

LANGUAGES RESOURCES
GCSE FRENCH, SPANISH AND LATIN

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GCSE FRENCH

(8658)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

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- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8658](https://www.aqa.org.uk/8658)
- We will write to you if there are significant changes to this specification.

1 Introduction

1.1 Why choose AQA for GCSE French

A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

Comprehensive support

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help.

You can find out about all our French qualifications at [aqa.org.uk/french](https://www.aqa.org.uk/french)

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit [aqa.org.uk/8658](https://www.aqa.org.uk/8658) to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- online progress tests to provide effective means of monitoring individual student progress
- resources to support teaching of grammar, translations and the exploitation of literary texts
- text book and digital resources endorsed by AQA
- training courses to help you deliver AQA French qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit [aqa.org.uk/8658](https://www.aqa.org.uk/8658) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

Help and support available

Visit our website for information, guidance, support and resources at [aqa.org.uk/8658](https://www.aqa.org.uk/8658)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformedmfl](https://www.aqa.org.uk/keepinformedmfl)

Alternatively, you can call or email our subject team direct.

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Core content

Students study all of the following themes on which the assessments are based.

[Theme 1: Identity and culture](#) (page 10)

[Theme 2: Local, national, international and global areas of interest](#) (page 10)

[Theme 3: Current and future study and employment](#) (page 11)

2.2 Assessments

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening	Paper 2: Speaking
What's assessed Understanding and responding to different types of spoken language	What's assessed Communicating and interacting effectively in speech for a variety of purposes
How it's assessed <ul style="list-style-type: none">• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)• 40 marks (Foundation Tier), 50 marks (Higher Tier)• 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)	How it's assessed <ul style="list-style-type: none">• Non-exam assessment• 7–9 minutes (Foundation Tier) + preparation time• 10–12 minutes (Higher Tier) + preparation time• 60 marks (for each of Foundation Tier and Higher Tier)• 25% of GCSE
Questions Foundation Tier and Higher Tier <ul style="list-style-type: none">• Section A – questions in English, to be answered in English or non-verbally• Section B – questions in French, to be answered in French or non-verbally	Questions Foundation Tier and Higher Tier <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none">• Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)• Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)• General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading	+	Paper 4: Writing
<p>What's assessed</p> <p>Understanding and responding to different types of written language</p>		<p>What's assessed</p> <p>Communicating effectively in writing for a variety of purposes</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE 		<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in French, to be answered in French or non-verbally • Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier) 		<p>Questions</p> <p>Foundation Tier</p> <ul style="list-style-type: none"> • Question 1 – message (student produces four sentences in response to a photo) – 8 marks • Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks • Question 3 – translation from English into French (minimum 35 words) – 10 marks • Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks <p>Higher Tier</p> <ul style="list-style-type: none"> • Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks • Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks • Question 3 – translation from English into French (minimum 50 words) – 12 marks

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

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 French-speaking countries/communities

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

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

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

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from French into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of French grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

3.3.1 Foundation Tier

3.3.1.1 Nouns

gender

singular and plural forms

3.3.1.2 Articles

definite, indefinite and partitive, including use of *de* after negatives

3.3.1.3 Adjectives

agreement

position

comparative and superlative: regular and *meilleur*

demonstrative (*ce, cet, cette, ces*)

indefinite (*chaque, quelque*)

possessive

interrogative (*quel, quelle*)

3.3.1.4 Adverbs

comparative and superlative

regular

interrogative (*comment, quand*)

adverbs of time and place (*aujourd'hui, demain, ici, là-bas*)

common adverbial phrases

3.3.1.5 Quantifiers/intensifiers

très, assez, beaucoup, peu, trop

3.3.1.6 Pronouns

personal: all subjects, including *on*

reflexive

relative: *qui*

relative: *que* (R)

object: direct (R) and indirect (R)

position and order of object pronouns (R)

disjunctive/emphatic

demonstrative (*ça, cela*)

indefinite (*quelqu'un*)

interrogative (*qui, que*)

use of *y, en* (R)

3.3.1.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

negative forms

interrogative forms

modes of address: *tu, vous*

impersonal verbs (*il faut*)

verbs followed by an infinitive, with or without a preposition

Tenses:

- present
- perfect
- imperfect: *avoir, être* and *faire*
- other common verbs in the imperfect tense (R)
- immediate future
- future (R)
- conditional: *vouloir* and *aimer*
- pluperfect (R)
- passive voice: present tense (R)
- imperative
- present participle.

3.3.1.8 Prepositions

common prepositions eg *à, au, à l', à la, aux; de, du, de l', de la, des; après; avant; avec; chez; contre; dans; depuis; derrière; devant; entre; pendant; pour; sans; sur; sous; vers*

common compound prepositions eg *à côté de; près de; en face de; à cause de; au lieu de*

3.3.1.9 Conjunctions

common coordinating conjunctions eg *car; donc; ensuite; et; mais; ou, ou bien, puis*

common subordinating conjunctions eg *comme; lorsque; parce que; puisque; quand; que; si*

3.3.1.10 Number, quantity, dates and time

including use of *depuis* with present tense

3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

3.3.2.1 Adjectives

comparative and superlative, including *meilleur, pire*

3.3.2.2 Adverbs

comparative and superlative, including *mieux, le mieux*

3.3.2.3 Pronouns

use of *y, en*

relative: *que*

relative: *dont* (R)

object: direct and indirect

position and order of object pronouns

demonstrative (*celui*) (R)

possessive (*le mien*) (R)

3.3.2.4 Verbs

Tenses:

- future
- imperfect
- conditional
- pluperfect
- passive voice: future, imperfect and perfect tenses (R)
- perfect infinitive
- present participle, including use after *en*
- subjunctive mood: present, in commonly used expressions (R).

3.3.2.5 Time

including use of *depuis* with imperfect tense.

3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic French, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

3.4.1 Strategies for understanding

3.4.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word *chêne* might be able, after some appropriate practice, to deduce from the following context that it is some sort of tree: *Il s'est assis sous un chêne: dans ses branches, un oiseau chantait.*

3.4.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the way verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

3.4.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for the students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a French course to develop awareness and understanding of countries and communities where French is spoken.

3.4.1.5 Using common patterns with French

Knowledge of the following patterns of word formation in French can help to understand a text.

- *re* prefix (eg *commencer* – *recommencer*; *faire* – *refaire*)
- the *eur* ending applied to verbs (eg *employer* – *employeur*) and applied to adjectives (eg *grand*, *grandeur*, etc)
- *ette* ending (eg *maison* – *maisonette*; *tarte* – *tartelette*; *camion* – *camionette*)
- *able* ending (eg *laver* – *lavable*; *manger* – *mangeable*)
- *aine* ending (eg *quinze* – *quinzaine*; *cent* – *centaine*; *douze* – *douzaine*)

- *té* ending (eg *bon – bonté; beau – beauté*)
- *ier* ending (eg *épicerie – épicier; police – policier; ferme – fermier*)
- *in* prefix (eg *actif – inactif; connu – inconnu; cassable – incassable*)
- *ion* and *ation* endings (eg *réparer – réparation; inventer – invention*).

3.4.1.6 Using cognates and near-cognates

A few 'false friends' (eg *expérimenté, sensible, large*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of French can make good use. These fall into two main categories: cognates and near-cognates.

Cognates

There are many words which have the same form and essentially the same meaning in French and in English (eg *innocent, justice, muscle, rectangle*). When such words occur in context, students can be expected to understand them in English and French.

Near-cognates

Students will be expected to understand words which meet the criteria above but which differ slightly in their written form in French, usually by the addition of one or more accents and/or the repetition of a letter (eg *création, hygiène, mâle, littérature*).

3.4.1.7 Using common patterns between French and English

There are thousands of words in French which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

Rule	Examples
The French word adds an 'e'	<i>branche, liquide, signe, vaste</i>
The English word adds an 'e'	<i>futur, masculin, paradis, pur</i>
Words which end with 'e' or 'é' in French and with 'y' in English	<i>beauté, liberté, mystère, armée</i>
Words which end with 'i' or 'ie' in French and with 'y' in English	<i>économie, parti, tragédie</i>
Words which end with <i>aire</i> in French and with 'ar' or 'ary' in English	<i>grammaire, militaire, populaire</i>
Words which end with <i>el</i> in French and with <i>al</i> in English	<i>individuel, officiel</i>
French adverbs ending with <i>ment</i> which end with 'ly' in English	<i>complètement, généralement, spécialement</i>
Verbs which add 'r' or 'er' in the infinitive in French	<i>admirer, confirmer, inspecter</i>
Verbs which end with <i>er</i> in French and with 'ate' in English	<i>assassiner, cultiver, décorer</i>

Rule	Examples
Words where 'o' or 'u' in English is replaced by <i>ou</i> in French	<i>approuver, gouvernement, mouvement, bouddhiste</i>
Words where a 'd' is added in English	<i>aventure, avance, juge</i>
Present participles ending in <i>ant</i> in French and 'ing' in English	<i>dégoûtant, commençant, nageant</i> Students will be expected to understand such present participles where the infinitive of the verb is a listed word
Words which end with <i>e</i> or <i>eux</i> in French and with 'ous' in English	<i>énorme, précieux, religieux</i>
Words which end with <i>que</i> in French and with 'c', 'ck', 'ch', 'k', or 'cal' in English	<i>automatique, attaque, physique, risque</i>
Words which end with <i>f</i> in French and with 've' in English	<i>actif, adjectif, possessif</i>
Words which end with <i>eur</i> in French and with 'our', 'or', or 'er' in English	<i>boxeur, empereur, vigueur</i>
Words which end with <i>e</i> or <i>re</i> in French and with 'er' in English	<i>ministre, ordre, interprète</i>
Words which end with <i>e</i> in French and 'a' in English	<i>drame, propagande</i>
Words where 'u' in English is replaced by <i>o</i> in French	<i>fonction, prononciation</i>
Words where 'oun' in English is replaced by <i>on</i> in French	<i>annoncer, prononcer</i>
Words which have a circumflex accent in French and an 's' in English	<i>forêt, honnête, intérêt, tempête</i>
Words where <i>dé</i> in French is replaced by 'dis' in English	<i>décourager, dégoûter</i>
Words where <i>é</i> or <i>es</i> in French is replaced by 's' in English	<i>espace, éponge</i>

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at leisure and study the context. Words which **look** the same in two languages may **sound** quite different.

Also, in French, there are many sound features which are not word-based (eg elision; whether or not 'e' is sounded; stress; intonation) and so make the application of some of the strategies for understanding unknown words more difficult. In particular, it must be remembered that grammatical markers in the spoken language are often quite different from those in the written one. The most obvious are the plural forms:

- nouns and adjectives frequently have no plural forms: plurality is shown by a change in the pronunciation of the article or some other related word:
le grand pont – les grands ponts;

- Verbs either have no plural form at all:
il donne/ils donnent: il chantait/ils chantaient
- or add a consonant:
il vend/ils vendent: il finit/ils finissent.

To hear accurately, students should have the specific differences of the spoken language brought to their attention. However some of the general strategies for understanding listed above can be used successfully in listening. For example:

- ignoring words which are not needed for a successful completion of the task set
- using the (visual and) verbal context
- making use of the social and cultural context
- using common patterns within French.

In addition, the following strategies are included for listening and understanding (in place of reading the above strategies regarding cognates and common patterns between French and English).

3.4.1.8 Near-cognates

Strictly speaking there are no French words which sound exactly like their English equivalents. There are a few near-cognates which are relatively easily recognised. They are often words imported from other languages eg whisky, ski.

Some words which in reading cause no problem can be unrecognisable in speech. For example, *spécialisation* has seven distinct syllables in French and five in English, it has five specific pronunciation differences in French and a complete change of stress pattern.

However, provided that certain relationships between sound patterns in French and English are recognised, then French words with a clearly 'different' pronunciation in English can be understood. Examples of patterns where a communicative strategy can be applied include the following:

- the sound [i] will always involve a French *i*, which in English may be a diphthong eg pipe, mine
- the sound [a] will always involve a French *a* which in English may be a diphthong eg nation
- the termination [œr] is always *eur* which may be English -or or -er eg *acteur*
- the termination [sio] is always *-tion* or *-sion* and therefore English [ÿen], eg nation, passion
- the termination [if] in French is *-if* and in English is often "-ive" eg *actif*
- the termination [ik] in French is *-ique* and *ic* and in English is often "-ic" or "-ical" eg *physique*
- the initial [ÿ] is usually the English ch eg *chapelle, charme*.
- the termination [mɑ̃] which can be added to many of the adjectives in the lists to form the adverb eg *complètement*
- the termination [ɑ̃] which can be added to the stem of listed verbs to give the present participle eg *mangeant, gémissant*.

3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

3.4.2.1 Non-verbal strategies

Pointing and demonstration

This may be accompanied by some appropriate language (eg "*Comme ça...*" "*Qu'est-ce que c'est ?*" "*Ça fait mal ici*").

Expression and gesture

This may be accompanied, where appropriate, with sounds (eg "*Oh !*" which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

Mime

This can be accompanied by appropriate sounds and language and can sometimes help communication to be maintained when it might otherwise break down (eg "*Je peux vous aider ?*" with a suitable mime if one has forgotten the words such as "*balayer*" and "*essuyer*"). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

3.4.2.2 Verbal strategies

Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *montre* for *horloge*, *tasse* for *verre*, *fleur* for *rose* or *prêter* for *louer*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

Description of physical properties

This can be used to refer to something when the name has been forgotten (eg "*c'est rond... le fruit jaune... l'objet qu'on voit sur la table...*"). The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

Requests for help

These can include requests for rewording (eg "*Comment dit-on 'chair' en français... ?*" "*Qu'est-ce que cela veut dire en anglais ?*") and questions; which make no reference to English (eg "*Comment s'appelle cette machine-là ?*"... "*Ça s'écrit comment ?*"). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

Simplification

This is when a student avoids the use of a form of which he/she is unsure (eg "*il faut que je m'en aille*"... "*je viendrai s'il fait beau*") by using a form he/she finds simpler (eg "*je dois partir*"... "*je viens s'il fait beau*"). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in students failing to make full use of their capabilities.

Paraphrase

This is where the student uses words and messages in acceptable French, avoiding the use of words which he/she has forgotten (eg "*Elle n'est pas mariée*" for "*Elle est célibataire*", "*C'est comme un...*" "*C'est le contraire de...*" "*C'est une sorte de...*" "*Je voudrais une tranche de cette viande-là*"). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

Reference to specific features

Reference to specific features (eg "*L'animal aux longues oreilles...*" "*La jeune fille qui porte des lunettes...*") is often quite effective and its use would be assessed accordingly in an exam.

Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg "*L'objet qu'on utilise pour ouvrir une bouteille*") is a commonly used strategy which is usually effective in communicative terms.

Word coinage

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or French words. This strategy usually produces words which do not exist in French or, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Topic avoidance

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

The vocabulary lists reflect the spelling rules in force before the changes approved by the Académie française were introduced. Examiners will accept both versions of the spellings affected by this reform, ie old and new.

3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

French	English
Attention ! Vous pouvez utiliser la même lettre plus d'une fois.	NB You can use the same letter more than once.
C'est quelle personne ? Ecrivez le nom de la bonne personne.	Which person is it? Write the name of the correct person.
C'est qui ? Ecrivez le nom de la bonne personne.	Who is it? Write the name of the correct person.
Choisissez (deux) phrases qui sont vraies.	Choose (two) correct sentences.
Choisissez la réponse correcte/la bonne réponse.	Choose the correct answer.
Complétez ... en français .	Complete... in French .
Complétez la grille.	Complete the grid.
Complétez le texte suivant avec les mots de la liste ci-dessous.	Complete the following text with words from the list below.
Complétez les phrases avec les mots de la liste.	Complete the sentences with words from the list.
Décidez si c'est Vrai (V), Faux (F) ou Pas Mentionné (PM). Ecrivez V, F ou PM.	Decide if it is True (V), False (F) or Not Mentioned (PM). Write V, F or PM.
Donnez (deux) détails.	Give (two) details.
Ecoutez ce passage/cette conversation/cette interview/ce reportage...	Listen to this passage/this conversation/this interview/this report...
Ecrivez la bonne lettre dans chaque case.	Write the correct letter in each box.
Ecrivez la bonne lettre dans la case.	Write the correct letter in the box.
Ecrivez les bonnes lettres dans les cases.	Write the correct letters in the boxes.

French	English
Identifiez la bonne personne.	Identify the correct person.
Il n'est pas nécessaire d'écrire en phrases complètes.	It is not necessary to write in full sentences.
Lisez ...	Read...
Mentionnez un aspect positif/négatif/avantage/inconvénient.	Mention one positive aspect/negative aspect/advantage/disadvantage
Pour une opinion négative, écrivez N	For a negative opinion, write N
Pour une opinion positive, écrivez P	For a positive opinion, write P
Pour une opinion positive et négative, écrivez P+N	For a positive and negative opinion, write P+N
Quelle est la réponse correcte ?	Which is the correct answer?
Qui ... ?	Who...?
Remplissez les blancs.	Fill in the blanks.
Répondez à ces questions.	Answer these questions.
Répondez (aux questions) en français .	Answer (the questions) in French .

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

French	English
Décrivez ...	Describe...
Ecrivez ...	Write...
Ecrivez environ 40 mots en français .	Write approximately 40 words in French .
Ecrivez environ 90 mots en français . Répondez à chaque aspect de la question.	Write approximately 90 words in French . Write something about each bullet point.
Ecrivez environ 150 mots en français . Répondez aux deux aspects de la question.	Write approximately 150 words in French . Write something about both bullet points.
Ecrivez quatre phrases en français sur la photo.	Write four sentences in French about the photo.
Mentionnez ...	Mention...

3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

3.5.2.1 Comparisons

French	English
plus/moins	more/less
plus que/moins que	more than/less than
bon/meilleur/le meilleur	good/better/best

French	English
mauvais/pire/le pire	bad/worse/worst
bien/mieux/le mieux	well/better/best
mal/plus mal/le plus mal	badly/worse/worst
beaucoup/plus/le plus	lots/more/the most
peu/moins/le moins	few, little/less/the least

3.5.2.2 Conjunctions and connectives

French	English
à cause de	because of
à part	apart from
ainsi	so, therefore
alors	so, therefore, then
aussi	also
car	because
cependant	however
c'est-à-dire	that is to say, ie
comme	as, like
d'un côté/de l'autre côté	on the one hand/on the other hand
donc	so, therefore
ensuite	next
évidemment	obviously
mais	but
même si	even if
ou	or
par contre	on the other hand
par exemple	for example
pendant que	while
pourtant	however
puis	then
puisque	seeing that, since
quand	when
sans doute	undoubtedly, without doubt, probably
si	if
y compris	including

3.5.2.3 Prepositions

French	English
à	to, at
à côté de	next to
à travers	across, through
au bord de	at the side/edge of
au bout de	at the end of (ie length, rather than time)
au-dessous de	beneath, below
au-dessus de	above, over
au fond de	at the back of, at the bottom of
au lieu de	instead of
au milieu de	in the middle of
autour de	around
contre	against
de	of, from
depuis	since, for
derrière	behind
devant	in front of
en	in, within (time)
en dehors de	outside (of)
en face de	opposite
entre	between
jusqu'à	up to, until
malgré	despite, in spite of
parmi	amongst
pour	for, in order to
près de	near
sans	without
selon	according to
sous	under
sur	on
vers	towards

3.5.2.4 Negatives

French	English
ne...jamais	never
ne...pas	not
ne...personne	nobody, no-one
ne...plus	no more, no longer
ne...que	only, nothing but
ne...rien	nothing
ni...ni	neither....nor
pas encore	not yet

3.5.2.5 Alphabet and accents

Students are expected to know the letters of the alphabet and appropriate accents.

3.5.2.6 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 1,000,000 (million *le*).

They are also expected to know the ordinal numbers first-tenth (*premier/première–dixième*).

Other number expressions

French	English
dizaine une	about 10
douzaine une	dozen
nombre de	number of

3.5.2.7 Asking questions

French	English
combien ?	how much, how many?
comment ?	how?
est-ce que ?	expression put before a verb to make sentence into a question
où ?	where?
pourquoi ?	why?
quand ?	when?
que ?	what?
quel/quelle ?	which?
qu'est-ce que ?	what?
qu'est-ce qui ?	what?
qu'est-ce que c'est ?	what is it?

French	English
qui ?	who?
quoi ?	what?

Common questions

French	English
à quelle heure ?	at what time?
ça s'écrit comment ?	how is that written?
c'est combien ?	how much is it?
c'est quelle date ?	what is the date?
c'est quel jour ?	what day is it?
de quelle couleur ?	what colour?
d'où ?	from where?
pour combien de temps ?	for how long?
que veut dire... ?	what does... mean?
quelle heure est-il ?	what time is it?

