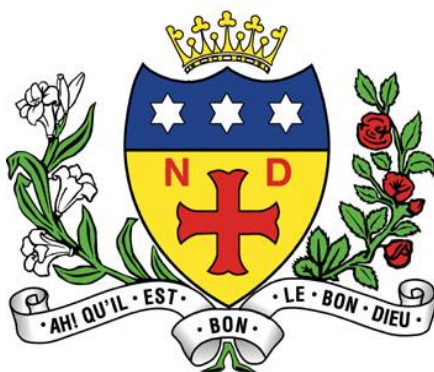


GCSE Spanish

Speaking and Writing Booklet



Speaking:

The speaking exam takes place at the very beginning of the summer term, usually in April.

This booklet contains questions on each thematic context to help you prepare for possible conversation tasks.

It also contains information about the structure of the exam and the mark schemes.

Writing:

By preparing answers to these questions, you will also have a series of high-quality paragraphs / sentences which will be of equal use to you for the essay questions in the writing exam.

Speaking Exam Structure

Foundation tier

The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time.

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 1.5 to 2 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 4.5 to 5.5 minutes in total for 28 marks
 - ❖ the picture description with the two compulsory questions is recommended to last 1.5 to 2 minutes for 12 marks
 - ❖ the broader conversation is recommended to last 3 to 3.5 minutes for 16 marks.

Higher tier

The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time.

The assessment is worth 50 marks.

The assessment consists of three tasks which must be conducted in the following order:

- Task 1 – one read aloud with short interaction to follow, recommended to last between 2 and 2.5 minutes for 12 marks
- Task 2 – one role play, recommended to last 1 to 1.5 minutes for 10 marks
- Task 3 – one picture task, recommended to last 7 to 8 minutes in total for 28 marks
 - ❖ the picture description with the two compulsory questions is recommended to last 2 to 2.5 minutes for 12 marks
 - ❖ the broader conversation is recommended to last 5 to 5.5 minutes for 16 marks.

Name:

Date:

Edexcel GCSE FOUNDATION SPEAKING EXAM

ROLE PLAY

PHOTO CARD

CONVERSATION

GRAND TOTAL

GRADE ACHIEVED

TARGET GRADE

/ 12

/ 10

/ 28

/ 60

1- READ ALOUD

PART 1 – Read aloud

Mark	AO3: Knowledge and accurate application of vocabulary
7-8	Pronunciation is generally clear and comprehensible; lapses in SSCs have little or no impact on the message.
5-6	Pronunciation is sometimes clear and comprehensible; lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
3-4	Pronunciation is occasionally clear and comprehensible; lapses in SSCs sometimes cause the message to break down.
1-2	Pronunciation is limited in clarity; lapses in SSCs often cause the message to break down.
0	No rewardable material.

/8

PART 2 – Short interaction based on text

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

TOTAL READ ALOUD MARKS AWARDED= /12

2- ROLE PLAY

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

TOTAL ROLE PLAY MARKS AWARDED= /10

3 - PICTURE TASK

PART 1 – Picture description task

Mark	AO2: Response to stimulus	AO3: Linguistic knowledge and accuracy
4	- Two or more bullet points addressed. - Ideas are fully developed, to describe different, relevant aspects of the picture. - Response is generally comprehensible; some messages may be unclear.	- Some variety of vocabulary and grammatical structures. - Generally accurate use of past, present and future tenses. - There may be an occasional major error.
3	- Two or more bullet points addressed. - Some development of ideas to describe different, relevant aspects of the picture. - Response is comprehensible in some parts; the message may occasionally break down.	- Occasional variety of vocabulary and grammatical structures. - Some accurate language; errors occur, some of them major.
2	- One or more bullet point(s) addressed. - Some development of ideas to describe different, relevant aspects of the picture. - Some parts of the response are comprehensible; the message sometimes breaks down.	- Limited variety of vocabulary and grammatical structures. - Limited accuracy in the language; frequent errors both major and minor.
1	- One or more bullet point(s) addressed. - Little or no development of ideas to describe different, relevant aspects of the picture. - Limited parts of the response are comprehensible; the message often breaks down.	- Minimal variety of vocabulary and grammatical structures. - Likely to use individual words and/or phrases in isolation. - Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.	No rewardable material.

