



GCSE

Spanish

8698/SF+SH-Paper 2 Speaking Foundation and Higher
Mark scheme including Guidance for Role-plays

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Version/Stage: 1.0 Final

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

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

Further copies of this mark scheme are available from aqa.org.uk

Speaking Tests - Foundation tier and Higher tier

Part one mark scheme

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

1 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.

2 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.

3 The test as a whole

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

Part 1 role-play - two mins approx (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:

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

Marks for each candidate must be entered clearly in black pen on the Detailed Mark Sheet (see Appendix 1) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Detailed Mark Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

4 Part 1 – Role-play

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

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

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

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

Assessment criteria for each role-play task

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

Notes

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

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

You should also note the following information.

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

See these examples:

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

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

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

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

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

In any given task, once the student has said enough to warrant a mark of 2 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 ? tasks and the question must make sense for the award of 2 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 page 20 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 5 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 4 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 3 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 2 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 1 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 5 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 4 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 3 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 2 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 1 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.

5 Part 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. 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.

*'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's in the photo?'. The maximum time for Foundation tier is 2 minutes and for Higher 3 minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on 2 or 3 minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria. Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*.

If 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 the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- *¿Te gusta la comida española?*

- *Sí, es muy sabrosa.*

This would be annotated as Op with a circled J.

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

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions
Some	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, most answers will be developed by using several 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.

6 Part 3: General conversation

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 if you are using them. 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 changeover 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). If the mark is reduced in this way, please indicate this with a downward arrow (↓) on the Detailed Mark Sheet next to the mark.

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. If the General conversation is too short (less than three minutes at Foundation tier), candidates are unlikely to score high marks for Communication, although there is no automatic penalty.

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

If the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- ¿Te gusta la comida española?
- Sí, es muy sabrosa.

This would be annotated as Op with a circled J.

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 tick the box on the Detailed Mark 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. However, a **very** short conversation will not have enough evidence to support a high mark for Range & Accuracy, for Spontaneity and Fluency or for Pronunciation & 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 a past or future time frame could be in the present tense, for example: *Voy al partido este fin de semana* (future time frame); *Estudio español desde hace tres años* (past time frame).

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

Level	Mark	Spontaneity and fluency
5	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.
4	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.
3	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.
2	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.
1	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.
0	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.

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 if you are using them. 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 changeover 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). If the mark is reduced in this way, please indicate this with a downward arrow (↓) on the Detailed Mark Sheet next to the mark.

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. If the General conversation is too short (less than five minutes at Higher tier), candidates are unlikely to score high marks for Communication, although there is no automatic penalty.

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

If the question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this is an opinion and a development. For example:

- *¿Te gusta la comida española?*

- *Sí, es muy sabrosa.*

This would be annotated as Op with a circled J.

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 tick the box on the Detailed Mark 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.

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 a past or future time frame could be in the present tense, for example: *Voy al partido este fin de semana* (future time frame); *Estudio español desde hace tres años* (past 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.



PAPER 2 SPEAKING TEST - DETAILED MARK SHEET

GCSE Bengali, Chinese (Mandarin), French, German, Italian, Modern Hebrew, Panjabi, Polish, Spanish and Urdu

SUMMER 20 _____

Centre No:						Language: _____ (eg German)	Component Code: _____ (eg 8668/SF)
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Candidate Name	Candidate No.				Tier F/H	Role-play					RP sub-total	Photo card		General Conversation					GC sub-total	Total		
						Role play No.	Communication Max. 10					K&U of L Max 5	Max 15	PC Letter	Max 15	C Max 10	1 mark penalty (tick if applied)	R&A of L Max 10	P & I Max 5	S & F Max 5	Max 30	Max 60
							Task 1 Max 2	Task 2 Max 2	Task 3 Max 2	Task 4 Max 2	Task 5 Max 2											

AQA Examiner name: (PLEASE PRINT)

Top copy to be sent to AQA together with candidate recordings
 Bottom copy to be retained by AQA Examiner

Sheet No.	
Total sheets for this centre	

Appendix 2 – 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

GCSE Spanish Speaking – Part 2 Mark Scheme

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 time marker. For example: <ul style="list-style-type: none"> - ¿Adónde vas de vacaciones? - <i>Fui a Roma.</i> 	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"> ? Madre. → <i>¿Qué tal tu madre?</i> 	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"> ? Precio. → (Y), <i>¿el precio?</i> <p>NB: see use of <i>¿Qué tal?</i> in 8.</p>	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"> Tu colegio (un detalle). → <i>Tu colegio es grande.</i> 	0
12	Use of <i>Es</i> instead of <i>Hay</i> in OAR	1

