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**GCSE**  
**SPANISH**  
**8698/SH**

Paper 2 Speaking Higher

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Mark scheme including Guidance for Role-plays

June 2024

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Version: 1.0 Final



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

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

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.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## **Speaking Tests – Higher tier**

### **Part One Mark Scheme**

#### **Principles of marking**

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

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

#### **Level of response marking instructions**

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

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

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

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

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

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

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

**The test as a whole**

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

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

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

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

Total marks at Higher tier = 60

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

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

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

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

**Section 1: Role-play**

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

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

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

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

**Assessment criteria for each role-play task**

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

**Notes**

- (a) Students who do not understand a question may show repair strategies\* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- (b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- (c) The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

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

You should also note the following information.

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

See these examples:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Knowledge and use of language for the role-play overall

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

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

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

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

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

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

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

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

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

**Section 2: Discussion of photo card**

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

**Assessment criteria**

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

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

**Notes**

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies\* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

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

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

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

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

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

*¿Qué piensas de la Red?*

(No reply)

*¿Cuál es tu opinión sobre Internet?*

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

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

*¿Qué piensas del deporte? ... ¿Por qué?*

*Me gusta el deporte. Es divertido.*

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

*¿Te gusta la comida española?*

*Sí, es muy sabrosa.*

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

<b>All</b>	Defined as all five questions
<b>Nearly all</b>	Defined as four questions
<b>Most</b>	Defined as three questions or more
<b>Some</b>	Defined as two questions

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

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

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

### Section 3: General conversation (Higher Tier)

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

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

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

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

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

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

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

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

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

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

*¿Te gusta la comida española?*

*Sí, es muy sabrosa.*

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

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

### Notes

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

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

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

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

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

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

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

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

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

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

### Notes

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

## **Appendix 1 – Subject content (Themes)**

### **Theme 1: Identity and culture**

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

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

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

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

### **Theme 3: Current and future study and employment**

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

**Appendix 2 – SPEAKING SCORE SHEET – GCSE Spanish**

Examiner name:

<b>Centre Number</b>					<b>Candidate name and number</b>	
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Role Play №:  Photo Card Letter:  PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm +   
 KUL   
**Total:**

Task	Communication	Time:
1		
2		
3		
4		
5		

**Total:**

**General conversation**

<b>Nominated Theme №:</b>		<b>Second Theme №:</b>	
<b>Time</b>		<b>Time</b>	

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

**Other notes:**

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
<b>Penalty deductions included in above mark for Comm (✓)</b>		<b>No Question -1</b>	<b>Short GC Theme -2</b>	

**Total mark for test**

**Appendix 3 – GCSE Spanish Symbols for annotating Speaking Score Sheet**

**Role-play and General Conversation**

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

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

**Appendix 4 – Marking of photo card – Guidance Notes****Symbols to be used:**

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

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

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

<b>Band</b>	<b>Requirements</b>
13–15	<ul style="list-style-type: none"> <li>• all 5 questions answered clearly</li> <li>• minimum 3 of ✓ in 3 answers</li> <li>• minimum 1 (Op) or Op</li> <li>• minimum 1 (J) or J</li> <li>• Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• minimum 4 questions answered clearly</li> <li>• minimum 2 ✓s in 2 answers</li> <li>• minimum 1 (Op) or Op</li> <li>• minimum 1 (J) or J</li> <li>• Note: (Op) or (J) can count instead of a ✓</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• minimum 3 questions answered which are understandable</li> <li>• minimum 2 ✓s in 1 answer</li> <li>• minimum 1 (Op) or Op</li> <li>• Note: (Op) or (J) can count instead of a ✓</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• minimum 3 questions answered which are understandable</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• only 1 or 2 questions answered which are understandable</li> </ul>

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

**Example 1**

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

Photo Card mark:

**15**

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

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

Because everything is clear, 15 marks are given.