3.5.2.8 Greetings and exclamations

French	English
à bientôt	see you soon
à demain	see you tomorrow
à tout à l'heure	see you soon/later
allô	hello (on phone)
amitiés	best wishes
au secours	help
bien sûr	of course, certainly
bienvenue	welcome
bon anniversaire	happy birthday
bon appétit	enjoy your meal
bon voyage	have a good trip
bonne année	happy new year
bonne chance	good luck
bonne idée	good idea
bonne nuit	good night
bonnes vacances	have a good holiday
bonsoir	good evening

French	English
d'accord	ok
de rien	don't mention it
désolé (e)	sorry
excusez-moi	excuse me
félicitations	congratulations
joyeux Noël	Merry Christmas
meilleurs voeux	best wishes
pardon	excuse me
quel dommage	what a pity
salut	hi
santé	cheers
s'il te/vous plaît	please

3.5.2.9 Opinions

French	English
à mon avis	in my opinion
absolument	absolutely
affreux	awful
agréable	pleasant
amusant	funny
barbant	boring
bien entendu	of course
bien sûr	of course
ça dépend	that depends
ça m'énerve	it gets on my nerves
ça me fait rire	it makes me laugh
ça me plaît	I like it
ça m'est égal	it's all the same to me
ça ne me dit rien	it means nothing to me/I don't fancy that/I don't feel like it
ça suffit	that's enough
casse-pieds	annoying
certainement	certainly
cher	dear, expensive
chouette	great

French	English
comme ci comme ça	so-so
compliqué	complicated
content	happy
croire	to believe
désagréable	unpleasant
désirer	to want
détester	to hate
dire	to say
drôle	funny
embêtant	annoying
en général	in general
enchanté	delighted
ennuyeux	boring
espérer	to hope
étonné	astonished, amazed
facile	easy
faible	weak
formidable	great
franchement	frankly
généralement	generally
génial	great
grave	serious
habile	clever
intéressant	interesting
(s')intéresser à	to be interested in
inutile	useless
incroyable	incredible
inquiet/inquiète	worried
marrant	funny
marre (en avoir)	(to be) fed up
mauvais	bad
merveilleux/merveilleuse	marvellous
mignon/mignonne	cute
moche	ugly
(moi) non plus	nor me neither, nor do I

French	English
nouveau	new
nul	rubbish
parfait	perfect
passionnant	exciting
peine la	the bother
penser	to think
peut-être	perhaps
pratique	practical
préférer	to prefer
promettre	to promise
ridicule	ridiculous
rigolo	funny
sage	well behaved
sembler	to seem
sensass	sensational
supporter	to put up with
utile	useful
vouloir	to wish, want
vraiment	really, truly

3.5.2.10 Expressions of time

Seasons

French	English
printemps le	spring
été l' (m)	summer
automne l' (m)	autumn
hiver l' (m)	winter

Time expressions

French	English
à la fois	at the same time
à l'avenir	in the future
à l'heure	on time
à temps partiel	part-time
an l' (m)	year

French	English
année l' (f)	year
après	after
après-demain	the day after tomorrow
après-midi	afternoon
aujourd'hui	today
auparavant	formerly, in the past
avant	before
avant-hier	the day before yesterday
bientôt	soon
d'abord	at first, firstly
d'habitude	usually
de bonne heure	early
début le	start
demain	tomorrow
dernier/dernière	last
de temps en temps	from time to time
déjà	already
de nouveau	again
en attendant	whilst waiting (for), meanwhile
en avance	in advance
en ce moment	at the moment
en retard	late
en train de (faire...)	(to be) doing
en même temps	at the same time
encore une fois	once more, again
enfin	at last, finally
environ	about, approximately
fin la	end
hier	yesterday
il y a	ago
jour le	day
journée la	day
lendemain le	the next day
longtemps	for a long time
maintenant	now

French	English
matin le	morning
mois le	month
normalement	normally
nuit la	night
parfois	sometimes
passé le	past
pendant	during
plus tard	later
presque	almost, nearly
prochain	next
quelquefois	sometimes
rarement	rarely
récemment	recently
semaine la	week
seulement	only
siècle le	century
soir le	evening
soudain	suddenly
souvent	often
suivant	following
sur le point de (être)	(to be) about to
tard	late
tôt	early
toujours	always, still
tous les jours	every day
tout à coup	suddenly, all of a sudden
tout de suite	immediately
vite	quickly

3.5.2.11 Location and distance

French	English
à droite	on/to the right
à gauche	on/to the left
banlieue la	suburb
centre-ville le	town centre

French	English
campagne la	countryside
chez	at the house of
de chaque côté	from each side
de l'autre côté	from the other side
en bas	down(stairs)
en haut	up(stairs)
est l' (m)	east
ici	here
là	there
là-bas	over there
loin de	far from
nord le	north
nulle part	nowhere
ouest l' (m)	west
par	by
partout	everywhere
quelque part	somewhere
situé (e)	situated
sud le	south
tout droit	straight ahead
tout près	very near
toutes directions	all directions
ville la	town

3.5.2.12 Colours

French	English
châtain	light brown
clair	light
foncé	dark
marron	brown
noisette	hazel
pourpre	purple
rose	pink
roux	ginger

3.5.2.13 Weights and measures

French	English
assez	enough, quite
bas	low
boîte la	box, tin, can
bouteille la	bottle
court	short
demi le	half
encore de	more
étroit	narrow
gros	fat
haut	high
large	wide
maigre	skinny, thin
mince	slim, thin
moitié la	half
morceau le	piece
moyen/moyenne	medium, average
nombre le	number
paquet le	packet
pas mal de	lots of
peser	to weigh
plein de	full of, lots of
pointure la	size (for shoes)
suffisamment	sufficiently
taille la	size (for clothes)
tranche la	slice
trop	too (much)

3.5.2.14 Shape

French	English
carré	square
rond	round

3.5.2.15 Weather

French	English
averse l' (f)	shower
briller	to shine
brouillard le	fog
brume la	mist
chaleur la	heat
ciel le	sky
climat le	climate
couvert	overcast
doux	mild
éclair l' (m)	lightning
éclaircie l' (f)	bright spell
ensoleillé	sunny
faire beau	to be fine (weather)
faire mauvais	to be bad (weather)
geler	to freeze
glace la	ice
humide	humid, wet
météo la	weather forecast
mouillé	wet
neiger	to snow
nuage le	cloud
nuageux	cloudy
ombre l' (m)	shade, shadow
orage l' (m)	storm
orageux	stormy
pleuvoir	to rain
pluie la	rain
sec/sèche	dry
tempête la	storm
temps le	weather
tonnerre le	thunder
tremper	to soak
vent le	wind

3.5.2.16 Access

French	English
complet/complète	full
entrée l' (f)	entry, entrance
libre	free, vacant, unoccupied
fermer	to close
interdit	forbidden, not allowed
occupé	taken, occupied, engaged
ouvert	open
ouvrir	to open
sortie la	exit

3.5.2.17 Correctness

French	English
avoir raison	to be right
avoir tort	to be wrong
corriger	to correct
erreur l' (f)	error, mistake
faute la	fault, mistake
faux/fausse	false
il (me) faut	you (I) must
juste	correct
obligatoire	compulsory
parfait	perfect
sûr	certain, sure
se tromper	to make a mistake
vrai	true

3.5.2.18 Materials

French	English
argent l' (m)	silver
béton le	concrete
bois le	wood
cuir le	leather
fer le	iron
laine la	wool

French	English
or l' (m)	gold
soie la	silk
verre le	glass

3.5.2.19 Common abbreviations

French	English
CDI centre de documentation et d'information le	resource centre
CES collège d'enseignement secondaire le	secondary school
EPS éducation physique et sportive l' (f)	PE (physical education)
HLM habitation à loyer modéré l' (f)	council/social housing accommodation
SAMU service d'aide médicale d'urgence le	emergency medical services
SDF sans domicile fixe le	homeless person
SNCF société nationale des chemins de fer français la	National Rail Service
TGV train à grande vitesse le	high-speed train
TVA taxe sur la valeur ajoutée la	VAT (Value Added Tax)
VTT vélo tout terrain le	mountain bike

3.5.3 Theme-based vocabulary (Foundation Tier)

3.5.3.1 Identity and culture

Me, my family and friends

French	English
aimable	kind
aîné	elder
amour l' (m)	love
s'appeler	to be called
avoir...ans	to be...years old
barbe la	beard
bavard	chatty/talkative
beau/belle/bel	beautiful
beau-père le	step-father
belle-mère la	step-mother
bête	stupid, silly
bouclé	curly
célibataire	single

French	English
cheveux les (m)	hair
copain le/copine la	friend, mate
court	short
demi-frère le	half-brother
demi-sœur la	half-sister
se disputer	to argue
dire	to say, tell
égoïste	selfish
ensemble	together
s'entendre (avec)	to get on (with)
fâché	angry
se faire des amis	to make friends
femme la	wife/woman
fille la	daughter/girl
filz le	son
frisé	curly
généreux/généreuse	generous
gentil/gentille	kind, nice
grand-mère la	grandmother
grand-père le	grandfather
grands-parents les (m)	grandparents
gros/grosse	fat
heureux/heureuse	happy
injuste	unfair
jeune	young
joli	pretty
laid	ugly
long/longue	long
lunettes les (f)	glasses
mari le	husband
se marier	to get married, marry
méchant	naughty
mi-long	medium length
mort	dead
naissance la	birth

French	English
né(e) le...	born on the...
nom le	name
paresseux/paresseuse	lazy
partager	to share
partenaire le/la	partner
pénible	annoying
petit ami le	boyfriend
petite amie la	girlfriend
petite-fille la	granddaughter
petit-fils le	grandson
prénom le	first name
raide	straight
rapports les (m)	relationships
sens de l'humour le	sense of humour
séparé	separated
sortir	to go out
sportif/sportive	sporty
sympa	kind, nice
de taille moyenne	medium height
tante la	aunt
timide	shy
tranquille	quiet, calm
travailleur/travailleuse	hard-working
triste	sad
unique	only
vieux/vieil/vieille	old
yeux les (m)	eyes

Technology in everyday life

French	English
acheter	to buy
avantage l' (m)	advantage
chercher	to look for
clavier le	keyboard
cliquer	to click

French	English
dangereux	dangerous
désavantage le	disadvantage
écran l' (m)	screen
envoyer	to send
faire des achats	to shop
forum le	chat room
imprimante l' (f)	printer
inconvenient l' (m)	disadvantage, drawback
jeu le	game
lecteur DVD le	DVD player
lecteur MP3 le	MP3 player
en ligne	online
mettre	to put
mettre en ligne	to upload
mot de passe le	password
ordinateur l' (m)	computer
ordinateur portable l' (m)	laptop
ordinateur tablette l' (m)	tablet
passer du temps	to spend time
portable le	mobile (phone)
recevoir	to receive
réseau social le	social network
rester en contact	to stay in contact
site internet/web le	website
souris la	mouse
surfer sur Internet	to surf the internet
taper	to type
tchater	to talk online
télécharger	to download
texto le	text
touche la	key

Free-time activities

French	English
actualités les (f)	news
agneau l' (m)	lamb
argent l' (m)	money
assiette l' (f)	plate/dish
basket le	basketball
beurre le	butter
bière la	beer
billet le	ticket
bœuf le	beef
boire	to drink
boisson la	drink
canard le	duck
la carte	menu
centre sportif le	sports centre
cerise la	cherry
champignon le	mushroom
chanter	to sing
chanteur le/chanteuse la	singer
chanson la	song
cheval le	horse
choisir	to choose
chou le	cabbage
chou-fleur le	cauliflower
citron le	lemon
club des jeunes le	youth club
commander	to order
commencer	to start
confiture la	jam
courir	to run
coûter	to cost
crêpe la	pancake
crudités les (f)	raw chopped vegetables
débuter	to begin
dessin animé le	cartoon

French	English
dinde la	turkey
eau (minérale) l' (f)	(mineral) water
équitation l' (f)	horse riding
escalade l' (f)	rock climbing
escargot l' (m)	snail
essayer	to try
fana de (le)	a fan of
feuilleton le	soap opera
film de guerre le	war film
film policier le	detective film
fraise la	strawberry
framboise la	raspberry
fruits de mer les (m)	seafood
glace la	ice cream
goûter	to taste
haricots verts les (m)	green beans
hors d'œuvre le (m)	starter
s'intéresser à	to be interested in
jambon le	ham
jeu télévisé le	game show
lait le	milk
légumes les (m)	vegetables
natation la	swimming
nourriture la	food
œuf l' (m)	egg
oignon l' (m)	onion
passe-temps le	hobby
pâtes les (f)	pasta
patinage à glace le	ice skating
patinoire la	ice rink
payer	to pay (for)
pêche la	fishing/peach
petits pois les (m)	peas
planche à voile la	windsurfing
plat principal le	main meal/dish

French	English
poire la	pear
poisson le	fish
poivre le	pepper
pomme la	apple
pomme de terre la	potato
potage le	soup
poulet le	chicken
piscine la	swimming pool
pourboire le	tip
prendre	to take
promenade la	walk
publicité la	adverts
raisins les (m)	grapes
rencontrer	to meet
repas le	meal
riz le	rice
saucisse la	sausage
saumon le	salmon
sel le	salt
série la	series
serveur le/serveuse la	waiter, waitress
skate le	skateboarding
ski (nautique) le	(water) skiing
sports d'hiver les (m)	winter sports
stade le	stadium
steak haché le	burger
sucre le	sugar
tasse la	cup
télé réalité la	reality television
temps libre le	free time
thé le	tea
thon le	tuna
truite la	trout
vedette la	film star
viande la	meat

French	English
voile la	sailing
voir	to see
volley le	volleyball
vouloir	to wish, want
yaourt le	yoghurt

Customs and festivals in French-speaking countries/communities

French	English
cadeau le	present
église l' (f)	church
fête la	festival, celebration, party
fête des mères la	Mother's Day
fête des rois la	Twelfth Night/Epiphany
fête du travail la	May Day
fêter	to celebrate
feux d'artifice les (m)	fireworks
Jour de l'An le	New Year's Day
juif/juive	Jewish
mosquée la	Mosque
musulman	Muslim
Pâques	Easter
poisson d'avril	April Fools' Day, April Fool!
religieux/religieuse	religious
Saint-Sylvestre la	New Year's Eve
Saint Valentin la	St. Valentine's Day
Toussaint la	All Saints' Day
veille de Noël la	Christmas Eve

3.5.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

French	English
aider	to help
animé	lively
arbre l' (m)	tree
armoire l' (f)	wardrobe

French	English
bâtiment le	building
besoin le (avoir....de)	need (to need)
bibliothèque la	library
boucherie la	butcher's shop
baskets les (f)	trainers
boulangerie la	bakery
bijou le	jewel, jewellery
bijouterie la	jeweller's shop
blouson le	coat/jacket
bon marché	cheap
bruit le	noise
bureau le	office, study
bryant	noisy
caisse la	till
calme	quiet
campagne la	countryside
carte bancaire la	bank card
cave la	cellar
ceinture la	belt
célèbre	famous
centre commercial le	shopping centre
champ le	field
chapeau le	hat
charcuterie la	delicatessen
chaussette la	sock
chaussure la	shoe
chemise la	shirt
choix le	choice
chose la	thing
circulation la	traffic
commerces les (m)	shops
colline la	hill
commissariat le	police station
cravate la	tie
cuisine la	kitchen/cooking

French	English
déménager	to move house
démodé	old-fashioned
dépenser	to spend (money)
devoir	to have to
économiser	to save
escalier l' (m)	staircase
essayer	to try on
étage l' (m)	floor, storey
fenêtre la	window
ferme la	farm
fleur la	flower
gare la	railway station
gare routière la	bus station
gens les (m)	people
gilet le	waistcoat
grand magasin le	department store
gratuit	free (of charge)
habitant l' (m)	inhabitant
hôtel de ville l' (m)	town hall
immeuble l' (m)	block of flats
jardinage le	gardening
jupe la	skirt
laver	to wash
librairie la	bookshop
livrer	to deliver
maison la (individuelle/jumelée/mitoyenne)	house (detached/semi-detached/terraced)
mairie la	town hall
manteau le	overcoat
marché le	market
meubles les (m)	furniture
mode la	fashion
(à la) montagne la	(in the) mountain(s)
mur le	wall
musée le	museum
nettoyer	to clean

French	English
pantalon le	trousers
parc le	park
parfum le	perfume
pâtisserie la	cake shop
pauvre	poor
perdre	to lose
pièce la	room
place la	square
portefeuille le	wallet
porte-monnaie le	purse
poser	to put down
poste la	post office
pouvoir	to be able
prix le	price
propre	clean, tidy
pull le	jumper
quartier le	quarter, area
quitter	to leave
ranger	to tidy
réduire	to reduce
réduit	reduced
rez-de-chaussée le	ground floor
risque le	risk
robe la	dress
sale	dirty
salle à manger la	dining room
salle de bains la	bathroom
salon le	living room, lounge
sécurité la	safety
soldes les (m)	sale
sous-sol le	basement
station-service la	service station
tabac le	newsagent's
transport en commun le	public transport
travailler	to work

French	English
se trouver	to be situated
usine l' (f)	factory
vendeur le/vendeuse la	shop assistant
vendre	to sell
veste la	jacket
vêtements les (m)	clothes
vie la	life
ville la	town
vitrine la	shop window
vivre	to live
voisin le	neighbour
zone piétonne la	pedestrian zone

Social issues

French	English
alcool l' (m)	alcohol
alimentation l' (f)	food
aller bien	to be well
aller mieux	to be better
(s') arrêter	to stop
association caritative l' (f)	charity
bonbon le	sweet
bonheur le	happiness
chocolat le	chocolate
combattre	to combat
déjeuner le	lunch
se détendre	to relax
devenir	to become
dîner le	evening meal
dormir	to sleep
drogue la	drug
se droguer	to take drugs
eau potable l' (f)	drinking water
égalité l' (f)	equality
en bonne forme	fit

French	English
en bonne santé	in good health
équilibré	balanced
espace vert l' (m)	green area
éviter	to avoid
faible	weak
faire un régime	to be on a diet
fatigué	tired
forme la	fitness
fort	strong
fumer	to smoke
garder	to look after
gras	fatty
habitude l' (f)	habit
malade	ill, sick
maladie la	illness
malsain	unhealthy
matières grasses les (f)	fats
médecin le	doctor
médicament le	medicine
obésité l' (f)	obesity
odeur l' (f)	smell
petit déjeuner le	breakfast
pressé	in a hurry, rushed/squeezed
se relaxer	to relax
repas le	meal
rester	to stay
réussir	to succeed
sain	healthy
santé la	health
(se) sentir	to feel
sommeil le	sleep
sucré	sugary
suivre	to follow
tabac le	tobacco
travail bénévole le	voluntary work

French	English
tuer	to kill
vide	empty
vomir	to be sick

Global issues

French	English
allumer	to switch on
bain le	bath
boîte la (en carton)	(cardboard) box
centre de recyclage le	recycling centre
chômage le	unemployment
chauffage central le	central heating
cultiver	to grow
en danger	in danger
déchets les (m)	rubbish
détruire	to destroy
disparaître	to disappear
douche la	shower
environnement l' (m)	environment
éteindre	to switch off
faire du recyclage	to recycle
gaspiller	to waste
inondation l' (f)	flood
jeter	to throw (away)
ordures les (f)	rubbish
pauvreté la	poverty
pétrole le	oil
piste cyclable la	cycle lane
pollué	polluted
poubelle la	dustbin
protéger	to protect
réchauffement de la Terre le	global warming
robinet le	tap
sac en plastique le	plastic bag
sans-abri le	homeless person

French	English
sauver	to save
utiliser	to use

Travel and tourism

French	English
accueil l' (m)	welcome
aéroport l' (m)	airport
Afrique l' (f)/africain	Africa/African
agence de voyages l' (f)	travel agency
Algérie l' (f)/algérien	Algeria/Algerian
Allemagne l' (f)/allemand	Germany/German
Alpes les (f)	Alps
Angleterre l' (f)/anglais	England/English
arrivée l' (f)	arrival
ascenseur l' (m)	lift
s'asseoir	to sit down
attendre	to wait (for)
auberge de jeunesse l' (f)	youth hostel
auto l' (f)	car
autobus l' (m)	bus
autoroute l' (f)	motorway
aventure l' (f)	adventure
avion l' (m)	plane
bagages les (m)	luggage
(se) baigner	to bathe, swim
bateau le	boat
Belgique la/belge	Belgium/Belgian
bord de la mer le	seaside
bronzer	to sunbathe
car le	coach
carte la	map
carte postale la	postcard
casser	to break
chambre de famille la	family room
chercher	to look for

French	English
Chine la/chinois	China/Chinese
clé la	key
colonie de vacances la	holiday/summer camp
conduire	to drive
se coucher	to go to bed
crème solaire la	sun cream
départ le	departure
descendre	to stay
dortoir le	dormitory
Douvres	Dover
durer	to last
échange l' (m)	exchange
Ecosse l' (f)/écossais	Scotland/Scottish
en plein air	in the open air
Espagne l' (f)/espagnol	Spain/Spanish
essence l' (f)	petrol
Etats-Unis les (m)	USA
à l'étranger	abroad
étranger l' (m)	stranger/foreigner
expliquer	to explain
faire la connaissance	to get to know
faire du camping	to go camping
(se) garer	to park
Grande-Bretagne la/britannique	Great Britain/British
(s') habituer à	to get used to
horaire l' (m)	timetable
île l' (f)	island
lac le	lake
laisser	to leave
laver	to wash
(se) laver	to get washed
lentement	slowly
lever	to lift
(se) lever	to get up
lit le	bed

French	English
location de voitures la	car rental
logement le	accommodation
loger	to stay, lodge
loisir le	free time (activity)
Londres	London
louer	to hire, rent
lunettes de soleil les (f)	sun glasses
maillot de bain le	swimming costume
Manche la	English Channel
marcher	to walk
Maroc le/marocain	Morocco/Moroccan
Méditerranée la	Mediterranean
monde le	world
montagne la	mountain
monter	to go up/ascend
moto la	motor bike
nager	to swim
parc d'attractions le	theme park
partir	to leave
Pays de Galles le/gallois	Wales/Welsh
pièce d'identité la	means of identification
plage la	beach
plan de ville le	town plan
se présenter	to introduce oneself
prêt	ready
projet le	plan
se promener	to go for a walk
propriétaire le/la	owner
randonnée la	walk, hike
remercier	to thank
rendez-vous le	meeting
renseignements les (m)	information
réserver	to book, reserve
rester	to stay
retour le	return

French	English
retourner	to return
(se) réveiller	to wake up
revenir	to come back
rivière la	river
route la	road, way
salle de séjour la	lounge
sable le	sand
sac de couchage le	sleeping bag
séjour le	stay, visit
spectacle le	show
Suisse la/suisse	Switzerland/Swiss
tourisme le	tourism
tourner	to turn
Tunisie la/tunisien	Tunisia/Tunisian
vacances les (f)	holidays
valise la	suitcase
visite la (guidée)	(guided) visit
voiture la	car
vol le	flight
voler	to fly
voyager	to travel
vue de mer la	sea view

3.5.3.3 Current and future study and employment

My studies

French	English
chimie la	chemistry
dessin le	art
EPS l' (f)	PE (physical education)
français le	French
informatique (l') (f)	IT (information technology)
instituteur l' (m)	primary school teacher (male)
institutrice l' (f)	primary school teacher (female)
langue la	language
matière la	subject
physique la	physics
professeur le	teacher
religion la	religious studies

Life at school/college

French	English
apprendre	to learn
calculatrice la	calculator
collège le	secondary school
comprendre	to understand
cours le	lesson
demander	to ask
devoirs les (m)	homework
difficulté la	difficulty
diplôme le	qualification
directeur le	headmaster
directrice la	headmistress
discuter	to discuss
distribuer	to give out
droit le	right
école l' (f) (primaire/secondaire)	(primary/secondary) school
élève l' (m/f)	pupil
emploi du temps l' (m)	timetable
en seconde	in year 11

French	English
études les (f)	study
étudiant l' (m)	student
examen l' (m)	examination
faire attention	to pay attention
leçon la	lesson
lecture la	reading
lire	to read
maquillage le	make up
note la	mark
oublier	to forget
passer un examen	to sit an exam
pause la	break, pause
penser	to think
permettre	to allow, permit
porter	to wear, carry
pression la	pressure
récré(ation) la	break
règle la	rule
règlement le	school rules
rentrée la	return to school
répéter	to repeat
réponse la	reply
résultat le	result
réussir un examen	to pass an exam
salle de classe la	classroom
savoir	to know
scolaire	school (adj)
tableau le	board
terrain de sport le	sports ground
trimestre le	term
trouver	to find

Education post-16

French	English
année sabbatique l' (f)	gap year
apprenti(e) l' (m/f)	apprentice
avoir envie de	to want to
avoir l'intention (de)	to intend (to)
bac(calauréat) le	A-level(s)
en première	in year 12
en terminale	in year 13
étudier	to study
laisser tomber	to drop
liberté la	freedom
lycée le	sixth form college, grammar school

Jobs, career choices and ambitions

French	English
agent de police l' (m)	policeman
avenir l' (m)	future
boucher le	butcher
boulangier le	baker
boulot le	job
candidat le	candidate
coiffeur le	hairdresser
compter (sur)	to count (on)
employé(e) l'	employee
employeur l'	employer
espérer	to hope
facteur le	postman
fermier le	farmer
gagner	to earn, win
idée l' (f)	idea
infirmier l' (m)	nurse
informaticien l'	IT worker
ingénieur l' (m)	engineer
journal le	newspaper
livre la (sterling)	pound (sterling)

French	English
maçon le	builder
mécanicien le	mechanic
mettre de l'argent de côté	to save money
patron le; patronne la	boss
petit job le	part-time job
plombier le	plumber
policier le	policeman
rêve le	dream
rêver	to dream
recevoir	to receive
varié	varied
vétérinaire le	vet

3.5.4 Theme-based vocabulary (Higher Tier)

3.5.4.1 Identity and culture

Me, my family and friends

French	English
bague la	ring
bouton le	spot, pimple
compréhensif/compréhensive	understanding
confiance la	trust
connaître	to know (a person)
de mauvaise humeur	bad tempered
épouser	to marry
esprit l' (m)	mind
étonnant	amazing
étrange	strange
fiançailles les (f)	engagement
fier/fière	proud
fou/folle	mad, crazy
gâter	to spoil
gêner	to annoy
jaloux/jalouse	jealous
jumeau le/jumelle la	twin

French	English
jeunesse la	youth
marre (en avoir)	(to be) fed up
mépriser	to despise
se mettre en colère	to get angry
mourir	to die
naître	to be born
neveu le	nephew
les noces (f)	wedding
ondulé	wavy
se rendre compte	to realise
(se) séparer	to separate
vif/vive	lively

