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GCSE

SPANISH

8698/SF+SH

Paper 2 Speaking Foundation and Higher

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Mark scheme including Guidance for Role-plays

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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.

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## **Speaking Tests – Foundation tier and Higher tier**

### **Part One mark scheme**

All candidates complete one speaking test at either Foundation tier **or** Higher tier.

#### **Principles of marking**

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

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

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

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

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

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

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

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

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

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

**The test as a whole**

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

- Part 1** Role-play – two minutes approximately (15 marks)
- Part 2** Discussion of photo card – two minutes at Foundation tier and three minutes at Higher tier (15 marks)
- Part 3** General conversation – 3–5 minutes at Foundation tier and 5–7 minutes at Higher tier (30 marks)

Total marks at Foundation tier and 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 both Foundation tier and 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 1 on p.21) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

## Section 1: Role-play

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

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

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

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

### Assessment criteria for each role-play task

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

### Notes

- 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.
- 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, for both Communication and for Knowledge and use of language.

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

You should also note the following information.

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

See these examples:

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

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

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

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

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

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

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

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

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

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

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

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

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

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play on pages 31-32 of this document and in the part 2 mark scheme.

### 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 each of Foundation and Higher tiers 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.

#### Foundation Tier

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

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

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



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

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

### **Higher Tier**

**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 Foundation tier is two minutes and for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or 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*.

If the question is in the perfect tense and the teacher paraphrases by changing the verb to the preterite and no other change, this is acceptable. However, if something is added, it is not acceptable. In that case, the student's response will be classed as silence and therefore a non-accomplishment of the bullet point. For example, if the question is *¿Qué películas has visto últimamente?*, it is fine for the teacher to ask *¿Qué películas viste últimamente?*, but **not** *¿Qué películas viste / has visto la semana pasada?*

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 an opinion.

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

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

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

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

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

#### Foundation Tier

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

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

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

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

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

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

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

*¿Te gusta la comida española?*

*Sí, es muy sabrosa.*

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

### Notes

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

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

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

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than 1+1+1+1 = 4.

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

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

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

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

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

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

### Notes

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



## Section 4: 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.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

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

### Higher Tier

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.

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.

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

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

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

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 – 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**

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

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

**Other notes:**

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
<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 2 - 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, e.g. 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
ⒶOp	An opinion with a verb
J	Justification of an opinion without a verb
ⒶJ	Justification of an opinion with a verb
<b>Delivery</b>	
P	A minor mispronunciation, which doesn't hinder communication
ⒶP	A more serious mispronunciation which would make comprehension difficult
^	A hesitation
^	A longer hesitation
?	What is said is incomprehensible

**Appendix 3 - 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:**

Band	Requirements
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 <b>Op</b> or Op</li> <li>minimum 1 <b>J</b> or J</li> <li>Note: <b>Op</b> or <b>J</b> 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 <b>Op</b> or Op</li> <li>minimum 1 <b>J</b> or J</li> <li>Note: <b>Op</b> or <b>J</b> 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 <b>Op</b> or Op</li> <li>Note: <b>Op</b> or <b>J</b> 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 one 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	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 4**

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 5**

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 a lack of clarity on one occasion.
- One answer is developed with two ✓s.
- There is one opinion

There is one occasion where the information given is unclear, 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 6**

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 are answered clearly.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible, and the last question is answered very briefly without a verb. The combination of these issues means that a mark at the bottom of the 7-9 band is appropriate.

**Example 7**

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 answers that are given correctly, there is an implied lack of clarity in the final response because it is the wrong answer to the question. The replies are short and so the mid-mark in the band is awarded.

**Example 8**

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 9**

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

Photo Card mark:

1
---

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

## **Appendix 4 – 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 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
2	Opinion is given but without a reason when this is required.	1
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
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
5	No auxiliary verb is used in a compound tense. For example: <i>Jugado al fútbol.</i>	1
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
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
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
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
10	In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0
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
12	Use of <i>Es</i> instead of <i>Hay</i> in OAR	1
13	Cand's cue: Tu opinión del deporte Cand's response: Mi opinión es interesante	2
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

**Appendix 6 – 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 question wording</b>	<b>Allow</b>	<b>Reject</b>
<i>¿Qué has hecho últimamente?</i>	Use of the preterite in place of the perfect tense: <i>¿Que hiciste últimamente / recientemente?</i>	Use of a different past time marker: <i>¿Qué has hecho la semana pasada?</i>
<i>¿Qué quieres hacer en setiembre?</i>	Substitution of the conditional tense of <i>gustar</i> for the present tense of <i>querer</i> and vice versa: <i>¿Qué te gustaría hacer en setiembre?</i>	A re-wording that doesn't retain the same meaning: <i>¿Qué planes tienes para el futuro?</i>
<i>Para ti, ¿cuáles serán los aspectos positivos de un trabajo?</i>	Substitution of the future tense for the immediate future and vice versa: <i>Para ti, ¿cuáles van a ser los aspectos positivos de un trabajo?</i>	Addition of an extra element, such as a future time marker: <i>Para ti, ¿cuáles serán los aspectos positivos de un trabajo en el futuro?</i>
<i>¿Qué haces en tu tiempo libre?</i>	A change to the language which retains the same meaning: <i>¿Qué haces en tus ratos libres?</i>	Addition of an extra element: <i>¿Qué actividades haces en tu tiempo libre?</i>
<i>¿Te gusta la idea de trabajar en otro país?</i>	A change to the language which retains the same meaning: <i>¿Te gusta la idea de trabajar en el extranjero?</i>	Addition of an extra element: <i>¿Te gusta la idea de trabajar en otro país, por ejemplo España?</i>