**Example 2**

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

Photo Card mark:

**13**

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

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

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

**Example 3**

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

Photo Card mark:

12

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

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

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

**Example 4**

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

Photo Card mark:

11

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

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

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

**Example 5**

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

Photo Card mark:

**9**

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

**Example 6**

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

Photo Card mark:

**9**

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

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

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

**Example 7**

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

Photo Card mark:

**9**

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

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

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

**Example 8**

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

Photo Card mark:

**7**

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

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

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

**Example 9**

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

Photo Card mark:

5

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

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

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

**Example 10**

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

Photo Card mark:

2

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

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

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

**Example 11**

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

Photo Card mark:

1
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Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

**Appendix 5 – Role-Plays – General Principles**

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

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

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail is given when two are required.	1 mark
2	Opinion is given but without a reason when this is required.	1 mark
3	Time marker and tense don't match. For example: <i>La semana pasada voy al cine. / El próximo sábado fui a la piscina.</i>	1 mark
4	Wrong tense is used with no correct timer marker. For example: <ul style="list-style-type: none"> <li>- ¿Adónde vas de vacaciones?</li> <li>- <i>Fui a Roma.</i></li> </ul>	1 mark
5	No auxiliary verb is used in a compound tense. For example: <i>Jugado al fútbol.</i>	1 mark
6	When requesting an item in a formal Role Play, no verb is used but <i>por favor</i> is included. For example: <i>La cuenta, por favor.</i>	2 marks
7	An incorrect form of address ( <i>usted</i> form of the verb instead of <i>tú</i> form and vice versa) in the ? task in OAR.	2 marks
8	In the ? task, use of <i>¿Qué tal?</i> when a question is clearly understood (even though there is no verb). For example: <ul style="list-style-type: none"> <li>? Madre. → <i>¿Qué tal tu madre?</i></li> </ul>	2 marks
9	In the ? task, the prompt word(s) is (are) used with minimal extra language, but no verb. It is still understandable as a question. For example: <ul style="list-style-type: none"> <li>? Precio. → (Y), <i>¿el precio?</i></li> </ul> <b>NB: see use of <i>¿Qué tal?</i> in 8.</b>	1 mark
10	In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	The pronoun used in a task is lifted and used in the candidate's response. For example: <ul style="list-style-type: none"> <li>Tu colegio (un detalle). → <i>Tu colegio es grande.</i></li> </ul>	0 marks
12	Use of <i>Es</i> instead of <i>Hay</i> in OAR	1 mark
13	Cand's cue: Tu opinión del deporte Cand's response: Mi opinión es interesante	2 marks
14	Cand's cue: Tu instituto (dos detalles) Cand's response: Tu instituto es grande y los profesores son buenos. or: Cand's cue: Una opinión de tu instituto y una razón Cand's response: Me gusta tu instituto porque es moderno. <i>Tu instituto</i> negates the first part of the task, but credit is given for the second part, so one mark.	1 mark