Technology in everyday life

French	English
blogueur le	blogger
caméscope le	camcorder
compte le	account
console de jeux la	games console
courrier électronique le	email
écran tactile l' (m)	touch screen
effacer	to delete
enregistrer	to record
fichier le	file
genre le	type, kind
imprimer	to print
internaute l' (m)	internet user
logiciel le	software
moniteur le	monitor
numérique	digital
page d'accueil la	welcome page
pile la	battery
remplir	to fill (in)
sauvegarder	to save
traitement de texte le	word processing

Free-time activities

French	English
s'abonner	to subscribe
ado l' (m/f)	adolescent
ail l' (m)	garlic
amer/amère	sour
ananas l' (m)	pineapple
bien cuit	well cooked
chorale la	choir
course la	race
échecs les (m)	chess
effets spéciaux (m) les	special effects
épicé	spicy
espèce l' (f)	type, kind
féliciter	to congratulate
lieu le (avoir lieu)	place (to take place)
marquer un but/un essai	to score a goal/try
noix la	nut
pamplemousse la	grapefruit
piquant	spicy
prune la	plum
séance la	performance
tournée la	tour
tournoi le	tournament
veau le	veal

Customs and festivals in French-speaking countries/communities

French	English
défilé le	procession
jour férié le	public holiday
messe la	mass
Pentecôte la	Whitsuntide
réunion la	meeting

3.5.4.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

French	English
bricolage le	DIY (do it yourself)
distractions les (f)	things to do
écharpe l' (f)	scarf
embouteillage l' (m)	traffic jam
endroit l' (m)	place
fermeture la	closure
foulard le	scarf
four le	oven
foyer le	home
garder	to look after
grande surface la	superstore
lèche-vitrine le (faire du)	window shopping (to go window shopping)
loyer le	rent
lumière la	light
marque la	make, label, brand
pelouse la	lawn
pull à capuche le	hoodie
rayon le	department
rembourser	to reimburse
surchargé	overcrowded
tâche la	task

Social issues

French	English
accro	addicted
agir (il s'agit de)	to act (it's a question of)
alcoolique	alcoholic
avertir	to warn
avoir sommeil	to be sleepy
cachez	to hide
cancer (des poumons) le	(lung) cancer
coupable	guilty
casse-croûte le	snack

French	English
conseil le	advice
consommation la	consumption, usage
crise cardiaque la	heart attack
dégoûtant	disgusting
déprimé	depressed
désintoxiquer	to detox
dette la	debt
douleur la	pain
s'enivrer	to get drunk
enquête l' (f)	enquiry
entraînement l' (m)	training
épuiser	to exhaust
s'entraîner	to train
essoufflé	breathless
foie le	liver
hors d'haleine	out of breath
ivre	drunk
mannequin le	model
mener	to lead
muscultation la	weight training
nourriture bio la	organic food
peau la	skin
quotidien(ne)	daily
personnes défavorisées les (f)	disadvantaged people
renoncer	to give up
respirer	to breathe
salé	salty
sida le	AIDS
soigner	to care for
soin le	care
surveiller	to watch
tabagisme le	addiction to smoking
tatouage le	tattooing
tenter	to attempt
tousser	to cough

French	English
toxicomane le/la	drug addict
valoir mieux	to be better, preferable
voix la	voice

Global issues

French	English
agresser	to attack
améliorer	to improve
attaque l' (f)	attack
augmenter	to increase
bande la	gang
campagne la	campaign
charbon le	coal
couche d'ozone la	ozone layer
croire	to believe
déboisement le	deforestation
effet de serre l' (m)	greenhouse effect
effrayant	frightening
égal	equal
emballage l' (m)	packaging
empêcher	to prevent
endommager	to damage
énergie renouvelable l' (f)	renewable energy
ennui l' (m)	problem, worry
entouré	surrounded
état l' (m)	state
gaz carbonique le	carbon dioxide
gaz d'échappement le	exhaust fumes
guerre la	war
harceler	to bully, harass
harcèlement le	bullying, harassment
immigré l' (m)	immigrant
incendie l' (m)	fire
inonder	to flood
s'inquiéter	to worry

French	English
lourd	heavy, serious
lutter	to struggle
manifestation la	demonstration
marée la	tide
mentir	to lie
mondial	worldwide
niveau le	level
paix la	peace
paysage le	countryside/landscape
(se) plaindre	to complain
produire	to provide
produits bio les (m)	green products
ramasser	to pick up
reconnaissant	grateful
réfugié le	refugee
supporter	to tolerate, put up with
supprimer	to suppress/eliminate
souci le	worry, concern
témoin le	witness
trou le	hole
vague la	wave
voler	to steal
voyou le	yob, hooligan

Travel and tourism

French	English
aire de jeux l' (f)	play area
atterrir	to land
avis l' (m)	opinion
chambre d'hôte la	bed and breakfast
chemin le	way, path
chemin de fer le	railway
climatisation la	air conditioning
concours le	competition
se débrouiller	to get by, to cope

French	English
décoller	to take off
déranger	to disturb
donner sur	to overlook
dresser	to put up (tent)
emplacement l' (m)	pitch (tent)
événement l' (m)	event
faire la grasse matinée	to lie in, sleep in
faire la	fair
frontière la	border, frontier
héberger	to lodge, accommodate
herbe l' (f)	grass
inconnu	unknown
jardin zoologique le	zoo
jumelé	twinned
lavabo le	wash basin
lits superposés les (m)	bunk beds
manquer	to miss
se mettre en route	to set off
moquette la	carpet
paraître	to seem
permis de conduire le	driving licence
la perte	loss
plaire	to please
plongée sous-marine la	underwater diving
ralentir	to slow down
remarquer	to notice
sommet le	summit
station balnéaire la	seaside resort
tour la	tower, tour
traduire	to translate
trajet le	journey
traversée la	crossing

3.5.4.3 Current and future study and employment

My studies

French	English
couture la	sewing
langues vivantes les (f)	modern languages
instruction civique l' (f)	citizenship
proviseur le	head teacher

Life at school/college

French	English
bien équipé	well equipped
bulletin scolaire le	school report
car de ramassage le	school bus
couloir le	corridor
doué	gifted
échouer	to fail
enseigner	to teach
incivilités les (f)	rudeness
injure l' (f)	insult
mal équipé	badly equipped
maternelle la	nursery school
redoubler	to repeat the year
retenue la	detention

Education post-16

French	English
conseiller d'orientation le	careers adviser
épreuve l' (f)	test
établissement l' (m)	establishment
faculté la	university, faculty
former	to train
licence la	degree

Jobs, career choices and ambitions

French	English
à peine	scarcely
assis	sitting
avocat l' (m)	lawyer
comptable le	accountant
croisière la	cruise
débouché le	prospect/job prospect/opportunity
debout	standing
dessinateur de mode le	fashion designer
disponible	available
élargir	to widen
entreprise l' (f)	firm, enterprise
entretien l' (m)	interview
enrichissant	enriching, rewarding
espoir l' (m)	hope
interprète l' (m)	interpreter
outil l' (m)	tool
venir de	to have just

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in French include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of French should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE French specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE French

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in French, requiring non-verbal responses or responses in French. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in French.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test [assessment criteria](#).

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in French, requiring non-verbal responses or responses in French. In Section C, there will be a translation from French into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in French.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in French.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into French, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in French.

4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into French, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test [assessment criteria](#).

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation 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
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

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

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

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.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in 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.

Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

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.

Communication

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

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

Range and accuracy of language

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.

Level	Mark	Range and accuracy of language
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.

Pronunciation and intonation

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.

Spontaneity and fluency

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.

4.8.2.2 Higher Tier**Part 1: Role-play (15 marks)**

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

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

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

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.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in 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.

Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

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.

Communication

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.

Level	Mark	Communication
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

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

Range and accuracy of language

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.

Pronunciation and intonation

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.

Spontaneity and fluency

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.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Question 3 (10 marks)

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

4.8.4.2 Higher Tier

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

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 1 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

Question 2 (32 marks)

There are two compulsory bullet points, assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Students can be entered for only one tier in any exam series.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in French	Foundation Tier	8658F	FKF
	Higher Tier	8658H	FKF

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8157/6.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who **just** fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8658

You can talk directly to the French subject team

E: mfl@aqa.org.uk

T: 01423 534 381

GCSE FRENCH

H

Higher Tier Paper 1 Listening

Specimen 2018

Morning

Time allowed: 45 minutes

(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- **Do not open this book until you are told to do so.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 50.
- You must **not** use a dictionary.

Advice

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer all the questions in the spaces provided. Do not write on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Please write clearly, in block capitals, to allow character computer recognition.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature _____

Section AQuestions and answers in **English****News reports**

While on holiday in France, you hear these news reports on the car radio.

A	A road accident
B	A fire
C	A robbery
D	A flood
E	A murder
F	A strike

For each report, choose the topic from the list and write the correct letter in the box.

0	1
----------	----------

[1 mark]

0	2
----------	----------

[1 mark]

0	3
----------	----------

[1 mark]

0	4
----------	----------

[1 mark]

Supermarket announcements

While on holiday in France, you hear these announcements in a French supermarket.

Choose the correct answer and write the letter in the box.

0	5
---	---

The shop is ...

A	open every day.
B	open from 9am to 9pm.
C	closed on Sundays.

[1 mark]

0	6
---	---

This announcement is advertising ...

A	a new drink.
B	the self service tills.
C	the restaurant.

[1 mark]

0	7
---	---

The price reduction is for...

A	new online customers.
B	all online customers.
C	all customers.

[1 mark]

Musical tastes

You hear a podcast sent by your French partner school. In this extract, you hear an interview with Eglantine who talks about raï, a genre of music which originated in Algeria.

Answer both parts of the question.

0 8 . **1** In France, raï music ...

A	is not very popular.
B	is more popular than in Algeria.
C	is very popular.

[1 mark]

0 8 . **2** Buying raï CDs ...

A	is now easier than in the past.
B	is as easy as in the past.
C	is more difficult than in the past.

[1 mark]

Answer both parts of the question.

0 9 . **1** Eglantine finds French music ...

A	charming.
B	inferior to raï.
C	as good as raï.

[1 mark]

0 9 . **2** Eglantine's friends ...

A	share her interest in raï.
B	dislike raï.
C	like to dance to raï.

[1 mark]

Answer both parts of the question.

1 0 . **1** Eglantine also says that raï ...

A	can be repetitive.
B	lyrics are sometimes superficial.
C	has meaningful lyrics.

[1 mark]

1 0 . **2** As for Arabic, she says that ...

A	she has started to learn it.
B	she will soon learn it.
C	she is unlikely to learn it.

[1 mark]

Cycle lanes

As part of a project on the environment you are listening to a report discussing cycle lanes.

Complete the sentences in **English**.

Example

Cycle lanes can cause problems when they are in narrow streets.

On the other hand, the advantage is that cyclists feel more confident.

1 1

Some don't agree with cycle lanes because they cause
_____.

This is because cars _____.

[2 marks]

1 2

Others are in favour of cycle lanes provided that
_____.

More cycle lanes will mean _____.

[2 marks]

Local environment

While in France, you hear a radio report about people protesting against a prison being built near their village, Saint-Sulpice.

Listen to the report and answer the questions in **English**.

Example What did the mayor do?

He organised a petition.

1 3 What does Madame Pradier say is needed in the village? Give **two** details.

1 _____

2 _____

[2 marks]

1 4 What is Madame Pradier's view on prisons? Give **two** details.

1 _____

2 _____

[2 marks]

1 5 What is the mayor's objection? Give **two** details.

1 _____

2 _____

[2 marks]

Electronic reading devices

Listen to this Belgian radio phone-in programme where listeners are discussing the advantages and disadvantages of electronic reading devices.

For each speaker write down **one** advantage and **one** disadvantage.

Answer in **English**.

1	6
---	---

Flora

Advantage	Disadvantage

[2 marks]

1	7
---	---

Eric

Advantage	Disadvantage

[2 marks]

Careers

While on the internet, you hear an advertisement for a Swiss recruitment agency.

Choose the correct answer to complete each sentence. Write the letter in the box.

Answer both parts of the question.

1 8 . 1 This advertisement is aimed at ...

A	people who like to work alone.
B	people who can make others work well.
C	people who are well-qualified.

[1 mark]

1 8 . 2 It also makes the point that you should ...

A	be punctual.
B	have a good memory.
C	be prepared to work long hours.

[1 mark]

Answer both parts of the question.

1 9 . 1 This advertisement stresses that you have to ...

A	still be at school.
B	have worked previously in a market.
C	be ambitious.

[1 mark]

1 9 . 2 You also need to ...

A	work in an office.
B	have good communication skills.
C	have a good sense of humour.

[1 mark]

Teachers

Listen to these French students talking about a new soap opera on French TV, set in a school in France.

Complete the sentences in **English**.

2	0
---	---

Madame Frot's attitude towards her students seems to be ...

[1 mark]

2	1
---	---

The P.E. teacher seems to be harsh with ...

[1 mark]

2	2
---	---

The students protested because they want Madame Pochet to ...

[1 mark]

Festivals in Burkina Faso

You are doing a project on festivals in French speaking countries and you find this podcast. Listen to this information about various festivals in the African country of Burkina Faso.

Complete the sentences by choosing the correct answer. Write the letter in the box.

2 3

This festival aims to ...

A	allow craftsmen to sell material.
B	give craftsmen the chance to change their job.
C	increase the number of craftsmen in the future.

[1 mark]**2 4**

The jazz festival ...

A	is a recent innovation.
B	is only held in one place.
C	attracts foreign visitors.

[1 mark]**2 5**

This festival ...

A	takes place after the rainy season.
B	has moved away from its original purpose.
C	takes place in large cities.

[1 mark]

2 6

This festival is ...

A	aimed at helping local food producers.
B	now well established.
C	intended to teach traditional cooking skills.

[1 mark]

A story

In order to improve your French, you decide to listen to an audio book.

You hear the opening chapter of *La Cafetière* by Théophile Gautier. Choose **two** sentences which are **true** and write the correct letters in the boxes.

A	The narrator travelled alone.
B	She arrived at the château before it went dark.
C	The host noticed she was tired.
D	Her bedroom was quite small.
E	She did not feel at ease in her room.

2	7
---	---

[2 marks]

Section B

Questions and answers in **French****Un jeune footballeur**

Ecoutez ce reportage sur France Inter au sujet d'un jeune footballeur, Armand.

Choisissez **deux** phrases qui sont **vraies** et écrivez les bonnes lettres dans les cases.

2 8

A	Armand n'est pas Français.
B	Le journaliste joue bien au foot.
C	Armand est fils unique.
D	Le journaliste veut devenir footballeur.
E	Armand est capable de devenir footballeur professionnel.

[2 marks]

2 9

A	Armand n'a pas quitté le Congo.
B	Armand n'est pas devenu footballeur professionnel.
C	La sœur d'Armand est restée au Congo.
D	Sa sœur va devenir étudiante.
E	Sa mère n'habite plus au Congo.

[2 marks]

Le mariage

Dans un restaurant français, vous écoutez ces jeunes qui parlent du mariage.

Complétez les phrases suivantes en **français**.

Répondez aux deux aspects de la question.

3 0 . **1** Selon Loïc, pour ceux qui s'aiment, le mariage n'est pas ...

[1 mark]

3 0 . **2** Mais Loïc pense que la cérémonie de mariage est ...

[1 mark]

Répondez aux deux aspects de la question.

3 1 . **1** Selon Pascale, le mariage est ...

[1 mark]

3 1 . **2** De nos jours, Pascale dit qu'il y a souvent beaucoup plus de ...

[1 mark]

Les études

Pendant votre échange scolaire en France, vous entendez ces professeurs qui donnent des conseils pour réviser.

A	Le sommeil est très important.
B	Choisissez un lieu calme pour travailler.
C	Mangez bien.
D	Faites régulièrement une petite pause.
E	Faites du sport.

Pour chaque professeur, choisissez le conseil correct et écrivez la lettre dans la case.

3	2
---	---

[1 mark]

3	3
---	---

[1 mark]**END OF QUESTIONS**

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

**GCSE
FRENCH
8658/LH**

H

Higher Tier Paper 1 Listening

Specimen mark scheme

June 2018

v1.0

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.

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

Qu	Accept	Mark
01	B	1
Qu	Accept	Mark
02	C	1
Qu	Accept	Mark
03	F	1
Qu	Accept	Mark
04	D	1
Qu	Accept	Mark
05	C	1
Qu	Accept	Mark
06	C	1
Qu	Accept	Mark
07	A	1

Qu	Accept	Mark
08.1	C	1

Qu	Accept	Mark
08.2	A	1

Qu	Accept	Mark
09.1	B	1

Qu	Accept	Mark
09.2	B	1

Qu	Accept	Mark
10.1	C	1

Qu	Accept	Mark
10.2	C	1

Qu	Key idea	Accept	Reject	Mark
11	Traffic jams = 1 Go more slowly = 1	Hold-ups/congestion = 1 Slow down/go slow = 1		2

Qu	Key idea	Accept	Reject	Mark
12	They are respected = 1 Fewer accidents/injuries = 1	Everyone obeys the rules = 1		2

Qu	Key idea	Accept	Reject	Mark
13	Jobs = 1 (A plan to) encourage people to move/live there = 1	The prison will create jobs = 1 more people moving into the area = 1	new prison	2

Qu	Key idea	Accept	Reject	Mark
14	Prison doesn't work = 1 A cheaper alternative is needed = 1	No point/why lock up more criminals = 1		2

Qu	Key idea	Accept	Reject	Mark
15	Prisons don't make us safe(r) = 1 Young people become more criminal = 1	It's a school for crime = 1		2

Qu	Key idea	Accept	Reject	Mark
16	Advantage: Easy to download (books) = 1 Disadvantage: text/words too small = 1			2

Qu	Key idea	Accept	Reject	Mark
17	Advantage: E-books can read aloud to you = 1 Disadvantage: Hard to read in sunlight/when it's sunny = 1			2

Qu	Accept	Mark
18.1	B	1

Qu	Accept	Mark
18.2	C	1

Qu	Accept	Mark
19.1	C	1

Qu	Accept	Mark
19.2	B	1

Qu	Key idea	Accept	Reject	Mark
20	Negative	Insulting/scornful/thinks they are hopeless	Doesn't understand them	1

Qu	Key idea	Accept	Reject	Mark
21	Those who are not sporty	Unsporty students	Those who dislike the subject	1

Qu	Key idea	Accept	Reject	Mark
22	Stay (for another 2 years)	Not leave		1

Qu	Accept			Mark
23	C			1

Qu	Accept			Mark
24	C			1

Qu	Accept			Mark
25	B			1

Qu	Accept			Mark
26	A			1

Qu	Accept	Mark
27	C E (in any order)	2

Qu	Accept	Mark
28	A E (in any order)	2

Qu	Accept	Mark
29	D E (in any order)	2

Qu	Accept	Mark
30.1	nécessaire/essentiel	1

Qu	Accept	Reject	Mark
30.2	Belle/romantique/magique		1

Qu	Accept	Reject	Mark
31.1	important		1

Qu	Accept	Reject	Mark
31.2	divorces/séparations/mariages qui ne durent pas		1

Qu	Accept	Mark
32	D	1

Qu	Accept	Mark
33	A	1

GCSE FRENCH

F

Foundation Tier Paper 1 Listening

Specimen 2018

Morning

Time allowed: 35 minutes

(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- **Do not open this book until you are told to do so.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 40.
- You must **not** use a dictionary.

Advice

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **French**.
- You must answer all the questions in the spaces provided. Do not write on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Please write clearly, in block capitals, to allow character computer recognition.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature _____

Section A

Questions and answers in **English****School and teachers**

Some French students have done a presentation on their school and are talking about their teachers. Listen to what they say.

For each subject, write in the box a reason why they like their teacher.

Answer in **English**.

Example:

Subject	Reason
Music	He tells funny stories

0 1

Subject	Reason
English	

[1 mark]

0 2

Subject	Reason
Maths	

[1 mark]

0	3
---	---

Subject	Reason
French	

[1 mark]

Sport

On French radio, a reporter is talking about the findings of a survey into why young people do not do enough sport.

A	They have a part time job.
B	They have no talent for sport.
C	They prefer playing computer games.
D	They do not have enough time.
E	They have too much school work.
F	They do not have enough money.
G	They want to spend time with their family.

What reason goes with each percentage?

Write the correct letter in the box.

0 4

56%

[1 mark]

0 5

43%

[1 mark]

0 6

24%

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Finding a job

During a visit to your Belgian partner school you listen to a clip of a careers interview about what makes a good impression on employers.

Write the answers to the questions in the box in **English**.

0	7
---	---

What personal quality does this person mention?	
---	--

[1 mark]

0	8
---	---

What hobby does this person mention?	
--------------------------------------	--

[1 mark]

0	9
---	---

What does this person say about his personality?	
--	--

[1 mark]

1	0
---	---

What weakness does he mention?	
--------------------------------	--

[1 mark]

1	1
---	---

Why does he want to work for this business?	
---	--

[1 mark]

1	2
---	---

How does he see his future?	
-----------------------------	--

[1 mark]

Holidays

Listen to these Swiss students from your partner school who have made a podcast about going on holiday.

A	Sampling food
B	Making friends
C	Relaxing
D	Visiting monuments
E	Speaking languages
F	Being active
G	Spending time with the family
H	Going shopping

What **two** things does each student like doing on holiday?

Write the correct letters in the boxes.

1 3

[2 marks]

1 4

[2 marks]

Mobile technology

You overhear some French people talking about the advantages of mobile phones.

Write down in **English one** advantage of mobile phones, according to each speaker.

1	5
---	---

Advantage

[1 mark]

1	6
---	---

Advantage

[1 mark]

1	7
---	---

Advantage

[1 mark]

Family relationships

You are doing some research into family relationships in different countries. You find this clip about why teenagers argue with their parents.

A	Clothes
B	Going out
C	School work
D	Friends
E	Music
F	Money

Choose a reason why they argue and write the correct letter in the box.

1	8
---	---

[1 mark]

1	9
---	---

[1 mark]

2	0
---	---

[1 mark]

2	1
---	---

[1 mark]

Supermarket announcements

While on holiday in France, you hear these announcements in a French supermarket.

Choose the correct answer and write the letter in the box.

The shop is ...

2	2
---	---

A	open every day.
B	open from 9am to 9pm.
C	closed on Sundays.

[1 mark]

This announcement is advertising ...

2	3
---	---

A	a new drink.
B	the self service tills.
C	the restaurant.

[1 mark]

The price reduction is for ...

2	4
---	---

A	new online customers.
B	all online customers.
C	all customers.

[1 mark]

News reports

While on holiday in France, you hear these news reports on the car radio.

A	A road accident
B	A fire
C	A robbery
D	A flood
E	A murder
F	A strike

For each report, choose the topic from the list and write the correct letter in the box.

2	5
---	---

[1 mark]

2	6
---	---

[1 mark]

2	7
---	---

[1 mark]

2	8
---	---

[1 mark]

A story

In order to improve your French, you decide to listen to an audio book.

You hear the opening chapter of *La Cafetière* by Théophile Gautier. Choose **two** sentences which are **true** and write the correct letters in the boxes.

A	The narrator travelled alone.
B	She arrived at the château before it went dark.
C	The host noticed she was tired.
D	Her bedroom was quite small.
E	She did not feel at ease in her room.

2	9
---	---

[2 marks]

Section B

Questions and answers in French

Un jeune footballeur

Ecoutez ce reportage sur France Inter au sujet d'un jeune footballeur, Armand.

Choisissez **deux** phrases qui sont **vraies** et écrivez les bonnes lettres dans les cases.