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	Una mesa – día y hora	<i>(Quiero/quisiera) una mesa para sábado a las ocho, etc.</i> Both elements needed, verb not essential.	<i>Sábado a las ocho, etc.</i> One element only clearly conveyed. For example: <i>(Quiero/quisiera) una mesa para sábado, etc.</i>	Day or time alone. For example: <i>Sábado</i> or <i>las ocho</i> .
b	! ¿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> .
c	Tu nombre – cómo se escribe	An understandable attempt at a spelling of a first and/or surname.	A name almost spelt correctly, but some confusion or ambiguity.	An incomprehensible attempt at a name.
d	Tu número de móvil	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	? Precio para estudiantes	Any clearly understandable question about the price for students. Must include a verb. For example: <i>¿Cuánto es para estudiantes?</i> <i>¿Hay descuento para estudiantes?</i> <i>¿Qué tal el precio para estudiantes?</i>	Question asked with no verb or infinitive. For example: <i>¿Cuánto para estudiantes?</i> <i>¿Descuento para estudiantes?</i> <i>¿Tener descuento para estudiantes?</i> Use of <i>cuántos</i> . For example: <i>¿Cuántos es para estudiantes?</i> No mention of students in OAR. For example: <i>¿Cuánto es?</i>	Wrong person of verb For example: <i>¿Cuánto soy para estudiantes?</i> Repetition of the prompt alone: <i>¿Precio para estudiantes?</i>

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	Transporte al instituto	Any way of getting to school, clearly conveyed. Verb not required. For example: <i>(Voy a) pie / (Voy en) autobús.</i>	Pronunciation that causes a delay in communication. For example: <i>(Voy en) 'coach-eh'/'ortobús'</i>	Incomprehensible pronunciation. For example: <i>Voy a pai</i> (English word 'pie').
b	Tu asignatura preferida y <u>una</u> razón	Subject + one reason with a verb. For example: <i>Inglés Es divertido.</i>	One element only. Subject + one reason without a verb. For example: <i>Inglés Divertido.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Inglés ... sería divertido.</i> Subject alone. Omission of subject, but reason with or without a verb.	Incomprehensible pronunciation / message not communicated. For example: <i>Onglis ... insante.</i> Wrong person of verb. For example: <i>Te gusta el inglés ... soy interesante.</i>
c	! ¿Qué haces en la hora de comer en tu instituto? (<u>un</u> detalle)	A lunch time activity with a first person verb. For example: <i>Voy / vamos al patio.</i>	A lunch time activity with an infinitive. For example: <i>Ir al patio.</i> Any activity without a verb. For example: <i>Fútbol.</i>	Wrong person of verb For example: <i>Van al patio.</i>
d	? Clubs en el instituto	Any clearly understandable question about clubs in school. Must include a verb. For example: <i>¿Qué clubs hay en tu/el instituto?</i> <i>¿Hay muchos clubs en tu instituto?</i>	Question asked with no verb or an infinitive. For example: <i>¿Qué clubs en tu/el instituto?</i> <i>¿Muchos clubs en tu instituto?</i> <i>¿Tener clubs en tu instituto?</i>	Wrong person of verb, for example: <i>¿Tengo muchos clubs en tu/el instituto?</i> Repetition of the prompt alone: <i>¿Clubs en el instituto?</i>
e	Clases – cuántas por día	Any number. Verb not required. For example: <i>Cinco.</i>	Pronunciation that causes a delay in communication. For example: <i>Sies.</i>	Incomprehensible pronunciation. For example: <i>Sevte.</i>

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	Camiseta y qué talla	Clear request for a t-shirt with size. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera una camiseta grande.</i> <i>Una camiseta grande, por favor.</i>	T-shirt and size, no verb, no <i>por favor</i> . For example: <i>Una camiseta grande.</i> Request for a t-shirt, with a verb, but no size. For example: <i>Quiero/quisiera una camiseta.</i>	Wrong person of verb. For example: <i>Quieres una camiseta grande.</i> Size alone. For example: <i>(Quiero) una grande.</i>
b	! ¿Qué color prefiere?	Any colour, verb not required. For example: <i>(Quiero) azul.</i>	Pronunciation that causes a delay in communication. For example: <i>Atsul</i>	Incomprehensible pronunciation. For example: <i>Bleu.</i>
c	Camiseta – para quién	Any Spanish word for the recipient, verb not required. For example: <i>Mi hermano.</i>	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	? Rebajas	Any clearly understandable question about the sales. Must include a verb. For example: <i>¿Hay rebajas?</i> <i>¿Tiene(s) muchas rebajas?</i>	Question asked with no verb or infinitive. For example: <i>¿Rebajas en la tienda?</i> <i>¿Muchas rebajas aquí?</i>	Wrong person of verb For example: <i>¿Tengo muchas rebajas?</i> Repetition of the prompt alone: <i>¿Rebajas?</i>
e	Tu opinión sobre las tiendas en España (un detalle)	One opinion with a verb. For example: <i>Son/es 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>