**GCSE Spanish Speaking – Part 2 Mark Scheme**

Foundation Role Play 1				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>DVD y qué tipo</b>	Verb required if no <i>por favor</i> . For example: <i>Quiero/quisiera un DVD de terror</i> , etc. Verb not required if <i>por favor</i> is used. For example: <i>Un DVD de terror, por favor</i> etc.	<i>Un DVD de terror</i> , etc. (no <i>por favor</i> ) Pronunciation of DVD or the type of DVD that causes a delay in communication in OAR. For example: <i>Un di-vi-di por favor</i> .	<i>Un DVD</i> alone. Incomprehensible pronunciation. For example: <i>Un dudodu, por favor</i> . <b>Title</b> of a film, etc, with no mention of DVD.
b	<b>? Precio</b>	Any clearly understandable question about the price. Must include a verb. For example: <i>¿Cuánto es?</i> <i>¿Es caro/a?</i>	Question asked with no verb. For example: <i>¿Cuánto?</i> <i>¿Caro/a?</i>	Wrong person of verb. For example: <i>¿Cuánto soy?</i> Repetition of the prompt alone: <i>¿Precio?</i>
c	<b>! ¿Para quién es el DVD?</b>	Any Spanish word for the recipient, verb not required. For example: <i>Mi hermano</i> . <i>Para Billy</i> , etc (some Spanish included).	Pronunciation that causes a delay in communication. For example: <i>Mi hermeno</i> .	Incomprehensible pronunciation. For example: <i>Mi harmuno</i> . A person's name. For example: <i>Billy</i> .
d	<b>Tu opinión sobre el cine (un detalle)</b>	One opinion with a verb. For example: <i>Es/son divertido/a/os/as</i> . Description of cinema. For example: <i>Es grande / es moderno</i>	One opinion, no verb. For example: <i>Estupendo/a/os/as</i> .	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo</i> . <i>Soy fantástico</i> .
e	<b>Ir al cine - cuándo</b>	When the student goes to the cinema. Verb not required. For example: <i>(Voy) dos veces a la semana/(los) sábado(s)</i> . Clear indication that the student doesn't go to the cinema. For example: <i>No voy (al cine)</i> .	Pronunciation that causes a delay in communication. For example: <i>Una vis al mes</i> .	Wrong person of verb, for example: <i>Vas una vez al mes</i> . Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Tipo de película preferido</b>	Favourite <b>type</b> of film, clearly conveyed. Verb not required. For example: <i>(Prefiero películas) romántico/a/os/as.</i>	Pronunciation that causes a delay in communication. For example: <i>(Prefiero películas) rumíntico/a/os/as.</i>	Incomprehensible pronunciation. For example: <i>Romino.</i> Wrong person of verb. For example: <i>Prefieres una peícula romántica.</i> <b>Title</b> of a film.
b	<b>Ver películas en el cine o en casa: tu preferencia y una razón</b>	<i>Cine/casa</i> + appropriate reason for the preference. Verb required. For example: <i>Cine/casa ... es (más) divertido.</i>	<i>Cine/casa</i> + appropriate reason without a verb. Bear in mind under KUL. For example: <i>Cine/casa ... (más) divertido.</i> One element only. For example: <i>Cine/casa.</i> <i>(Es) divertido.</i>	Nothing conveyed. Wrong person of verb. For example: <i>Prefieres en casa.</i>
c	<b>! Normalmente, ¿cuándo vas al cine?</b>	When the student goes to the cinema. Verb not required. For example: <i>(Voy) dos veces a la semana/(los) sábado(s).</i> Clear indication that the student doesn't go to the cinema. For example: <i>No voy (al cine).</i>	Pronunciation that causes a delay in communication. For example: <i>Una vis al mes.</i>	Wrong person of verb, for example: <i>Vas una vez al mes.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
d	<b>Tu opinión sobre la comida en el cine (un detalle)</b>	One opinion with a verb. For example: <i>Es/son estupendo/a/os/as.</i>	One opinion, no verb. For example: <i>Estupendo/a/os/as.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo.</i> <i>Soy fantástico.</i>
e	<b>? Actor favorito</b>	Any clearly understandable question about a favourite actor. Must include a verb. For example: <i>¿Quién es tu actor favorito?</i> <i>¿Tienes un actor favorito?</i> <i>¿Te gusta Brad Pitt?</i>	Question asked about a favourite actor with no verb. For example: <i>¿Tu actor preferido?</i> <i>¿Películas de tu actor favorito?</i> <i>¿Qué es tu actor favorito?</i> <i>¿Quién es actor favorito?</i>	Wrong person of verb, for example: <i>¿Quién soy tu actor favorito?</i> Repetition of the prompt alone: <i>¿Actor preferido?</i> <i>¿Te gusta tu actor favorito?</i>

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Foundation Role Play 3				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	? Familia	Any clearly understandable question about family with a verb. For example: <i>¿Te gusta tu familia?</i> <i>¿Tienes hermanos?</i> Use of <i>¿Qué tal?</i> For example: <i>¿Qué tal tu familia/madre?</i>	Question asked with no verb. For example: <i>Y, ¿tu madre?</i>	Message not conveyed. For example: <i>¿Tu padre trabajo?</i> Repetition of the prompt alone: <i>¿Familia?</i>
b	Tu mejor amigo/amiga - personalidad ( <u>un detalle</u> )	Any personality trait, with a verb. For example: <i>Es simpático/a.</i>	Any personality trait, without a verb. For example: <i>Simpático/a.</i> Pronunciation that causes a delay in communication. For example: <i>Es amabl.</i>	A physical description. For example: <i>Es alto.</i>
c	Tu mejor amigo/amiga - edad	Any number up to 100. Verb not required. For example: <i>Quince (años).</i> <i>Es quince (años).</i>	Pronunciation that causes a delay in communication. For example: <i>Kwince (años).</i>	Incomprehensible pronunciation. For example: <i>Kwins (años).</i>
d	Actividad con tu amigo/amiga ( <u>un detalle</u> )	An activity with a friend, with a first person singular or plural verb or infinitive. For example: <i>Voy / vamos / fui al cine.</i> <i>(Me / nos gusta) ir a la bolera.</i> Clear reference to having no friends. For example: <i>No tengo amigos.</i>	Any activity without a verb. For example: <i>Cine.</i>	Wrong person of verb, for example: <i>Van al cine.</i>
e	! ¿Cuántos hermanos tienes?	Any number. Verb not required. For example: <i>Dos.</i> <i>No tengo (hermanos).</i> <i>Soy hijo único/hija única.</i>	Pronunciation that causes a delay in communication. For example: <i>Tris.</i>	Incomprehensible pronunciation. For example: <i>Dizo.</i>