**Appendix 6 – Photo Card – General Principles**

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

NB OAR = otherwise appropriate response

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

**Appendix 7 – Photo cards – Guidance on paraphrasing**

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

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

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

<b>Higher Role Play 10</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>A</b>	<b>Entradas – cuántas y qué día</b>	Indication of the number of tickets wanted and what day. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera dos entradas / billetes para el lunes.</i> <i>Dos entradas/billetes para el lunes, por favor.</i> Accept <i>hoy/ahora/mañana</i> instead of a day. For example: <i>Cuatro entradas/billetes para hoy/ahora/mañana, por favor.</i>	No verb, no <i>por favor</i> , but both elements are clear. For example: <i>Dos entradas/billetes para el lunes.</i> One element only, with or without a verb. Bear in mind under KUL. For example: <i>(Quiero/quisiera) dos entradas/billetes.</i> <i>Quiero ir lunes.</i> Number or day with <i>por favor</i> . For example: <i>Sábado, por favor.</i> <i>Cuatro, por favor.</i>	Wrong person of verb. For example: <i>Quieres dos entradas para el lunes.</i> Number or day alone. For example: <i>Tres.</i> <i>Martes.</i>
<b>B</b>	<b>Tu opinión sobre el baloncesto y una razón</b>	An opinion and a reason, with verbs. For example: <i>Me gusta ... es divertido.</i>	One element only, with or without a verb. Bear in mind under KUL. For example: <i>Me gusta.</i> <i>(Es) divertido.</i>	Neither element conveyed.
<b>C</b>	<b>! ¿Prefiere ver deporte o practicar deporte? ... ¿Por qué?</b>	Preference and a reason with a verb. For example: <i>Practicar (deporte) ... es (más) emocionante.</i>	Preference and a reason without a verb. For example: <i>Practicar (deporte) ... (más) emocionante.</i> One element only, with or without a verb. For example: <i>Practicar (deporte).</i>	Nothing conveyed.
<b>D</b>	<b>? Instalaciones en el estadio</b>	Any clearly understandable question about facilities in the stadium. For example: <i>¿Hay (muchos) servicios en el estadio?</i>	Question asked with no verb. For example: <i>¿(Muchos) servicios en el estadio?</i> No mention of stadium in OAR. For example: <i>¿Hay (muchos) servicios?</i>	Message not conveyed. For example: <i>¿Es instalaciones estadio?</i> Repetition of the prompt alone: <i>¿Instalaciones en el estadio?</i>
<b>E</b>	<b>Tu excursión la semana</b>	Two details about an excursion last week, with past tense verb(s). For example:	One detail, with past tense verb. For example:	Wrong person of verb. For example:

<b>pasada (dos detalles)</b>	<i>Fui a las montañas y a la playa. Fuimos a Granada en autocar.</i>	<i>Fui a las montañas.</i> Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	<i>Fue a las montañas y a la playa.</i>
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**GCSE Spanish Speaking Higher – Part Two Mark Scheme**

**Section 1: Role-plays – specific June 2024 mark schemes**

<b>Higher Role Play 11</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>A</b>	<b>Lo bueno de la televisión en tu país (dos detalles)</b>	Two positive things about TV, with verb(s). For example: <i>Es variada y divertida.</i> <i>Hay mucho deporte y ponen documentales interesantes.</i>	One or two positive things about TV, without a verb. For example: <i>Variada y divertida.</i> <i>Mucho deporte.</i>	Message not conveyed. For example: <i>Es aburrida y me fastidia.</i>
<b>B</b>	<b>Tu opinión sobre los documentales (un detalle)</b>	One opinion with a verb. For example: <i>Son / es bueno/a/os/as.</i> <i>Me gusta(n).</i>	One opinion, no verb. For example: <i>Fantástico.</i> Pronunciation that causes a delay in communication. For example: <i>Son fintósticos.</i>	Message not communicated or wrong person of verb. For example: <i>Tienen gusta.</i> <i>Soy bueno.</i>
<b>C</b>	<b>Un programa de televisión la semana pasada (dos detalles)</b>	Two details about a TV programme last week, with past tense verb(s). For example: <i>Vi una película. Era/fue muy emocionante.</i>	One detail, with past tense verb. For example: <i>Vi una película.</i> Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Wrong person of verb. For example: <i>Vio una película.</i>
<b>D</b>	<b>! ¿Cuántas horas de televisión ves al día? ... ¿Con quién ves la televisión normalmente?</b>	Number of hours watched and who watched with. Verb not required. For example: <i>Diez ... mi familia.</i> No specific number of hours, but an indication as to whether many or few. For example: <i>Muchas / pocas.</i>	One element only. For example: <i>Diez.</i>	Nothing conveyed.