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	Qué modelo de móvil	Clear request for make/model of phone. Verb required. For example: <i>Quiero/quisiera un iPhone.</i> Make/model of phone with <i>por favor</i> . For example: <i>Un iPhone, por favor.</i>	Language that causes a delay in communication. For example: <i>Está un Samsung, por favor.</i>	Wrong person of verb. For example: <i>Quieres un iPhone.</i> Make/model alone. For example: <i>Un iPhone.</i>
b	! ¿Qué color prefiere?	Any colour, verb not required. For example: <i>(Quiero) negro.</i>	Pronunciation that causes a delay in communication. For example: <i>Nigro.</i>	Incomprehensible pronunciation. For example: <i>Bleu.</i>
c	Tu uso de tu móvil (un detalle)	A mobile use with a first person singular verb. For example: <i>Escucho música.</i> A mobile use with an infinitive. For example: <i>Escuchar música.</i>	Any mobile use without a verb. For example: <i>Música.</i>	Wrong person of verb For example: <i>Escuchan música.</i>
d	? Precio	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>
e	Snapchat o Twitter: tu favorito y una razón	<i>Snapchat/Twitter</i> + a clear reason for the preference with a verb. For example: <i>Twitter ... es fácil.</i> <i>Snapchat ... es divertido/a/os/as.</i>	<i>Snapchat/Twitter</i> + a clear reason for the preference without a verb. For example: <i>Twitter ... fácil.</i> <i>Snapchat ...divertido/a/os/as.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Twitter ... me gustan con amigos.</i> Omission of <i>Snapchat/Twitter</i> , but reason with or without a verb.	<i>Snapchat/Twitter</i> alone. Incomprehensible pronunciation / message not communicated. For example: <i>Montaña ... hay nueve.</i> Wrong person of verb. For example: <i>Playa ... soy interesante.</i>

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	Tu uniforme (<u>dos</u> detalles)	Two details of the uniform, with verb(s). For example: <i>Llevo una camisa y pantalones.</i> <i>Es verde y feo.</i>	Two details of the uniform, without a verb. For example: <i>Camisa y pantalones.</i> <i>Verde y feo.</i> One detail of the uniform, with or without a verb.	Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
b	<u>Dos</u> deportes en el colegio	Any two sports. Verb not required. For example: <i>Tenis y baloncesto.</i>	One sport only conveyed. For example: <i>Tenis.</i>	Nothing conveyed.
c	! ¿Cuántas clases de educación física tienes cada semana?	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>Sinc.</i>
d	Tu profesor/profesora de educación física – <u>una</u> opinión	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	? Instalaciones en el colegio	Any clearly understandable question about the facilities at school. Must include a verb and mention of school. For example: <i>¿Las instalaciones en tu colegio/instituto son buenas?</i> <i>¿Hay muchas instalaciones en tu colegio/instituto?</i>	Question asked about facilities but no mention of school. For example: <i>¿Las instalaciones son buenas?</i> <i>¿Hay muchas instalaciones?</i> Question asked with no verb or infinitive. For example: <i>¿Buenas instalaciones en tu colegio/instituto?</i>	Wrong person of verb, for example: <i>¿Qué instalaciones soy en tu colegio/instituto?</i> Repetition of the prompt alone: <i>¿Instalaciones en el colegio?</i>

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	Tu viaje – dónde	Where the student wants to go. Any destination allowed, even if in UK. Verb required. For example: <i>Quiero/quisiera ir/viajar a Madrid.</i> <i>Voy (a ir) a Madrid/Sheffield.</i>	Where the student wants to go, no verb. For example: <i>Un viaje/una excursión a Madrid.</i>	Message not communicated. For example: <i>Tengo excursión a Madrid.</i>
b	Día del viaje	Any day of the week. Verb not required. For example: <i>Sábado.</i> <i>El (día) + any number between 1-31.</i> For example: <i>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>
c	! ¿A qué hora?	Any time. Verb not required. For example: <i>Las dos.</i>	Number alone. For example: <i>Dos.</i>	Incomprehensible pronunciation. For example: <i>Sinc.</i>
d	Billete – tipo (un detalle)	Type of ticket. Verb not required. For example: <i>Ida y vuelta.</i> <i>Primera clase.</i>	Pronunciation that causes a delay in communication. For example: <i>Aida y vuelta.</i>	Incomprehensible pronunciation. For example: <i>Aida.</i>
e	? Duración del viaje	Any clearly understandable question about the length of the journey. Must include a verb. For example: <i>¿Cuánto tiempo dura (el viaje)?</i> <i>¿Cuántos minutos lleva?</i>	Question asked with no verb. For example: <i>¿Cuánto tiempo?</i>	Message not conveyed. For example: <i>¿Minutos?</i> Repetition of the prompt alone: <i>¿Duración del viaje?</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	Tus sesiones en el gimnasio – cuándo (un detalle)	How often the student goes to the gym. Verb not required. For example: <i>(Voy) dos veces a la semana.</i> Clear indication that the student doesn't go to the gym. For example: <i>No voy (al gimnasio).</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.
b	Tu opinión sobre el gimnasio (un detalle)	One opinion with a verb. For example: <i>Es 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	Tu deporte favorito	Any sport. Verb not required. For example: <i>Fútbol.</i>	Pronunciation that causes a delay in communication. For example: <i>Balconcesto.</i>	Wrong person of the verb or incorrect pronoun. For example: <i>Prefieres el tenis.</i> <i>Tu deporte favorito es el rugby.</i> Message not communicated. For example: <i>Prefiero el foot.</i>
d	! ¿Cuál es tu comida preferida?	Any food. Verb not required. For example: <i>Jamón.</i>	Pronunciation that causes a delay in communication For example: <i>Jjamón</i> (anglicised <i>j</i> sound).	Wrong person of the verb or incorrect pronoun. For example: <i>Prefieres el bistec.</i> <i>Tu comida favorita es la pasta.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
e	? Fumar	Any clearly understandable question about smoking. Must include a verb. For example: <i>¿Te gusta fumar?</i> <i>¿Fumas?</i>	Question asked with no verb. For example: <i>¿Muchos cigarrillos?</i>	Message not conveyed. For example: <i>¿Tienes cigaretas?</i> Repetition of the prompt alone: <i>¿Fumar?</i>