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	? Excursiones - destinos	Any clearly understandable question about destination(s) of excursions with a verb. For example: <i>¿Hay excursiones a Málaga?</i> <i>¿(A)dónde van las excursiones?</i>	Question asked with no verb. For example: <i>¿Excursiones a Málaga?</i> Pronunciation that causes a delay in communication. For example: <i>¿Hay excursions (Eng pron) a Málaga?</i> No mention of a destination. For example: <i>¿Hay excursiones?</i>	Message not conveyed. For example: <i>¿Es destinos Madrid?</i> Repetition of the prompt alone: <i>¿Excursiones - destinos?</i>
b	Tu transporte preferido: autocar o tren y <u>una</u> razón	Form of transport + one reason with a verb. For example: <i>Tren .... Es rápido.</i>	Form of transport + one reason without a verb. For example: <i>Tren .... Rápido.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Trin ... sería divertido.</i> Form of transport alone. Omission of transport, but reason with or without a verb.	Incomprehensible pronunciation / message not communicated. For example: <i>Trino ... conviniento.</i> Wrong person of verb. For example: <i>Te gusta el coche ... soy rápido.</i>
c	! ¿Para cuántas personas?	Any number. Verb not required. For example: <i>Dos.</i>	Pronunciation that causes a delay in communication. For example: <i>Tris.</i>	Incomprehensible pronunciation. For example: <i>Dizo.</i>
d	La excursión - tu día preferido	Any day of the week. Verb not required. For example: <i>Sábado.</i> A date. For example: <i>(El) dos de mayo.</i> <i>El (día) + any number between 1-31. For example: El (día) veinte.</i>	Number between 1-31 alone. For example: <i>Veinte.</i> Pronunciation of a day that causes a delay in communication. For example: <i>Lundes.</i>	Incomprehensible pronunciation. For example: <i>Vendredes.</i>
e	Tu opinión sobre España ( <u>un</u> detalle)	One opinion with a verb. For example: <i>Es estupendo/a.</i>	One opinion, no verb. For example: <i>Estupendo/a.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo.</i>

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				<i>Soy fantástico.</i>
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Foundation Role Play 5				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Tu trabajo - qué</b>	One detail of what job the student does. Verb not required if the message is clear. For example: <i>(Soy) camarero/a.</i> Place of work with a first person verb. For example: <i>Trabajo en un café.</i>	Pronunciation that causes a delay in communication. For example: <i>(Soy) camiraro/a.</i> Use of the infinitive. For example: <i>Ser camarero.</i> <i>Trabajar en un café.</i> Place of work without a verb. For example: <i>(Un) café.</i>	Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
b	<b>! ¿Qué compras con tu dinero?</b>	Any one item that the student buys. Verb not required. For example: <i>Maquillaje.</i>  <i>No tengo dinero.</i> <i>Nada.</i> <i>iphone, etc</i>	Pronunciation that causes a delay in communication. For example: <i>Vidojjugos.</i> (Anglicised j sound).	Wrong person of the verb. For example: <i>Compras revistas.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
c	<b>Tu trabajo ideal y <u>una</u> razón</b>	Job + one reason with a verb. For example: <i>Policía .... Es interesante.</i>	Job + one reason without a verb. For example: <i>Policía .... Interesante.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Polisa ... es emoshante.</i> Job alone. Omission of job, but reason with or without a verb.	Incomprehensible pronunciation / message not communicated. For example: <i>Profoso ... ficil.</i> Wrong person of verb. For example: <i>Quieres ser policía ... soy interesante.</i>
d	<b>Aspecto positivo de ir a la universidad (<u>un</u> detalle)</b>	One positive aspect of going to university with a verb. For example: <i>Es/son divertido/a/os/as.</i>	One opinion, no verb. For example: <i>Divertido/a/os/as.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene divertido.</i> <i>Soy fantástico.</i>

<p><b>e</b></p>	<p><b>? Trabajo en España</b></p>	<p>Any clearly understandable question about work in Spain. For example:  <i>¿Es interesante el trabajo en España?</i>  <i>¿Hay mucho paro en España?</i></p>	<p>Question asked about work but no mention of Spain.          For example:  <i>¿Es interesante el trabajo?</i>  <i>¿Hay mucho paro?</i>          Question asked with no verb or infinitive.          For example:  <i>¿(Tener) trabajo interesante en España?</i>          Use of <i>simpático</i> or <i>guapo</i>.</p>	<p>Wrong person of verb, for example:  <i>¿Soy interesante el trabajo en España?</i>          Repetition of the prompt alone:  <i>¿Trabajo en España?</i></p>
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Foundation Role Play 6				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Descripción de tu colegio (un detalle)</b>	One detail which describes the school ( <b>not</b> an opinion). Verb required. For example: <i>Es grande.</i>	One detail which describes the school ( <b>not</b> an opinion), without a verb. For example: <i>Grande.</i> Opinion of the school, with or without a verb. For example: <i>Me gusta.</i> <i>(Es) interesante.</i>	Message not communicated or wrong person of verb. For example: <i>Soy grande.</i>
b	<b>El recreo - a qué hora</b>	Any time. Verb not required. For example: <i>Las once.</i>	Number alone. For example: <i>Once.</i>	Incomprehensible pronunciation. For example: <i>Wons.</i>
c	<b>Tu opinión sobre el inglés (un detalle)</b>	One opinion with a verb. For example: <i>Es estupendo/a.</i> <i>Me gusta.</i>	One opinion, no verb. For example: <i>Estupendo/a.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo.</i> <i>Soy fantástico.</i>
d	<b>! ¿Cuántas clases de ciencias tiene a la semana?</b>	Any number. Verb not required. For example: <i>Dos.</i>	Pronunciation that causes a delay in communication. For example: <i>Tris.</i>	Incomprehensible pronunciation. For example: <i>Dizo.</i>
e	<b>? Colegios en Uruguay</b>	Any clearly understandable question about schools in Uruguay. Must include a verb. For example: <i>¿Cómo son los/las institutos/colegios/escuelas en Uruguay/su país?</i> <i>¿Los colegios en Uruguay/su país son buenos?</i>	Question asked with no verb. For example: <i>¿Buenas instalaciones en los colegios en Uruguay?</i> No reference to Uruguay in OAR. For example: <i>¿Los institutos son buenos?</i>	Incomprehensible attempt at the question, for example: <i>¿Uruguay colegios bien?</i> Repetition of the prompt alone: <i>¿Colegios en Uruguay?</i>