/8

PART 2 – Compulsory questions relating to the picture

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

PART 3 - Conversation

Mark	AO1: Response to spoken language	AO3: Linguistic knowledge and accuracy
10-12	- Gives some relevant responses to questions. - Develops ideas with some extended sequences of speech. - Response is generally comprehensible; some messages may be unclear.	- Some variety of vocabulary and grammatical structures, occasional use of complex language. - Generally successful use of past, present and future tenses. - Generally accurate use of language; some minor errors, there may be an occasional major error.
7-9	- Gives occasional relevant responses to questions. - Develops ideas with occasionally extended sequences of speech. - Response is comprehensible in some parts; the message may occasionally break down.	- Occasional variety of vocabulary and straightforward grammatical structures. - Some use of past, present and future tenses. - Some accuracy in the language; occasional use of more complex constructions. - Some clear and accurate use of language; some major and minor errors.
4-6	- Gives limited relevant responses to questions. There may be times when the speaker is unable to respond. - Development of ideas is limited; brief responses which the speaker may not be able to sustain. - Limited parts of the response are comprehensible; the message sometimes breaks down.	- Limited variety of vocabulary and straightforward grammatical structures, likely to be repetitive. - Limited success with different tenses. - Limited accuracy with language; many major and minor errors.
1-3	- Gives minimal relevant responses to questions, often not able to respond/develops an extended language that is irrelevant to the question. - Little or no development of ideas; very brief responses, which the speaker can often not sustain. - Isolated parts of the response are comprehensible; the message frequently breaks down.	- Minimal variety of vocabulary, likely to use individual words and/or phrases in isolation. - Minimal accuracy with different tenses. - Minimal accuracy in the language; errors throughout, both major and minor.
0	No rewardable material.	No rewardable material.

/16

TOTAL PICTURE TASK MARKS AWARDED= /28

3

Name:

Date:

ROLE PLAY	/ 12
PHOTO CARD	/ 10
CONVERSATION	/ 28
GRAND TOTAL	/ 60
GRADE ACHIEVED	
TARGET GRADE	



Edexcel GCSE HIGHER SPEAKING EXAM

1- READ ALOUD

PART 1 – Read aloud

Mark	Descriptor (AO1)
7-8	Pronunciation is consistently clear and comprehensible, any lapses in SSCs have no impact on the message.
5-6	Pronunciation is clear and comprehensible, lapses in SSCs have minimal impact on the message.
3-4	Pronunciation is generally clear and comprehensible, lapses in SSCs have little or no impact on the message.
1-2	Pronunciation is sometimes clear and comprehensible, lapses in SSCs occasionally makes the message unclear/difficult to understand immediately.
0	No rewardable material.

/8

PART 2 – Short interaction based on text

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

TOTAL READ ALOUD MARKS AWARDED= /12

2- ROLE PLAY

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

TOTAL ROLE PLAY MARKS AWARDED= /10

3 - PICTURE TASK

PART 1 - Picture description task

Mark	AO2: Response to stimulus	AO3: Linguistic knowledge and accuracy
4	- All three bullet points addressed - Consistent, detailed development of ideas to describe different, relevant aspects of the picture - Response is easily comprehensible, it is rare that the message is not immediately clear	- Wide range of relevant vocabulary and grammatical structures - Consistently accurate use of language, any errors are minor
3	- All three bullet points addressed - Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture - Response is comprehensible, the occasional message may be unclear/difficult to understand immediately	- A variety of relevant vocabulary and grammatical structures - Mostly accurate use of language, some minor errors
2	- Two or more bullet points addressed - Ideas are generally developed, to describe different, relevant aspects of the picture - Response is generally comprehensible, some messages may be unclear	- Some variety of vocabulary and grammatical structures - Generally accurate use of language, some minor errors, there may be an occasional major error
1	- Two or more bullet points addressed - Some development of ideas to describe different, relevant aspects of the picture - Response is comprehensible in some parts, the message may occasionally break down	- Occasional variety of vocabulary and grammatical structures - Some accurate language, errors occur, some of them major
0	No rewardable material.	No rewardable material.

/8

PART 2 - Compulsory questions relating to the picture

Mark	AO1: Response to spoken language
2	Response fully communicated.
1	Response partially communicated, some ambiguity.
0	No rewardable communication.