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	Tu novio/novia ideal – descripción (un detalle)	Description of an ideal boyfriend/girlfriend. Verb not required. For example: <i>(Es) guapo/a.</i> <i>(Tiene) el pelo negro.</i>	Pronunciation that causes a delay in communication. For example: <i>(Tiene) el pelo negro.</i>	Wrong person of the verb. For example: <i>Soy alto/a.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
b	Tu opinión sobre el matrimonio (un detalle)	One opinion with a verb. For example: <i>Es importante.</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	! ¿Cuántos años tiene tu mejor amigo o amiga?	Any number. Verb not required. For example: <i>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	Una actividad con tus amigos	An activity with friends, with a first person singular or plural verb. For example: <i>Voy / vamos al cine.</i>	Any activity without a verb. For example: <i>Cine.</i>	Wrong person of verb, for example: <i>Van al cine.</i>
e	? Familia	Any clearly understandable question about family. Must include a verb. For example: <i>¿Te gusta tu familia?</i> <i>¿Tienes hermanos?</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>

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	Tu trabajo - dónde	Where the student works. Verb required. For example: <i>Trabajo en un restaurante.</i> <i>Es un trabajo en un restaurante.</i>	Where the student Works, without a verb. For example: <i>(En un) restaurante.</i>	Wrong person of the verb. For example: <i>Trabajas en un restaurante.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
b	Tu trabajo (una opinión)	One opinion with a verb. For example: <i>Es aburrido.</i>	One opinion, no verb. For example: <i>Aburrido.</i>	Message not communicated or wrong person of verb. For example: <i>Tiene estupendo.</i> <i>Soy fantástico.</i>
c	! ¿Qué compras con el dinero?	Any one item that the student buys. Verb not required. For example: <i>Maquillaje.</i>	Pronunciation that causes a delay in communication. For example: <i>Vidojjuegos.</i> (Anglicised <i>j</i> sound).	Wrong person of the verb. For example: <i>Compras revistas.</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
d	Tu trabajo ideal	Any job. Verb not required. For example: <i>Enfermero/a.</i>	Pronunciation that causes a delay in communication. For example: <i>Pelikwero.</i>	Wrong person of the verb or personal pronoun. For example: <i>Tu trabajo ideal es profesor(a).</i> Poor pronunciation or grammatical inaccuracy is such that nothing is conveyed.
e	? Compañeros de trabajo	Any clearly understandable question about work colleagues. Must include a verb. For example: <i>¿Tus/los compañeros (de trabajo) son simpáticos?</i> <i>¿Cómo son/es tus/los compañeros de trabajo?</i>	Question asked with no verb. For example: <i>Y, ¿tus/los compañeros (de trabajo)?</i>	Message not conveyed. For example: <i>¿Compañeros de trabajo?</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	Tu trabajo ahora (<u>dos detalles</u>)	Two details of current job, with or without a verb. For example: <i>(Trabajo como) camarero/a en una cafetería.</i>	One detail of current job, with or without a verb. For example: <i>(Soy) camarero/a.</i>	Wrong person of the verb. For example: <i>Trabajas como camarero/a en un restaurante.</i> No part of the message is conveyed.
b	Trabajo en España (<u>dos razones</u>)	Two reasons for wanting to work in Spain, with verb(s). For example: <i>Es bonita y hace calor.</i>	One reason for wanting to work in Spain, with or without a verb. If no verb, bear in mind under KUL. For example: <i>(Es) bonita.</i>	No part of the message is conveyed.
c	! ¿Cuántos años hace que estudia español? ... Y, ¿dónde estudia español?	Both elements conveyed. Verb not required. For example: <i>Tres ... En el instituto / en Manchester (Manchester alone would not be acceptable).</i>	One element only. For example: <i>Dos.</i>	Incomprehensible pronunciation of both elements. For example: <i>Cotre ... Angleterre.</i>
d	Tu experiencia laboral en el pasado (<u>dos detalles</u>)	Two details about the student's experience of work, with past tense verb(s). For example: <i>Trabajé en una oficina. Fue asombroso.</i> <i>Trabajé en una oficina con mi padre.</i>	One detail about the experience of work, with past tense verb. For example: <i>Trabajé en una oficina.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Trabajé en ofitina por tris mes.</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>Cafi en súidad.</i> Wrong person of verb. For example: <i>Trabajó en una oficina con mi padre.</i>
e	? Dinero	Any clearly understandable question about the money. Must include a verb. For example: <i>¿Cuánto dinero gano?</i> <i>¿Paga mucho dinero?</i>	Question asked with no verb or infinitive. For example: <i>¿Cuánto dinero ganar?</i> <i>¿Pagar mucho dinero?</i>	Incomprehensible attempt at the question, for example: <i>¿Soy mucho dinero?</i> Repetition of the prompt alone: <i>¿Dinero?</i>