Foundation Role Play 7				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Tu uso del portátil (un detalle)</b>	A laptop use with a first person singular verb. For example: <i>Escucho música.</i> <i>Uso Snapchat etc.</i> A laptop use with an infinitive. For example: <i>(Para) escuchar música.</i> Opinion of using a laptop. For example: <i>Me gusta usar mi portátil.</i> Clear reference to not having a laptop. For example: <i>No uso / tengo portátil.</i>	Any laptop use without a verb. For example: <i>Música.</i> Any app name with no verb, e.g. Snapchat	Wrong person of verb. For example: <i>Escuchan música.</i>
b	<b>Tu opinión sobre los videojuegos (un detalle)</b>	One opinion with a verb. For example: <i>Es/son divertido/a/os/as.</i>	One opinion, no verb. For example: <i>Estupendo/a/os/as.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo.</i> <i>Soy fantástico.</i>
c	<b>! ¿Cuántas horas al día pasas en Internet?</b>	Any number up to and including 24. Verb not required. For example: <i>Dos.</i>	Pronunciation that causes a delay in communication For example: <i>Tris.</i>	Incomprehensible pronunciation. For example: <i>Dizo.</i> Any number higher than 24.
d	<b>? Videojuego favorito</b>	Any clearly understandable question about a favourite video game. Must include a verb. For example: <i>¿Cuál / qué es tu videojuego favorito ?</i> <i>¿Tu videojuego favorito es fácil (de) jugar?</i>	Question asked with no verb. For example: <i>¿Videojuego favorito interesante?</i> No reference to favourite in OAR. For example: <i>¿Tu videojuego es interesante?</i>	Incomprehensible attempt at the question, for example: <i>¿Videojuego fácil guerra?</i> Repetition of the prompt alone: <i>¿Videojuego favorito?</i>
e	<b>Tu móvil (un detalle)</b>	Any detail, opinion or adjective describing the mobile. Verb not required. For example: <i>Negro.</i> <i>Nuevo.</i>	Pronunciation that causes a delay in communication For example: <i>Nigro.</i> Type of mobile, without a verb. For	Message not conveyed. For example: <i>Contacto bien.</i>

		<p><i>Me gusta.</i> Type of mobile, with a verb. For example: <i>Es un iphone.</i> Activity on mobile with verb, e.g. <i>Mando mensajes</i></p>	<p>example: <i>(Un) iphone.</i> Activity on mobile with no verb, e.g. <i>mensajes</i></p>	
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Foundation Role Play 8				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Tu ejercicio físico - <u>una</u> actividad</b>	Any physical / sporting activity, with a first person singular or plural verb. For example: <i>Voy / vamos al gimnasio.</i> <i>Juego / jugamos al tenis.</i> Or <i>No hago ejercicio</i>	Any physical / sporting activity without a verb. For example: <i>Tenis.</i> Use of infinitive: <i>jugar al tenis</i>	Wrong person of verb, for example: <i>Juegan al tenis.</i>
b	<b>Ejercicio físico - tu opinión (<u>un</u> detalle)</b>	One opinion with a verb. For example: <i>Es importante.</i> <i>Me gusta (el deporte)</i>	One opinion, no verb. For example: <i>Importante.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo.</i> <i>Soy fantástico.</i>
c	<b>! ¿Cuántos días por semana quiere venir al gimnasio?</b>	Any number up to and including 7. Verb not required. For example: <i>Dos.</i>	Pronunciation that causes a delay in communication. For example: <i>Tris.</i>	Incomprehensible pronunciation. For example: <i>Dizo.</i> Any number higher than 7.
d	<b>Tu número de teléfono</b>	A recognisable attempt at the number (minimum four digits). For example: <i>Setenta y siete, veintidós, trece, catorce, ochenta.</i> OR <i>Siete, siete, dos, dos, uno, tres, uno, cuatro, ocho, cero.</i>	A partially recognisable attempt at the number (minimum four digits). For example: <i>Oto, nuevo, tres, cuatro, cinco, dos, tris, dos, uno, ciro.</i>	An unrecognisable attempt at the number. Fewer than four digits.
e	<b>? Precio del gimnasio</b>	Any clearly understandable question about the price of the gym. Must include a verb. For example: <i>¿Cuánto es el gimnasio / un abono?</i>	Question asked with no verb. For example: <i>¿Cuánto el gimnasio / un abono?</i> <i>¿El gimnasio caro/a?</i>	Wrong person of verb. For example: <i>¿Cuánto soy?</i> Repetition of the prompt alone:

		<p><i>¿El gimnasio es caro/a?</i></p>	<p>No mention of gym. For example:  <i>¿Cuánto es?</i>  <i>¿Es caro/a?</i></p>	<p><i>¿Precio del gimnasio?</i></p>
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Foundation Role Play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Instalaciones de tu colegio (un detalle)</b>	One detail about the facilities in school. Verb required. For example: <i>Hay muchas aulas.</i> <i>Es/son estupendo/a/os/as.</i>	One detail about the facilities in school, without a verb. For example: <i>Muchas aulas.</i> <i>Estupendo/a/os/as.</i>	Wrong person of the verb. For example: <i>Soy muchas aulas.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed. General description of school
b	<b>Tu opinión sobre los exámenes (un detalle)</b>	One opinion with a verb. For example: <i>Son/es aburrido/a/os/as.</i>	One opinion, no verb. For example: <i>Aburrido/a/os/as.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene aburrido.</i> <i>Soy difícil.</i>
c	<b>! Para ti, ¿cuál es la asignatura más difícil?</b>	Any school subject. Verb not required. For example: <i>Química.</i>	Pronunciation that causes a delay in communication. For example: <i>Kwímica.</i>	Wrong person of the verb. For example: <i>Química soy difícil.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
d	<b>La comida - a qué hora</b>	Any time. Verb not required. For example: <i>La(s) una.</i>	Number alone. For example: <i>Doce.</i> Pronunciation that causes a delay in communication. For example: <i>Dice y media.</i>	Incomprehensible pronunciation. For example: <i>Wons.</i>
e	<b>? Deportes en el colegio</b>	Any clearly understandable question about sports in school. Must include a verb. For example: <i>¿Qué deportes hay/haces en tu colegio?</i> <i>¿Juegas al fútbol en tu colegio?</i> <i>¿Te gustaría practicar deporte en el colegio?</i>	Question asked with no verb. For example: <i>¿Rugby en tu colegio?</i> No mention of school on OAR. With or without a verb. For example; <i>¿Qué deportes (hay/haces)?</i> Use of <i>te gustaría</i> without a verb after it: <i>¿Te gustaría deporte en el colegio?</i>	Wrong message conveyed. For example: <i>¿Fútbol en el parque?</i> Repetition of the prompt alone: <i>¿Deportes en el colegio?</i>

