbol?</i> | Question asked with no verb or with an infinitive. For example:<br><i>¿Hacer deporte?</i><br><i>¿Jugar fútbol?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Balconcesto bien?</i><br>Wrong person of verb. For example:<br><i>¿Me gusta deporte?</i> |

| <b>Foundation Role Play 4</b> |   |   |  |  |
|-------------------------------|---|---|--|--|
|                               | <b>Task</b>   | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>   | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>   | <b>0 marks</b><br><b>No part of the message is conveyed</b>  |
| <b>1</b>                      | <b>Say what you use technology for (give <u>one</u> detail)</b>                       | One activity with a first person verb. For example:<br><i>Mando mensajes (en mi móvil).</i><br><i>Me gusta ver vídeos.</i>  | One activity without a verb. For example:<br><i>Mensajes en mi móvil.</i><br><i>Videos.</i>  | Message not communicated or wrong person of verb. For example:<br><i>Escuchas música.</i>  |
| <b>2</b>                      | <b>Say how much time each day you spend using technology (give <u>one</u> detail)</b> | Amount of time, with a first person verb. For example:<br><i>Paso dos horas en Internet.</i>  | Amount of time, without an accurate verb. For example:<br><i>Treinta minutos.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Paso tris hhoras</i> (aspirated 'h') | Nothing is conveyed. For example:<br><i>Kwins minits.</i>  |
| <b>3</b>                      | <b>Say where you use a computer (give <u>one</u> detail)</b>                          | Where the student uses a computer, with a first person verb. For example:<br><i>Uso un/mi ordenador/una tableta en casa/en mi dormitorio.</i><br><i>Lo uso en el salón.</i> | Where the student uses a computer, without an accurate verb. For example:<br><i>En casa/en mi dormitorio.</i>  | Message not communicated or wrong person of verb. For example:<br><i>Usas un ordenador en la cocina..</i>  |
| <b>4</b>                      | <b>Say why you like your favourite app (give <u>one</u> reason)</b>                   | One reason with a verb. For example:<br><i>Es divertido.</i>  | A reason, without an accurate verb. For example:<br><i>Interesante.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>(Es) emoshante(s).</i>                         | Message not communicated or wrong person of verb. For example:<br><i>Soy emocionante.</i>  |
| <b>5</b>                      | <b>? Ask your friend a question about the internet</b>                                | Any clearly understandable question about the internet. Must include a verb. For example:<br><i>¿Te/le gusta (el/la) Internet?</i><br><i>¿Qué hace(s) online?</i>           | Question asked with no verb or with an infinitive. For example:<br><i>¿Internet interesante?</i><br><i>¿Qué hacer en Internet?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Internet personas?</i><br>Wrong person of verb. For example:<br><i>¿Me gusta Internet?</i> |

| Foundation Role Play 5 |  |  |   |  |
|------------------------|--|--|---|--|
|                        | Task   | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity  | 0 marks<br>No part of the message is conveyed  |
| 1                      | <b>Say when your birthday is (give <u>one</u> detail)</b>      | A date/month/present, future or past time, with an appropriate verb. For example:<br><i>(Mi cumpleaños) es (el) seis de abril.</i><br><i>Es en mayo.</i><br><i>Es hoy/mañana/ayer.</i> | When the birthday is, without an accurate verb. For example:<br><i>Veinte de agosto/hoy.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Es en Jjului</i> (English pronunciation of 'j'). | Message not communicated or wrong person of the verb or incorrect pronoun. For example:<br><i>Tu cumpleaños es el primero de enero.</i>  |
| 2                      | <b>Say <u>one</u> activity you do on your birthday</b>         | One activity with a first person verb. For example:<br><i>Voy a la ciudad.</i><br><i>Mis amigos y yo vamos al cine.</i>  | Pronunciation that causes a delay in communication<br>For example:<br><i>Voy al chentro de ciudad.</i><br>Activity without a verb. For example:<br><i>Restaurante.</i>  | Wrong person of verb. For example:<br><i>Vas al cine.</i><br>Incomprehensible pronunciation.<br>For example:<br><i>Football stadium.</i> |
| 3                      | <b>Say what type of food you like (give <u>one</u> detail)</b> | Any type of food, with an appropriate verb. For example:<br><i>Me gusta pan.</i><br><i>Como hamburguesas.</i>  | Any food, without an accurate verb. For example:<br><i>Fruta.</i><br><i>Comer pizza.</i>  | Incomprehensible pronunciation.<br>For example:<br><i>Polia.</i>   |
| 4                      | <b>Say what your favourite day of the week is</b>              | A day with a verb. For example:<br><i>Mi (día) favorito es sábado.</i>   | A day without a verb. For example:<br><i>Domingo.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Mi favorito es jjuves</i> (anclised 'j')  | Wrong person of verb. For example:<br><i>Te gusta lunes.</i>   |
| 5                      | <b>? Ask your friend a question about celebrations</b>         | Any clearly understandable question about celebrations. Must include a verb. For example:<br><i>¿Te/le gusta(n) (las) fiestas?</i><br><i>¿Celebras tu cumpleaños</i>                   | Question asked with no verb or with an infinitive. For example:<br><i>¿Tu opinión sobre la Navidad?</i><br><i>¿Celebrar Semana Santa?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Fiesta mucho?</i>  |