PART 3 - Conversation

Mark	AO1: Response to spoken language	AO3: Linguistic knowledge and accuracy
10-12	- Gives consistently relevant responses to questions - Develops ideas throughout with consistently extended sequences of speech - Response is easily comprehensible, it is rare that the message is not immediately clear	- Wide range of vocabulary and grammatical structures - Frequent use of complex language - Consistently successful use of past, present and future tenses - Consistently accurate use of language, any errors are minor
7-9	- Gives frequently relevant responses to questions - Develops ideas with frequently extended sequences of speech - Response is comprehensible, the occasional message may be unclear/difficult to understand immediately	- A variety of vocabulary and grammatical structures - Some use of complex language - Frequently successful use of past, present and future tenses - Accurate use of language, some minor errors
4-6	- Gives some relevant responses to questions - Develops ideas with some extended sequences of speech - Response is generally comprehensible, some messages may be unclear	- Some variety of vocabulary and grammatical structures, occasional use of complex language - Generally successful use of past, present and future tenses - Generally accurate use of language, some minor errors, there may be an occasional major error
1-3	- Gives occasional relevant responses to questions - Develops ideas with occasionally extended sequences of speech - Response is comprehensible in some parts, the message may occasionally break down	- Some successful use of past, present and future tenses, occasional slip in more complex constructions - Some clear and accurate use of language, some major and minor errors - No rewardable material
0	No rewardable material.	No rewardable material.

/16

TOTAL PICTURE TASK MARKS AWARDED= /28

CONTENT	TOPIC	✓
Thematic Context 1 My Personal World	Family	
	Friends	
	Relationships	
	Equality	
Thematic Context 2 Lifestyle and Wellbeing	Physical Wellbeing	
	Mental Wellbeing	
	Food and Drink	
	Sports	
Thematic Context 3 My Neighbourhood	Places in Town	
	Shopping	
	The Natural World	
	Environmental Issues	
Thematic Context 4 Media and Technology	Music	
	TV and Film	
	Social Media and Gaming	
Thematic Context 5 Studying and my Future	School	
	Future Opportunities	
Thematic Context 6 Travel and Tourism	Transport	
	Accommodation	
	Tourist Attractions	

Please note that there can be some overlap between contexts. For example in My Personal World you may be expected to give opinions on sport, music, films, food and drink etc.

Thematic Context 1

My Personal World

Family

1. Háblame de ti. *Tell me about yourself.*

2. Háblame de tu familia. Describe a una persona en tu familia. *Tell me about your family. Describe a person in your family.*

3. ¿Qué actividades te gusta hacer con tu familia? *What activities do you like to do with your family?*

4. ¿Qué hiciste ayer con tu familia? *What did you do yesterday at home with your family?*

-
-
5. ¿Qué hiciste para celebrar tu último cumpleaños con tu familia? *How did you celebrate your last birthday with your family?*

Friends

1. Háblame de tus amigos. Describe a tu mejor amigo. *Tell me about your friends. Describe your best friend.*

2. ¿Qué hiciste el fin de semana pasado con tus amigos ? *What did you do last weekend with your friends?*

3. ¿Qué vas a hacer el próximo fin de semana con tus amigos? *What will you do next weekend with your friends?*

Relationships

1. ¿Te llevas bien con tu familia? ¿Por qué (no)? *Do you get on well with your family? Why/why not?*

2. ¿Tienes una buena relación con tus amigos? ¿Discutís? *Do you have good relationships with your friends? Do you argue?*

3. ¿Te gustaría casarte y tener hijos? ¿Por qué (no)? *Would you like to get married and have children? Why (not)?*

4. Háblame de tu pareja ideal. Talk to me about *your ideal partner*.

5. ¿Piensas que el matrimonio es importante? *Do you think that marriage is important?* (HIGHER)

Equality

1. ¿Crees que todos tenemos las mismas oportunidades en la vida? *Do you think we all have equal opportunities in life?*

2. ¿Piensas que los jóvenes son más tolerantes de otros grupos en la sociedad? *Do you think young people are more accepting of other groups in society than adults?*

Thematic Context 2

Lifestyle and Wellbeing

Physical Wellbeing

1. ¿Piensas que estás en forma? ¿Por qué (por qué no)? *Do you think you are in good shape? Why (not)?*

2. ¿Qué haces como ejercicio ? *What do you do for exercise?*

3. ¿Cómo es tu dieta? *What is your diet like?*

4. ¿Qué hiciste la semana pasada para mantenerte en forma ? *What did you do last week to keep in shape?*

5. ¿Quisieras ser más sano en el futuro? ¿Por qué (por qué no)? *Would you like to be healthier in the future? Why (not)?*

6. ¿Qué opinas de las drogas/ del alcohol? *What is your opinion of drugs /alcohol?*

7. ¿Por qué es importante mantenerse en forma ? *Why is it important to stay in shape?* (HIGHER)

1. ¿Qué haces para relajarte? ¿Es importante la salud mental para ti? *What do you do to relax? Is your mental health important to you?*