Higher Role Play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Entradas - cuántas</b>	Request for a certain number of tickets. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera dos entradas/billetes.</i> <i>Dos entradas/billetes, por favor.</i>	No verb, no <i>por favor</i> . For example: <i>Dos entradas/billetes.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Dos entradas, por favor.</i>	Wrong person of verb. For example: <i>Quieres dos entradas/billetes.</i>
b	<b>? Descuento - estudiantes</b>	Any clearly understandable question relating to discounts for students. Must include a verb. For example: <i>¿Hay descuentos para estudiantes?</i> <i>¿Los estudiantes pagan menos?</i>	Question asked with no verb or infinitive. For example: <i>¿Descuentos para estudiantes?</i> <i>¿Los estudiantes pagar menos?</i>	Incomprehensible attempt at the question, for example: <i>¿Soy dinero para estudiantes?</i> Repetition of the prompt alone: <i>¿Descuento estudiantes?</i>
c	<b>! ¿Cuántos años tiene usted? ... ¿De qué nacionalidad es usted?</b>	Both elements conveyed. Verb not required. For example: <i>Quince (años) ... Inglés/inglesa.</i> <i>(Soy) quince (años) ... (soy) de Inglaterra</i>	One element only. For example: <i>Quince (años).</i> Incomprehensible pronunciation of one element and the other ok. For example: <i>Kwins ... Inglés/inglesa.</i>	Incomprehensible pronunciation of both elements. For example: <i>Kwins ... Ongle.</i> Wrong person of verb in both elements. For example: <i>Tiene quince años ... Son inglés.</i> Nationality element: <i>Inglaterra (alone) or Soy Inglaterra</i>
d	<b>Tu opinión del estadio y <u>una</u> razón</b>	Any opinion + appropriate reason with verb(s). For example: <i>Me gusta/es fantástico ... es enorme.</i> Any opinion + appropriate reason, one with a verb, one without (but bear in mind under KUL). For example: <i>Me gusta ... enorme.</i>	One element only, with or without a verb (bear in mind under KUL). <i>(Es) divertido.</i> Any opinion + appropriate reason without a verb. For example: <i>Bueno ... enorme.</i>	Neither part of the message is conveyed.
e	<b>Tu última visita a Barcelona (<u>dos</u> detalles)</b>	Two details about a previous visit to Barcelona, with past tense verb(s). For example: <i>Fui a las Ramblas y visité un museo.</i>	One detail, with past tense verb. For example: <i>Fui a las Ramblas.</i>	Incomprehensible pronunciation / message not communicated. For example:

		<p><i>Fui con mis padres el año pasado.</i>                  Present tense is acceptable if it follows a past tense:  <i>Fui a Barcelona el año pasado porque hace sol</i></p>	<p>Pronunciation or grammatical inaccuracy that causes a delay in communication. For example:  <i>Fui al pleya con amigos.</i>                  Use of present/future time frame, or infinitive, or no verb, one or two details.                  Bear in mind under KUL.</p>	<p><i>Playa amigos.</i>                  Wrong person of verb. For example:  <i>Fue con mis padres en avión.</i>                  Only mentioning going to Barcelona:  <i>Fui a Barcelona (alone)</i></p>
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Higher Role Play 11				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	<b>Videojuego - cuándo y dónde comprado</b>	Clear reference to where and when the videogame was bought, with past tense verb(s). For example: <i>Compré este/el videojuego aquí/en esta tienda ayer.</i>	Both elements with a present tense verb. For example: <i>Compro este/el videojuego aquí ayer.</i> One detail only with a past/present tense verb. For example: <i>Compré/compro el videojuego ayer.</i> One or both elements without a verb. For example: <i>El videojuego aquí (ayer).</i>	No part of the message is conveyed. Wrong person of verb. For example: <i>Compraron este/el videojuego aquí ayer.</i>
b	<b>Problema con el videojuego (un detalle)</b>	One detail about the problems with the videogame. Verb required. For example: <i>No funciona.</i> <i>No me gusta</i> (it may have been a gift).	One detail, no verb. For example: <i>Horrible.</i>	Message is not conveyed. For example: <i>No trabaja.</i>
c	<b>? Solución</b>	Any clearly understandable question about a solution to the problem. Must include a verb. For example: <i>¿Puede darme un reembolso?</i> <i>¿Puedo cambiar el videojuego?</i> <i>¿Hay una solución?</i> <i>¿Qué es la solución?</i>	Question asked with no verb or infinitive. For example: <i>¿Reembolso?</i> <i>¿Cambiar el videojuego?</i>	Incomprehensible attempt at the question, for example: <i>¿Guerra videojuego?</i> Repetition of the prompt alone: <i>¿Solución?</i>
d	<b>! ¿Por qué le gustan los videojuegos? (una razón)</b>	One reason for liking videogames. Verb required. For example: <i>Es/son interesante(s).</i>	Reason without a verb. For example: <i>Interesante.</i>	No information conveyed or wrong message. For example: <i>Soy interesante.</i>
e	<b>Tus otros intereses en tu tiempo libre (dos detalles)</b>	Two details about student's free time activities, but <b>not</b> videogames. Verb(s) required, any time frame. For example: <i>Voy/fui al cine y juego/voy a jugar al tenis.</i>	One detail only, with or without a verb. For example: <i>Leo.</i> <i>Libros.</i>	Nothing is conveyed.



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>Tu pareja ideal en el futuro (<u>dos</u> detalles)</b>	Any two clear details about a future ideal partner. A future or present time frame verb/verbs. For example: <i>Es/será/sería simpático/a y tiene/tendrá/tendría los ojos marrones.</i>	One detail, with or without a verb. For example: <i>(Es) simpático/a.</i> Two details without a verb. For example: <i>Simpático/a y guapo/a.</i> Use of past tense verb(s): <i>Era simpático/a y guapo/a.</i>	Neither part of message is conveyed. For example: <i>Ochos negros y bontia.</i>
b	<b>Tu opinión sobre el matrimonio (<u>un</u> detalle)</b>	One opinion of marriage, with verb. For example: <i>Es importante.</i>	One opinion of marriage, without a verb. For example: <i>Importante.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>Buena persona.</i> Wrong person of verb. For example: <i>Soy importante.</i>
c	<b>? Hijos</b>	Any clearly understandable question about children. Must include a verb. For example: <i>¿Quieres tener hijos?</i> <i>¿Tener hijos es una buena idea?</i>	Question asked with no verb or an infinitive. For example: <i>¿Querer tener hijos?</i> <i>¿Hijos buena idea?</i> Anglicised pronunciation of 'j' in <i>hijos</i> in OAR.	Incomprehensible attempt at the question, for example: <i>¿Hijos grande?</i> Repetition of the prompt alone: <i>¿Hijos?</i>
d	<b>! En tu opinión, ¿Cuál es el número de hijos ideal? ... Y, ¿cómo es el padre perfecto o la madre perfecta?</b>	Both elements conveyed. Verb not required. For example: <i>Dos ... (Es) comprensivo/a.</i>	One element only. For example: <i>Dos.</i>	Neither part of the message is conveyed.
e	<b>Familia grande (<u>dos</u> desventajas)</b>	Two disadvantages of having a big family with verb(s). For example: <i>Tengo/ienes/hay que compartir un dormitorio y es</i>	One disadvantage only, with or without a verb. For example: <i>(Es) caro.</i>	No disadvantage is conveyed.