<b>E</b>	<b>? Películas</b>	Any clearly understandable question about films. For example: <i>¿Te gusta(n) las películas?</i> <i>¿Ves muchas películas?</i>	Question asked with no verb. For example: <i>¿Películas en casa?</i>	Message not conveyed. For example: <i>¿Es películas casa?</i> Repetition of the prompt alone: <i>¿Películas?</i>
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Higher Role Play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
A	<b>Las instalaciones en tu colegio – <u>un</u> aspecto positivo y <u>un</u> aspecto negativo</b>	One positive aspect and one negative aspect about school facilities, with verb(s). For example: <i>Hay una biblioteca, pero no hay piscina. Son modernas. Necesitamos un patio más grande.</i>	One element only, with or without a verb. For example: <i>(Hay) una piscina.</i> Both elements, without a verb. For example: <i>Biblioteca grande. Patio sucio.</i>	Nothing conveyed.
B	<b>Tu relación con tus profesores (<u>dos</u> detalles)</b>	Two details about relationship with teachers, with verb(s). For example: <i>Me llevo bien con mis profesores de inglés y dibujo. Me gusta mi profesora de español, pero no me gusta mi profesor de ciencias.</i>	One detail only, with or without a verb. For example: <i>(Tengo) buenas (relaciones).</i> Two details, without a verb. For example: <i>A veces bueno/a/os/as, a veces malo/a/os/as.</i>	Nothing conveyed.
C	<b>! ¿Cuáles son las asignaturas obligatorias en tu colegio?</b>	Two compulsory subjects. Verb not required. For example: <i>Matemáticas y ciencias.</i>	One subject only. Verb not required. For example: <i>Matemáticas.</i>	Nothing conveyed.
D	<b>Tu escuela primaria en el pasado (<u>un</u> detalle)</b>	One detail of the primary school, with a past tense verb. For example: <i>Era/fue pequeña. No tenía muchos alumnos.</i>	Use of present/future time frame, or infinitive, or no verb. Bear in mind under KUL.	Nothing conveyed.
E	<b>? Vacaciones escolares</b>	Any clearly understandable question about school holidays. For example: <i>¿Te gusta(n) las vacaciones escolares? ¿Tienes muchas vacaciones escolares?</i>	Question asked with no verb. For example: <i>¿Muchas vacaciones escolares?</i> No reference to school in OAR. For example: <i>¿Te gustan las vacaciones?</i>	Message not conveyed. For example: <i>¿Es vacaciones colegio?</i> Repetition of the prompt alone: <i>¿Vacaciones escolares?</i>

Higher Role Play 13				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
A	<b>Trabajar o ir a la universidad: tu preferencia y <u>una</u> razón</b>	Preference and a reason with a verb. For example: <i>Universidad ... es (más) útil.</i>	Preference and a reason without a verb. For example: <i>Trabajar ... más dinero.</i> One element only, with or without a verb. For example: <i>Universidad.</i>	Nothing conveyed.
B	<b>Tomar un año sabático – <u>una</u> ventaja</b>	One advantage of having a gap year, with a verb. For example: <i>Puedes ahorrar dinero.</i> <i>Es emocionante.</i>	One advantage of having a gap year, without a verb. For example: <i>Emocionante.</i>	Nothing conveyed.
C	<b>! ¿Qué piensas de la idea de estudiar en España?</b>	One opinion, with a verb. For example: <i>Me gusta.</i> <i>Es divertido.</i>	One opinion, without a verb. For example: <i>Divertido.</i>	Message not conveyed.
D	<b>? Profesores en España</b>	Any clearly understandable question about teachers in Spain. For example: <i>¿Hay (muchos) buenos profesores en España?</i>	Question asked with no verb. For example: <i>¿(Muchos) buenos profesores en España?</i> No mention of Spain in OAR. For example: <i>¿Hay (muchos) buenos profesores?</i>	Message not conveyed. For example: <i>¿Es profesores España?</i> Repetition of the prompt alone: <i>¿Profesores en España?</i>
E	<b>Tus planes para trabajar en el futuro (<u>dos</u> detalles)</b>	Two details about plans for work in the future. First person future time frame verb(s) or infinitive required. For example: <i>(Voy a) ser médico en un hospital.</i> <i>Trabajaré en España porque me gusta la gente.</i>	One detail only, with or without a verb. For example: <i>(Voy a) ser médico.</i> Past tense in OAR. For example: <i>Trabajé en España porque era divertido.</i>	Nothing is conveyed. For example, wrong person of verb: <i>Va a ser médico y trabajar en un hospital.</i>