| Foundation Role Play 6 |  |  |   |   |
|------------------------|--|--|---|---|
|                        | Task   | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity  | 0 marks<br>No part of the message is conveyed   |
| 1                      | Say when you go out with your friends (give <u>one</u> detail) | When the student goes out with friends, with an appropriate verb. For example:<br><i>Salgo (con amigos) dos veces a la semana (los) sábado(s).</i><br><i>Salimos por la tarde.</i> | When the student goes out with friends, without an accurate verb. For example:<br><i>Dos veces a la semana (los) sábado(s).</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Una vis al mes.</i> | Wrong person of verb, for example:<br><i>Vas una vez al mes.</i><br>Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed. For example:<br><i>Tres tiempos la mesa.</i> |
| 2                      | Say what you do with your friends (give <u>one</u> detail)     | One activity with a first person verb. For example:<br><i>Veo/vemos la tele.</i><br><i>Me gusta/ nos gusta escuchar música.</i>  | One activity without a verb. For example:<br><i>Tele.</i><br><i>Música.</i><br>Use of infinitive without a preceding finite verb. For example:<br><i>Escuchar música.</i>   | Message not communicated or wrong person of verb. For example:<br><i>Ves la tele.</i>   |
| 3                      | Give <u>one</u> opinion of going out with friends.             | One opinion with an appropriate verb. For example:<br><i>Me gusta (mucho).</i><br><i>Es emocionante.</i>   | One opinion without a verb. For example:<br><i>Estupendo.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Es emoshante.</i>   | Wrong person of verb. For example:<br><i>Te gusta.</i>  |
| 4                      | Say <u>one</u> thing about your best friend's personality      | Any personality trait. Verb required. For example:<br><i>Es simpático/a.</i>   | Any personality trait without a verb. For example:<br><i>Simpático/a.</i>   | Message not communicated or wrong person of verb. For example:<br><i>Soy simpático.</i><br>Physical description. For example:<br><i>Es alto/a.</i>  |
| 5                      | ? Ask your friend a question about their free time             | Any clearly understandable question about free time. Must include a verb. For example:<br><i>¿Qué haces en tu tiempo libre?</i><br><i>¿Vas al cine?</i>                            | Question asked with no verb. For example:<br><i>Y, ¿tu tiempo libre?</i>  | Message not conveyed. For example:<br><i>¿Amigos parque?</i>  |

| Foundation Role Play 7 |   |  |  |  |
|------------------------|---|--|--|--|
|                        | Task  | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity   | 0 marks<br>No part of the message is conveyed  |
| 1                      | Say what your favourite school subject is (give <u>one</u> subject)         | Any school subject, with an appropriate verb. For example<br><i>Me gusta (el) español.</i><br><i>Es (el) inglés.</i>   | Any school subject, without an accurate verb. For example:<br><i>Historia.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Me gusta(n) (las) ciencias.</i> | Wrong person of the verb. For example:<br><i>Prefieres español.</i><br>Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed. For example:<br><i>Gusto mátima.</i> |
| 2                      | Say how many classes of English you have each week (give <u>one</u> detail) | Any number, with an appropriate verb. For example:<br><i>Tengo/hay cinco.</i>  | Any number, without an accurate verb. For example:<br><i>Cuatro.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Tengo cinkwo.</i>                         | Incomprehensible pronunciation. For example:<br><i>Dizo.</i>   |
| 3                      | Describe your favourite teacher (give <u>one</u> detail)                    | Any physical description or character trait. Verb required. For example:<br><i>Es bajo/a.</i><br><i>Es genial.</i>   | Any physical description or character trait without a verb. For example:<br><i>Bajo/a.</i><br><i>Genial.</i>   | Message not communicated or wrong person of verb. For example:<br><i>Soy simpático.</i>  |
| 4                      | ? Ask your friend a question about school                                   | Any clearly understandable question about school. Verb required. For example:<br><i>¿Cómo es tu/su colegio/instituto/escuela?</i><br><i>¿Tu/su colegio es bueno?</i><br><i>¿Hay una piscina en tu/su instituto?</i><br><i>¿Cree(s) que el colegio es importante?</i> | Question asked with no verb. For example:<br><i>¿Tu/su colegio interesante?</i>  | Incomprehensible attempt at the question, for example:<br><i>¿Colegio comida?</i>  |
| 5                      | Say what you do during break (give <u>one</u> detail)                       | One activity with a first person verb. For example:<br><i>Voy al patio.</i><br><i>Me gusta ir a la biblioteca.</i>   | One activity without a verb. For example:<br><i>Fútbol.</i><br>Use of infinitive without a preceding finite verb. For example:<br><i>Trabajar.</i>                                       | Message not communicated or wrong person of verb. For example:<br><i>Haces deberes.</i>  |