2. ¿Cuáles son las dificultades/tensiones de la vida moderna? ¿Piensas que eres una persona estresada? *What are the stresses in modern life? Do you think you are a stressed person?*

Food and Drink

1. ¿Qué comes normalmente? *What do you normally eat?*

2. ¿Qué te gusta/ no te gusta comer? *What do you like/not like to eat?*

3. ¿Que comiste la última vez que fuiste a un restaurante ? *What did you eat the last time you were in a restaurant?*

4. ¿Te gusta la comida extranjera? *Do you like foreign food?*

5. ¿Qué plato te gustaría comer/probar en el futuro ? *What dish would you like to try in the future?*

Sports

1. ¿Qué es tu deporte favorito? ¿Por qué? *What is your favourite sport? Why?*

2. ¿Qué deportes hiciste la semana pasada? *What sports did you do last week?*

3. ¿Prefieres los deportes individuales o colectivos/de equipo? *Do you prefer individual or team sports?*

4. ¿Por qué es importante hacer deporte ? *Why is it important to do sport?*

5. ¿Qué nuevo deporte te gustaría intentar ? ¿Por qué ? *Which new sport would you like to try? Why?*

Thematic Context 3 **My Neighbourhood**

Places in Town

1. ¿Qué hay en tu ciudad (para los jóvenes/para los turistas/para visitar etc)? ¿Te gusta? *What is there in your city (for young people/tourists/to visit)? Do you like it?*

2. ¿Qué es lo bueno y lo malo de tu ciudad ? *What are good and bad things about your city?*

3. ¿Qué se puede hacer en tu ciudad los fines de semana? *What can you do in your city at the weekend?*

4. Describe tu casa *Describe your house.*

5. Háblame de tu casa ideal. *Talk to me about your ideal house.*

6. ¿Qué hiciste el fin de semana pasado en tu región? *What did you do last weekend in your area?*

7. ¿Dónde te gustaría vivir en el futuro ? ¿Por qué? *Where would you like to live in the future? Why?*

8. Háblame sobre algo interesante que ocurrió en tu región recientemente. *Talk to me about something interesting which happened in you region recently. (HIGHER)*

Shopping

1. ¿Te gusta ir de compras? ¿Qué compras normalmente ? *Do you like going shopping ? What do you normally buy?*

-
-
-
-
2. ¿Qué compraste la última vez que fuiste al centro ? *What did you buy the last time you went into the city centre?*

-
-
-
-
3. ¿Prefieres el centro o Meadowhall ? ¿Por qué? *Do you prefer the city centre or Meadowhall? Why?*

The Natural World

1. ¿Cómo es el clima en tu región? *What is the weather like in your region?*

2. ¿Cuál es tu estación del año preferida? ¿Por qué? *Which is your favourite season? Why?*

3. ¿Qué te gusta hacer cuando hace sol? *What do you like doing when it's sunny?*

4. ¿Preferirías vivir en las montañas o en la costa? ¿Por qué? *Would you prefer to live in the mountains or by the sea? Why?*

Environmental Issues

1. ¿Qué tal el transporte público en tu región? ¿Cómo viajas al instituto? *How is the public transport in your region? How do you travel to school?*

2. ¿Qué haces para proteger el medio ambiente? *What do you do to protect the environment?*

3. ¿Qué has hecho recientemente para proteger el medio ambiente? *What have you done recently to protect the environment?*

4. ¿Piensas que es importante proteger nuestro medio ambiente? ¿Por qué (no)? *Do you think it is important to protect our environment? Why (not)?*

5. ¿Cuáles son los peligros más graves para el futuro del planeta? *What are the most serious dangers for the future of the planet?* (HIGHER)

6. ¿Qué problemas medioambientales existen en tu región? *What environmental problems exist in your region?* (HIGHER)

Thematic Context 4 **Media and Technology**

Music

1. ¿Qué tipo de música te gusta? ¿Por qué? *What type of music do you like and why?*

2. ¿Quién es tu cantante favorito/a y por qué? *Who is your favourite singer and why?*

3. ¿Cómo escuchas música? *How do you listen to music?*

-
4. ¿Tocas un instrumento musical? ¿Te gustaría tocar un instrumento en el futuro? Do you play an instrument? Would you like to play an instrument in the future?