Higher Role Play 14				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
A	<b>Proteger el medio ambiente – por qué (un detalle)</b>	One reason for protecting the environment, with a verb. For example: <i>Ayuda los animales.</i> <i>Es importante para el planeta.</i>	One reason for protecting the environment, without a verb. For example: <i>Importante para el planeta.</i>	Nothing conveyed.
B	<b>El medio ambiente en tu región (dos detalles)</b>	Two details about the environment in the region, with verb(s). For example: <i>Hay mucha basura y el río está contaminado.</i> <i>Es limpio y no hay contaminación.</i>	One detail, with or without a verb. For example: <i>(Hay) mucha basura.</i> Two details, without a verb. For example: <i>Mucha basura y el río contaminado.</i>	Nothing conveyed.
C	<b>Tus planes para proteger el medio ambiente en el futuro (dos detalles)</b>	Two details about protecting the environment in the future. First person future time frame verb(s) or infinitive required. For example: <i>(Voy a) reciclar más y ahorrar agua.</i> <i>Apagaré la televisión y tomaré una ducha en vez de un baño.</i> <i>Tengo la intención de reciclar papel y plástico.</i>	One detail only, with or without a verb. For example: <i>(Voy a) reciclar más.</i> Two details without a verb. For example: <i>Más reciclaje y bicicleta al colegio.</i> Past tense in OAR. For example: <i>Reciclé mucho y apagué la televisión.</i>	Nothing is conveyed. For example, wrong person of verb: <i>Va a reciclar más y ahorrar agua.</i>
D	<b>! ¿Qué cosas reciclas en tu casa? ... ¿Quién recicla más en tu casa?</b>	One item that is recycled and who recycles most. Verb not required. For example: <i>Botellas ... mi padre.</i>	One element only. For example: <i>Botellas.</i>	Nothing conveyed.
E	<b>? Contaminación</b>	Any clearly understandable question about pollution. For example: <i>¿Hay mucha contaminación en tu región?</i> <i>¿Qué piensas de la contaminación?</i>	Question asked with no verb. For example: <i>¿Mucha contaminación en tu región?</i>	Message not conveyed. For example: <i>¿Es contaminación barrio?</i> Repetition of the prompt alone: <i>¿Contaminación?</i>

Higher Role Play 15				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
A	<b>Tu información personal – nombre y nacionalidad</b>	Name and nationality, with verbs. For example: <i>Me llamo / soy Anita (Smith) y soy inglesa/soy de Inglaterra.</i> Accept the country where the student lives. For example: <i>Me llamo Tom (Jones) y vivo en Inglaterra.</i>	One element only, with a verb. For example: <i>Me llamo Anita Smith.</i> One or two elements, without a verb. For example: <i>Nombre Anita Smith (... inglesa).</i>	Nothing conveyed, such as a name alone. For example: <i>Anita (Smith).</i> Use of a country rather than a nationality without <i>de</i> . For example: <i>(Soy) Inglaterra.</i>
B	<b>! ¿Cómo se escribe su nombre? ... ¿Cuántas habitaciones quiere?</b>	An understandable attempt at a spelling of a name and a number. Verb not required.	Name almost spelt correctly, but some confusion or ambiguity, with or without a number of rooms. Number alone, in reply to the question about rooms.	An incomprehensible attempt at spelling the name and no number or an incomprehensible pronunciation of a number.
C	<b>Tipo de habitación preferida (dos detalles)</b>	Clear request for a type of room (two details). Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera una habitación individual con ducha.</i> <i>Una habitación individual con ducha, por favor.</i> Opinion of a certain type of room (two details). For example: <i>Me gusta(n) la(s) habitación(es) doble(s) con ducha.</i>	One detail only, with or without a verb or <i>por favor</i> . For example: <i>(Quiero/quisiera) una habitación individual (por favor).</i> Type of room (one or two details), no verb, no <i>por favor</i> . For example: <i>Una habitación individual (con ducha).</i>	Wrong person of verb. For example: <i>Quieres una habitación individual.</i>
D	<b>? Restaurante</b>	Any clearly understandable question about a restaurant or restaurants. For example: <i>¿A qué hora se abre el restaurante?</i> <i>¿Hay muchos restaurantes cerca (de aquí)?</i>	Question asked with no verb. For example: <i>¿Muchos restaurantes cerca (de aquí)?</i>	Message not conveyed. For example: <i>¿Es restaurante hotel?</i> Repetition of the prompt alone: <i>¿Restaurante?</i>
E	<b>Tus planes para esta noche (dos detalles)</b>	Two details about plans for tonight. First person future time frame verb(s) or infinitive required. For example: <i>(Voy/vamos a) dar un paseo e ir a un restaurante.</i> <i>Voy al cine con mis amigos.</i>	One detail only, with or without a verb. For example: <i>(Voy/vamos a) dar un paseo.</i> Past tense in OAR. For example: <i>Di un paseo y fui a un restaurante.</i>	Nothing is conveyed. For example, wrong person of verb: <i>Va a dar un paseo e ir a un restaurante.</i>