| Foundation Role Play 8 |  |  |  |  |
|------------------------|--|--|--|--|
|                        | Task   | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity   | 0 marks<br>No part of the message is conveyed  |
| 1                      | Say what your favourite celebrity does (give <u>one</u> detail)          | One activity with a third person verb. For example:<br><i>Toca la guitarra.</i><br><i>Es actor/actriz.</i>   | One activity without a verb. For example:<br><i>Actor/actriz.</i><br>Use of infinitive without a preceding finite verb. For example:<br><i>Cantar rap.</i>   | Message not communicated or wrong person of verb. For example:<br><i>Hago vídeos en YouTube.</i>   |
| 2                      | Say what your favourite celebrity looks like (give <u>one</u> detail)    | Any physical description, with an appropriate verb. For example:<br><i>Es alto/a.</i><br><i>Tiene el pelo largo.</i>   | Any physical description, without an accurate verb. For example:<br><i>Bajo/a.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Es bajo/a</i> (English pronunciation of 'j'). | Message not communicated or wrong person of verb. For example:<br><i>Soy gordo/a.</i><br>Character trait. For example:<br><i>Es simpático.</i>     |
| 3                      | Describe your favourite celebrity's personality (give <u>one</u> detail) | Any personality trait. Verb required. For example:<br><i>Es simpático/a.</i>   | Any personality trait without a verb. For example:<br><i>Simpático/a.</i>  | Message not communicated or wrong person of verb. For example:<br><i>Soy simpático.</i><br>Physical description. For example:<br><i>Es alto/a.</i> |
| 4                      | Say what sort of music you like (give <u>one</u> detail)                 | Any sort of music, with an appropriate verb. For example:<br><i>Me encanta rock.</i>   | Any sort of music, without an accurate verb. For example:<br><i>Clásico/a.</i>   | Wrong person of the verb, for example:<br><i>Te gusta el pop.</i>  |
| 5                      | ? Ask your friend a question about music                                 | Any clearly understandable question about a famous person. Verb required. For example:<br><i>¿Te/le gusta (la) música?</i><br><i>¿Cuál es tu opinión sobre el rap?</i> | Question asked with no verb or an infinitive. For example:<br><i>¿Gustar pop?</i><br><i>¿Tu opinión de música?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Emoshante música?</i>  |

| Foundation Role Play 9 |   |  |  |   |
|------------------------|---|--|--|---|
|                        | Task  | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity   | 0 marks<br>No part of the message is conveyed   |
| 1                      | <b>Describe your region (give <u>one</u> detail)</b>                        | One descriptive detail of the region, with an appropriate verb. For example:<br><i>Es grande.</i><br><i>Tiene (muchas) montañas.</i>   | One detail, without an accurate verb. For example:<br><i>Grande.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Es pekwino/a.</i> | Message not communicated or wrong person of verb. For example:<br><i>Tienes muchos árboles.</i> |
| 2                      | <b>Say what you think of your region (give <u>one</u> detail)</b>           | One opinion with a verb. For example:<br><i>Me encanta.</i><br><i>Es horrible.</i>   | One opinion without a verb. For example:<br><i>Bueno/a.</i><br>Pronunciation that causes a delay in communication. For example:<br><i>Es horrible.</i>           | Incomprehensible pronunciation. For example:<br><i>Es magnifisento.</i>                         |
| 3                      | <b>Say what the weather is like in your region (give <u>one</u> detail)</b> | One weather feature with a verb. For example:<br><i>Hace sol.</i>  | One weather feature without a verb. For example:<br><i>Frio.</i>   | Incomprehensible pronunciation. For example:<br><i>Es nubilo.</i>                               |
| 4                      | <b>Say <u>one</u> thing you do in your local area</b>                       | One thing the student does in their local area, with a first person verb. For example:<br><i>Voy a la playa.</i><br><i>Juego al baloncesto.</i>  | One activity without a verb. For example:<br><i>Playa.</i>   | Incomprehensible language. For example:<br><i>Vista monimantas.</i>                             |
| 5                      | <b>? Ask your friend a question about where they live</b>                   | Any clearly understandable question about where the friend lives. Verb required. For example:<br><i>¿Dónde vive(s)?</i><br><i>¿Te/le gusta tu pueblo?</i><br><i>¿Cómo es tu/su casa?</i> | Question asked with no verb. For example:<br><i>¿Tu/su pueblo grande?</i>  | Incomprehensible attempt at the question, for example:<br><i>¿Pueblo en casa pequeña?</i>       |