3	0
---	---

A	Armand n'est pas Français.
B	Le journaliste joue bien au foot.
C	Armand est fils unique.
D	Le journaliste veut devenir footballeur.
E	Armand est capable de devenir footballeur professionnel.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

[2 marks]

3	1
---	---

A	Armand n'a pas quitté le Congo.
B	Armand n'est pas devenu footballeur professionnel.
C	La sœur d'Armand est restée au Congo.
D	Sa sœur va devenir étudiante.
E	Sa mère n'habite plus au Congo.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

[2 marks]

Projets pour l'avenir

Vous écoutez une radio française en ligne. Ces jeunes parlent de leur avenir.

A	Devenir riche
B	Avoir des enfants
C	Voyager à l'étranger
D	Travailler dans une école maternelle
E	Travailler dans un hôpital
F	Habiter à la campagne

Pour chaque personne, choisissez un projet et écrivez la bonne lettre dans la case.

3	2
---	---

[1 mark]

3	3
---	---

[1 mark]

3	4
---	---

[1 mark]

3	5
---	---

[1 mark]

END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

**GCSE
FRENCH
8658/LF**

F

Foundation Tier Paper 1 Listening

Specimen mark scheme

June 2018

v1.0

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t.c = tout court

Qu	Key idea	Accept	Reject	Mark
01	Listens to the students		Any words in target language Any idea that it is the students who listen to teacher	1

Qu	Key idea	Accept	Reject	Mark
02	His <u>lessons</u> are interesting	Not boring/tedious etc	Any words in target language He is interesting t.c	1

Qu	Key idea	Accept	Reject	Mark
03	Does not give them too much <u>homework</u>		Any words in target language He does not gives them any homework	1

Qu	Accept			Mark
04	D			1

Qu	Accept			Mark
05	C			1

Qu	Accept			Mark
06	F			1

Qu	Key idea	Accept	Reject	Mark
07	Hard-working	Works a lot/not lazy		1

Qu	Key idea	Accept	Reject	Mark
08	Horse riding		Relaxing	1

Qu	Key idea	Accept	Reject	Mark
09	Helps others	Helpful	Vague answers such as nice	1

Qu	Key idea	Accept	Reject	Mark
10	Works quickly/does not consult others		He's quick (no idea of work)	1

Qu	Key idea	Accept	Reject	Mark
11	More money	A bigger salary	Being honest	1

Qu	Key idea	Accept	Reject	Mark
12	Become a boss (must have idea he is in charge)	Have his own firm	Work for an enterprise	1

Qu	Accept			Mark
13	C A (in any order)			2

Qu	Accept			Mark
14	B E (in any order)			2

Qu	Advantage	Reject	Mark
15	(Useful) to call parents if late/if there is an emergency		1

Qu	Advantage	Reject	Mark
16	(To) download <u>games</u>		1

Qu	Advantage	Reject	Mark
17	Use it as alarm/to wake up (on time)		1

Qu	Accept	Mark
18	A	1

Qu	Accept	Mark
19	B	1

Qu	Accept	Mark
20	C	1

Qu	Accept	Mark
21	F	1

Qu	Accept	Mark
22	C	1

Qu	Accept	Mark
23	C	1
Qu	Accept	Mark
24	A	1
Qu	Accept	Mark
25	B	1
Qu	Accept	Mark
26	C	1
Qu	Accept	Mark
27	F	1
Qu	Accept	Mark
28	D	1
Qu	Accept	Mark
29	C E (in any order)	2
Qu	Accept	Mark
30	A E (in any order)	2

Qu	Accept	Mark
31	D E (in any order)	2

Qu	Accept	Mark
32	E	1

Qu	Accept	Mark
33	C	1

Qu	Accept	Mark
34	F	1

Qu	Accept	Mark
35	B	1



GCSE FRENCH

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2018

Teacher's Booklet

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes at Foundation (+12 minutes' supervised preparation time)
10-12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- During the preparation time candidates are required to prepare **one** Role-play card and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before the General Conversation.
- Candidates should hand both stimulus cards to you before the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes at Foundation and Higher) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. The General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3-5 minutes at Foundation; 5-7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2018

French
Speaking Test
Teacher's Booklet

Contents

Part 1

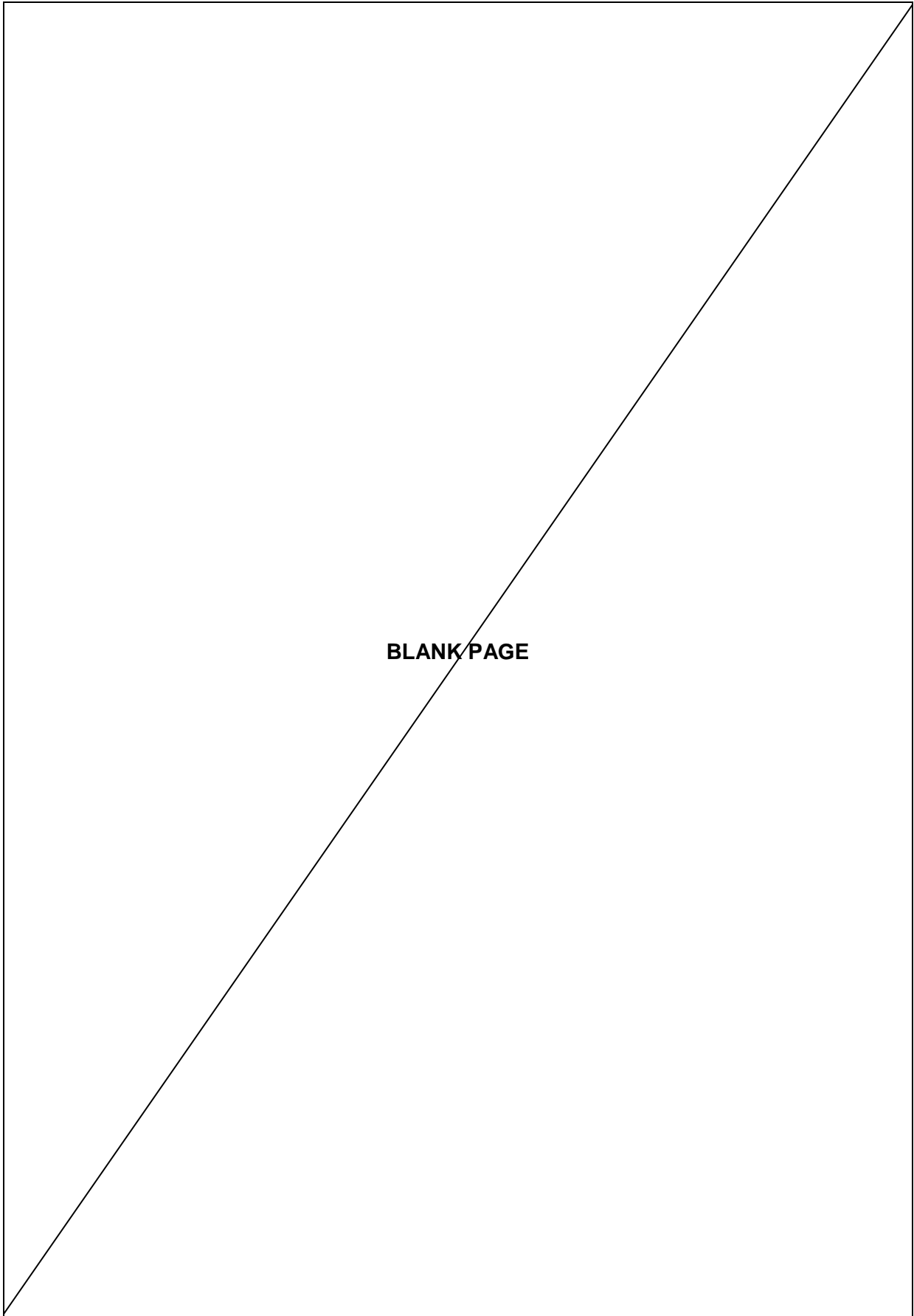
Role-plays (Foundation Tier) (1-9)
Role-plays (Higher Tier) (10-18)

Part 2

Photo cards (Foundation Tier) (A-I)
Photo cards (Higher Tier) (J-R)

Part 3

Suggested questions for General Conversation



ROLE-PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles de ton collègue avec ton ami(e) français(e).

- Ton collègue – description (**deux** détails).
- **!**
- Sciences – ton opinion et **une** raison.
- Projet – septembre (**un** détail).
- **?** Matière favorite.

ROLE-PLAY 1 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e). Moi, je suis ton ami(e).*

- 1** Ask the candidate to give **two** details about his/her school.

Et ton collègue ?

- 2** Allow the candidate to give **two** details about his/her school.

- !** Ask the candidate what he/she does at lunchtime. (Elicit **one** activity).

Qu'est-ce que tu fais à midi ?

- 3** Allow the candidate to say one thing he/she does at lunchtime.
Ask the candidate what he/she thinks of science and why.

Qu'est-ce que tu penses des sciences ? ... Pourquoi ?

- 4** Allow the candidate to give **one** opinion about science and **one** reason.
Ask the candidate what he/she wants to do in September. (Elicit **one** detail).

Qu'est-ce que tu veux faire en septembre ?

- 5** Allow the candidate to give **one** detail about what he/she wants to do in September.

Ah bon.

- ?** Allow the candidate to ask you about your favourite subject.

Give an appropriate answer.

ROLE-PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the receptionist and will speak first.

You should address the receptionist as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec le/la réceptionniste d'un hôtel en France.

- Chambre - combien de personnes.
- **!**
- Sorte de chambre (**deux** détails).
- Manger - où.
- **?** Aller en ville – transport.

ROLE-PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *vous*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le/la réceptionniste d'un hôtel en France. Moi, je suis le/la réceptionniste.*

- 1** Ask the candidate what he/she wants and for how many people.

Bonjour Monsieur/Mademoiselle, qu'est-ce que vous désirez ?

- 2** Allow the candidate to say he/she wants a room and for how many people.

! Ask the candidate his/her nationality.

Vous êtes de quelle nationalité ?

- 3** Allow the candidate to say his/her nationality.
Ask the candidate what type of room he/she wants. (Elicit **two** details).

Vous voulez quelle sorte de chambre ?

- 4** Allow the candidate to give **two** details about the type of room he/she wants.
Ask the candidate where he/she wants to eat.

Où voulez-vous manger ?

- 5** Allow the candidate to say where he/she wants to eat.

Super.

- ?** Allow the candidate to ask you a question about transport to town.

Give an appropriate answer.

ROLE-PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu discutes du collège et du futur avec ton ami(e) français(e).

- Uniforme scolaire (**deux** détails).
- Règlement au collège – ton opinion.
- Premier cours – quand.
- **!**
- **?** Profession idéale.

ROLE-PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) du collège et du futur. Moi, je suis ton ami(e).*

- 1** Ask the candidate about his/her school uniform. (Elicit **two** details).

Et ton uniforme scolaire ?

- 2** Allow the candidate to give **two** details about his/her school uniform.
Ask the candidate what he/she thinks about school rules. (Elicit **one** opinion).

Que penses-tu du règlement du collège ?

- 3** Allow the candidate to give **one** opinion about school rules.
Ask the candidate what time lessons start.

A quelle heure commencent les cours ?

- 4** Allow the candidate to say what time lessons start.
! Ask the candidate what his/her teachers are like. (Elicit **one** detail).

Comment sont tes professeurs ?

- 5** Allow the candidate to give **one** detail about what his/her teachers are like.

Ah bon.

- ?** Allow the candidate to ask you a question about your ideal job.

Give an appropriate answer.

ROLE-PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles de la technologie avec ton ami(e) français(e).

- Internet – **un** avantage.
- **!**
- Facebook - (**une** activité).
- Jeux vidéo – ton opinion.
- **?** Portable.

ROLE-PLAY 4 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de la technologie. Moi, je suis ton ami(e).*

- 1** Ask the candidate about the internet. (Elicit **one** advantage).

Et l'internet ?

- 2 !** Allow the candidate to give **one** advantage about the internet.
Ask the candidate to give **one** detail about his/her mobile phone.

Fais - moi une description de ton portable.

- 3** Allow the candidate to give **one** detail about his/her mobile phone.
Ask the candidate what he/she does on Facebook. (Elicit **one** activity).

Qu'est-ce que tu fais sur Facebook ?

- 4** Allow the candidate to give **one** activity about what he/she does on Facebook.
Ask the candidate what he/she thinks about video games. (Elicit **one** opinion).

Qu'est-ce que tu penses des jeux vidéo ?

- 5** Allow the candidate to give **one** opinion about video games.

Ah bon.

- ?** Allow the candidate to ask you a question about your phone.

Give an appropriate answer.

ROLE-PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question

Tu parles du travail et des ambitions avec ton ami(e) français(e).

- Travail en ce moment (**un** détail).
- Emploi – préférence (**un** détail).
- **!**
- **?** Petit job.
- Habiter où dans le futur et **une** raison.

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) du travail et des ambitions. Moi, je suis ton ami(e).*

- 1 Ask the candidate what work he/she is doing at the moment. (Elicit **one** detail).
Que fais-tu comme travail en ce moment ?
- 2 Allow the candidate to give **one** detail about the work he/she is doing at the moment. Ask the candidate to give **one** detail about the job he/she wants to do.
Qu'est-ce que tu veux faire comme emploi ?
- 3 Allow the candidate to give **one** detail about what job he/she wants to do.
! Ask the candidate what he/she thinks about going to university. (Elicit **one** opinion).
Qu'est-ce que tu penses d'aller à l'université ?
- 4 Allow the candidate to give **one** opinion about going to university.
Ah bon.
- ?** Allow the candidate to ask you about your part time job.
Give an appropriate answer.
- 5 Ask the candidate where he/she wants to live in the future and why. (Elicit **one** reason).
Où veux-tu habiter à l'avenir ?
Allow the candidate to say where he/she wants to live and to give **one** reason.
Très bien.

ROLE-PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de la vie saine.

- Manger – sain – quoi (**un** détail).
- **!**
- Fast-food (ton opinion).
- Pour être en forme (**deux** activités).
- **?** Cigarettes.

ROLE-PLAY 6 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *tu*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e). Moi, je suis ton amie(e).*

- 1** Ask the candidate if he/she eats healthily. (Elicit **one** detail).

Tu manges équilibré ?

- 2 !** Allow the candidate to give **one** healthy thing he/she eats.
Ask the candidate what he/she likes to drink.

Qu'est-ce que tu aimes comme boisson ?

- 3** Allow the candidate to say what he/she likes to drink.
Ask the candidate what he/she thinks about fast-food.

Que penses-tu du fast-food ?

- 4** Allow the candidate to say what he/she thinks about fast-food.
Ask the candidate what he/she does to keep fit. (Elicit **two** activities).

Qu'est-ce que tu fais pour rester en forme ?

- 5** Allow the candidate to give **two** activities he/she does to keep fit.

Ça, c'est bon.

- ?** Allow the candidate to ask you a question about cigarettes.

Give an appropriate answer.

ROLE-PLAY 7 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un office du tourisme en France.

- Votre nationalité.
- Pourquoi vous êtes là (**un** détail).
- **!**
- La ville – votre opinion.
- **?** Restaurants en ville.

ROLE-PLAY 7 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un office du tourisme en France. Moi, je suis l'employé(e).*

- 1 Greet the candidate.
Bonjour Monsieur/Mademoiselle.
 - 2 Allow the candidate to give his/her nationality.
Ask the candidate if you can help.
Ah, super. Je peux vous aider ?
 - 3 Allow the candidate to say why he/she is here. (Elicit **one** detail).
! Ask the candidate where he/she is staying.
Vous restez où ?
 - 4 Allow the candidate to say where he/she is staying..
Ask the candidate what he/she thinks about the town. (Elicit **one** opinion).
Qu'est-ce que vous pensez de notre ville ?
 - 5 Allow the candidate to give **one** opinion about the town.
Ah bon.
- ?** Allow the candidate to ask you a question about the restaurants in town.
Give an appropriate answer.

ROLE-PLAY 8 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec le serveur/la serveuse dans un restaurant en France.

- Table - combien de personnes.
- Table – où.
- **!**
- Cuisine française (votre opinion).
- **?** Wi - Fi.

ROLE-PLAY 8 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le serveur/la serveuse dans un restaurant en France. Moi, je suis le serveur/la serveuse.*

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say what he/she wants and for how many people.
Ask the candidate where he/she wants to sit.

Vous voulez une table où ?

- 3 Allow the candidate to say where he/she wants to sit.
! Ask the candidate what he/she wants to eat. (Elicit **two** things).

Qu'est-ce que vous voulez manger ?

- 4 Allow the candidate to give **two** things he/she wants to eat.
Ask the candidate what he/she thinks about French food. (Elicit **one** opinion).

Qu'est-ce que vous pensez de la cuisine française ?

- 5 Allow the candidate to give **one** opinion about French food.

Ah bon.

- ? Allow the candidate to ask you a question about WiFi.

Give an appropriate answer.

ROLE-PLAY 9 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un théâtre en France.

- Concert ce soir.
- Musique – votre préférence (**un** détail).
- Combien de personnes.
- **!**
- **?** Heure du concert.

ROLE-PLAY 9 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *vous*.

You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.

- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un théâtre en France. Moi, je suis l'employé(e).*

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say he/she wants to go to a concert this evening.
Ask the candidate what sort of music he/she prefers. (Elicit **one** detail).

Vous aimez quelle sorte de musique ?

- 3 Allow the candidate to give **one** detail about the sort of music he/she prefers.
Ask the candidate how many people there are.

Vous êtes combien ?

- 4 Allow the candidate to say how many people there are.

- ! Say there are reductions for young people and ask the candidate how old he/she is.

Il y a un tarif jeune. Vous avez quel âge ?

- 5 Allow the candidate to give his/her age.

Très bien.

- ? Allow the candidate to ask you a question about the time of the concert.

Give an appropriate answer.

ROLE-PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de la musique et des loisirs.

- Concert hier – avec qui.
- **!**
- Une soirée typique (**deux** activités).
- Musique – ta préférence et **une** raison.
- **?** Goûts musicaux.

ROLE-PLAY 10 (HIGHER TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de la musique et des loisirs. Moi, je suis ton ami(e).*

- 1** Ask the candidate what he/she did yesterday.
Qu'est-ce que tu as fait hier ?
- 2** Allow the candidate to say he/she went to a concert yesterday and who with.
! Ask the candidate why he/she likes going to concerts.
Pourquoi aimes-tu aller aux concerts ?
- 3** Allow the candidate to say why he/she likes going to concerts.
Ask the candidate what he/she normally does in the evening. (Elicit **two** activities).
Qu'est-ce que tu fais normalement le soir ?
- 4** Allow the candidate to give **two** activities he/she does in the evening.
Ask the candidate what sort of music he/she listens to and why.
Tu écoutes quelle sorte de musique ? ... Pourquoi ?
- 5** Allow the candidate to say what sort of music he/she listens to and why.
C'est intéressant, ça.
- ?** Allow the candidate to ask you a question about your musical tastes.
Give an appropriate answer.

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de l'éducation et des emplois.

- Tes projets - septembre (**deux** détails).
- **!**
- Bon(ne) employé(e) - qualités (**deux** détails).
- Importance de l'argent et **une** raison.
- **?** Chômage en France.

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de l'éducation et des emplois. Moi, je suis ton ami(e).*

- 1 Ask the candidate what he/she intends to do in September. (Elicit **two** details).
Qu'est-ce que tu vas faire en septembre ?
 - 2 Allow the candidate to give **two** details about what he/she intends to do in September.
! Ask the candidate if he/she is going to continue studying French and the reason why/why not.
Tu vas continuer d'étudier le français ? Pourquoi/pourquoi pas ?
 - 3 Allow the candidate to say if he/she is going to continue studying French and the reason why/why not.
Ask the candidate what are the qualities of a good employee. (Elicit **two** details).
Quelles sont les qualités d'un(e) bon(ne) employé(e) ?
 - 4 Allow the candidate to give **two** details about the qualities of a good employee.
Ask the candidate if money is important or not and why.
L'argent est important ? ... Pourquoi/pourquoi pas ?
 - 5 Allow the candidate to say if money is important or not and to give **one** reason.
Ah bon.
- ? Allow the candidate to ask you about unemployment in France.
Give an appropriate answer.

ROLE-PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the assistant as *vous*

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) vendeur(euse) dans un grand magasin.

- Pullover – acheté quand et prix.
- Problèmes (**deux** détails).
- **?** Autre pullover.
- **!**
- Le magasin – votre opinion et **une** raison.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) vendeur(euse) dans un grand magasin. Moi, je suis le/la vendeur(euse)*

- 1 Ask the candidate if you can help. (Elicit **two** details).

Bonjour, je peux vous aider ?

- 2 Allow the candidate to say when he/she bought the pullover and how much he/she paid. Ask the candidate what is wrong with the pullover. (Elicit **two** details).

Il y a un problème Monsieur/Mademoiselle ?

- 3 Allow the candidate to give **two** details about what is wrong with the pullover.

Ah oui, je vois.

- ? Allow the candidate to ask you a question about what he/she would like to do.

Aucun problème.

- 4 ! Ask the candidate the size and the colour. (Elicit **size** and **colour**).

De quelle couleur ? ... De quelle taille Monsieur/Mademoiselle ?

- 5 Allow the candidate to say the size and colour. Ask the candidate what he/she thinks about the shop and why.

D'accord.

Qu'est-ce que vous pensez du magasin Monsieur/Mademoiselle ? ... Pourquoi ?

Allow the candidate to say what he/she thinks about the shop and why.

Ah bon.

ROLE-PLAY 13 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) de la technologie et des réseaux sociaux.

- Utilisation de la technologie récemment (**deux** détails).
- Importance des portables et **une** raison.
- Réseaux sociaux (**un** avantage).
- **!**
- **?** Projets ce soir.

ROLE-PLAY 13 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de la technologie et des réseaux sociaux. Moi, je suis ton ami(e).*

- 1 Ask the candidate to give **two** details describing how he/she has used technology recently. (Elicit **two** details).
Tu as utilisé les nouvelles technologies récemment ?
- 2 Allow the candidate to give **two** details describing how he/she has used technology recently. Ask the candidate about the importance of mobile phones and his/her reason for the response.
Les portables sont importants pour toi ? ... Pourquoi/pourquoi pas ?
- 3 Allow the candidate to say something about the importance of mobile phones and his/her reason for the response. Ask the candidate what he/she thinks about social media.
Que penses-tu des réseaux sociaux ?
- 4 Allow the candidate to give **one** advantage of social media.
! Ask the candidate when he/she uses social media and for how long.
Quand vas-tu sur Facebook ? ... Pour combien de temps ?
- 5 Allow the candidate to say when and for how long he/she uses Facebook.
Ah bon.
- ? Allow the candidate to ask you a question about your plans for this evening.
Give an appropriate answer.

ROLE-PLAY 14 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) de l'environnement.

- Environnement – initiatives récentes dans ta ville (**deux** détails).
- Problèmes de circulation dans ta ville (**un** détail).
- **!**
- Réduction de l'énergie à la maison (**un** détail).
- **?** Action pour améliorer l'environnement.

ROLE-PLAY 14 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) de l'environnement. Moi, je suis ton ami(e).*

- 1 Ask the candidate what his/her town has done to improve the environment. (Elicit **two** details).

Qu'est-ce que ta ville a fait récemment pour améliorer l'environnement ?

- 2 Allow the candidate to give **two** details about what the town has done to improve the environment recently.
Ask the candidate what traffic problems exist in his/her town. (Elicit **one** detail).

Et la circulation ?

- 3 Allow the candidate to give **one** detail about what traffic problems exist in his/her town.
! Ask the candidate if he/she prefers to travel by bus or car and the reason why.

Tu préfères voyager en bus ou en voiture ? ... Pourquoi ?

- 4 Allow the candidate to say if he/she prefers to travel by bus or car and the reason why.
Ask the candidate what he/she does at home to save energy. (Elicit **one** detail).

Qu'est-ce que tu fais à la maison pour réduire ta consommation de l'énergie ?

- 5 Allow the candidate to give **one** detail about what he/she does at home to save energy.