		<i>ruidoso.</i> <i>Es caro y aburrido.</i>		
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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>Las ventajas de mantenerte en forma (dos detalles)</b>	Two advantages of keeping fit with verb(s). For example: <i>Es sano y divertido.</i> Accept <i>mantenerte</i> here (general sense)	One advantage only, with or without a verb. For example: <i>(Es) sano.</i>	No advantage is conveyed.
b	<b>Tus planes para mantenerte en forma en el futuro (dos detalles)</b>	Two details about plans for keeping fit in the future. First person future time frame verb(s) or infinitive required. For example: <i>(Voy a) ir/voy/vamos al gimnasio y jugar/juego/jugaré al baloncesto.</i>	One detail only, with or without a verb. For example: <i>(Voy a ir/voy/vamos al) gimnasio.</i> Past tense in OAR. For example: <i>Fui al gimnasio y a la piscina.</i>	Nothing is conveyed.
c	<b>! ¿Cuál es tu opinión sobre la comida rápida? (un detalle)</b>	One opinion of fast food, with verb. For example: <i>Es delicioso/a.</i>	One opinion of fast food, without a verb. For example: <i>Delicioso/a.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>(Es) delicious</i> (English pronunciation).
d	<b>Importancia de no tomar drogas (una razón)</b>	One reason why it is important <b>not</b> to take drugs, with verb. For example: <i>Es peligroso.</i> <i>Son muy adictivas.</i>	One reason only, without a verb. For example: <i>Peligroso.</i>	Message is not conveyed. For example: <i>Es divertido.</i>
e	<b>? Alcohol</b>	Any clearly understandable question about alcohol. Must include a verb. For example: <i>¿Bebes alcohol/vino?</i> <i>¿Cuál es tu opinión del alcohol/vino?</i> <i>¿Te gustaría alcohol?</i>	Question asked with no verb or an infinitive. For example: <i>¿Tu opinión del alcohol/vino?</i> <i>¿Beber alcohol/cerveza?</i>	Repetition of the prompt alone: <i>¿Alcohol?</i> Incomprehensible attempt at the question, for example: <i>¿Alcohol es opinión?</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>Tus notas en el colegio (<u>dos</u> detalles)</b>	Two details about the student's marks in school, with verb(s). For example: <i>Tengo buenas notas en inglés y malas notas en historia.</i> <i>Soy fuerte en español y francés.</i> One detail with a verb and one without. Bear in mind under KUL. For example: <i>Soy fuerte en dibujo y buenas notas en inglés.</i> Accept interpretation of <i>notas</i> as notes ( <i>apuntes</i> )	One detail, with or without a verb. Bear in mind under KUL if no verb used. For example: <i>(Soy) fuerte en español.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Tengo bunas notas en inglés y malis notas en historia.</i>	Wrong person of verb. For example: <i>Es fuerte en español y francés.</i>
b	<b>Los exámenes - <u>una</u> desventaja</b>	One disadvantage of exams, with a verb. For example: <i>Es/son difícil(es).</i> <i>No me gusta(n)</i>	One disadvantage of exams, without a verb. For example: <i>Difícil(es).</i>	No disadvantage is conveyed.
c	<b>! ¿Cuántas clases tienes al día? ... ¿Cuánto tiempo dura cada clase?</b>	A number and a length of time ( <b>not</b> just a number). Verb not required. For example: <i>Cinco ... una hora.</i>	One element only. For example: <i>Cincuenta minutos.</i>	Incomprehensible pronunciation of both elements. For example: <i>Sanc ... Un aura.</i>
d	<b>Una excursión con el colegio en el pasado (<u>dos</u> detalles)</b>	Two details about a past school trip, with past tense first person verb(s). For example: <i>Fui/fuimos a España y nadé/nadamos en el mar.</i> <i>Fui a Londres con mis amigos.</i> Present tense is acceptable if it follows a past tense: <i>Fui al museo en Londres porque es interesante</i>	One detail, with past tense verb. For example: <i>Fui a España.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Fiui a español en jjunio.</i> Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Incomprehensible pronunciation / message not communicated. For example: <i>Avión y hotel.</i> Wrong person of verb. For example: <i>Fue a Londres con mis amigos.</i>
e	<b>? Acoso escolar en México</b>	Any clearly understandable question about bullying in Mexico. Must include a verb. For example: <i>¿Hay mucho acoso (escolar) en México?</i> <i>¿(El) acoso es malo en México?</i>	Question asked with no verb or an infinitive. For example: <i>¿Mucho acoso (escolar) en México?</i> No mention of Mexico. For example:	Repetition of the prompt alone: <i>¿Acoso escolar en México?</i> Incomprehensible attempt at the question, for example:

			¿Hay mucho acoso (escolar)? ¿Qué es el acoso? ¿Te gustaría el acoso?	¿Mexicano acoso escolar?
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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>Tus planes para los estudios el año que viene (<u>dos</u> detalles)</b>	Two details about plans for studying next year. First person singular future time frame verb(s) or infinitive required. For example: <i>(Voy a) estudiar/estudiaré/estudio español e inglés.</i>	One detail only, with or without a verb. For example: <i>(Voy a) estudiar/estudiaré/estudio español.</i> Past tense in OAR. For example: <i>Estudié francés y geografía.</i>	Nothing is conveyed.
b	<b>Tu opinión sobre el coste de ir a la universidad (<u>un</u> detalle)</b>	One opinion about the cost of going to university, with verb. For example: <i>Es (muy/demasiado) caro/a.</i>	One opinion about the cost of going to university, without a verb. For example: <i>(Muy/demasiado) caro/a.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>(Es) expensivo.</i>
c	<b>! Aparte del coste, ¿cuál es tu opinión de ir a la universidad?</b>	One opinion about of going to university (apart from the cost), with verb. For example: <i>Es divertido/a.</i>	One opinion about of going to university (apart from the cost), without a verb. For example: <i>Divertido/a.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>Es trabajador.</i> Any reference to cost. For example: <i>Es caro.</i>
d	<b>Tu trabajo ideal y <u>una</u> razón</b>	Ideal job + appropriate reason for the preference. Verb required. For example: <i>Profesor(a) ... Es fácil.</i>	Ideal job + appropriate reason for the preference, without a verb. For example: <i>Profesor(a) ... Fácil.</i> One element only. For example: <i>Profesor(a).</i> Reason, but ideal job not conveyed.	Nothing is conveyed.
e	<b>? Planes para el trabajo</b>	Any clearly understandable question about work plans. Must include a verb. For example: <i>¿Qué planes tienes para el trabajo?</i> <i>¿Quieres ser profesor(a)?</i>	Question asked with no verb or an infinitive. For example: <i>¿Qué planes para el trabajo?</i> <i>¿Ser profesor(a)?</i>	Incomprehensible attempt at the question, for example: <i>¿Trabajo planes?</i> Repetition of the prompt alone: <i>¿Planes para el trabajo?</i>