| Higher Role Play 10 |  |  |   |   |
|---------------------|--|--|---|---|
|                     | Task   | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity  | 0 marks<br>No part of the message is conveyed   |
| 1                   | Say what you think about music and why (give <u>one</u> opinion and <u>one</u> reason) | One opinion and one reason with verbs. For example:<br><i>Me encanta ... Es muy emocionante.</i><br><i>No me gusta ... Es aburrido/a.</i>  | One opinion and one reason. No verb. For example:<br><i>Bueno/a ... Mucha variedad.</i><br><i>Mal ... Aburrido/a.</i><br>One element only. For example:<br><i>Es genial.</i>  | Neither part of the message is conveyed.  |
| 2                   | Say what you did in your free time last week (give <u>two</u> details)                 | Two details about last week's free time activities, with past tense first person verb(s). For example:<br><i>Fui al parque y comí en un restaurante.</i><br><i>Visité una catedral y un museo.</i>         | One detail, with past tense verb. For example:<br><i>Fui al parque.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Fiui a un miusio y una cathedral</i> (English pronunciation).<br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Sol pleya.</i><br>Wrong person of verb. For example:<br><i>Fue a una catedral y un museo.</i> |
| 3                   | Give <u>one</u> disadvantage of going out a lot  | One disadvantage of going out a lot, with a verb. For example:<br><i>No hago mis deberes.</i><br><i>Causa discusiones con mis padres.</i>  | One disadvantage of going out a lot, without a verb. For example:<br><i>Discusiones con mis padres.</i>   | No disadvantage is conveyed or something positive. For example:<br><i>Nos divertimos mucho.</i>   |
| 4                   | Say what you like about TV (give <u>two</u> details)                                   | Two positive aspects with a verb or verbs. For example:<br><i>Hay muchos documentales y programas de deporte (buenos).</i><br><i>Me gustan programas de humor, pero prefiero películas.</i>                | One positive aspect. For example:<br><i>Hay mucha variedad.</i>   | Negative aspects. For example:<br><i>Es aburrido/a.</i>   |
| 5                   | ? Ask your friend a question about sport   | Any clearly understandable question about sport. Must include a verb. For example:<br><i>¿Te/le gusta el fútbol?</i><br><i>¿Cuál es tu/su opinión sobre el deporte?</i><br><i>¿Juega(s) al baloncesto?</i> | Question asked with no verb. For example:<br><i>¿Fútbol con amigos?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Sábado hacer sport?</i><br>Wrong person of verb. For example:<br><i>¿Te gustamos el baloncesto?</i>           |

| <b>Higher Role Play 11</b> |  |  |  |   |
|----------------------------|--|--|--|---|
|                            | <b>Task</b>  | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>  | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>   | <b>0 marks</b><br><b>No part of the message is conveyed</b>   |
| <b>1</b>                   | <b>Say what there is for young people where you live (give <u>two</u> details)</b>     | Any two details about what there is for young people where the student lives, with a verb or verbs. For example:<br><i>Hay muchas instalaciones y es animado.</i><br><i>Me gusta(n) la bolera y el cine.</i> | Any two details about what there is for young people where the student lives, without a verb. For example:<br><i>Bolera y cine.</i><br>One thing only. For example:<br><i>Hay una piscina.</i> | Nothing is conveyed.  |
| <b>2</b>                   | <b>Say what the weather is like in your region (give <u>two</u> details)</b>           | Two features of the weather with a verb or verbs. For example:<br><i>Hace sol y calor.</i><br><i>Llueve (mucho) y hace viento.</i>   | One feature of the weather. For example:<br><i>Hace frío.</i>  | Incomprehensible pronunciation / message not communicated. For example:<br><i>Tengo calor.</i><br>Wrong person of verb. For example:<br><i>Hago viento.</i>         |
| <b>3</b>                   | <b>? Ask your friend a question about where they live</b>                              | Any clearly understandable question about where the friend lives. Must include a verb. For example:<br><i>¿Dónde vive(s)?</i><br><i>¿Te/le gusta tu pueblo?</i><br><i>¿Tu/su ciudad es grande?</i>           | Question asked with no verb. For example:<br><i>¿Tiendas en tu/su pueblo?</i>  | Incomprehensible attempt at the question, for example:<br><i>¿En cuidado cinema bueno?</i>  |
| <b>4</b>                   | <b>Say what you are going to do in your region next week (give <u>two</u> details)</b> | Two details about plans for next week. First person future time frame verb(s). For example:<br><i>Voy a ir/iré al cine y a la playa.</i><br><i>Voy a salir/saldré con amigos y comprar/compraré ropa.</i>    | One detail only. For example:<br><i>Voy a comer/comeré en un restaurante.</i><br>Past tense in OAR. For example:<br><i>Fui al parque y jugué al baloncesto.</i>                                | Nothing is conveyed.  |
| <b>5</b>                   | <b>Say what you do to protect the environment (give <u>one</u> detail)</b>             | One way of protecting the environment, with a verb. For example:<br><i>Reciclo (papel).</i><br><i>No uso mucha agua.</i>   | One way of protecting the environment, without a verb or with an infinitive. For example:<br><i>No comer carne.</i><br><i>Reciclaje.</i>   | Incomprehensible pronunciation / message not communicated. For example:<br><i>Rechicle cartoon.</i><br>Wrong person of verb. For example:<br><i>Reciclas mucho.</i> |