Higher Role Play 16				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
A	<b>Tu regalo deseado (dos detalles)</b>	Clear request for a gift, with two details. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera unos pendientes grandes.</i> <i>Unos pendientes grandes, por favor.</i> Opinion of a certain gift, with two details. For example: <i>Me gusta(n) la(s) chaqueta(s) azul(es).</i>	Two details about the gift, no verb, no <i>por favor</i> . For example: <i>Unos pendientes grandes.</i> Request for or opinion of a gift, with a verb, but only one detail. For example: <i>Quiero/quisiera unos pendientes .</i> <i>Me gusta(n) la(s) chaqueta(s).</i>	Wrong person of verb. For example: <i>Quieres unos pendientes grandes.</i>
B	<b>Regalo para qué ocasión especial (un detalle)</b>	What special occasion the gift is for, with a verb. For example: <i>Es para el cumpleaños de mi hermana.</i>	What special occasion the gift is for, without a verb. For example: <i>(Para) el cumpleaños de mi hermana.</i> Use of an apostrophe s. For example: <i>Es para mi hermana's cumpleaños.</i>	Nothing conveyed.
C	<b>! ¿Qué opina de nuestros productos típicos?</b>	One opinion with a verb. For example: <i>Son / es bueno/a/os/as.</i> <i>Me gusta(n).</i>	One opinion, no verb. For example: <i>Fantástico.</i> Pronunciation that causes a delay in communication. For example: <i>Son fintósticos.</i>	Message not communicated or wrong person of verb. For example: <i>Tienen gusta.</i> <i>Soy bueno.</i>
D	<b>? Descuentos</b>	Any clearly understandable question about discounts. Must include a verb. For example: <i>¿Hay descuentos?</i> <i>¿Es más barato para estudiantes?</i>	Question asked with no verb or infinitive. For example: <i>¿Descuentos para estudiantes?</i> <i>¿Tener descuentos?</i>	Repetition of the prompt alone: <i>¿Descuentos?</i>
E	<b>Tus actividades en España la semana pasada (dos detalles)</b>	Two details about activities in Spain last week, with past tense verb(s). For example: <i>Fui a las montañas y a la playa.</i> <i>Fuimos a Granada en autocar.</i>	One detail, with past tense verb. For example: <i>Fui a las montañas.</i>	Wrong person of verb. For example: <i>Fue a las montañas y a la playa.</i>

			Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	
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<b>Higher Role Play 17</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is conveyed</b>
<b>A</b>	<b>Tu opinión sobre las redes sociales y <u>una</u> razón</b>	An opinion and a reason, with verbs. For example: <i>Me gusta(n) ... es/son divertido/a/os/as.</i>	One element only, with or without a verb. Bear in mind under KUL. For example: <i>Me gusta(n).</i> <i>(Es/son) divertido/a/os/as.</i>	Neither element conveyed.
<b>B</b>	<b>Tus actividades en Internet la semana pasada (<u>dos</u> detalles)</b>	Two details about Internet activities last week, with first person past tense verb(s). For example: <i>Jugué a videojuegos y busqué información para mis deberes.</i> <i>Usé Skype para hablar con mis familiares.</i> <i>Jugué a videojuegos con mi hermana.</i>	One detail, with past tense verb. For example: <i>Usé Skype.</i> Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Wrong person of verb. For example: <i>Jugó a videojuegos y usó Skype.</i>
<b>C</b>	<b>Móvil o tableta: tu preferencia y <u>una</u> razón</b>	Preference and a reason with a verb. For example: <i>Móvil ... es (más) práctico.</i>	Preference and a reason without a verb. For example: <i>Móvil ... más práctico.</i> One element only, with or without a verb. For example: <i>Móvil.</i>	Nothing conveyed.
<b>D</b>	<b>! ¿Cuántas horas al día pasa en Internet? ... ¿Cuándo usa Internet?</b>	A number up to 24 and a time of day, week, etc. Verb not required. For example: <i>Tres ... por la noche.</i> <i>Dos ... los fines de semana.</i> No specific number of hours, but an indication as to whether many or few. For example: <i>Muchas / pocas.</i>	One element only. For example: <i>Tres.</i>	Nothing conveyed.

E	<p><b>? Redes sociales en Perú</b></p>	<p>Any clearly understandable question about social media in Peru. For example:  <i>¿Qué piensas de las redes sociales en Perú?</i>  <i>¿Hay Instagram en Perú?</i></p>	<p>Question asked with no verb.          For example:  <i>¿Instagram en Perú?</i>          No mention of Peru in OAR.          For example:  <i>¿Qué piensas de las redes sociales?</i></p>	<p>Message not conveyed.          For example:  <i>¿Es Snapchat Perú?</i>          Repetition of the prompt alone:  <i>¿Redes sociales en Perú?</i></p>
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Higher Role Play 18				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
A	<b>Tu futuro trabajo, en tu país o en el extranjero: tu preferencia y <u>una</u> razón</b>	Preference and a reason with a verb. For example: <i>Mi país / Inglaterra ... mi familia está aquí.</i> <i>Extranjero / España etc. ... hace buen tiempo.</i> Accept <i>Tu país</i> in place of <i>Mi país</i> , as this would be referring to Mexico in the context.	Preference and a reason without a verb. For example: <i>Mi país/Inglaterra ... mi familia aquí.</i> One element only, with or without a verb. For example: <i>Extranjero.</i>	Nothing conveyed.
B	<b>El jefe ideal (<u>dos</u> detalles)</b>	Two positive traits of the ideal boss, with verb(s). For example: <i>Es/sería simpático/a y generoso/a.</i> <i>Paga/pagaría bien escucha / escucharía bien.</i>	One trait only, with or without a verb. For example: <i>(Es / sería) simpático/a.</i>	Negative traits. For example: <i>Es aburrido/a y egoísta.</i>
C	<b>! ¿Cuál es tu opinión sobre trabajar en una oficina?</b>	One opinion, with a verb. For example: <i>Me gusta.</i> <i>Es divertido.</i>	One opinion, without a verb. For example: <i>Divertido.</i>	Message not conveyed.
D	<b>Tu trabajo en el pasado (<u>dos</u> detalles)</b>	Two details about a past job, with first person past tense verb(s). For example: <i>Trabajé en un café los sábados.</i> <i>Trabajé en una tienda solidaria y ayudé a otra gente.</i>	One detail, with past tense verb. For example: <i>Trabajé en un café.</i> Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Wrong person of verb. For example: <i>Trabajó en un café los sábados.</i>
E	<b>? Trabajo en México</b>	Any clearly understandable question about work in Mexico. For example: <i>¿Hay mucho trabajo en México?</i> <i>¿El paro es un problema en México?</i>	Question asked with no verb. For example: <i>¿Mucho trabajo en México?</i> No mention of Mexico in OAR. For example: <i>¿El paro es un problema?</i>	Message not conveyed. For example: <i>¿Es trabajo México?</i> Repetition of the prompt alone: <i>¿Trabajo en México?</i>