			Interpretation of <i>trabajo</i> as schoolwork, e.g. <i>deberes</i>
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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>Reserva - hora y número de personas</b>	Indication of the time and number of people. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera una mesa a las dos para cuatro personas.</i> <i>Una mesa a las dos para cuatro personas, por favor</i> <i>Tengo una reserva a las ocho para dos.</i>	No verb, no <i>por favor</i> , but both elements are clear. For example: <i>Una mesa a las dos para cuatro personas.</i> One element only, with or without a verb. Bear in mind under KUL if no verb is used. For example: <i>(Quiero/quisiera) una mesa para cuatro personas.</i>	Wrong person of verb. For example: <i>Quieres una mesa a las dos para cuatro personas.</i>
b	<b>Mesa - dónde</b>	Indication of where the student would like to sit. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero (una mesa) cerca de la ventana.</i> <i>(Una mesa) en la terraza, por favor.</i> <i>¿Dónde está la mesa?</i>	No verb and no <i>por favor</i> . For example: <i>(Una mesa) en la terraza.</i>	Wrong person of verb. For example: <i>Quieres una mesa en la terraza.</i>
c	<b>! ¿Cuál es su opinión sobre la comida mexicana?</b>	One opinion of Mexican food, with verb. For example: <i>Es delicioso/a.</i>	One opinion of Mexican food, without a verb. For example: <i>Delicioso/a.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>(Es) delicious</i> (English pronunciation).
d	<b>? Comida vegetariana</b>	Any clearly understandable question about vegetarian food. Must include a verb. For example: <i>¿Te gusta la comida vegetariana?</i> <i>¿Eres vegetariano/a?</i> <i>¿La comida vegetariana es popular en México?</i>	Question asked with no verb or an infinitive. For example: <i>¿Tu opinión de la comida vegetariana?</i> <i>¿Ser vegetariano/a?</i> Anglicised pronunciation of <i>vegetariana</i>	Incomprehensible attempt at the question, for example: <i>¿Tu comida vegetariana?</i> Repetition of the prompt alone: <i>¿Comida vegetariana?</i>

		¿Qué es la comida vegetariana? Accept <i>vegana</i> for <i>vegetariana</i>	in OAR	
<b>e</b>	<b>Tus actividades en México ayer (dos detalles)</b>	Two details about yesterday's activities in Mexico, with past tense first person verb(s). For example: <i>Fui a un museo y compré regalos.</i> <i>Visitamos una catedral y una playa.</i>	One detail, with past tense verb. For example: <i>Fui a un museo.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Fiui a un miusio y una cathedral</i> (English pronunciation). Use of present/future time frame, or infinitive, or no verb, one or two details. Bear in mind under KUL.	Incomprehensible pronunciation / message not communicated. For example: <i>Sol pleya.</i> Wrong person of verb. For example: <i>Fue a una catedral y una playa.</i>

<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>? Excursiones en la región</b>	Any clearly understandable question about trips in the region. Must include a verb. For example: <i>¿Puede(s) recomendar una excursión en la región?</i> <i>¿Hay (muchas) excursiones en la región?</i>	Question asked with no verb or an infinitive. For example: <i>¿Recomendar una excursión en la región?</i> <i>¿Muchas excursiones en la región?</i> No reference to región in OAR. For example: <i>¿Hay (muchas) excursiones?</i>	Repetition of the prompt alone: <i>¿Excursiones en la región?</i> Incomprehensible attempt at the question, for example: <i>¿Bien excursión?</i>
<b>b</b>	<b>! ¿Qué día prefiere viajar? ... Y, ¿qué transporte?</b>	A day and a form of transport. Verb not required. For example: <i>Lunes ... autocar.</i>	One element only. For example: <i>Lunes.</i>	Incomprehensible pronunciation of both elements. For example: <i>Loons ... Coachi.</i> In response to transport element, <i>a pie</i>
<b>c</b>	<b>Tu última excursión en España (dos detalles)</b>	Two details about a previous trip in Spain, with past tense first person verb(s). For example: <i>Fui a Santander y fui a la montaña.</i> <i>Cogimos un tren y merendamos en el campo.</i>	One detail, with past tense verb. For example: <i>Fui a Santander.</i> Pronunciation or grammatical	Incomprehensible pronunciation / message not communicated. For example: <i>Campo tren.</i>

			inaccuracy that causes a delay in communication. For example: <i>Fiui con familio en agosto.</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>Fue a Santander y fue a la montaña.</i>
<b>d</b>	<b>Tu opinión de tu hotel y <u>una</u> razón</b>	Any opinion + appropriate reason with verb(s). For example: <i>Me gusta/es fantástico ... es enorme.</i> Any opinion + appropriate reason, one with a verb, one without (but bear in mind under KUL). For example: <i>Me gusta ... enorme.</i>	One element only, with or without a verb (bear in mind under KUL). (Es) <i>divertido.</i> Any opinion + appropriate reason without a verb. For example: <i>Bueno ... enorme.</i>	Neither part of the message is conveyed.
<b>e</b>	<b>Vacaciones en España o en Inglaterra: tu preferencia y <u>una</u> razón</b>	<i>España/Inglaterra</i> + appropriate reason for the preference. Verb required. For example: <i>España/Inglaterra ... es (más) divertido.</i>	<i>España/Inglaterra</i> + appropriate reason without a verb. Bear in mind under KUL. For example: <i>No ... (más) divertido.</i> One element only. For example: <i>España/Inglaterra .</i> (Es) <i>divertido.</i>	Nothing conveyed.