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	El medio ambiente en tu región (<u>dos</u> problemas)	Two details of environmental problems, with or without a verb. For example: <i>(Hay) contaminación del aire y mucho tráfico.</i>	One detail of environmental problems, with or without a verb. If no verb, bear in mind under KUL. For example: <i>(Hay) contaminación del aire.</i>	No part of the message is conveyed.
b	Tus <u>dos</u> actividades para proteger el medio ambiente la semana pasada	Two details about what the student did to protect the environment, with past tense verb(s). For example: <i>Reciclé papel y plástico.</i>	One detail about what the student did to protect the environment, with past tense verb. For example: <i>Reciclé papel.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Reciclé popel y latis.</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>Vidrio en cocina.</i> Wrong person of verb. For example: <i>Recicló papel y plástico.</i>
c	! ¿Cuáles son los mejores aspectos de tu región? (<u>dos</u> detalles)	The best two aspects of the region, verb not required. For example: <i>El paisaje y el cine.</i>	One aspect only. For example: <i>El cine.</i>	Incomprehensible pronunciation of both elements. For example: <i>Mauntin y platsa.</i>
d	? Medio ambiente en España	Any clearly understandable question about the environment in Spain. Must include a verb. For example: <i>¿Hay (mucha) polución en España?</i> <i>¿Reciclan comida en España?</i>	Question asked with no verb or infinitive. For example: <i>¿(Mucha) polución en España?</i> <i>¿Reciclar comida en España?</i> No reference to Spain in OAR. For example: <i>¿Hay (mucha) polución?</i> <i>¿Reciclan comida?</i>	Incomprehensible attempt at the question, for example: <i>¿Soy mucho reciclaje?</i> Repetition of the prompt alone: <i>¿Medio ambiente en España?</i>
e	Tu opinión sobre los sin techo (<u>un</u> detalle)	One opinion of homeless people, with verb. For example: <i>Es triste.</i>	One opinion of homeless people, without a verb. For example: <i>Triste.</i>	Incomprehensible pronunciation / message not communicated. For example: <i>Calle gente.</i>

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	? Mejor tableta	Any clearly understandable question about the best tablet. Must include a verb. For example: <i>¿Cuál/qué es la mejor tableta?</i> <i>¿La mejor tableta es un iPad?</i>	Question asked with no verb. For example: <i>¿La mejor tableta aquí?</i>	Incomprehensible attempt at the question, for example: <i>¿Mejor tableta opinión?</i> Repetition of the prompt alone: <i>¿Mejor tableta?</i>
b	! ¿Cuánto dinero quiere gastar? ... ¿Qué color prefiere?	Both elements conveyed. Verb not required. For example: <i>Doscientos euros ... Azul.</i>	One element only. For example: <i>Doscientos euros.</i>	Incomprehensible pronunciation of both elements. For example: <i>Triscent iuros ... Bleu.</i>
c	Tu uso de tu tableta la semana pasada (un detalle)	One detail of last week's usage of a tablet. Past tense verb, first person singular. For example: <i>Navegué por Internet.</i> Use of infinitive. For example: <i>(Para) navegar por Internet.</i>	One detail of last week's usage of a tablet, present tense or no verb. For example: <i>(Veo) las noticias.</i>	Message is not conveyed. For example: <i>Corridas eléctricas.</i>
d	Problemas con tu tableta ahora (dos detalles)	Two details about the problems with the tablet. Verb(s) required. For example: <i>Es lenta y la pantalla es pequeña.</i>	Two details, no verb. For example: <i>Lenta y pantalla pequeña.</i> One detail only, with or without a verb. If no verb, bear in mind under KUL. For example: <i>La pantalla (es) pequeña.</i>	Message is not conveyed. For example: <i>No trabaja y mal.</i>
e	Las tabletas en clase – una opinión y una razón	Any opinion + appropriate reason with verb(s). For example: <i>Me gusta ... es útil.</i> Any opinion + appropriate reason, one with a verb, one without (but bear in mind under KUL). For example: <i>Me gusta ... útil.</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 ... interesante.</i>	Neither part of the message is conveyed.