| <b>Higher Role Play 12</b> |  |  |  |  |
|----------------------------|--|--|--|--|
|                            | <b>Task</b>  | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>  | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>   | <b>0 marks</b><br><b>No part of the message is conveyed</b>  |
| <b>1</b>                   | <b>Say what subject you prefer and why (give <u>one</u> subject and <u>one</u> reason)</b> | School subject + one reason with verbs. For example:<br><i>Prefiero/me gusta inglés .... Es interesante.</i>   | School subject + one reason without a verb. For example:<br><i>Inglés .... Interesante.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Kwímica ... es emoshante.</i><br>School subject alone.<br>Omission of school subject, but reason given                              | Incomprehensible pronunciation / message not communicated. For example:<br><i>Quemestri ... ficil.</i><br>Wrong person of verb and/or incorrect pronoun. For example:<br><i>Tu asignatura favorita es español ... soy interesante.</i> |
| <b>2</b>                   | <b>Say what you usually do in your Spanish class (give <u>two</u> details)</b>             | Two things the student does in their Spanish class with a first person verb or verbs. For example:<br><i>Hablo/hablamos (en) español y escuchamos música.</i><br><i>Leo/leemos un libro y tenemos pruebas.</i> | One thing the student does in their Spanish class. For example:<br><i>Hablo/hablamos (en) español.</i>   | Incomprehensible pronunciation / message not communicated. For example: <i>Cancho musical.</i><br>Wrong person of verb. For example: <i>Escuchan canciones y escriben en español.</i>  |
| <b>3</b>                   | <b>Say why exams are important (give <u>one</u> reason)</b>                                | One reason why exams are important with a verb. For example:<br><i>Es/son importante(s) para el futuro.</i><br><i>Es/son bueno(s) para un trabajo.</i>   | One reason why exams are important without a verb. For example:<br><i>Buen(o) trabajo en el futuro.</i>  | Incomprehensible pronunciation / message not communicated. For example:<br><i>Trabajo (anglicised 'j') esupinda.</i>   |
| <b>4</b>                   | <b>Say what you did at lunch time last week (give <u>two</u> details)</b>                  | Two details about lunch time last week, with past tense first person verb(s). For example:<br><i>Fui/fuimos al parque temático y fue genial.</i><br><i>Visité un museo en Londres.</i>                         | One detail, with past tense verb or no verb. For example:<br><i>Fui/fuimos al teatro.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Fiui a un miusio y una cathedral</i> (English pronunciation).<br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Fumis tren tu London.</i><br>Wrong person of verb. For example:<br><i>Fue a una catedral y un museo.</i>   |
| <b>5</b>                   | <b>? Ask your friend a question about school</b>   | Any clearly understandable question about school. Must include a verb. For example:<br><i>¿Dónde es(tá) tu/su colegio?</i><br><i>¿Te/le gusta(n) tus profesores?</i>   | Question asked with no verb. For example:<br><i>¿Instalaciones buenas en tu/su colegio?</i>  | Incomprehensible attempt at the question, for example:<br><i>¿Colijjo (anglicised 'j') tu amigos?</i>  |

| <b>Higher Role Play 13</b> |  |  |   |  |
|----------------------------|--|--|---|--|
|                            | <b>Task</b>  | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>  | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>  | <b>0 marks</b><br><b>No part of the message is conveyed</b>  |
| <b>1</b>                   | <b>Say what you do to relax (give <u>two</u> details)</b>  | Two details with a first person verb or verbs. For example:<br><i>Doy un paseo y veo la televisión.</i><br><i>Juego (al) fútbol y (a los) videojuegos.</i>   | Two details, without a verb. For example:<br><i>Cine y música.</i><br>One detail. For example:<br><i>Juego a (los) videojuegos.</i>   | Nothing is conveyed.   |
| <b>2</b>                   | <b>Say how often you do physical exercise (give <u>one</u> detail)</b>                               | How often the student does any kind of physical exercise, with a first person verb. For example:<br><i>Hago ejercicio (físico) todos los días.</i><br><i>Voy a la piscina los sábados.</i><br><i>No hago ejercicio (físico).</i> | How often the student does any kind of physical exercise without a verb or with an infinitive. For example:<br><i>(Ejercicio físico) todos los días.</i><br><i>(La piscina) los sábados.</i>  | Incomprehensible pronunciation / message not communicated. For example:<br><i>Exercise en mercols.</i><br>Wrong person of verb. For example:<br><i>Juegas al baloncesto los lunes.</i> |
| <b>3</b>                   | <b>Say what you did last week to stay healthy (give <u>two</u> details)</b>                          | Two details about activities last week, with past tense first person verb(s). For example:<br><i>Jugué al fútbol y comí muchas verduras.</i><br><i>Corrí con mi hermano.</i>   | One detail, with past tense verb or no verb. For example:<br><i>(Fui al) gimnasio.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Fui al jjimnasio (English "j") con amigos.</i><br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Compio comida saña.</i><br>Wrong person of verb. For example:<br><i>Fue al gimnasio con mi padre.</i>    |
| <b>4</b>                   | <b>Say what is your opinion of fast food and why (give <u>one</u> opinion and <u>one</u> reason)</b> | <b>One</b> opinion and <b>one</b> reason with verbs. For example:<br><i>Me encanta ... Es muy rica.</i><br><i>Es horrible ... No es sana.</i>  | <b>One</b> opinion and <b>one</b> reason. No verb. For example:<br><i>Buena ... Mucha variedad.</i><br><i>Mal ... No sana.</i><br>One element only. For example:<br><i>Es fantástica/o.</i>   | Neither part of the message is conveyed.   |
| <b>5</b>                   | <b>? Ask your friend a question about food</b>   | Any clearly understandable question about food. Must include a verb. For example:<br><i>¿Come(s) mucha fruta?</i><br><i>¿Te/le gusta comida vegana?</i>  | Question asked with no verb. For example:<br><i>Tú/usted, ¿mucha fruta?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Polo bien?</i>   |