C'est intéressant ça.

- ? Allow the candidate to ask you a question about improving the environment.

Give an appropriate answer.

ROLE-PLAY 15 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your French friend and will speak first.

You should address your friend as tu.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Tu parles avec ton ami(e) français(e) du collège et du futur.

- Voyage scolaire récent (**deux** détails).
- **!**
- Rapports avec profs (**un** détail).
- Vie scolaire – problèmes (**deux** détails).
- **?** Projets en septembre.

ROLE-PLAY 15 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tu*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Tu parles avec ton ami(e) du collège et du futur. Moi, je suis ton ami(e).*

- 1** Ask the candidate about a recent school trip. (Elicit **two** details).

Tu as déjà fait un voyage scolaire ?

- 2** Allow the candidate to give **two** details about a recent school trip.

- !** Ask the candidate if he/she likes school trips and the reason why/why not.

Tu aimes faire des excursions avec l'école ? ... Pourquoi/pourquoi pas ?

- 3** Allow the candidate to say if he/she likes school trips and why/why not.
Ask the candidate how he/she gets on with his/her teachers. (Elicit **one** detail).

Comment sont tes rapports avec les profs ?

- 4** Allow the candidate to give **one** detail about how he/she gets on with his/her teachers.
Ask the candidate what problems there are at school. (Elicit **two** details).

Il y a des problèmes au collège ?

- 5** Allow the candidate to give **two** details about problems at school.

Ah bon.

- ?** Allow the candidate to ask you a question about your plans for September.

Give an appropriate answer.

ROLE-PLAY 16 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play part of the waiter/waitress and will speak first.

You should address the waiter/waitress as *vous*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec le serveur/la serveuse dans un restaurant en France.

- Réservez hier et votre nom.
- **!**
- Arrivée en retard – **une** raison.
- Problème avec votre table (**un** détail).
- **?** Végétarien.

ROLE-PLAY 16 (HIGHER TIER)**TEACHER'S ROLE**

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec le serveur/ la serveuse dans un restaurant en France. Moi, je suis le/la serveuse.*

- 1 Ask the candidate if you can help.

Bonsoir Monsieur/Mademoiselle, je peux vous aider ?

- 2 Allow the candidate to say he/she made a reservation yesterday and to give his/her name.
! Ask the candidate at what time and for how many people.

Pour quelle heure et combien de personnes ?

- 3 Allow the candidate to say at what time and for how many people.
Tell the candidate he/she is late. (Elicit **one** reason why he/she is late).

Mais vous êtes en retard Monsieur/Mademoiselle ?

- 4 Allow the candidate to give **one** reason why he/she is late.
Show the candidate to his/her table. (Elicit **one** detail about the problem).

Voici votre table, Monsieur Mademoiselle ? ... Ça vous va ?

- 5 Allow the candidate to say what the problem with the table is. (Elicit **one** detail).

Pas de problème. Voici une autre table.

- ? Allow the candidate to ask you a question about vegetarian options.

Give an appropriate answer.

ROLE-PLAY 17 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as vous.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans un office du tourisme en France.

- Logement où en ce moment (**un** détail).
- **?** Informations sur la région.
- Activités aujourd'hui (**deux** détails).
- Visite - hier (**deux** détails).
- **!**

ROLE-PLAY 17 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans un office du tourisme en France. Moi, je suis l'employé(e).*

- 1 Ask the candidate if you can help.
Bonjour Monsieur/Mademoiselle. Je peux vous aider ?
- 2 Allow the candidate to give **one** detail about where he/she is staying at the moment.
Ah bon.
- ? Allow the candidate to ask you for some information about the area.
Give an appropriate answer.
- 3 Ask the candidate what he/she is doing today. (Elicit **two** details).
Qu'est-ce que vous faites aujourd'hui ?
- 4 Allow the candidate to give **two** details about what he/she is doing today.
Ask the candidate what he/she visited in the area yesterday. (Elicit **two** details).
Qu'est-ce que vous avez visité dans la région hier ?
- 5 Allow the candidate to give **two** details about what he/she visited in the area yesterday.
! Ask the candidate what he/she thinks of the town and why.
Quelles sont vos premières impressions de notre ville ? ... Pourquoi ?
Allow the candidate to say what he/she thinks of the town and why.
D'accord Monsieur/ Mademoiselle.

ROLE-PLAY 18 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the employee and will speak first.

You should address the employee as *vous*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Vous parlez avec un(e) employé(e) dans une gare routière en France.

- Billets de car - où et quand.
- **!**
- **?** Tarifs pour étudiants.
- Dernière visite en France (**deux** détails).
- Votre opinion sur les vacances et **une** raison.

ROLE-PLAY 18 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *vous*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Vous parlez avec un(e) employé(e) dans une gare routière en France. Moi, je suis l'employé(e).*

- 1 Ask the candidate what he/she wants.

Bonjour Monsieur/Mademoiselle. Je peux vous aider ?

- 2 Allow the candidate to ask for coach tickets - where and when.

! Ask the candidate how many adults and how many children there are.

Pour combien d'adultes and combien d'enfants, Monsieur/Mademoiselle ?

- 3 Allow the candidate to say how many adults and how many children there are.

Pas de problème

? Allow the candidate to ask a question about prices for students.

Give an appropriate answer.

- 4 Ask the candidate about his/her last visit to France. (Elicit **two** details).

Vous avez déjà visité la France ?

- 5 Allow the candidate to give **two** details about his/her last visit to France. Ask the candidate if he/she is having a good holiday and why.

Vous passez de bonnes vacances ? ... Pourquoi/pourquoi pas ?

Allow the candidate to say if he/she is having a good holiday and why.

Super/Dommage.

FOUNDATION TIER**Part 2****Card A Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tu es allé(e) à un mariage récemment ?
- Tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?

Card A Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tu es allé(e) à un mariage récemment ?
- Tu t'entends bien avec ta famille ? ... Pourquoi/pourquoi pas ?
- Décris ton/ta meilleur(e) ami(e).
- Qu'est-ce que tu fais avec tes amis le week-end ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card B Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait pour fêter ton anniversaire l'année dernière ?
- Quel est ton cadeau d'anniversaire idéal ?

Card B Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait pour fêter ton anniversaire l'année dernière ?
- Quel est ton cadeau d'anniversaire idéal ?
- Que fait ta famille pour célébrer les anniversaires ?
- Quelle est ta fête préférée ? ... Pourquoi ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card C Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que ta famille a recyclé la semaine dernière ?

Card C Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que ta famille a recyclé la semaine dernière ?
- Que fais-tu pour économiser de l'énergie à la maison ?
- Comment est la circulation dans ta ville ?

- **Part 3 - General Conversation**

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card D Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut faire au bord de la mer ?
- Qu'est-ce que tu as fait pendant tes vacances l'année dernière ?

Card D Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce qu'on peut faire au bord de la mer ?
- Qu'est-ce que tu as fait pendant tes vacances l'année dernière ?
- Est-ce que tu préfères les vacances d'été ou les vacances d'hiver ? ... Pourquoi ?
- Avec qui est-ce que tu vas en vacances normalement ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card E Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Fais-moi une description de ton collègue.
- Qu'est-ce que tu as fait au collège hier ?

Card E Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Fais-moi une description de ton collègue.
- Qu'est-ce que tu as fait au collège hier ?
- Qui est ton/ta prof préféré(e) ? ... Pourquoi ?
- Comment sont les repas à la cantine ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card F Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **career choices and ambitions**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes l'informatique ? ... Pourquoi/pourquoi pas ?
- Tu voudrais travailler dans un bureau à l'avenir ?

Card F Teacher's Notes

Theme: Current and future study and employment

Topic: Career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu aimes l'informatique ? ... Pourquoi/pourquoi pas ?
- Tu voudrais travailler dans un bureau à l'avenir ?
- Que pensent tes amis d'aller à l'université ?
- Quel emploi veux-tu faire à l'avenir ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER

Card G **Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelle sorte de films aimes-tu ? ... Pourquoi ?
- Quel est le dernier film que tu as vu ?

Card G Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelle sorte de films aimes-tu ? ... Pourquoi ?
- Quel est le dernier film que tu as vu ?
- Quand est-ce que tu regardes la télé normalement ?
- Est-ce que ta famille préfère regarder les films au cinéma ou à la télé ? ... Pourquoi ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card H Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu de ta maison ? ... Pourquoi ?
- Où voudrais-tu habiter à l'avenir ?

Card H Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region.

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Que penses-tu de ta maison ? ... Pourquoi ?
- Où voudrais-tu habiter à l'avenir ?
- Qu'est-ce qu'on peut faire dans ta région ?
- Comment sont les transports dans ta ville ? ... Pourquoi ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card I Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Comment est la bibliothèque dans ton collège ?
- Que voudrais-tu faire après tes examens ?

Card I Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Comment est la bibliothèque dans ton collège ?
- Que voudrais-tu faire après tes examens ?
- Que penses-tu de la journée scolaire ? ... Pourquoi ?
- Aller à l'université, c'est une bonne idée à ton avis ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card J Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis est-ce que le mariage est nécessaire ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait avec ta famille le week-end dernier ?

Card J Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- A ton avis est-ce que le mariage est nécessaire ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu as fait avec ta famille le week-end dernier ?
- Selon toi, est-ce que la famille sera toujours plus importante que les amis ?
- Qu'est-ce que c'est un(e) bon(ne) ami(e) ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card K Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **customs and festivals**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tes amis aiment aller à des fêtes d'anniversaire ? ... Pourquoi/pourquoi pas ?
- Où est-ce que tu voudrais célébrer ton anniversaire idéal ? ... Pourquoi ?

Card K Teacher's Notes

Theme: Identity and culture

Topic: Customs and festivals

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Est-ce que tes amis aiment aller à des fêtes d'anniversaire ? ... Pourquoi/pourquoi pas ?
- Où est-ce que tu voudrais célébrer ton anniversaire idéal ? ... Pourquoi ?
- Parle-moi d'une fête d'anniversaire récente.
- Que fais-tu pour célébrer le Nouvel An ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card L Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait récemment pour protéger l'environnement ?
- Quels sont les problèmes principaux dans ta région ?

Card L Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Qu'est-ce que tu as fait récemment pour protéger l'environnement ?
- Quels sont les problèmes principaux dans ta région ?
- A ton avis, est-il important de recycler ? ... Pourquoi/pourquoi pas ?
- Qu'est-ce que tu vas faire dans le futur pour protéger l'environnement ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card M Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères aller en vacances avec ta famille ou tes amis ? ... Pourquoi ?
- Où es-tu allé(e) en vacances l'année dernière ?

Card M Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères aller en vacances avec ta famille ou tes amis ? ... Pourquoi ?
- Où es-tu allé(e) en vacances l'année dernière ?
- Comment seraient tes vacances idéales ?
- Selon toi, est-ce que les vacances sont importantes ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card N Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les sciences ou les langues ? ... Pourquoi ?
- Tu voudrais continuer tes études ? ... Pourquoi/pourquoi pas ?

Card N Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu préfères les sciences ou les langues ? ... Pourquoi ?
- Tu voudrais continuer tes études ? ... Pourquoi/pourquoi pas ?
- Que penses-tu du règlement scolaire ?
- Comment était ton école primaire ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card O Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **career choices and ambitions**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler à l'intérieur ou à l'extérieur ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages de travailler en équipe ?

Card O Teacher's Notes

Theme: Current and future study and employment

Topic: Career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Tu voudrais travailler à l'intérieur ou à l'extérieur ? ... Pourquoi/pourquoi pas ?
- Quels sont les avantages de travailler en équipe ?
- Quel emploi est-ce que tu voulais faire quand tu étais plus jeune ?
- Selon toi, est-ce qu'un bon salaire est important ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card P Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités d'un bon film ? ... Pourquoi ?
- Comment était le dernier film que tu as vu ?

Card P Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles sont les qualités d'un bon film ? ... Pourquoi ?
- Comment était le dernier film que tu as vu ?
- Quels sont les avantages de regarder un film à la télé ?
- Voudrais-tu participer à une émission de télé-réalité ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card Q Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Qu'est-ce que tu as fait récemment dans ta ville/ton village ?

Card Q Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quels sont les avantages et les inconvénients d'habiter à la campagne ?
- Qu'est-ce que tu as fait récemment dans ta ville/ton village ?
- Tu aimes habiter dans ta région ? ... Pourquoi/pourquoi pas ?
- Tu voudrais vivre à l'étranger ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

HIGHER TIER**Card R Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles matières est-ce que tu as trouvées très difficiles cette année ? ... Pourquoi ?
- Tu veux aller à l'université ou trouver un emploi ? ... Pourquoi ?

Card R Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'Qu'est-ce qu'il y a sur la photo ?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- Qu'est-ce qu'il y a sur la photo ?
- Quelles matières est-ce que tu as trouvées très difficiles cette année ? ... Pourquoi ?
- Tu veux aller à l'université ou trouver un emploi ? ... Pourquoi ?
- Qu'est-ce que tu penses des apprentissages ?
- Est-ce que tu voudrais étudier à l'étranger à l'avenir ? ... Pourquoi/pourquoi pas ?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in French, 'Is there anything you want to ask me?'

Part 3 **SUGGESTED QUESTIONS FOR GENERAL CONVERSATION**

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

Quels sont les avantages d'une famille nombreuse ?
 Que fais-tu normalement avec ta famille le week-end ?
 Quels sont les dangers de l'internet ?
 Préfères-tu Facebook ou Twitter ? ... Pourquoi ?
 Qu'est-ce que tu vas faire avec tes copains ce week-end ?
 Préfères-tu sortir avec tes amis ou rester chez toi ?... Pourquoi ?
 Qu'est-ce que tu penses des fêtes françaises ?
 Tu es déjà allé(e) à une fête en France ? C'était comment ?

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

Comment serait ta maison idéale ?
 Qu'est-ce qu'il y a pour les jeunes dans ta ville ?
 Qu'est-ce que tu fais pour aider les gens dans ta région ?
 Qu'est-ce que tu as fait la semaine dernière pour être en bonne forme ?
 Quels sont les effets du réchauffement de la terre ?
 Quels sont les problèmes principaux pour les SDF ?
 Comment est-ce que tu vas passer les grandes vacances cette année ?
 Quel est ton moyen de transport préféré ? Pourquoi ?

Theme 3: Current and future study and employment

Qu'est-ce que tu n'aimes pas comme matières ? ... Pourquoi ?
 Pourquoi as-tu choisi d'étudier le français ?
 Quelles sont les différences entre les écoles en France et en Angleterre ?
 A ton avis, quelles sont les pressions pour les élèves dans ton collège ?
 Tu voudrais prendre une année sabbatique à l'avenir ? ... Pourquoi/pourquoi pas ?
 Qu'est-ce que tu voudrais faire au lycée l'année prochaine ?
 Que penses-tu de travailler à l'étranger ?
 Tu aimerais travailler avec les enfants ? ... Pourquoi/pourquoi pas ?

GCSE French Speaking Test Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 5, Photo card B and her second Conversation Theme will be Theme 2.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 1, Photo card F and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	5	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
2	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
3	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
4	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
5	3	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
6	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	2	Theme 1	I (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
8	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	A (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	6	Theme 1	D (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
10	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
11	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
12	8	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
13	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	D (Theme 2)	Theme 1
14	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
15	2	Theme 1	D (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	5	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
17	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
18	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	A (Theme 1)	Theme 2
19	4	Theme 1	D (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
20	8	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

GCSE French Speaking Test Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 11, Photo card L and her second Conversation Theme will be Theme 1.

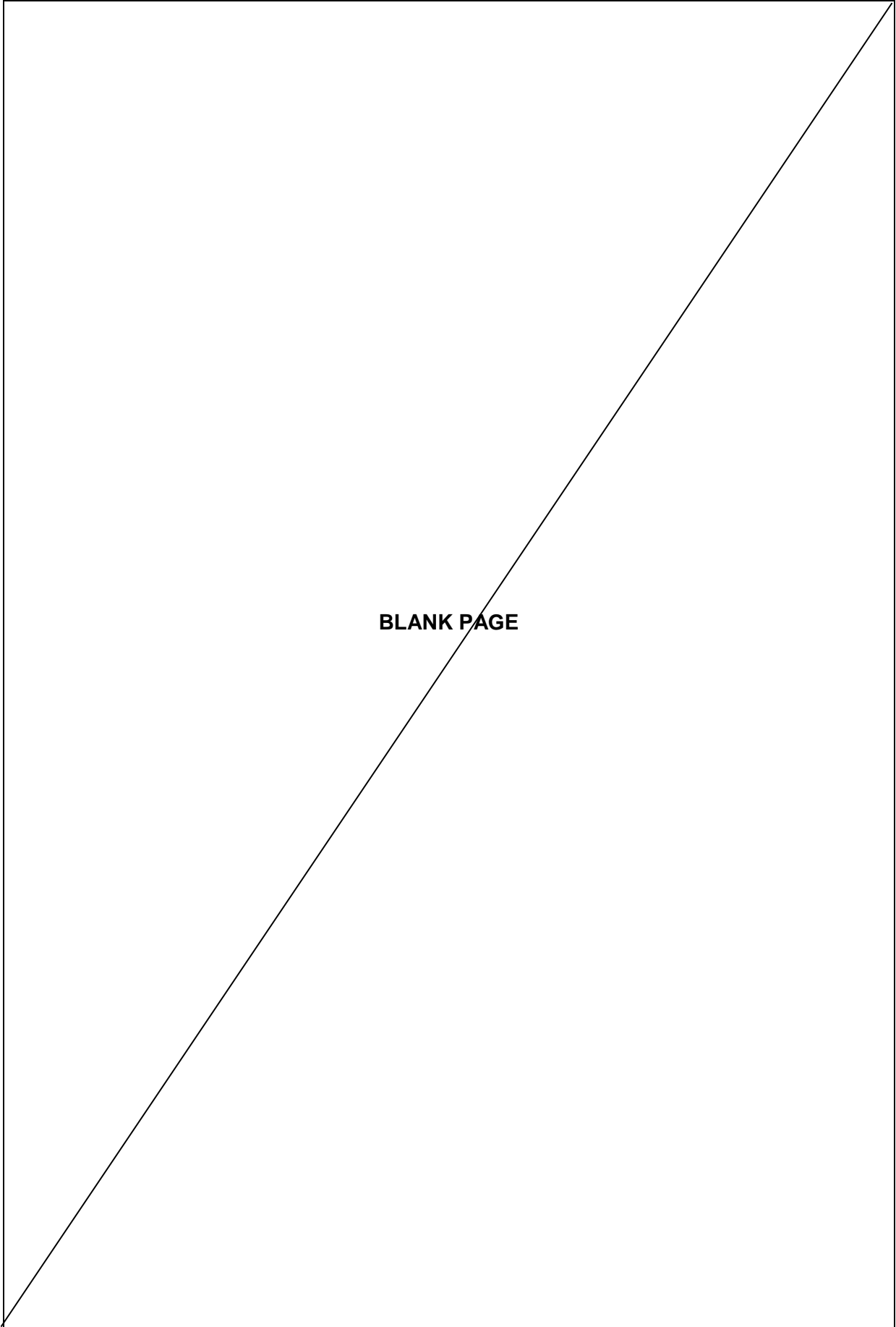
Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 17, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

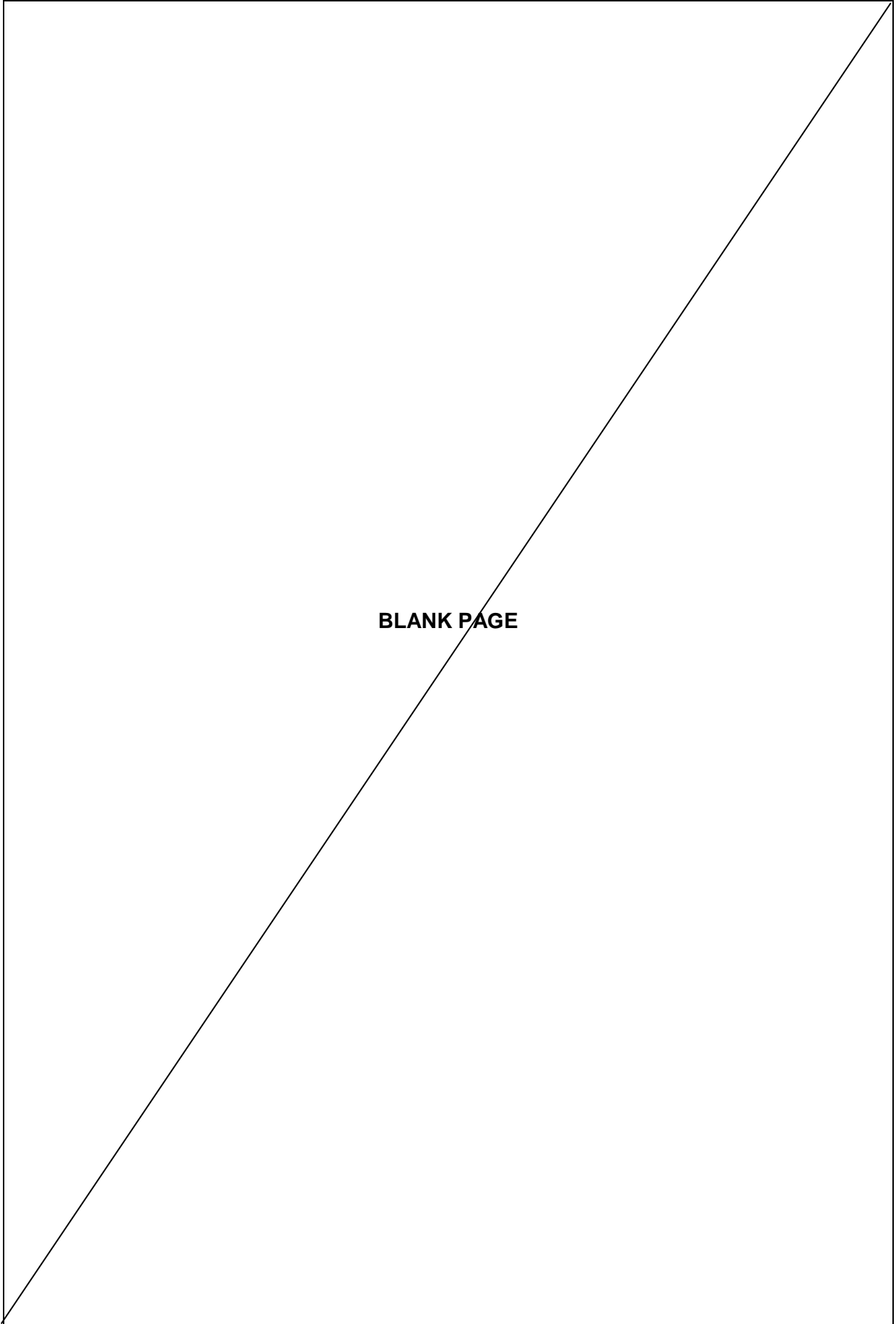
Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
2	15	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
4	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
6	17	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	16	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
8	17	Theme 1	N (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
10	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	J (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
12	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	M (Theme 2)	Theme 1
13	10	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
14	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
15	10	Theme 1	L (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	J (Theme 1)	Theme 2
16	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
17	12	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
18	14	Theme 1	M (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
19	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
20	11	Theme 1	M (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2

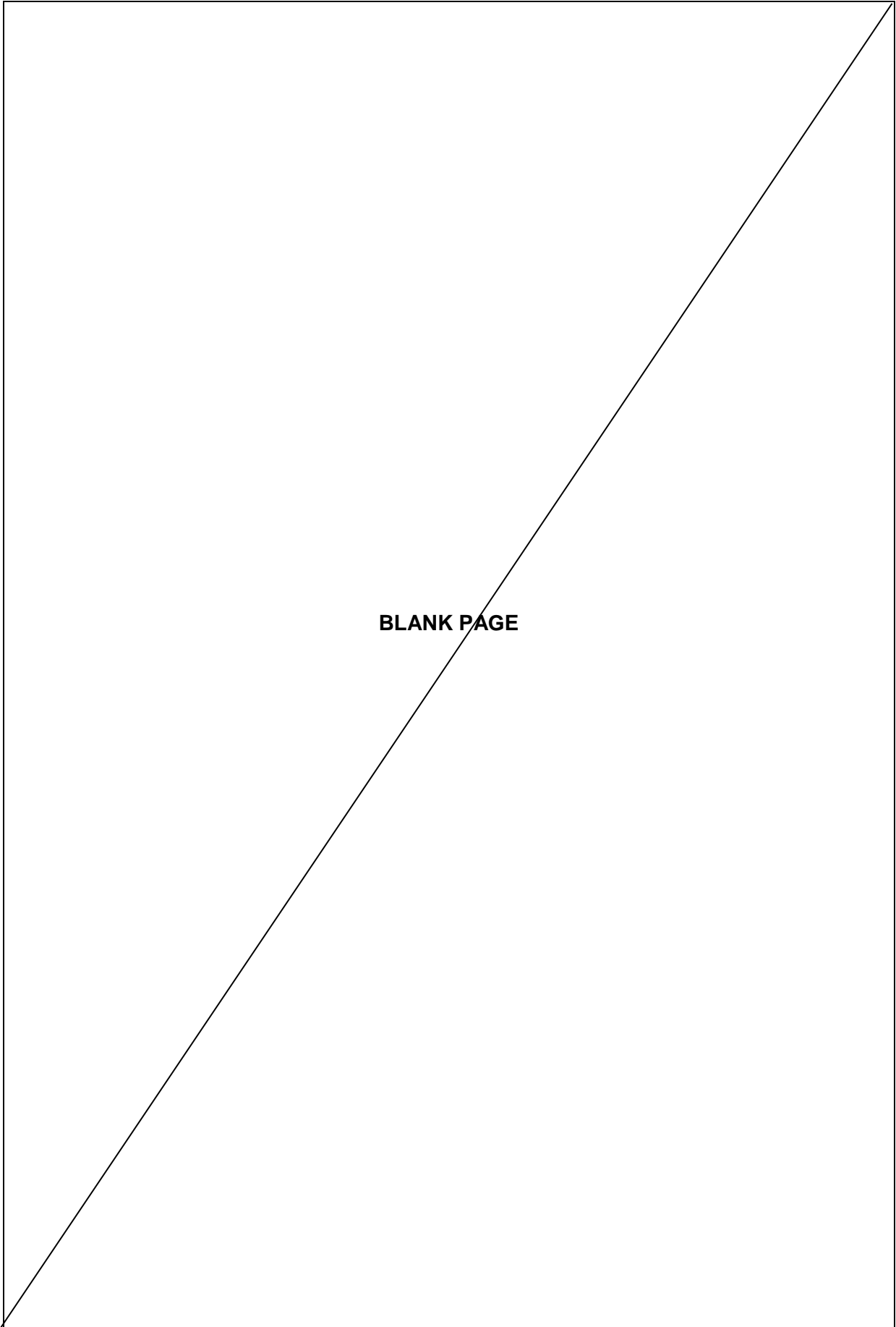
Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment



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GCSE

FRENCH

8658/SF+SH

Paper 2 Speaking (Foundation and Higher)

F+H

Specimen mark scheme

June 2018

v1.0

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each 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 answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 response 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 descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at both Foundation 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
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Foundation Tier

Part 1

Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

For each task

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

Notes

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

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.