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	Tu instituto – lo bueno (dos detalles)	The best two things about school, verb not required. For example: <i>Los profesores y las instalaciones.</i>	One aspect only. For example: <i>Los profesores.</i>	Incomprehensible pronunciation of both elements. For example: <i>Recreación y casa.</i>
b	Problema reciente en tu instituto (un detalle)	One detail of a recent problem in school. Past tense verb. For example: <i>Suspendí un examen.</i> <i>Un profesor me gritó.</i> Present case if beginning <i>Un problema reciente</i> es... For example: <i>Un problema reciente es el estrés.</i>	One detail of a recent problem in school, present tense, infinitive or no verb. For example: <i>(Hay/tener) horas largas.</i> <i>Un problema es el estrés.</i>	Message is not conveyed. For example: <i>Grandes problemas.</i>
c	? Institutos en Chile	Any clearly understandable question about schools in Chile. Must include a verb. For example: <i>¿Cómo son los/las institutos/colegios/escuelas en Chile/su país?</i> <i>¿Los institutos en Chile/su país son buenos?</i>	Question asked with no verb. For example: <i>¿Buenas instalaciones en los institutos en Chile?</i> No reference to Chile in OAR. For example: <i>¿Los institutos son buenos?</i>	Incomprehensible attempt at the question, for example: <i>¿Chile institutos bien?</i> Repetition of the prompt alone: <i>¿Institutos en Chile?</i>
d	Cómo mejorar tu instituto (dos detalles)	Two ways of improving school, with verb(s). For example: <i>Se podría/debería/debe construir una piscina y un gimnasio.</i> <i>Necesitamos una piscina y un gimnasio.</i>	Two details, no verb. For example: <i>Piscina y gimnasio.</i> One detail only, with or without a verb. If no verb, bear in mind under KUL. For example: <i>(Necesitamos) una piscina.</i>	Message is not conveyed. For example: <i>Aburrido y grande.</i>
e	! ¿Para qué usa la tecnología en clase? (un detalle)	One detail about technology use in class. Conjugated verb or infinitive required. For example: <i>Busco información.</i> <i>(Para) buscar información.</i>	One detail, no verb. For example: <i>Mapas en geografía.</i>	Message is not conveyed. For example: <i>Estudiantes.</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	Tu ejercicio físico la semana pasada (<u>dos</u> detalles)	Two details about what exercise the student did last week, with past tense first person singular verb(s). For example: <i>Fui al gimnasio y jugué al baloncesto.</i>	One detail, with past tense verb. For example: <i>Fui al gimnasio.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Jjugüe al rugby y fiui a la piscuina.</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>Nada en la piscina.</i> Wrong person of verb. For example: <i>Fue al gimnasio y jugó al tenis.</i>
b	Tu opinión de mantenerte en forma (<u>dos</u> detalles)	Any two opinions about keeping fit, with verb(s). For example: <i>Es fenomenal e importante</i> One opinion with a verb, one without (but bear in mind under KUL). For example: <i>Fenomenal y me gusta.</i>	Two opinions without a verb. For example: <i>Fenomenal e importante.</i> One opinion only, with or without a verb (bear in mind under KUL). For example: <i>(Es) fenomenal.</i>	No opinion is conveyed.
c	! ¿Crees que tienes una dieta sana? ... ¿Por qué (no)?	<i>Sí/no</i> + appropriate reason why student has a healthy diet. Verb required. For example: <i>Sí ... como muchas verduras.</i> <i>No ... es muy difícil.</i>	<i>Sí/no</i> + inappropriate reason. For example: <i>No ... tengo una dieta equilibrada.</i> <i>Sí/no</i> + appropriate reason without a verb. Bear in mind under KUL. For example: <i>No ... mucha comida grasa.</i> Reason, but <i>sí/no</i> omitted.	<i>Sí/no</i> alone. No reason conveyed.
d	Importancia de no fumar (<u>una</u> razón)	One reason why it is important not to smoke. Verb required. For example: <i>Causa problemas de corazón.</i> <i>Es saludable no fumar.</i>	Reason without a verb. For example: <i>Peligroso.</i> Some ambiguity. For example: <i>Odio en la ropa.</i>	No reason conveyed.
e	? Drogas	Any clearly understandable question about drugs. Must include a verb. For example: <i>¿Tomas drogas?</i> <i>¿Cuál es tu opinión de las drogas?</i>	Question asked with no verb or an infinitive. For example: <i>¿Tu opinión de las drogas?</i> <i>¿Tomar drogas?</i>	<i>¿Drogas?</i> Alone. Incomprehensible attempt at the question, for example: <i>¿Drogas es opinión?</i>

