

Role play practice notes: GCSE Spanish, paper 2, Speaking

These notes accompany the Role play practice: GCSE Spanish (8698) paper 2, Speaking PowerPoint presentation.

These PowerPoint slides present the role-plays from our GCSE Spanish first set of specimen materials (SAMs). In this visual format, they allow the teacher to highlight explicitly and raise awareness of the key techniques for students to perform to the best of their ability.

This resource also provides an opportunity to familiarise students with the assessment criteria and their practical application.

About the slides

For each role-play, there are three embedded animation commands. On the first click, the scene-setting statement flies in at the top of the slide. On the second click, all five candidate task bullet-points fly in simultaneously. On each of the following five clicks, a model answer flies in (Remember to select the 'Slide Show' icon in order to activate the animations).

The responses to two unexpected questions (!) at Higher both fly in together. However, when conducting the role-play, it is recommended best practice for the teacher to elicit each answer separately and not to ask both questions together.

Additional resources

When using these slides, the teacher will also need a copy of the Teacher's Role which can be found in the Teacher's Booklet in the SAMs. Students should be given a paper copy of the assessment criteria for role-plays, which can also be shown on the second PowerPoint slide.

Suggestions for using this resource in the classroom

Here is a suggested route for exploiting each role-play slide.

1. Show the scene-setting statement and discuss the context of the role-play. Draw particular attention to the form of address to be used (*tú* or *usted*).
2. Show the candidate bullet-point tasks. Work through and decode the message that each bullet point is aiming to elicit from the candidate. Draw particular attention to the use of pronouns (*tu/tus*) and how these need to be converted into *mi/mis* in the utterances made by the candidate. There is in fact often no need to produce a possessive pronoun in the reply. For example, in Role-play 1, the response to *¿Cuál es tu opinión de tu familia?* could be *Es muy simpática*.
3. Students work in pairs discussing and noting down the language needed to accomplish each task.
4. Reading from the Teacher's Role, go through the role-play with a couple of volunteer candidates. During this time, ask the rest of the class to listen and award Communication marks 0/1/2 for each utterance. Allow enough time between utterances for them to do this.
5. Show each model answer on the PowerPoint slide. Highlight how each one uses very straightforward language and is not developed beyond what is needed to communicate the required message. However, a simple verb is used in all responses but one. Go on to point out that the ! bullet-point may be fully accomplished without the use of a verb.

6. Compare student performances with model answers and agree on the mark awarded for each utterance and why. Give each student a final Communication mark out of 10.
7. Now, using their copy of assessment criteria, students work together to give a Knowledge and use of language mark for the two performances. Allow feedback and then explain the mark out of 5 that you would award.

Extension opportunity

8. Allocate one bullet point per each pair of students. Each pairing aims to come up with three other replacement answers for the bullet point. Each answer should be kept relevant and simple and aim to score 2 marks.
9. Share, discuss and mark the different versions of each bullet point.