TV and Film

1. ¿Qué te gusta ver en la televisión? *What do you like watching on TV?*

2. ¿Qué vas a ver esta noche? *What are you going to watch tonight?*

3. Háblame de las películas que te gusta ver en el cine y por qué. *Tell me about the films you like to watch at the cinema and why.*

4. ¿Quién es tu actor favorito /actriz favorita? *Who is your favourite actor?*

5. ¿Prefieres ver una película en el cine o en casa? *Do you prefer to watch a film at the cinema or at home? (HIGHER)*

Social Media and Gaming

1. ¿Cómo usas la tecnología con tus amigos? *How do you use technology with your friends?*

2. ¿Utilizas la tecnología en el instituto? *Do you use technology at school?*

3. ¿Tu móvil es esencial para ti? *Is your mobile phone essential to you?* (FOUNDATION)

4. ¿Podrías vivir sin tu teléfono móvil? ¿Se deberían prohibir los móviles en la escuela? *Could you live without your phone? Should we ban phones in school?* (HIGHER)

5. ¿Crees que el internet es útil? ¿Qué son los peligros de internet? *Do you think the Internet is useful? What are the dangers of the Internet?*

6. ¿Qué hiciste el fin de semana pasado en línea? *What did you do last weekend online?*

7. ¿Qué piensas de las redes sociales? *What do you think of social media?* **(HIGHER)**

8. ¿Nos hemos hecho demasiado dependientes de la tecnología? *Have we become too dependant on technology ?* **(HIGHER)**

9. ¿Te gustaría usar tecnología en tu trabajo en el futuro? *Would you like to use technology in your job in the future?*

Thematic Context 5

Studying and my Future

School

1. Describe tu instituto. ¿Qué piensas de las instalaciones en tu colegio? ¿Te gusta (tu insti)? *Describe your school. What do you think of the facilities in your school? Do you like it?*

2. ¿Qué asignaturas estudias? ¿Qué es tu asignatura favorita? *Which subjects do you study? What is your favourite subject?*

3. ¿Hay clubes ?¿Normalmente qué haces con tus amigos en el colegio? *Are there clubs? What do you normally do with your friends at school?*

4. ¿Qué piensas de tus profesores/as en tu colegio? *What is your opinion of the teachers in your school?*

5. Háblame de tu rutina escolar *Tell me about your school routine.*

6. ¿Qué hiciste en el cole ayer? *What did you do at school yesterday?*

7. ¿Qué piensas de las normas/reglas del insti? *What do you think of school rules?*

8. Háblame de tu uniforme escolar. *Tell me about your school uniform.*

9. ¿Qué vas a hacer la próxima semana en el instituto? *What are you going to do next week at school?*

10. ¿Cómo era tu escuela primaria? *What was your primary school like?* (HIGHER)

11. ¿Fuiste a un viaje escolar recientemente? *Have you been on a school trip recently?*

Future Opportunities

1. ¿El año que viene qué vas a estudiar? ¿Te gustaría ir a la universidad en el futuro? *What will you study next year? Would you like to go to university later on?*

2. ¿Qué tipo de trabajo te gustaría hacer en el futuro? *What sort of job will you do in the future?*

3. ¿Qué sería tu trabajo ideal? *What would your ideal job be?*

4. ¿Es un salario alto importante para ti? ¿Si tuvieras mucho dinero, qué harías? *Is a big salary important to you? If you had a lot of money in the future what would you do? (HIGHER)*

Thematic Context 6

Travel and Tourism

Transport

1. ¿Cuál es tu medio de transporte favorito? ¿Por qué? *What is your favourite means of transport?*
Why?

2. ¿Cómo sería tu viaje ideal? *What would your ideal journey be like?*

Accommodation

1. ¿Qué tipo de alojamiento prefieres? *What type of accommodation do you prefer?*

2. ¿Cómo sería tu hotel ideal? *What would your ideal hotel be like?*

Tourist Attractions

1. ¿Qué actividades te gusta hacer durante las vacaciones escolares? *What activities do you like to do during the school holidays?*

2. ¿Te gusta pasar tiempo al aire libre durante las vacaciones? *Do you like spending time outside on holiday?*

3. ¿Adónde vas de vacaciones y por qué? *Where do you normally go on holiday and why?*

4. ¿Adónde fuiste el año pasado? *Where did you go last year?*

5. ¿Adónde te gustaría ir de vacaciones en el futuro? ¿Por qué? *Where would you like to go on holiday in the future? Why?*

6. ¿Has visitado España alguna vez? *Have you ever visited Spain?*

7. ¿Qué festival en España te gustaría visitar? Por qué? *Which festival in Spain would you like to visit? Why?*

8. ¿Crees que es importante hablar otro idioma? *Do you think it is important to speak another language?*