Role plays: 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 and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

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

At 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.

To exemplify application of the marking criteria in relation to an individual role-play, Foundation Tier role-play 1 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher’s Role and the assessment criteria.

Student 1

1. Mon collègue est grand. Il y a mille élèves.
2. Je prends ma déjeuner.
3. J’aime le science car c’est intéressant.
4. Je veux rester à mon collège.
5. Quelle est ta matière préférée ?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There are only two minor errors of gender (*ma déjeuner* and *le science*).

Student 2

1. Mon collègue est grande et belle.
2. Je joue le foot.
3. J’ aime la science. C’est utile.
4. Non. Je reste à l’école.
5. Ta matière favori ?

Communication (8 marks)

Tasks 1, 2 and 3 all score two marks. There are minor errors of adjectival agreement in Task 1, but the message is unambiguous. Similarly in Tasks 2 and 3, the minor errors there have no impact on communication of required messages. Task 4 scores one mark. The use of *Non* leads to some ambiguity, as there is doubt whether the student actually wants to remain at school. Task 5 scores one mark. The absence of a verb leads to some ambiguity here, even if the interrogative intonation is good. The intended message may be, for example, to ask what the friend’s favourite subject is; alternatively, the intention could be to ask if they have their favourite lesson next. The absence of a verb leads to a lack of precision.

Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. The language used is appropriate for conveying the required messages, but the missing verb in Task 5 indicates a grammatical shortcoming. The incorrect adjectival agreements in Tasks 1 and 5, and the omission of the notion of *à* in Task 2 have no effect on communication, however and it is only the inclusion of *Non* in Task 4, which leads to a little confusion.

Student 3

1. Ma collage.
2. aller le cantine.
3. Je détesté science.
4. Je voudrais aller le lycée.
5. Quelle est votre matière favori ?

Communication (6 marks)

Tasks 4 and 5 receive two marks each. The errors are the omission of à in Task 4 and the formal use of *votre*, together with incorrect adjectival agreement in Task 5, but these do not have a bearing on communication. Tasks 2 and 3 get one mark each. The use of the infinitive in Task 2 does not give us the subject or tense of the verb and is therefore ambiguous. In Task 3, a part of the message is just about conveyed despite the dubious tense (students are asked for an opinion and a reason). No marks are awarded for Task 1, as the required information is not communicated.

Knowledge and use of language (3 marks)

The student shows reasonable knowledge and use of language in relation to the tasks. Two of the tasks are accomplished well with the use of an appropriate verb, despite the incorrect register in the question task. The language used in Task 2 is sufficient to convey partially the required message, although it lacks a conjugated verb. Task 3 has an ambiguous verb. As the student is unable to answer Task 1, it must be assumed that this reflects a gap in linguistic knowledge.

Student 4

1. Le collège grand.
2. Je joue basket.
3. J'aime science. C'est super.
4. Je allé septembre.
5. Qu'est-ce que ma subject favorite ?

Communication (5 marks)

Tasks 2 and 3 both receive two marks. In spite of errors, the messages are conveyed without ambiguity. Task 1 gets one mark. One item is communicated. Tasks 4 and 5 score 0. In both tasks the errors are such that no parts of the messages are conveyed.

Knowledge and use of language (2 marks)

The student shows limited knowledge and use of language. The two tasks which use correct verbs are still not perfect and, although they convey the required messages sufficiently well for the award of two marks each under Communication, grammatical inaccuracies are present. The language used in Task 4 is inappropriate, whilst in Task 5 there is no verb, the wrong possessive adjective is used and the use of the English word 'subject' creates confusion. The only other task in which any information is conveyed successfully is Task 1, and that is via the use of a noun and adjective only, which gives partial information in relation to the task.

Student 5

1. Le collage petite.
2. Je mange fromage sandwich.
3. J'ai science.
4. C'est je collage.
5. (No answer)

Communication (3 marks)

Task 2 is given two marks. The language is not correct in that there is no article and *fromage* is incorrectly placed, but the message is conveyed without ambiguity. Task 1 receives one mark. The language is poor and the omission of a verb creates confusion, but there is just enough there to suggest that the school is small. Tasks 3 and 4 both score 0. In Task 3, the verb is inappropriate and conveys nothing requested by the task. In Task 4, the response makes no sense and Task 5 receives no response at all.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. Only one verb is used correctly and appropriately. Two of the other three tasks attempted use inaccurate language. Task 1 is the only one of these that can even be classed as 'ambiguous'. The other task shows a gap in the student's knowledge, as it is not attempted.

Student 6

1. Je collège.
2. Football.
3. Science.
4. Oui.
5. Dessin ?

Communication (1 mark)

Task 2 gets one mark. The absence of a verb means that the message is ambiguous. For example does the student play football or watch it? All other tasks score 0, as they do not convey any part of the required messages.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. There is just one piece of language which communicates anything in relation to the tasks and that is the word *football*. Nevertheless, the language used is just sufficient to convey a little information.

Foundation Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

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.

Foundation Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Foundation Tier, the Conversation should last between three and five minutes.

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.

[30 marks]

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 students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

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.

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.

Higher Tier**Part 1****Role-play - Assessment criteria**

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]**For each task**

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

Notes

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

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.

Role plays: 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 and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 16-18.

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

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.

To exemplify application of the marking criteria in relation to an individual role-play, Higher Tier role-play 10 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

Student 1

1. Je suis allé au concert avec mes amis.
2. J'adore l'ambiance des concerts.
3. Je fais mes devoirs et je regarde la télé.
4. J'adore le musique rock.
5. Quelle sorte de musique aimes-tu ?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There is only one minor error of gender (*le musique*) over the five tasks. There is correct use of the present and perfect tenses.

Student 2

1. Je suis allé voir Taylor Swift avec ma sœur.
2. J'aime aller voir mes chanteurs préférés.
3. J'écoute la musique et je joue sur ma X Box.
4. Le rap. J'adore les paroles.
5. Quelle sorte de musique ?

Communication (9 marks)

Almost all tasks are completed successfully. The only task that does not get two marks is Task 5, where the omission of a correct verb form leads to some ambiguity, even if the interrogative intonation is good. The intended message could be, for example, to ask what the friend's favourite music is; alternatively, the intention could be to ask what sort of music they do not like. The absence of a verb leads to a lack of precision.

Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to almost all of the tasks. The language used is appropriate for conveying the required messages, the minor error of gender in Task 3 having no effect on the communication of the intended message. The omission of the verb in Task 5 is a more serious error, however, as it does affect communication. Nevertheless, with the exception of Task 5, verb usage and tense formation are always correct, and so 4 marks are awarded.

Student 3

1. Je suis allé au concert.
2. (No answer)
3. Ecouter la musique et regarder la télé.
4. Le rock me plaît. C'est super.
5. Quelle sorte de musique aimez-vous ?

Communication (6 marks)

Tasks 4 and 5 receive two marks each. The only minor error is the use of *vous* in Task 5 but this does not have a bearing on communication and both tasks are communicated effectively. Tasks 1 and 3 get one mark each. In Task 1 only part of the message is conveyed as students are asked to provide two pieces of information (**Concert hier – avec qui**) and the use of the infinitives in Task 3 does not give us the subject or tense of the verb and is therefore ambiguous. There is no response to Task 2.

Knowledge and use of language (3 marks)

The student shows reasonable knowledge and use of language in relation to the tasks. Two of the tasks are accomplished precisely with the use of appropriate verbs, despite the incorrect register in the question task. The language used in Task 1 is sufficient to convey partially the required message. Task 3 lacks a conjugated verb, although the use of the infinitive here leads to ambiguity rather than the loss of the message. As the student is unable to answer Task 2, it must be assumed that this reflects a gap in linguistic knowledge.

Student 4

1. Un concert avec amis.
2. Gentil.
3. Fais mes devoirs et je sors avec copains
4. Musique classique. C'est relaxant.
5. J'aime la musique ?

Communication (5 marks)

Tasks 3 and 4 both receive two marks. In spite of errors, the messages are conveyed without ambiguity. Task 1 gets one mark. Scant information is offered but the message is partially conveyed. Tasks 2 and 5 score 0. In Task 2, a relevant verb is omitted and no valid opinion is given; in Task 5, the incorrect person of the verb is a serious error which leads to no part of the message being conveyed.

Knowledge and use of language (2 marks)

The student shows limited knowledge and use of language. The two tasks which use a correct verb are still not perfect and, although they convey the required messages sufficiently well for the award of two marks each under Communication, grammatical inaccuracies are conspicuous. The only other task in which any information is conveyed successfully is Task 1, and that is via the use of nouns only, resulting in ambiguity, as the student may have watched a concert on TV, online or been to a concert.

Student 5

1. Concert.... avec amis.
2. (No answer)
3. Tu regardes la télé et écoutes la musique.
4. Hip Hop parce que est cool.
5. Non.

Communication (3 marks)

Task 4 is given two marks. The language used in the response is brief and incorrect as far as the omission of the definite article and subject pronoun. However, the message is still unambiguous. Task 1 receives one mark. The language is limited and the omission of a verb creates confusion, but there is just enough there to suggest what the student did and with whom. Tasks 2 and 3 both score 0. In Task 2, the student offers no response. In Task 3, the incorrect person of the verb is used and so no part of the required message is conveyed.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. The student does not display an ability to use verbs effectively. Three verbs are used, two of which are dependent on the incorrect person and the other has no subject pronoun. Two of the other three tasks attempted use inaccurate or inappropriate language, with Task 1 the only one where the language used is sufficient to convey a partial message.

Student 6

1. Nous aller amis.
2. Oui j'allier concerts.
3. Regarder la télé.
4. Musique.
5. Tu aimes il ?

Communication (1 mark)

Task 3 gets one mark. Despite the use of the infinitive, given the context, sufficient information is provided to convey the first part of the task. However the student fails to provide a second activity. All other tasks score 0, as they do not convey any part of the required messages.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. The only language which communicates anything in relation to the tasks is *regarder la télé*, which highlights the student's limitations in handling verbs. Nevertheless, the language used is just sufficient to convey a little information.

Higher Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

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.

Higher Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

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.

[30 marks]

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 students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

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.

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.

Section A

Questions and answers in **English****0 1** Social media

A newspaper has published the results of an online survey about the use of social networks in Belgium. Read the summary of the results.

Votre enfant est tout le temps en ligne, mais vous ne savez pas exactement ce qu'il fait ?

Nous avons demandé aux adolescents: « Pourquoi utilisez-vous les réseaux sociaux ? »

Voici les résultats:

- La majorité (55%) les utilise pour s'amuser. Ils disent même être accros à certains jeux.
- 28% se connectent pour rester en contact avec leurs amis.
- 15% en ont besoin pour leur travail scolaire.
- 10% sont d'avis que ça leur permet de rencontrer d'autres gens.
- 7% veulent faire comme leurs amis.
- Enfin, pour 5% des ados, ça les aide à gagner du temps car ils y organisent toute leur vie.

What percentage of people use social networks for the following reasons?

Complete the boxes.

0 1 . **1** To meet people %

[1 mark]

0 1 . **2** For their studies %

[1 mark]

0 1 . **3** To play games %

[1 mark]

0 1 . **4** What is the least popular reason? Answer in **English**.

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

0 2

Summer jobs

You are interested in how young French people spend their long summer holidays and come across this article online.

Jobs d'été

Vous en avez marre de passer l'été à ne rien faire ?

Vous êtes à la recherche d'un petit job cet été ?

Un quart des jeunes de 16-21 ans sont comme vous en ce moment, selon le journal *20 Minutes*. Même si certains travaillent pour financer leurs études, ceux qui le font pour payer leurs loisirs sont beaucoup plus nombreux.

Le job d'été idéal ? Travailler dans une colonie de vacances dans un autre pays européen, comme l'Espagne par exemple. Beaucoup considèrent ce pays comme la meilleure destination étrangère pour un job d'été, après la Grande-Bretagne. Les jeunes sont partagés entre partir dans une région touristique et rester là où ils habitent.

0 2 . 1 A quarter of 16-21 year olds ...

A	do nothing over the summer.
B	have already found a summer job.
C	are looking for a summer job.

Choose the correct answer to complete the sentence and write the letter in the box.

[1 mark]

0 2 . 2 Why do the majority of young people want to work? Answer in **English**.

[1 mark]

0 2 . 3 Finding a summer job in Spain is ...

A	the most popular option.
B	more popular than working in Great Britain.
C	less popular than working in Great Britain.

Choose the correct answer to complete the sentence and write the letter in the box.

[1 mark]

0 3 Holidays

You read this blog online about a disastrous holiday to Montreal.

D'abord le matin du départ, on nous a informés que notre vol pour Montréal était retardé à cause d'un problème technique. Pendant le vol, je n'ai pas pu acheter à manger à l'hôtesse car il y avait de la viande dans tout ce qu'elle vendait et, moi, je n'en mange pas. En arrivant à Montréal, mes parents ont décidé de louer une voiture. Quelle idée ! Comme mon père n'avait jamais conduit à droite, ma sœur et moi avons trouvé le trajet très effrayant. Quant à notre hôtel, n'en parlons pas ! On construisait un autre hôtel juste à côté. Nous n'avons donc réussi qu'à avoir quelques heures de sommeil sur toute la semaine.

Complete the grids below in **English** to indicate what the problems were and why.

	Problem	Reason	
Example	Original flight	delayed	technical problem

0 3 . **1**

On the plane		
---------------------	--	--

[2 marks]

0 3 . **2**

Car journey		
--------------------	--	--

[2 marks]

0 3 . **3**

Hotel		
--------------	--	--

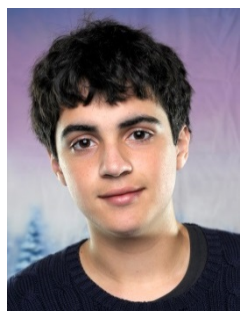
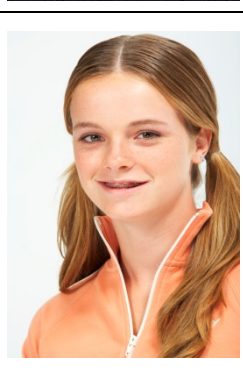
[2 marks]

0	4
---	---

The environment

You are doing a project about the environment in Europe. Read these posts that you find on a Belgian website.

Answer the questions in **English**.

	<p>Mattéo a écrit :</p> <p>L'environnement est la chose dont tout le monde parle. Même s'il est normal d'être inquiet et de vouloir trouver des solutions au plus vite, moi, franchement, ça m'est totalement égal tout ça. Pourquoi devrais-je m'y intéresser?</p>
	<p>Sophie a écrit :</p> <p>Comment peux-tu écrire une telle chose ? Ce sont justement les gens comme toi qui font le plus de mal à l'environnement. On dit bien que ce qui compte le plus ce sont les petits gestes qu'on fait chez soi et moi, je suis d'accord.</p>

0	4	.	1
---	---	---	---

 How does Mattéo personally feel about environmental issues?

[1 mark]

0	4	.	2
---	---	---	---

 How does Sophie feel about what Mattéo has written?

[1 mark]

0	4	.	3
---	---	---	---

 What does Sophie think is the most important thing?

[1 mark]

0 5

Future plans

Read these posts by two students from your partner school in France. They are talking about their ambitions.



Je crois que le métier idéal pour moi serait d'être médecin car ça me permettrait d'améliorer la vie de ceux qui en ont besoin. En plus, il faut dire que c'est quand même un emploi qui est bien rémunéré. Puisque les études seront longues, j'ai l'intention de m'inscrire à l'université dans ma propre ville donc je n'aurai pas à trouver un autre logement. Je sais que je pourrai compter sur mes parents pour m'encourager et m'aider sur le plan financier.

Azziz

0 5

. 1

Which **two** statements are true? Write the letters in the boxes.

A	Azziz wants to have a job where he can help others.
B	Azziz's ideal job would not be very well paid.
C	Azziz will probably go away from home to go to university.
D	Azziz's parents are supportive.

[2 marks]



Je n'ai aucune envie d'aller en faculté lorsque je quitterai le lycée. Ce n'est pas que j'aie de mauvais résultats ou de difficultés scolaires. Pour moi, étudier la journée puis devoir travailler le soir afin de payer un loyer et tout le reste, ça ne me dit rien. De plus, au bout de trois ou quatre ans, on peut avoir un diplôme mais être tout de même au chômage. Alors, je vais essayer de trouver n'importe quel emploi aussitôt que possible.

Gwenaëlle

0 5 . **2** Which **two** statements are true? Write the letters in the boxes.

A	Gwenaëlle is jealous of those who go to university.
B	Gwenaëlle finds school difficult.
C	Gwenaëlle believes that a university degree will not necessarily guarantee a job.
D	Gwenaëlle intends to look for any kind of job.

[2 marks]

0 6

Family relationships

Your French friend has sent you a magazine. You read Camille's letter to the problem page.

Ma mère se retrouve sans emploi depuis que son patron l'a licenciée le mois dernier. Je reste optimiste pour ne pas qu'elle commence à se sentir coupable. Elle a déjà le moral à zéro et s'inquiète de ne plus pouvoir tout payer. Je lui ai dit qu'au pire je laisserais tomber mes études pour chercher du boulot et que je ne veux plus l'entendre parler de vendre la maison ou même de demander de l'argent à la banque.

Le seul endroit où tout va bien c'est l'école puisque mes amis sont là, comme toujours, pour me changer les idées. En plus, vu le travail que je fais en ce moment, je suis devenue la préférée des profs pour la première fois depuis très longtemps.

Hier, Maman m'a annoncé qu'elle attendait un bébé ... à 40 ans ! Je voudrais être contente, bien sûr, mais je ne peux pas. Ce n'est pas que je sois en colère non plus. C'est juste que je ne la pensais pas capable de rendre la situation encore plus grave, mais je me suis bien trompée. Mon père, lui, comme d'habitude, impossible de compter sur lui pour me conseiller.

Aidez-moi !

Camille

0 6

. 1

What happened to Camille's mum last month?

A	She lost her licence.
B	She lost her temper with her boss.
C	She lost her job.

Write the correct letter in the box.

[1 mark]

0 6 . **2** How does her mum feel at the moment?

A	Angry
B	Depressed
C	Guilty

Write the correct letter in the box.

[1 mark]

0 6 . **3** How does Camille think they ought to get money if they need it?

A	She could get a job.
B	Her mum could get a bank loan.
C	They could sell the house.

Write the correct letter in the box.

[1 mark]

0 6 . **4** Which of Camille's relationships has changed the most recently?

A	Her relationship with her friends.
B	Her relationship with her teachers.
C	Her relationship with her dad.

Write the correct letter in the box.

[1 mark]

0 6 . **5** How did Camille feel about her mum's latest news?

A	Disappointed
B	Angry
C	Happy

Write the correct letter in the box.

[1 mark]

0	7
---	---

Music

Read what these two people say in a forum about music. Identify the people.



Write **A** (Alyzée)
B (Barnabé)
A+B (Alyzée + Barnabé)

<i>Quand écoutes-tu de la musique ?</i>			
<p>Alyzée</p> 	<p>La musique, je l'écoute à tout moment de la journée ... sous la douche ou même en faisant mes devoirs.</p>	<p>Barnabé</p> 	<p>Impossible de vivre sans mon <i>iPod</i>. Je fais tout avec, y compris mon travail scolaire.</p>

0	7	.	1
---	---	---	---

 Who does their homework whilst listening to music?

[1 mark]



<i>Tu aimes les concerts ?</i>			
<p>Alyzée</p> 	<p>Ah oui, c'est trop bien ... surtout chez moi, dans mon fauteuil ! C'est mieux que d'attendre des heures dans le froid et c'est beaucoup moins bruyant.</p>	<p>Barnabé</p> 	<p>Quand je vais à un concert, je ne vois jamais rien car je suis trop petit. Au moins à la télé, il n'y a personne devant moi !</p>

0	7	.	2
---	---	---	---

 Who does **not** enjoy going to live concerts?

[1 mark]

Que penses-tu des vidéos musicales ?

<p>Alyzée</p> 	<p>Avant je ne les aimais pas. Maintenant, on dit que c'est un plaisir de les voir, avec tous ces effets spéciaux utilisés, mais moi, je reste du même avis.</p>	<p>Barnabé</p> 	<p>Petit, je trouvais que c'était une perte de temps. Je vois ça d'une autre manière aujourd'hui - en fait, ça permet souvent de mieux comprendre la chanson.</p>
--	--	--	---

0 7 . 3 Who enjoys watching music videos now?