Higher Role Play 15				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Tener hermanos – <u>un</u> aspecto positivo y <u>un</u> aspecto negativo	One positive and one negative aspect of having siblings. Verb required. For example: <i>Es divertido, (pero) disputamos (a veces).</i> Can be a comment about own siblings. For example: <i>Mi hermano es muy simpático, pero mi hermana es aburrida.</i>	One aspect only, with or without a verb. If no verb, bear in mind under KUL. For example: <i>(Es) divertido.</i> Two aspects, both either positive or negative, with or without a verb. For example: <i>Es aburrido y disputamos.</i> Conflicting opinions. For example: <i>Es aburrido e interesante.</i>	No aspect conveyed.
b	Pasar tiempo con la familia o con los amigos: tu preferencia y <u>una</u> razón	<i>Familia/amigos</i> + appropriate reason for the preference. Verb required. For example: <i>Familia/amigos ... es (más) divertido.</i>	<i>Familia/amigos</i> + appropriate reason without a verb. Bear in mind under KUL. For example: <i>No ... (más) divertido.</i> Reason, but <i>Familia/amigos</i> omitted.	<i>Familia/amigos</i> alone. No reason conveyed.
c	Amigo / amiga – problema en el pasado (<u>un</u> detalle)	One detail about a problem with a friend, past tense verb. For example: <i>Copió mis deberes.</i> <i>Pelemos en el patio.</i> Clear statement that there have been no problems. For example: <i>No/nunca hemos tenido problemas.</i>	One detail, present tense, infinitive or no verb. For example: <i>(Tenemos/tener) discusiones.</i>	Message is not conveyed. For example: <i>Problemas poco.</i>
d	! ¿Adónde sales con tus amigos? ... ¿Y cuántas veces a la semana?	A destination with friends and a number. Verb not required. For example: <i>(El) parque ... cinco.</i>	One element only. For example: <i>(El) parque.</i>	Incomprehensible pronunciation of both elements. For example: <i>Poq̄ue ... Sanc.</i>
e	? Actividades en familia	Any clearly understandable question about family activities. Must include a verb. For example: <i>¿Qué haces con tu familia?</i> <i>¿Vas al cine con tu familia?</i>	Question asked with no verb or an infinitive. For example: <i>¿Qué hacer con tu familia?</i> <i>¿Cine con tu familia?</i>	Incomprehensible attempt at the question, for example: <i>¿Familia actividades?</i> Repetition of the prompt alone: <i>¿Actividades en familia?</i>

Higher Role Play 16				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Actividades en tus clases de español (dos detalles)	Two details about activities in Spanish lessons. Verb(s) required, any time frame. For example: <i>Hablamos/hablo y escribimos/escribo en español. Ayer vimos un vídeo y escuchamos una canción.</i>	One detail only. For example: <i>Leemos/leo un libro.</i>	Nothing is conveyed.
b	Importancia de hacer deberes (una razón)	One reason for doing homework. Verb required. For example: <i>Ayuda(n) con mis notas.</i>	One reason without a verb. For example: <i>Para buenas notas.</i>	Nothing is conveyed.
c	? Exámenes	Any clearly understandable question about exams. Must include a verb. For example: <i>¿Tienes (muchos) exámenes?</i>	Question asked with no verb or an infinitive. For example: <i>¿(Tener) muchos exámenes?</i>	<i>¿Exámenes?</i> alone. Incomprehensible attempt at the question, for example: <i>¿Revisión para exámenes?</i>
d	Tu próximo viaje escolar (dos detalles)	Two details about a future school trip. First person verb(s) or infinitive required. For example: <i>(Voy a) ir/voy/vamos a un museo en Londres.</i>	One detail only. For example: <i>(Voy a) ir/voy/vamos a un museo.</i> Past tense in OAR. For example: <i>Fui a un museo en Londres.</i>	Nothing is conveyed.
e	! Y, ¿qué otro idioma te interesa aprender? ... ¿Por qué?	Any language + a reason with a verb. For example: <i>Japonés ... es muy exótico.</i>	Language + reason without a verb. For example: <i>Alemán ... interesante.</i> One element only, either a language or a reason, with or without a verb. If no verb, bear in mind under KUL.	Nothing is conveyed.