| Higher Role Play 14 |  |   |  |  |
|---------------------|--|---|--|--|
|                     | Task   | 2 marks<br>Message conveyed without ambiguity   | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity   | 0 marks<br>No part of the message is conveyed  |
| 1                   | Say what you did last week with friends (give <u>two</u> details)                              | Two details about activities last week, with past tense first person verb(s). For example:<br><i>Jugué al fútbol y fui al cine.</i><br><i>Celebré en casa con mi familia.</i> | One detail, with past tense verb. For example:<br><i>Fui al cine.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Fiui al sini con amigos.</i><br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Acción en cinema.</i><br>Wrong person of verb. For example:<br><i>Fue al restaurante con mis padres.</i> |
| 2                   | Say who your best friend is and why (say <u>who</u> and give <u>one</u> reason)                | Best friend and reason with verbs. For example:<br><i>Mi mejor amiga es Kate ... Es divertida.</i>  | A person + a reason without a verb. For example:<br><i>James ... Divertido.</i><br>One element only. For example:<br><i>Mi mejor amigo es Helena.</i>  | Neither part of the message is conveyed.   |
| 3                   | Say what your favourite celebration is and why (give <u>one</u> opinion and <u>one</u> reason) | <u>One</u> celebration and <u>one</u> reason with verbs. For example:<br><i>Mi favorito/a es Navidad ... Recibo regalos.</i><br><i>Es mi cumpleaños ... Salgo con amigos.</i> | <u>One</u> celebration and <u>one</u> reason. No verb. For example:<br><i>Cumpleaños ... Interesante.</i><br>One element only. For example:<br><i>Es Navidad.</i>  | Neither part of the message is conveyed.   |
| 4                   | Give <u>one</u> opinion about Spanish festivals.   | One opinion with a verb. For example:<br><i>Es/son animado/a/os/as.</i>   | One opinion without a verb. For example:<br><i>Aburrido/a/os/as.</i>   | Incomprehensible pronunciation / message not communicated. For example:<br><i>Personas felices.</i><br>Wrong person of verb. For example:<br><i>Soy fantástico/a.</i>                  |
| 5                   | ? Ask your friend a question about celebrations.   | Any clearly understandable question about celebrations. Must include a verb. For example:<br><i>¿Celebras tu/su cumpleaños?</i><br><i>¿Te gustan (las) fiestas?</i>           | Question asked with no verb. For example:<br><i>¿Tu/su cumpleaños bueno?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Tu celebración?</i>  |