[1 mark]

0 8

A party

Read this extract from the short story '*La Parure*' by Guy de Maupassant in which Monsieur Loisel and his wife are talking about a party.

Un soir, son mari est rentré avec une large enveloppe.

Elle a vite ouvert la carte. Au lieu d'être heureuse, comme l'espérait son mari, elle a dit:

- « Que veux-tu que je fasse de cela ? »

[...]

Le jour de la fête approchait. Son mari lui a dit un soir :

- « Qu'as-tu ? Tu es toute drôle* depuis trois jours. »

Elle a répondu :

- « Cela m'ennuie de n'avoir pas un bijou, rien à mettre sur moi. J'aimerais presque mieux ne pas aller à cette soirée. »

Il a répondu :

- « Tu mettras des fleurs naturelles. C'est très élégant en cette saison-ci. »

Elle n'était pas convaincue.

- « Non, il n'y a rien de plus humiliant que d'avoir l'air pauvre au milieu de femmes riches. »

* *drôle* = *weird*

0 8

. 1

How do you think Monsieur Loisel felt when he heard his wife's first comment?

A	Happy
B	Hopeful
C	Disappointed

Write the correct letter in the box.

[1 mark]

0 8 . **2** Give **one reason** why Madame Loisel would prefer **not** to go to the party.

Answer in **English**.

[1 mark]

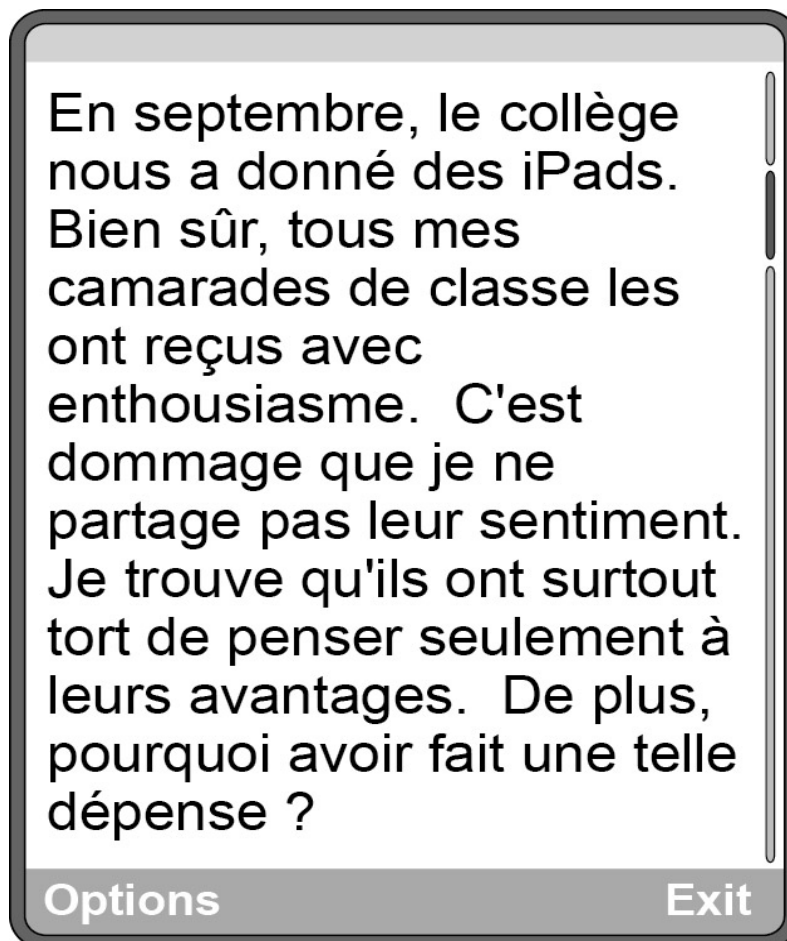
0 8 . **3** Why would wearing flowers be humiliating for Madame Loisel?

Answer in **English**.

[1 mark]

0 9 iPads

You have texted your French friend Raphaël about using iPads in school. Read his reply and answer the questions in **English**.



0 9 . 1 How does Raphaël feel about getting an iPad?

[1 mark]

0 9 . 2 Give a reason for his view.

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

1 0 . **2** Qu'est-ce que la directrice pense exactement ? Donnez **deux** détails.

1 _____

2 _____

[2 marks]

1 0 . **3** La cousine d'Ambre, qu'est-ce qu'elle fait en ce moment ?

[1 mark]

1 0 . **4** Que va faire Ambre l'année prochaine ? Donnez **deux** détails.

1 _____

2 _____

[2 marks]

1 1

Le Petit Prince

Lisez cet extrait du livre '*Le Petit Prince*' d'Antoine de Saint-Exupéry.

Complétez le texte suivant avec les mots de la liste ci-dessous.

Ecrivez la bonne lettre dans chaque case.

Exemple

J'ai réussi, avec un crayon de couleur, à tracer mon **D** dessin.

Les grandes personnes m'ont de laisser de côté les dessins de serpents, et de m'intéresser plutôt à la géographie, à l'histoire et à la grammaire.

J'ai abandonné, à l'âge de six ans, une magnifique de peintre. J'avais été découragé par l'insuccès de mes dessins.

J'ai donc dû un autre métier et j'ai appris à piloter des avions. J'ai volé un peu dans le monde

A	appelé
B	changer
C	partout
D	premier
E	carrière
F	choisir
G	conseillé

[4 marks]

1 2 La santé

Lisez ces conseils dans le magazine *'Vive la forme'*.

Après une longue journée au lycée ou au travail, vous avez sans doute envie de rentrer chez vous tout de suite et de vous détendre. Bien que cela semble être la solution idéale, n'y pensez pas ! Préférez plutôt une activité physique pendant au moins 30 minutes. Passez ensuite le reste de votre soirée comme vous le voulez - peut-être devant la télé ?

1 2 . 1 Qu'est-ce qu'on devrait faire **immédiatement** après le travail ou le lycée ?

Ecrivez la bonne lettre dans la case.

A	Se relaxer
B	Faire du sport
C	Regarder la télévision

[1 mark]

Les risques du tabagisme sur la santé sont bien connus. Pourtant, arrêter de fumer n'est jamais facile, surtout quand on est stressé. Alors ne commencez pas ! C'est plus simple.

1 2 . 2 Qu'est-ce que ce message recommande **exactement** ?

Ecrivez la bonne lettre dans la case.

A	Arrêter de fumer
B	Ne pas commencer à fumer
C	Eviter le stress

[1 mark]

1 3 **Vivre au Luxembourg**

Lisez ce rapport sur la vie au Luxembourg. Répondez aux questions en **français**.

Vivre au Luxembourg: un paradis ? C'est loin d'être le cas. La capitale du pays est une ville où la circulation est la cause de nombreux problèmes : pour les bâtiments, d'un côté, puisque les gaz d'échappement les rendent de plus en plus sales, mais aussi pour les habitants et leur santé. Réduire le nombre de voitures au centre-ville serait inutile. Il faut interdire complètement les véhicules.

1 3 . **1** Mentionnez **deux effets** de la circulation dans la capitale du Luxembourg.

1 _____

2 _____

[2 marks]

1 3 . **2** Quelle est la meilleure solution au problème ?


[1 mark]

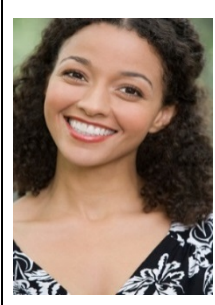
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ANSWER IN THE SPACES PROVIDED**

1 4 Prénoms de bébés

Lisez les commentaires dans un forum sur le prénom des bébés

	<p>Après des mois à chercher, mon mari et moi avons enfin réussi à nous mettre d'accord et à en trouver un qui nous plaît à tous les deux. Tout le monde est donc heureux, surtout nos deux papas qui sont maintenant très fiers de savoir que leur petit-fils va porter leurs prénoms.</p> <p>Aline, 28 ans</p>
---	---

	<p>Comme pour mes trois autres enfants, j'ai laissé mon mari choisir. Malgré la réaction des gens, à qui au début ce prénom ne plaisait pas du tout, nos parents, eux, s'y sont habitués sans aucun problème.</p> <p>Béa, 32 ans</p>
--	---

Identifiez la bonne personne.

Ecrivez **A** pour Aline
 B pour Béa
 A+B pour Aline et Béa

1 4 . **1** Les grands-parents sont contents de notre choix.

[1 mark]

1 4 . **2** Le choix du prénom était une décision commune.

[1 mark]



Mon partenaire et moi voulions l'appeler comme l'actrice super mignonne de notre feuilleton américain préféré. On y a pourtant renoncé puisque ni lui ni moi ne pouvions dire son nom. Celui-là, personne ne le connaît, mais au moins il est plus simple.

Carine, 25 ans

Complétez la phrase. Ecrivez la bonne lettre dans la case.

1 4 . **3** Le prénom qu'on a finalement choisi est ...

A	un prénom rare.
B	le prénom d'une très belle vedette.
C	un prénom difficile à prononcer.

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
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References:

Q8 Abridged and adapted extract from *La Parure*, Guy de Maupassant

Q11 Abridged and adapted extract from *Le Petit Prince*, Antoine de Saint-Exupéry

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**GCSE
FRENCH
8658/RH**

H

Higher Tier Paper 3 Reading

Specimen Mark scheme

June 2018

v1.0

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

t.c. – tout court

Qu	Accept	Mark
01.1	10	1
01.2	15	1
01.3	55	1

Qu	Key idea	Accept	Reject	Mark
01.4	(To) save time / be organised	(To) gain time / organise their life	Any reference to "winning"	1

Qu	Accept	Mark
02.1	C	1

Qu	Key idea	Accept	Reject	Mark
02.2	(To) pay for leisure (activities) / hobbies			1

Qu	Accept	Mark
02.3	C	1

Qu	Key idea	Accept	Reject	Mark
03.1	<p>Problem Couldn't buy food / anything to eat = 1</p> <p>Reason (There was) meat in everything = 1</p>	<p>Couldn't eat</p> <p>(He / She / They are) a vegetarian / (They) don't eat meat</p>	meat t.c.	2
03.2	<p>Problem Scary journey = 1</p> <p>Reason (Dad had) never driven on the right (hand side) = 1</p>		Any reference to the steering wheel not being on the right	2
03.3	<p>Problem They didn't manage to / get / couldn't sleep / didn't sleep much / only had a few hours' sleep = 1</p> <p>Reason They were building a hotel next door = 1</p>	<p>Accept "it was (too) noisy" for problem or cause</p> <p>There was building work going on (next door)</p>		2

Qu	Key idea	Accept	Reject	Mark
04.1	he doesn't care about it	not interested / concerned		1
04.2	angry / outraged / shocked	People like him harm / spoil the environment		1
04.3	small / little things / actions / gestures			1

Qu	Accept	Mark
05.1	A D (in any order)	2
05.2	C D (in any order)	2

Qu	Accept	Mark
06.1	C	1
06.2	B	1
06.3	A	1
06.4	B	1
06.5	A	1

Qu	Accept	Mark
07.1	A+B	1
07.2	A+B	1
07.3	B	1

Qu	Accept	Mark
08.1	C	1

Qu	Key idea	Accept	Reject	Mark
08.2	(She has) no jewellery (to wear)	(She has) nothing to wear	She is bored / any notion of boredom to She feels weird	1
08.3	(She would) look / come across / stand out as being poor (in the middle of/ amongst rich / wealthy women)			1

Qu	Key idea	Accept	Reject	Mark
09.1	(He is) unenthusiastic / not enthusiastic	(He) doesn't share the / their enthusiasm of the others	(He) doesn't share the same feeling (He) feels differently	1
09.2	iPads / They have disadvantages / They don't only have advantages (They / The school) spent too much (money) / (Buying) iPads is a big expense Any one from two	Classmates / They are wrong to think only about the advantages	There are advantages	1

Qu	Key idea	Accept	Reject	Mark
10.1	(Elle) n'ira pas au lycée en septembre	(Elle) ne va pas aller au lycée	(Elle) pleure	1
10.2	(Ses) notes ne sont pas (assez) bonnes = 1 Les cours vont être (trop) durs (à suivre) = 1 Le mieux serait (de faire) un apprentissage = 1 Any two from three			2
10.3	(Elle fait) du travail bénévole			1
10.4	(Elle va) rester au collège = 1 (Elle va) bien / mieux travailler = 1			2

Qu	Accept	Mark
11	G E F C (must be in this order)	4

Qu	Accept	Mark
12.1	B	1
12.2	B	1

Qu	Key idea	Accept	Reject	Mark
13.1	Les gaz d'échappement (rendent les bâtiments sales) = 1	(Les) bâtiments sont sales	Les bâtiments t.c.	2
	Problèmes pour la santé (des habitants) = 1		La santé des habitants t.c.	
13.2	Interdire les véhicules / voitures (au centre-ville)			1

Qu	Accept	Mark
14.1	A+B	1
14.2	A	1
14.3	A	1

Qu		Accept	Reject	Mark
15	Mes copains vont souvent	My friends / mates often go		1
	au jardin public près de l'école	to the park / public garden(s) near / close to (my/the) school		1
	parce qu'on peut jouer au foot.	because we/ you / one / people can play football (there).		1
	C'est inquiétant le nombre de sans-abris	It's worrying the number of homeless people / The number of homeless people ... is worrying		1
	qu'on y voit.	that we see there.		1
	Nous aimerions pouvoir donner de notre temps	We would like / love to be able to give our time		1
	pour les aider.	to help them.		1
	Pourtant, moi, je ne serai pas libre tout de suite	However, (as for) me, I will not / I won't be free/available straight away / immediately		1
	puisque d'abord il faut que je passe mes examens.	because / since / seeing as, first / firstly / first of all, I have to / must / It's necessary (for me) to sit / take / do my exams.	pass exams	1

Section A

Questions and answers in **English****0 1** Tweets about marriage

Your French exchange partner has posted a tweet about marriage on Twitter.
Read some of his followers' replies.



Quentin @Quentin16
Vos idées sur le mariage ?

Thomas @Tom1
@Quentin16

Passer ma vie avec la fille que j'aime ? Oui, bien sûr ! C'est normal, non ?

Maeva @M_aeva
@Quentin16

Le mariage, je voudrais bien, mais mes parents se disputent beaucoup.

Louane @Lou1
@Quentin16

La robe, l'église, la première danse - je veux tout ça. C'est mon rêve depuis toujours !

What are his followers' views on marriage?

For a **positive** view, write **P**.

For a **negative** view, write **N**.

For a **positive and a negative** view, write **P / N**.

0 1 . **1** Thomas

[1 mark]

0 1 . **2** Maeva

[1 mark]

0 1 . **3** Louane

[1 mark]

There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**

0 2 **Holidaying in France**

Your parents are browsing the Internet for a family holiday to France. They show you a blog they have found about popular holiday destinations in France.

Mes 5 destinations les plus populaires en France**1. La Corse**

La destination préférée des Français ! Une île où on trouve de tout: forêts, collines, montagnes.

2. L'île de Ré

L'île de Ré, avec son climat doux et un ensoleillement exceptionnel toute l'année, est une autre destination favorite.

3. Arcachon

Plus de 90 000 touristes visitent Arcachon chaque année pour ses plages mais aussi pour ses nombreuses activités nautiques.

4. La Normandie

La Normandie est une destination idéale pour toute la famille : promenades à cheval, à vélo, zoos et parcs d'attractions.

5. Biarritz

Autre choix populaire, la ville est célèbre pour sa gastronomie et sa très grande variété de produits de la mer.

Where would you choose to go if you enjoyed the following?

Write the number of the correct destination in each box.

0 **2** . **1**

Water sports

[1 mark]

0 **2** . **2**

Nice weather

[1 mark]

0 **2** . **3**

Eating seafood

[1 mark]

0 **2** . **4**

Different types of landscapes

[1 mark]

0 3 Back to school

Read this extract from the comic book '*Akissi, Rentrée musclée*' by Marguerite Aboutet.

Edmond Tu es prête pour la rentrée, Akissi ?

Akissi Non, pas encore. Fofana dit que Monsieur Adama est trop méchant.

(Le jour de la rentrée)

Monsieur Adama Je suis Monsieur Adama votre instituteur, et je déteste les enfants ! Je n'en ai pas et si je suis instituteur c'est parce que mon père en était un aussi. Le CE2* est une année importante. Fini le foot, les dessins, vous êtes des grands ! Je veux du travail !

* CE2 = Year 4

0 3 . **1** Which **two** statements are true? Write the correct letters in the boxes.

A	Akissi feels ready for the new school year.
B	Monsieur Adama has a good reputation.
C	Monsieur Adama has no children of his own.
D	Monsieur Adama chose to become a teacher.
E	The pupils will find CE2 quite different.

[2 marks]

0	4
---	---

Social media

A newspaper has published the results of an online survey about the use of social networks in Belgium. Read the summary of the results.

Votre enfant est tout le temps en ligne, mais vous ne savez pas exactement ce qu'il fait ?

Nous avons demandé aux adolescents: « Pourquoi utilisez-vous les réseaux sociaux ? »

Voici les résultats:

- La majorité (55%) les utilise pour s'amuser. Ils disent même être accros à certains jeux.
- 28% se connectent pour rester en contact avec leurs amis.
- 15% en ont besoin pour leur travail scolaire.
- 10% sont d'avis que ça leur permet de rencontrer d'autres gens.
- 7% veulent faire comme leurs amis.
- Enfin, pour 5% des ados, ça les aide à gagner du temps car ils y organisent toute leur vie.

What percentage of people use social networks for the following reasons?

Complete the boxes.

0	4
---	---

.

1

To meet people

%

[1 mark]

0	4
---	---

.

2

For their studies

%

[1 mark]

0	4
---	---

.

3

To play games

%

[1 mark]

0	4
---	---

.

4

What is the least popular reason? Answer in **English**.

[1 mark]

0 5 Family relationships

A French Canadian teen magazine has published an item about family relationships. Read what these girls from Quebec say about their families.

Page spéciale : les rapports en famille au Québec.

Mes parents sont divorcés. J'habite avec mon père et je ne vois pas souvent ma mère.

Alice, 14 ans



Nous sommes une famille nombreuse. J'ai deux frères et trois sœurs et je suis la plus jeune.

Beya, 15 ans



Avec ma sœur, nous avons les mêmes goûts sur tout. Nous passons beaucoup de temps ensemble.

Charlotte, 14 ans



Parler avec ma mère n'est pas facile. Elle est trop sévère.

Daniella, 17 ans



Je ne m'entends pas très bien avec ma sœur. Elle m'énerve !

Elodie, 15 ans



Je parle de mes problèmes avec ma mère. Pour moi, c'est très important.

Fadoua, 16 ans



Ma sœur est sympa. Elle m'aide avec mes devoirs.

Géraldine, 16 ans



Ma sœur est très sportive mais moi, je préfère regarder la télé.

Hortense, 14 ans

Write the name of the correct person for each statement.

0 5 . 1 Whose sister is helpful?

[1 mark]

0 5 . 2 Whose sister shares the same interests?

[1 mark]

0 5 . 3 Who does not see her mother often?

[1 mark]

0 5 . 4 Who shares her concerns with her mother?

[1 mark]

0 5 . 5 Whose relationship with her mother is difficult?

[1 mark]

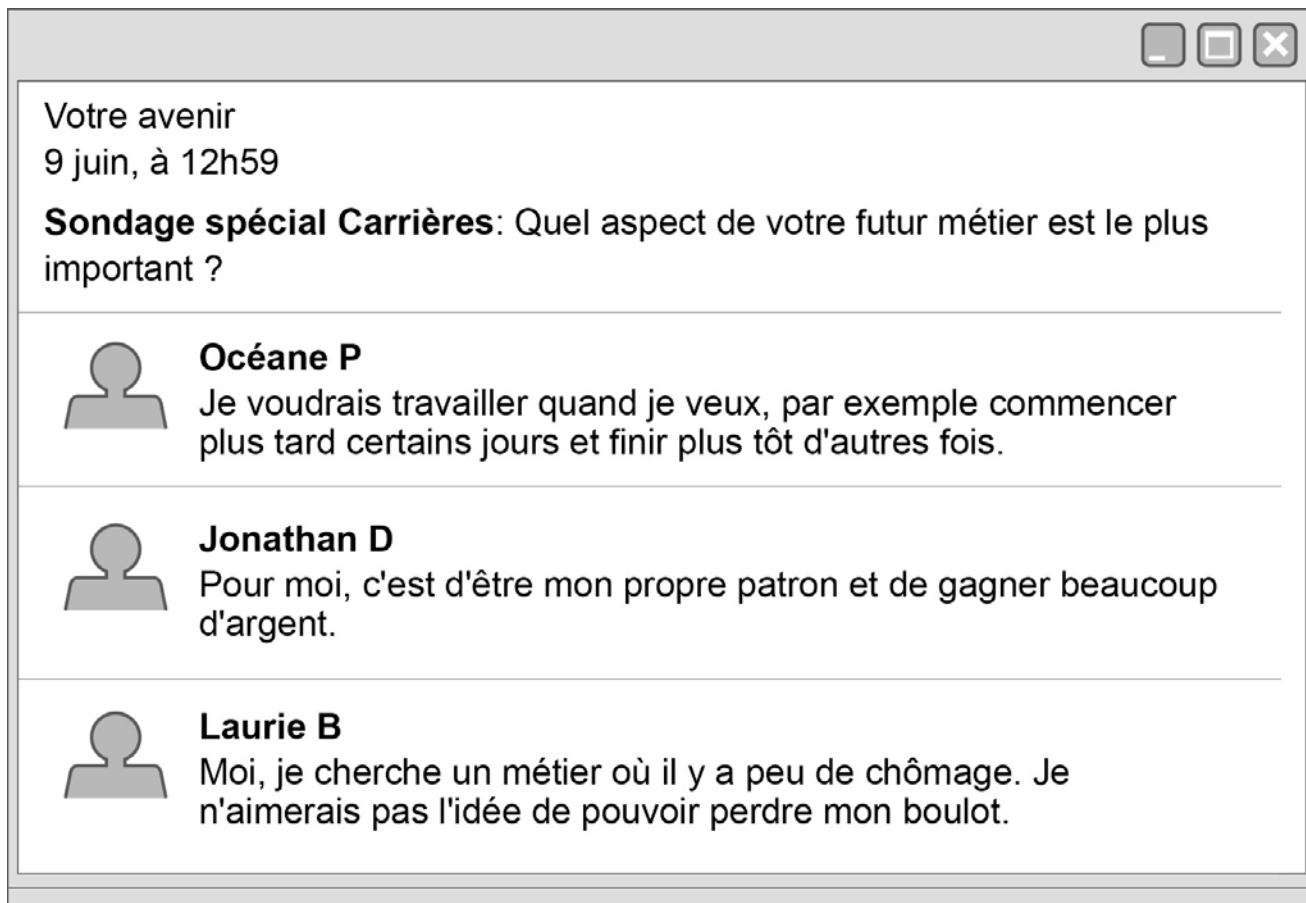
0 5 . 6 Who is the youngest in her family?

[1 mark]

0 6 Future careers


The magazine 'Votre avenir' has posted a question on its social network webpage.


Read some of the responses it has received.




Votre avenir
9 juin, à 12h59

Sondage spécial Carrières: Quel aspect de votre futur métier est le plus important ?

 **Océane P**
Je voudrais travailler quand je veux, par exemple commencer plus tard certains jours et finir plus tôt d'autres fois.

 **Jonathan D**
Pour moi, c'est d'être mon propre patron et de gagner beaucoup d'argent.

 **Laurie B**
Moi, je cherche un métier où il y a peu de chômage. Je n'aimerais pas l'idée de pouvoir perdre mon boulot.

Which of the following aspects is the most important for each person? Write the correct letter in each box.