## Section 2: Photo card paraphrasing – specific June 2024 guidance

Question	Allow	Reject
<b>CARD J</b>		
2	<i>quieres</i> for <i>te gustaría</i>	
3	<i>¿Crees que ...?</i> for <i>¿Piensas que ...?</i>	
5	<i>peor</i> for <i>malo</i> .	
<b>CARD K</b>		
2	<i>¿Preferirías ...?</i> for <i>¿Sería mejor ...?</i> Omission of either <i>hijo único</i> or <i>hija única</i>	<i>es</i> for <i>sería</i> .
3	<i>¿Crees que ...?</i> for <i>¿Piensas que ...?</i>	
4	Omission of <i>Describe</i> .	
5	<i>Describe ... / ¿Cómo es ...?</i> for <i>Háblame de ...</i>	
<b>CARD L</b>		
2	<i>¿Cuál es tu opinión sobre ...?</i> for <i>¿Qué piensas de ...?</i>	<i>¿Te gusta ...?</i> for <i>¿Qué piensas de ...?</i>
3	<i>Describe ...</i> for <i>Háblame de ...</i> <i>colegio/escuela</i> for <i>instituto</i>	
4	<i>va a ser</i> for <i>será</i>	<i>es</i> for <i>será</i> .
5	<i>prefieres</i> for <i>es mejor</i>	
<b>CARD M</b>		
2	<i>las personas que no tienen casa</i> for <i>los sin techo</i> .	
4	<i>va a ser</i> for <i>será</i> <i>mundial/del mundo</i> for <i>global</i>	<i>es</i> for <i>será</i> .
5	<i>¿Crees que ...?</i> for <i>¿Piensas que ...?</i> <i>instituto / escuela</i> for <i>colegio</i> . <i>bastante</i> for <i>lo suficiente</i> <i>cuidar</i> for <i>proteger</i>	
<b>CARD N</b>		
2	<i>Háblame de ...</i> for <i>¿Cuáles son ...?</i> <i>los aspectos positivos</i> for <i>las ventajas</i> .	
3	<i>Describe ...</i> for <i>Háblame de ...</i>	
4	<i>¿Quieres ...?</i> for <i>¿Te gustaría ...?</i>	
5	<i>Te gusta (más) / ¿Es mejor ...?</i> for <i>prefieres</i> .	

<b>CARD O</b>		
<b>2</b>	<i>lo mejor for lo bueno.</i>	
<b>3</b>	<i>Describe ... for Háblame de ...</i>	
<b>4</b>	<i>pasatiempo for hobby. quieres for te gustaría</i>	
<b>5</b>	<i>¿Crees que ...? for ¿Piensas que ...?</i>	
<b>CARD P</b>		
<b>2</b>	<i>¿Piensas que ...? for ¿Crees que ...? deporte(s) for educación física. instituto / escuela for colegio.</i>	
<b>3</b>	<i>quieres for te gustaría instituto / escuela for colegio.</i>	
<b>4</b>	<i>Háblame de ... for Describe. instituto/escuela for colegio</i>	
<b>5</b>	<i>lo mejor / lo bueno for el aspecto más positivo. colegio / escuela for instituto.</i>	
<b>CARD Q</b>		
<b>2</b>	<i>Describe ... / ¿Cuáles son ...? for Háblame de ...</i>	
<b>4</b>	<i>¿Crees que ...? for ¿Piensas que ...?</i>	
<b>CARD R</b>		
<b>2</b>	<i>¿Qué piensas de ...? for ¿Cuál es tu opinión sobre ...? empleo for trabajo.</i>	<i>¿Te gusta ...? for ¿Cuál es tu opinión de ...?</i>
<b>4</b>	<i>Háblame de ... for Describe. empleo for trabajo. no quieres for no te gustaría</i>	
<b>5</b>	<i>empleo for trabajo. feliz for contento/contenta. Omission of either <i>contento</i> or <i>contenta</i></i>	