| Higher Role Play 15 |  |  |  |  |
|---------------------|--|--|--|--|
|                     | Task   | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity   | 0 marks<br>No part of the message is conveyed  |
| 1                   | Say what you did in the school holidays last summer (give <u>two</u> details)            | Two details about what the student did last summer, with past tense first person verb(s). For example:<br><i>Fui a España y me quedé en un hotel.</i><br><i>Pasé una semana en las montañas.</i><br><i>Salí con mis amigos y fuimos al parque.</i> | One detail, with past tense verb. For example:<br><i>Fui a la playa.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Fiui a la pleya con amigos.</i><br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Pleya mare.</i><br>Wrong person of verb. For example:<br><i>Fue a la costa con mis padres.</i> |
| 2                   | Give <u>two</u> advantages of spending the school holidays in your country               | <b>Two</b> advantages, with a verb or verbs. For example:<br><i>Es barato y bonito.</i><br><i>El campo es hermoso y hace buen tiempo.</i>  | Two details without a verb. For example:<br><i>Barato y bonito.</i><br><b>One</b> advantage. For example:<br><i>Es barato.</i>   | Nothing is conveyed.   |
| 3                   | Say <u>one</u> place that you most want to visit   | One place. Verb required. For example:<br><i>Quiero/me gustaría ir a / visitar Barcelona.</i>  | A place without a verb. For example:<br><i>La catedral.</i>  | Incomprehensible pronunciation / message not communicated. For example:<br><i>Vas a Málaga.</i>  |
| 4                   | ? Ask your friend a question about free time   | Any clearly understandable question about free time. Must include a verb. For example:<br><i>¿Vas (mucho) al parque?</i><br><i>¿El tiempo libre es importante (para ti)?</i>   | Question asked with no verb. For example:<br><i>¿Tu opinión sobre el tiempo libre?</i>   | Incomprehensible attempt at the question, for example:<br><i>¿Fútbol es posible?</i>   |
| 5                   | Say what you do in the school holidays when the weather is bad (give <u>two</u> details) | Two activities with first person verb(s). For example:<br><i>Voy al cine y a la bolera.</i><br><i>Me gusta ver la televisión y jugar a los videojuegos.</i>  | Two activities, without a verb. For example:<br><i>Cine y bolera.</i><br>One activity. For example:<br><i>Juego a (los) videojuegos.</i>   | Nothing is conveyed.   |



| Higher Role Play 16 |   |  |  |   |
|---------------------|---|--|--|---|
|                     | Task  | 2 marks<br>Message conveyed without ambiguity  | 1 mark<br>Message partially conveyed OR conveyed with some ambiguity   | 0 marks<br>No part of the message is conveyed   |
| 1                   | Say what you used technology for last week (give <u>two</u> details)                          | Two details about what the student used technology for last week, with past tense first person verb(s). For example:<br><i>Subí fotos y jugué a videojuegos.</i><br><i>Hice deberes con una amiga.</i> | One detail, with a past tense verb. For example:<br><i>Jugué a videojuegos.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Hice deberes con amigos.</i><br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Móvil bueno.</i><br>Wrong person of verb. For example:<br><i>Mandaste mensajes en el móvil.</i> |
| 2                   | Say what you think of shopping online and why (give <u>one</u> opinion and <u>one</u> reason) | <b>One</b> opinion and <b>one</b> reason. Must include a verb for both elements. For example:<br><i>Me encanta ... Es barato.</i><br><i>No me gusta ... Prefiero ir a las tiendas.</i>                 | <b>One</b> opinion and <b>one</b> reason without a verb. For example:<br><i>Bueno ... Emocionante.</i><br>One element only. For example:<br><i>Es fantástica/o.</i>  | Neither part of the message is conveyed.  |
| 3                   | Give <u>two</u> disadvantages of the internet   | Two disadvantages, with a verb or verbs. For example:<br><i>Es peligroso y complicado.</i><br><i>Paso demasiado tiempo en Internet y es tonto.</i>   | One disadvantage. For example:<br><i>Es peligroso.</i>   | Incomprehensible pronunciation / message not communicated. For example:<br><i>Mal Internet.</i>   |
| 4                   | Say what you think about using mobiles in school (give <u>one</u> opinion)                    | One detail, with a verb. For example:<br><i>Es divertido.</i><br><i>No se puede usar el móvil.</i>   | One detail, without a verb. For example:<br><i>Prohibido.</i><br><i>Interesante.</i>   | Incomprehensible pronunciation / message not communicated. For example:<br><i>Malo móvil.</i>   |
| 5                   | ? Ask your friend a question about social media   | Any clearly understandable question about social media. Must include a verb. For example:<br><i>¿Te/le gusta(n) (las) redes sociales?</i><br><i>¿Pasa(s) mucho tiempo en las redes sociales?</i>       | Question asked with no verb. For example:<br><i>¿Mucho tiempo en las redes sociales?</i><br><i>¿Redes sociales interesante para ti/usted?</i>  | Incomprehensible attempt at the question, for example:<br><i>¿Web soshal es bien?</i>   |