<b>Higher Role Play 18</b>				
	<b>Task</b>	<b>2 marks</b> <b>Message conveyed without ambiguity</b>	<b>1 mark</b> <b>Message partially conveyed OR</b> <b>conveyed with some ambiguity</b>	<b>0 marks</b> <b>No part of the message is</b> <b>conveyed</b>
<b>a</b>	<b>Tu opinión sobre los profesores en el colegio (<u>dos</u> detalles)</b>	Any two opinions about teachers at school, with verb(s). For example: <i>Son paciente(s) y divertido(s).</i> One opinion with a verb, one without (but bear in mind under KUL). For example: <i>Fenomenal(es) y me gustan.</i>	One opinion only, with or without a verb (bear in mind under KUL). For example: <i>(Son) fenomenal(es).</i> Two opinions without a verb. For example: <i>Fenomenal(es) y divertido(s).</i>	No opinion is conveyed.
<b>b</b>	<b>! ¿Cuál es tu opinión sobre los deberes?</b>	One opinion of homework, with verb. For example: <i>Es/son aburrido/a/os/as.</i>	One opinion of homework, without a verb. For example: <i>Aburrido/a/os/as.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>Burrado.</i>
<b>c</b>	<b>La regla más estricta de tu colegio (<u>un</u> detalle)</b>	One detail of a school rule with a conjugated verb or an infinitive. No need to mention 'strictest rule'. For example: <i>(Tengo/tenemos que) llevar uniforme.</i> <i>(No se puede) comer en clase.</i>	One detail of a school rule without a verb. No need to mention 'strictest rule'. For example: <i>Uniforme.</i> <i>Comida en clase prohibida.</i>	Message not conveyed.
<b>d</b>	<b>Tus planes para sacar muy buenas notas en el futuro (<u>dos</u> detalles)</b>	Two details about plans for getting good marks in the future. First person future time frame verb(s) or infinitive required. For example: <i>(Voy a) estudiar/estudio/estudiaré más y escuchar/escucho/escucharé mejor en clase.</i>	One detail only, with or without a verb. For example: <i>(Voy a hacer/hago/haré) más repaso.</i> Past tense in OAR. For example: <i>Estudí más y escuché mejor en clase.</i>	Nothing is conveyed.
<b>e</b>	<b>? Estrés en el</b>	Any clearly understandable question about stress in	Question asked with no verb or an	Repetition of the prompt alone:



<b>colegio</b>	school. Must include a verb. For example: <i>¿Tienes/sufres mucho estrés en el colegio?</i> <i>¿El colegio es estresante?</i>	infinitive. For example: <i>¿Tener/sufrir mucho estrés en el colegio?</i> <i>Tú - ¿mucho estrés en el colegio?</i>	<i>¿Estrés en el colegio?</i> Incomprehensible attempt at the question, for example: <i>¿Muy estrés en colegio?</i>
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## Photo card paraphrasing – 2019 (see also page 32)

### FOUNDATION TIER

Question	Allow	Reject
<b>CARD A</b>		
3	<i>Describe ... for Háblame de ...</i>	
5	<i>¿Te gusta (más) ... ? or ¿Es mejor... for ¿Prefieres ...?</i>	
<b>CARD B</b>		
4	<i>¿Cuál es tu opinión sobre ...?, etc. for ¿Qué piensas de ...?</i> This is true of all similar questions on the cards.	<i>¿Te gusta...? for ¿Qué piensas de ...?</i> This is true of all similar questions on the cards.
5		<i>¿Qué haces ...? for ¿Qué hacen tus amigos ...?</i>
<b>CARD D</b>		
4	<i>¿Prefieres ...? / ¿Te gusta (más) ...? for ¿Es mejor ...?</i>	
<b>CARD E</b>		
2	<i>¿Cuáles son ...? / Describe ...for Háblame de ...</i>	
5	<i>¿Crees que ...? for ¿Piensas que ...? Pensar que and creer que are always interchangeable.</i>	
<b>CARD F</b>		
3	<i>Seguir for continuar.</i>	<i>estudiando after continuar / seguir</i>

<b>CARD G</b>		
<b>2</b>	<i>La Red for Internet.</i>	
<b>4</b>	<i>¿A tus amigos les gusta (más)... ? for ¿tus amigos prefieren ... ?</i>	<i>¿Prefieres ...? for ¿ tus amigos prefieren ...?</i>
<b>5</b>	<i>¿Cuáles son ...? / Describe ...for Háblame de ...</i>	
<b>CARD I</b>		
<b>3</b>	<i>¿Qué tienes que ... ? / ¿Qué debes / deberías ...? for ¿Qué necesitas ... ?</i>	

## HIGHER TIER

<b>Question</b>	<b>Allow</b>	<b>Reject</b>
<b>CARD J</b>		
<b>2</b>	<i>Es for sería.</i>	
<b>5</b>	Omission of <i>tipo de</i> .	
<b>CARD K</b>		
<b>4</b>	<i>¿Cuál es ... ? / Describe ...for Háblame de ...</i> However, <i>¿Cuál es ... ?</i> may result in a brief answer and this may have a bearing on the overall mark.	
<b>CARD L</b>		
<b>5</b>	<i>¿Cómo era tu pueblo en el pasado?</i> to replace the printed question. Omission of <i>¿cómo era?</i>	Use of preterite tense in place of imperfect: <i>Describe tu pueblo o ciudad en el pasado. ¿Cómo fue?</i>
<b>CARD M</b>		
<b>2</b>	<i>Los aspectos positivos for las ventajas.</i> <i>Estar / Quedarte for alojarte.</i>	
<b>3</b>	<i>Es for sería.</i>	
<b>CARD N</b>		
<b>4</b>	Omission of <i>¿cómo era?</i>	
<b>5</b>	<i>¿Es una buena idea o una mala idea ...?</i> to replace <i>¿Estás a favor o en contra ...?</i>	<i>¿Cuál es tu opinión sobre...? / ¿Qué opinas ? / ¿Te gusta ...? / ¿Es una</i>

		<i>buena idea ... ? (alone) ¿Es una mala idea...? (alone) to replace ¿Estás a favor o en contra...?</i>
<b>CARD O</b>		
<b>2</b>	<i>¿Te gustaría estudiar en / ir a ...? for ¿Te gusta la idea de estudiar en...?</i>	
<b>CARD P</b>		
<b>3</b>	<i>Los aspectos negativos for las desventajas. mucho for demasiado</i>	
<b>4</b>	<i>¿Qué prefieres ...? / ¿Qué te gusta (más) ..? for ¿Qué es mejor ...?</i>	
<b>5</b>		<i>Es for sería.</i>
<b>CARD Q</b>		
<b>2</b>	<i>vivir for continuar viviendo</i>	
<b>4</b>	<i>paseo / viaje for excursión</i>	
<b>5</b>	<i>Te gusta (más)... Es mejor... for prefieres.</i>	
<b>CARD R</b>		
<b>4</b>	<i>Los desempleados / la gente en paro etc. for las personas que no tienen trabajo. ... las personas que no trabajan for ...las personas que no tienen trabajo</i>	
<b>5</b>	<i>es for sería</i>	