Higher Role Play 17				
	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	Excursión a Madrid – número de billetes y cuándo	Indication of wanting to go on a trip to Madrid, the number of tickets and when. Verb required or <i>por favor</i> and no verb. For example: <i>Quiero/quisiera dos billetes para Madrid el lunes.</i> <i>Dos billetes para Madrid el lunes, por favor.</i>	No verb, no <i>por favor</i> , but all elements are clear. For example: <i>Dos billetes para Madrid el lunes.</i> One or two elements only, with or without a verb. Bear in mind under KUL. For example: <i>Quiero/quisiera dos billetes para Madrid.</i> No mention of Madrid in OAR.	Wrong person of verb. For example: <i>Quieres dos billetes para Madrid el lunes.</i>
b	! ¿Por qué quiere visitar Madrid? (una razón)	One reason for wanting to visit Madrid. Verb required. For example: <i>Es bonito.</i>	Reason without a verb. For example: <i>Bonito.</i>	No information conveyed or wrong message. For example: <i>Soy bonito.</i>
c	Tu última visita a España (dos detalles)	Two details about a previous visit to Spain, with past tense first person verb(s). For example: <i>Fui a Santander e hice una excursión (a la montaña).</i>	One detail, with past tense verb. For example: <i>Fui a Santander.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Fiui con el colejio en agosto.</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 Santander e hizo una excursión (a la montaña).</i>
d	Tu opinión de viajar en autocar (dos detalles)	Any two opinions about travelling by coach, with verb(s). For example: <i>Es fenomenal y divertido.</i> One opinion with a verb, one without (but bear in mind under KUL). For example: <i>Fenomenal y me gusta.</i>	One opinion only, with or without a verb (bear in mind under KUL). For example: <i>(Es) fenomenal.</i> Two opinions without a verb. For example: <i>Fenomenal y divertido.</i>	No opinion is conveyed.
e	? Museos recomendados	Any clearly understandable question about recommended museums. Must include a verb. If the <i>tú</i> form of the verb is used, bear in mind under KUL. For example: <i>¿Puede(s) recomendar un(os) museo(s)?</i>	Question asked with no verb or an infinitive. For example: <i>¿Recomendar un(os) museo(s)?</i> <i>¿Buenos museos en Madrid?</i>	<i>¿Museos recomendados (en Madrid)?</i> Incomprehensible attempt at the question, for example: <i>¿Bien museo?</i>

Higher Role Play 18				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	Tu tipo de película preferido y <u>una</u> razón	Type of film + appropriate reason for the preference. Verb required. For example: <i>Romántico/a/os/as ... Los actores son guapos.</i>	Type of film + appropriate reason without a verb. Bear in mind under KUL. For example: <i>Terror ... emocionante.</i> One element only. For example: <i>Ciencia ficción.</i> Reason, but type of film not conveyed.	Nothing is conveyed.
b	Tu última vez en el cine (<u>dos</u> detalles)	Two details about a previous visit to the cinema, with past tense verb(s). For example: <i>Fui al cine anoche y la película fue estupenda.</i>	One detail, with past tense verb. For example: <i>Fui al cine anoche.</i> Pronunciation or grammatical inaccuracy that causes a delay in communication. For example: <i>Fui al sin con amigos.</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>Cine amigos.</i> Wrong person of verb. For example: <i>Fue al cine anoche con amigos.</i>
c	! Quién es tu actor preferido? ... ¿Por que te gusta? (<u>una</u> razón)	Name of an actor + appropriate reason for the preference. Verb required. For example: <i>Tom Hanks ... actúa muy bien.</i> <i>Emma Watson ... tiene mucho talento.</i>	Name of an actor + inappropriate reason. For example: <i>Tom Hanks ... actúa muy mal.</i> Name of an actor + appropriate reason without a verb. Bear in mind under KUL. For example: <i>Emma Watson ... mucho talento.</i> Reason, but actor omitted.	Name of an actor alone. No reason conveyed.

Higher Role Play 18				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
d	Dos desventajas de ver mucha televisión	Two disadvantages of watching too much TV, with verb(s). For example: <i>Es malo para los ojos y afecta a mis deberes.</i> One disadvantage with a verb, one without (but bear in mind under KUL). For example: <i>Malo para los ojos y afecta a mis deberes.</i>	One disadvantage only, with or without a verb (bear in mind under KUL). For example: <i>(Es) malo para los ojos.</i> Two opinions without a verb. For example: <i>Aburrido y horrible.</i>	No opinion is conveyed.
e	? Tiempo libre	Any clearly understandable question about free time. Must include a verb. For example: <i>¿Qué haces en tu tiempo libre?</i> <i>¿Vas al parque?</i>	Question asked with no verb or an infinitive. For example: <i>¿Qué hacer en tu tiempo libre?</i> <i>Tú - ¿mucho tiempo libre?</i>	<i>¿(Tu) tiempo libre?</i> Incomprehensible attempt at the question, for example: <i>¿Tiempo libre divertirse?</i>

**GCSE Spanish Symbols for annotating Speaking Score Sheet
Role-play, Photo Card and General Conversation**

NB For the Role-play and Photo Card, don't use these symbols: + ¿ S ^

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

GCSE SPANISH

Centre Number						Candidate number and name
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Role Play

Task	Annotation	Comm mark
1		
2		
3		
4		
5		

Photo Card

Task	Communication
1	
2	
3	
4	
5	

Comm: plus KUL:

Photo Card mark:

RP
Total:

General conversation

Nominated Theme	Second Theme
Time: <input type="text"/>	Time: <input type="text"/>

Verb usage (up to 4 of each ✓)	
Pres (subj)	<input type="text"/>
Preterite	<input type="text"/>
Imp (subj)	<input type="text"/>
Perf (subj)	<input type="text"/>
Plup (subj)	<input type="text"/>
Future	<input type="text"/>
Imm future	<input type="text"/>
Conditional	<input type="text"/>
Quisiera	<input type="text"/>

Comm	Range & Acc	Pron & Int	Spon & Flu	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Total mark for Speaking Test:

Examiner Name: _____