| <b>Higher Role Play 17</b> |   |  |  |  |
|----------------------------|---|--|--|--|
|                            | <b>Task</b>   | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>  | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>   | <b>0 marks</b><br><b>No part of the message is conveyed</b>  |
| <b>1</b>                   | <b>Say what you used social media for last week (give <u>two</u> details)</b>     | Two details about what the student used social media for last week, with past tense first person verb(s). For example:<br><i>Vi fotos y subí un vídeo.</i><br><i>Chateé con mis amigos y con mi novio/novia.</i> | One detail, with a past tense verb. For example:<br><i>Mandé mensajes.</i><br>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:<br><i>Mandé mesajjos</i> (English 'j') <i>y photos</i> (English pronunciation).<br>Use of present/future time frame, or infinitive, one or two details. | Incomprehensible pronunciation / message not communicated. For example:<br><i>Redes sociales bueno.</i><br>Wrong person of verb. For example:<br><i>Mandaste mensajes.</i> |
| <b>2</b>                   | <b>Say what your favourite famous person looks like (give <u>two</u> details)</b> | Two details of what the famous person looks like. Verb(s) required. For example:<br><i>Es guapo/a y alto/a.</i><br><i>Tiene el pelo corto y es bajo/a.</i>   | Two details, without a verb. For example:<br><i>Guapo/a y alto/a.</i><br>One detail. For example:<br><i>Tiene los ojos verdes.</i>   | Nothing is conveyed.   |
| <b>3</b>                   | <b>Say what your favourite famous person does (give <u>one</u> detail)</b>        | One detail about what the famous person does. Verb required. For example:<br><i>Es deportista.</i><br><i>Toca la guitarra.</i>   | One detail about what the famous person does, without a verb. For example:<br><i>Cantante.</i>   | Incomprehensible pronunciation / message not communicated. For example:<br><i>Cantonto.</i><br>Wrong person of verb. For example:<br><i>Toco la guitarra.</i>              |
| <b>4</b>                   | <b>Give <u>two</u> advantages of being famous</b>                                 | Two advantages, with a verb or verbs. For example:<br><i>Ganas/ganan mucho dinero y es guay.</i><br><i>Tienes/tienen muchos seguidores/aficionados y es divertido.</i>   | One advantage. For example:<br><i>Ganas/ganan mucho dinero.</i>  | Incomprehensible pronunciation / message not communicated. For example:<br><i>Muy famoso/a.</i>  |
| <b>5</b>                   | <b>? Ask your friend a question about a famous person</b>                         | Any clearly understandable question about a favourite famous person. Must include a verb. For example:<br><i>¿Quién es tu/su persona famosa favorita?</i><br><i>¿Cuál es tu/su opinión sobre Dua Lipa?</i>       | Question asked with no verb. For example:<br><i>¿Justin Bieber guapo?</i>  | Incomprehensible attempt at the question, for example:<br><i>¿Me gusta Messi?</i>  |

| <b>Higher Role Play 18</b> |   |   |   |   |
|----------------------------|---|---|---|---|
|                            | <b>Task</b>   | <b>2 marks</b><br><b>Message conveyed without ambiguity</b>   | <b>1 mark</b><br><b>Message partially conveyed OR conveyed with some ambiguity</b>  | <b>0 marks</b><br><b>No part of the message is conveyed</b>   |
| <b>1</b>                   | <b>Say what you like about your best friend (give <u>two</u> details)</b>                 | Any two details about what the student likes about their best friend, with a verb or verbs. For example:<br><i>Es simpático/a y gracioso/a.</i><br><i>Me ayuda con mis deberes y es comprensivo/a.</i>              | Any two details about what the student likes about their best friend, without a verb. For example:<br><i>Simpático/a y gracioso/a.</i><br>One detail only. For example:<br><i>Es comprensivo/a.</i> | Nothing is conveyed.  |
| <b>2</b>                   | <b>Say what you talk about with your friends (give <u>two</u> details)</b>                | Two details, with a verb or verbs. For example:<br><i>Hablo/hablamos de programas de televisión y los deberes.</i><br><i>Tenemos discusiones sobre gente famosa y jugadores de fútbol.</i>                          | One detail. For example:<br><i>Hablo/hablamos de películas.</i>   | Incomprehensible pronunciation / message not communicated. For example:<br><i>Filmos actors.</i>    |
| <b>3</b>                   | <b>Say what you are going to do with your friends next week (give <u>two</u> details)</b> | Two details about plans for next week. First person future time frame verb(s). For example:<br><i>Voy/vamos a ir/iré/iremos al cine y a la playa.</i><br><i>Vamos a salir/saldremos y comprar/compraremos ropa.</i> | One detail only. For example:<br><i>Voy/vamos a comer/comeré/comeremos en un restaurante.</i><br>Past tense in OAR. For example:<br><i>Fui al parque y jugué al baloncesto.</i>                     | Nothing is conveyed.  |
| <b>4</b>                   | <b>Say when you prefer to see your friends (give <u>one</u> detail)</b>                   | When the student prefers to see friends. Verb required. For example:<br><i>Prefiero/me gusta (más) ver (a) mis amigos los/el/en sábado(s).</i>  | When the student prefers to see friends, without a verb. For example:<br><i>Fin(es) de semana.</i>  | Incomprehensible pronunciation / message not communicated. For example:<br><i>Amigos en satudi.</i> |
| <b>5</b>                   | <b>? Ask your friend a question about hobbies</b>   | Any clearly understandable question about hobbies. Must include a verb. For example:<br><i>¿Te/le gusta ir al parque?</i><br><i>¿Qué haces en tu tiempo libre?</i>  | Question asked with no verb. For example:<br><i>¿Fútbol en tu tiempo libre?</i>   | Message not conveyed. For example:<br><i>¿Tu fútbol?</i>  |

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/>