A	Being well-paid
B	Working flexible hours
C	Having a nice boss
D	Getting on with colleagues
E	Having job security
F	Having long holidays

0 6 . **1** Océane P

[1 mark]

0 6 . **2** Jonathan D

[1 mark]

0 6 . **3** Laurie B

[1 mark]

0 7 Summer jobs

You are interested in how young French people spend their long summer holidays and come across this article online.

Jobs d'été

Vous en avez marre de passer l'été à ne rien faire ?

Vous êtes à la recherche d'un petit job cet été ?

Un quart des jeunes de 16-21 ans sont comme vous en ce moment, selon le journal *20 Minutes*. Même si certains travaillent pour financer leurs études, ceux qui le font pour payer leurs loisirs sont beaucoup plus nombreux.

Le job d'été idéal ? Travailler dans une colonie de vacances dans un autre pays européen, comme l'Espagne par exemple. Beaucoup considèrent ce pays comme la meilleure destination étrangère pour un job d'été, après la Grande-Bretagne. Les jeunes sont partagés entre partir dans une région touristique et rester là où ils habitent.

0 7 . 1 A quarter of 16-21 year olds ...

A	do nothing over the summer.
B	have already found a summer job.
C	are looking for a summer job.

Choose the correct answer to complete the sentence and write the letter in the box.

[1 mark]

0 7 . 2 Why do the majority of young people want to work? Answer in **English**.

[1 mark]

0 7 . 3 Finding a summer job in Spain is ...

A	the most popular option.
B	more popular than working in Great Britain.
C	less popular than working in Great Britain.

Choose the correct answer to complete the sentence and write the letter in the box.

[1 mark]

0 8 A sale

Read this extract from the novel '*La Dame aux camélias*' by Alexandre Dumas (fils) and answer the questions which follow in **English**.

Le 12 du mois de mars 1847, j'ai vu, dans la rue Laffitte, une grande affiche* jaune avec une annonce pour vendre des meubles. Cette vente avait lieu après la mort du propriétaire. L'affiche ne donnait pas le nom de la personne morte, mais donnait d'autres détails : rue d'Antin, n° 9, le 16, de midi à cinq heures. On disait aussi sur l'affiche que l'on pourrait, le 13 et le 14, aller voir les meubles dans l'appartement.

* *une affiche = a poster*

0 8 . **1** Why is this sale taking place?

[1 mark]

0 8 . **2** What is not mentioned on the poster?

[1 mark]

0 8 . **3** What time does the sale start?

[1 mark]

0 8 . **4** What can you do at the flat on the 13th and 14th?

[1 mark]

0 9 Environmental messages

You see these environmental messages in your hotel bedroom whilst on a school trip to Geneva.

What does each message encourage you to do for the environment? Write the correct letter in each box.

A	Recycle
B	Reduce air pollution
C	Reduce noise
D	Save energy
E	Save water

0 9 . **1**

Pensez à prendre une douche - pas un bain !

[1 mark]**0 9** . **2**

Ne jetez pas tous vos déchets dans la même poubelle !

[1 mark]**0 9** . **3**

Faites vos visites à pied ou en transports en commun !

[1 mark]**0 9** . **4**

Fermez la fenêtre si vous avez le chauffage !


[1 mark]

Section B

Questions and answers in French

1 0 Au collège

Xavier vous envoie un email. Lisez cet extrait de son email.

	From... <input type="text" value="xavier.b@gmail.fr"/>
Reply	Subject: <input type="text" value="Re: Ton collègue"/>
<p>...</p> <p>Le samedi matin, je n'ai pas de cours avant 9 heures. J'ai anglais, maths et puis, en dernier, une heure d'histoire avec Monsieur Besson. Beaucoup d'élèves détestent l'anglais car c'est ennuyeux. Moi, je trouve cette matière très intéressante, mais un peu difficile.</p>	

1 0 . **1** Quelle est la réponse correcte ? Ecrivez la bonne lettre dans la case.

A	Le premier cours de Xavier commence avant 9 heures.
B	Il a un cours de langue le samedi.
C	Le cours d'histoire finit à une heure de l'après-midi.

[1 mark]

1 0 . **2** Xavier aime l'anglais. Pourquoi ? Répondez en **français**.

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

1	1
---	---

Au cinéma

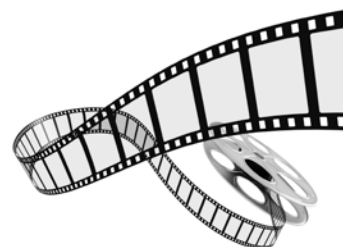
Lisez ces informations pour un cinéma à Strasbourg.

CINEMA REX

30 Route du Rhin, 67000 Strasbourg

Tél : 03 88 50 75 12

Mail : rex.cine@gmail.com



Les films en salle et à venir

Les trois frères

Film romantique français de Didier Bourdon.

Sortie dans tous les cinémas
mercredi prochain.

Billets à réserver en ligne.

Kirikou 4

Dessin animé africain en français.

Première séance ce soir à
18:30.

Gratuit pour les moins de 10 ans.

007 Spectre

Film d'action anglais (en version originale).

A partir de demain partout en France.

Billets à prix réduit l'après-midi.

Interdit aux moins de 12 ans.

Halloween - le retour

Film d'horreur américain.

En salle, après-demain.

Billets en caisse.

Quel film recommandez-vous à ces personnes ?

A	Les trois frères
B	Kirikou 4
C	007 Spectre
D	Halloween – le retour

Ecrivez la bonne lettre dans chaque case. **Attention !** Vous pouvez utiliser la même lettre plus d'une fois.

. Une personne avec trois petits enfants. [1 mark]

. Une personne qui adore avoir peur. [1 mark]

. Une personne qui aime les histoires d'amour. [1 mark]

. Une personne fana de langues étrangères. [1 mark]

. Une personne qui veut regarder un film aujourd'hui. [1 mark]

1 2 La santé

Lisez ces conseils dans le magazine '*Vive la forme*'.

Après une longue journée au lycée ou au travail, vous avez sans doute envie de rentrer chez vous tout de suite et de vous détendre. Bien que cela semble être la solution idéale, n'y pensez pas ! Préférez plutôt une activité physique pendant au moins 30 minutes. Passez ensuite le reste de votre soirée comme vous le voulez - peut-être devant la télé ?

1 2 . 1 Qu'est-ce qu'on devrait faire **immédiatement** après le travail ou le lycée ?

Ecrivez la bonne lettre dans la case.

A	Se relaxer
B	Faire du sport
C	Regarder la télévision

[1 mark]

Les risques du tabagisme sur la santé sont bien connus. Pourtant, arrêter de fumer n'est jamais facile, surtout quand on est stressé. Alors ne commencez pas ! C'est plus simple.

1 2 . 2 Qu'est-ce que ce message recommande **exactement** ?

Ecrivez la bonne lettre dans la case.

A	Arrêter de fumer
B	Ne pas commencer à fumer
C	Eviter le stress

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

1 3 Un email

Lisez l'email d'Ambre qui parle de ses projets scolaires.

Reply
From...
Subject:

Salut,

Voilà enfin les grandes vacances ! Tout le monde est content, sauf moi. Je pleure depuis 2 jours car je n'irai pas au lycée en septembre comme toutes mes amies. Pour la directrice, mes notes ne sont pas assez bonnes et les cours vont être trop durs à suivre. Elle dit que le mieux serait de faire un apprentissage mais ça ne m'intéresse pas. C'est ce que ma cousine a fait l'année dernière et elle n'a pas aimé. C'était monotone, ce qui ne lui a pas plu, et elle a trouvé qu'elle n'avait presque rien appris. Maintenant, elle fait du travail bénévole et, à la rentrée, elle va aller à l'université. Moi, j'ai donc décidé de rester une année au collège. Comme ça, je serai obligée de bien travailler.

Et toi, comment était ta fin d'année ?

A plus !

Ambre

Répondez aux questions en **français**.

Exemple Les amies d'Ambre sont contentes. Pourquoi ?

C'est les grandes vacances.

1 3 . **1** Pourquoi Ambre est-elle triste ?

[1 mark]

1 3 . **2** Qu'est-ce que la directrice pense exactement ? Donnez **deux** détails.

1 _____

2 _____

[2 marks]

1 3 . **3** La cousine d'Ambre, qu'est-ce qu'elle fait en ce moment ?

[1 mark]

1 3 . **4** Que va faire Ambre l'année prochaine ? Donnez **deux** détails.

1 _____

2 _____

[2 marks]

1 4 Activités sportives

Une mère parle de son fils sur son blog.



Mon fils fait du basket deux fois par semaine au centre sportif. Comme affaires, il lui faut pas mal de choses. C'est incroyable tout ce qu'on dépense ! Ça nous coûte beaucoup, mais c'est chouette de le voir parler plus avec les autres. Il est vraiment moins timide maintenant.

En plus, il est membre du club de foot. A cause de ça, il doit jouer tous les samedis avec son équipe. Donc, il a souvent trop de devoirs en semaine. Heureusement, il visite beaucoup d'autres villes. C'est un avantage, ça.

- 1 4 . 1 Choisissez dans la liste un aspect **positif** et un aspect **négatif** du **basket** mentionnés par la mère.

A	l'aspect social
B	la forme
C	les matchs
D	le prix
E	les vêtements

Ecrivez les bonnes lettres dans les cases

Positif

Négatif

[2 marks]

- 1 4 . 2 Mentionnez l'aspect **positif** du club de **foot**. Répondez en **français**.

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

References

Q3 Abridged and adapted extract from 'Akissi, Rentrée Musclée', Marguerite Abouet.

Q8 Abridged and adapted extract from *La Dame aux camélias*, Alexandre (fils) Dumas.

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**GCSE
FRENCH
8658/RF**

F

Foundation Tier Paper 3 Reading

Specimen Mark scheme

June 2018

v1.1

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.

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

t.c. = tout court

Qu	Accept	Mark
01.1	P	1
01.2	P/N, P+N, PN	1
01.3	P	1

Qu	Accept	Mark
02.1	3	1
02.2	2	1
02.3	5	1
02.4	1	1

Qu	Accept	Mark
03.1	C E (in any order)	2

Qu	Accept	Mark
04.1	10	1
04.2	15	1
04.3	55	1

Qu	Key idea	Accept	Reject	Mark
04.4	(To) save time / be organised	(To) gain time / organise my life	Any reference to "winning"	1

Qu	Accept	Mark
05.1	Géraldine	1
05.2	Charlotte	1
05.3	Alice	1
05.4	Fadoua	1
05.5	Daniella	1
05.6	Beya	1

Qu	Accept	Mark
06.1	B	1
06.2	A	1
06.3	E	1

Qu	Accept	Mark
07.1	C	1

Qu	Key idea	Accept	Reject	Mark
07.2	(To) pay for leisure (activities) / hobbies			1

Qu	Accept	Mark
07.3	C	1

Qu	Key idea	Accept	Reject	Mark
08.1	The owner / proprietor has died / is dead	Someone (has) died		1
08.2	The name (of the dead person)			1
08.3	(From / at) 12 / noon / midday	12 - 5	Lunchtime	1
08.4	(You can / could) see / view the furniture		See the flat	1

Qu	Accept	Mark
09.1	E	1
09.2	A	1
09.3	B	1
09.4	D	1

Qu	Accept	Mark
10.1	B	1

Qu	Key idea	Accept	Reject	Mark
10.2	(C'est très) intéressant	Intéressante		1

Qu	Accept	Mark
11.1	B	1
11.2	D	1
11.3	A	1
11.4	C	1
11.5	B	1

Qu	Accept	Mark
12.1	B	1
12.2	B	1

Qu	Key idea	Accept	Reject	Mark
13.1	(Elle) n'ira pas au lycée en septembre	(Elle) ne va pas aller au lycée	(Elle) pleure	1
13.2	(Ses) notes ne sont pas (assez) bonnes = 1 Les cours vont être (trop) durs (à suivre) = 1 Le mieux serait (de faire) un apprentissage = 1 Any two from three			2
13.3	(Elle fait) du travail bénévole			1
13.4	(Elle va) rester au collège = 1 (Elle va) bien / mieux travailler = 1			2

Qu	Accept	Mark
14.1	A D (must be in this order)	2

Qu		Accept	Reject	Mark
14.2	On visite (beaucoup) d'autres villes	Il visite		1

Qu		Accept	Reject	Mark
15.1	Il y a un centre commercial	There is a shopping / commercial centre / mall		1
	dans ma ville.	in my town / city.	village	1
15.2	Le samedi, j'aime	On/Every Saturday/Saturdays, I like	The Saturday	1
	faire les magasins avec ma copine.	to go / going to the shops / shopping with my (girl)friend.		1
15.3	Récemment, j'ai acheté	Recently, I bought		1
	un nouveau portable.	a new mobile (phone) / smartphone/laptop.		1
	C'était trop cher.	It was too expensive / dear.		1
15.4	Je ne sais pas si	I don't / do not know if		1
	on va sortir la semaine prochaine.	we are going to / we will go out next week.	one	1



GCSE FRENCH

H

Higher Tier Paper 4 Writing

Specimen 2018

Morning

Time allowed: 1 hour 15 minutes

Materials:

- You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- You must answer **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do not answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do not answer both of these questions.
- You must answer Question 3.
- Answer all questions in **French**.
- You must answer the questions in the spaces provided. Do not write your answers on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must not use a dictionary during this test.
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks in Question 2.1/Question 2.2 you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

Please write clearly, in block capitals, to allow character computer recognition.

Centre number Candidate number

Surname

Forename(s)

Candidate signature _____

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

**GCSE
FRENCH
8658/WF+WH**

F+H

Paper 4 Writing (Foundation and Higher)

Specimen mark scheme

June 2018

v1.0

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.

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 response 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 descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	C'est la cantine à l'école.	Cantine à l'école	déjeuner	[2 marks]
01.2	Une fille mange un sandwich.	Une fille manger.	sandwich	[2 marks]
01.3	Il y a une salade et un jus d'orange.	Salade et jus d'orange.	manger	[2 marks]
01.4	La cantine est très moderne.	Cantine moderne	moderne	[2 marks]

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Salut ! Je suis à Benidorm dans l'est de l'Espagne. Il fait très chaud et il y a beaucoup de soleil. L'hôtel est moderne et ma chambre est jolie avec une télévision et une douche. Je vais à la plage et j'achète des souvenirs. (43 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

1	My father is tall.	Mon père/papa est grand.
2	At school I like maths and science.	Au collège/A l'école/Au lycée j'aime les maths/mathématiques et les sciences.
3	I listen to music in the evening.	J'écoute de la musique le soir/tous les soirs/chaque soir.
4	In my town there is a cinema and a museum.	Dans ma ville il y a/on trouve un cinéma et un musée.
5	I played football in the park with my friends.	J'ai joué au foot(ball)/j'ai fait du foot(ball) dans le/au parc/jardin public avec mes amis/amies/copains/copines.

Other reasonable alternative translations will also be accepted.

Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

Student 1

1. Mon pere est grand.
2. Au collegé j'aime math et science.
3. J'ecoute la musique le soir.
4. Dans ma ville il y a cinema et musée.
5. J'ai joué au foot au parc avec mes amis.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are conveyed. Despite the omission of articles and some accents and despite the misspellings of 'math' and 'science', the student displays a very good knowledge of vocabulary and the response is highly accurate.

Student 2

1. Ma pere est grand.
2. une collége j'aime le math et sciences.
3. J'ai ecoute de la music.
4. Dans ma ville il y a cinema et museum.
5. J'ai joué au foot au park avec mon amis.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Nearly all key messages are conveyed (wrong tense with 'listen' and omission of 'evening'). The response is not generally accurate given the use of English words, omissions and two inaccurate possessive adjectives. However, it is more accurate than inaccurate

Student 3

1. Mon pere grande.
2. Au collége j'amie le maths et le sciences.
3. Je regarde de la musique.
4. Dans ma ville une cinema et musee.
5. Je joué au foot le parc avec mon amis.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed (no verb in first and fourth sentences but ideas are communicated, messages just come through in second, third is wrong, the last sentence also communicates key information). The response is generally inaccurate with limited knowledge of vocabulary and structures.

Student 4

1. Mon pere grand.
2. Au collége j'aime le maths et le sciences.
3. J'ai ecoute de la musique.
4.
5. Je joué au foot park.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed. The first two sentences convey key messages despite the omission of the verb in the first one. The other two sentences only convey some of the key messages. Again, the response is generally inaccurate with limited knowledge of vocabulary and structures.

Student 5

1. pere grand.
2. collège maths and sciences.
3. J'ai listen music.
4. cinema
5. Joue football park.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed. The response is highly inaccurate and demonstrates a very limited knowledge of vocabulary and structures – inaccurate or omitted verbs, no articles and unknown key vocabulary.

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	<p>This is a possible response (indicative content):</p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale. Il y a des cinémas et des centres commerciaux. J'aime Manchester parce que c'est animé. En général j'aime ma maison parce que c'est confortable, pratique et moderne. Cependant, ma chambre est trop petite pour moi et mon frère. Récemment je suis allé au restaurant à Manchester avec ma famille. J'ai mangé une pizza et une glace. J'ai bu un coca. C'était délicieux. A l'avenir je vais habiter à New York parce qu'il y a beaucoup de distractions. (90 words)</p> <p style="text-align: right;">[16 marks]</p>
or	Question 04.2	<p>This is a possible response (indicative content):</p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, je suis allé au cinéma avec mon meilleur ami et j'ai vu un film qui s'appelle Spooks. C'était très amusant. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (90 words)</p> <p style="text-align: right;">[16 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 04.1	<p>This is a possible response (indicative content):</p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale et jolie. J'aime Manchester car j'aime les magasins. Il y a aussi des cinémas. En général j'aime ma maison parce que c'est confortable, pratique et moderne. La cuisine est très moderne et le jardin est grand. Cependant, ma chambre est trop petite pour moi et mon frère et je n'aime pas le salon. Récemment je suis allé au cinéma à Manchester avec ma famille et j'ai vu un bon film. A l'avenir je vais habiter à Londres. (90 words)</p> <p style="text-align: right;">[16 marks]</p>
or	Question 04.2	<p>This is a possible response (indicative content):</p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine avec mes amis le week-end. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Elle est amusante aussi. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, j'ai vu un film d'action avec mon meilleur ami. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (88 words)</p> <p style="text-align: right;">[16 marks]</p>

Higher Tier

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

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]
Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either or	Question 01.1	<p>This is a possible response (indicative content):</p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale. Il y a des cinémas et des centres commerciaux. J'aime Manchester parce que c'est animé. En général j'aime ma maison parce que c'est confortable, pratique et moderne. Cependant, ma chambre est trop petite pour moi et mon frère. Récemment je suis allé au restaurant à Manchester avec ma famille. J'ai mangé une pizza et une glace. J'ai bu un coca. C'était délicieux. A l'avenir je vais habiter à New York parce qu'il y a beaucoup de distractions. (90 words)</p> <p style="text-align: right;">[16 marks]</p>
	Question 01.2	<p>This is a possible response (indicative content):</p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, je suis allé au cinéma avec mon meilleur ami et j'ai vu un film qui s'appelle Spooks. C'était très amusant. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (90 words)</p> <p style="text-align: right;">[16 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either or	Question 01.1	<p>This is a possible response (indicative content):</p> <p>J'habite à Manchester dans le nord de l'Angleterre. Manchester est une ville commerciale et jolie. J'aime Manchester car j'aime les magasins. Il y a aussi des cinémas. En général j'aime ma maison parce que c'est confortable, pratique et moderne. La cuisine est très moderne et le jardin est grand. Cependant, ma chambre est trop petite pour moi et mon frère et je n'aime pas le salon. Récemment je suis allé au cinéma à Manchester avec ma famille et j'ai vu un bon film. A l'avenir je vais habiter à Londres. (90 words)</p> <p style="text-align: right;">[16 marks]</p>
	Question 01.2	<p>This is a possible response (indicative content):</p> <p>Pour me relaxer j'aime faire du sport. Je suis assez sportif et je joue au cricket. C'est très amusant et j'adore ça. J'aime aussi nager et je vais souvent à la piscine avec mes amis le week-end. J'habite avec ma mère et mon petit frère. J'adore ma mère parce qu'elle est gentille. Elle est amusante aussi. Cependant je déteste mon frère parce qu'il m'énerve quelquefois. Récemment, j'ai vu un film d'action avec mon meilleur ami. Le week-end prochain je vais aller en ville pour acheter des jeux vidéo. (88 words)</p> <p style="text-align: right;">[16 marks]</p>

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 02.1	<p>This is a possible response (indicative content):</p> <p>Je recommanderais mon collègue parce que c'est un bon exemple d'un collègue typiquement britannique. Il est aussi très bien équipé et récemment on a construit une nouvelle salle de sports. On peut faire une grande variété de sports ici. Toutes les salles de classe ont un tableau blanc interactif et les professeurs sont très compréhensifs. Mon prof d'anglais, par exemple, est super. Il ne se met jamais en colère et il explique bien sa matière. Je fais beaucoup de progrès en anglais. Tous les élèves sont amicaux et polis. Il y a rarement de problèmes entre eux. L'année dernière je suis allé au musée avec mon collègue. Nous avons quitté le collège à 9h00 et nous avons voyagé en minibus. Nous avons vu beaucoup de choses intéressantes et nous nous sommes bien amusés. J'ai beaucoup aimé être avec mes amis du collège dans un endroit différent. J'ai appris de nouvelles choses aussi. (151 words)</p> <p style="text-align: right;">[32 marks]</p>
or	Question 02.2	<p>This is a possible response (indicative content):</p> <p>Il est important d'aller en vacances parce qu'on peut s'amuser et se dépayser. Il y a aussi beaucoup de choses à faire et à voir dans le monde. Beaucoup de gens préfèrent passer les vacances à l'étranger parce qu'il fait plus beau qu'en Angleterre. Dans notre société les gens travaillent dur et ils ont besoin du temps libre pour se détendre. Moi, j'aime aller au bord de la mer parce qu'on peut se bronzer. L'année dernière je suis allé en France pour passer deux semaines à Bergerac. On est restés dans une maison très confortable. Il y avait une piscine chauffée et un très joli jardin. En plus, j'ai aimé ma chambre parce qu'il y avait la climatisation. J'aime mieux loger dans une maison comme ça parce qu'on a plus de liberté. Pendant la journée, je me suis bronzé et le soir je suis allé au restaurant. C'était une très bonne expérience et en plus, je pouvais me détendre. (159 words)</p> <p style="text-align: right;">[32 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 02.1	<p>This is a possible response (indicative content):</p> <p>Je recommanderais mon collège parce que c'est un bon exemple d'un collège typiquement britannique. Il est aussi très bien équipé et récemment on a construit une nouvelle salle de sports. On peut faire une grande variété de sports ici. Toutes les salles de classe ont un tableau blanc interactif et les professeurs sont très compréhensifs. Mon prof d'anglais, par exemple, est super. Il ne se met jamais en colère et il s'entend bien avec ses élèves. Je fais beaucoup de progrès en anglais. Tous les élèves sont amicaux et polis. Il y a rarement de problèmes entre eux. On offre un choix de matières intéressantes et les professeurs sont très travailleurs. Les résultats sont toujours très bons et pour beaucoup de parents c'est le collège le plus populaire de la région. L'année dernière je suis allé au musée avec mon collègue. Nous avons vu beaucoup de choses intéressantes ce qui était super. (151 words)</p> <p style="text-align: right;">[32 marks]</p>
or	Question 02.2	<p>This is a possible response (indicative content):</p> <p>Il est important d'aller en vacances parce qu'on peut s'amuser et se dépayser. Il y a aussi beaucoup de choses à faire et à voir dans le monde. Mais moi, j'aime aller au bord de la mer parce qu'on peut se bronzer. L'année dernière au mois d'août je suis allé en France pour passer deux semaines à Bergerac. On est restés dans une maison très confortable. Il y avait une piscine chauffée et un très joli jardin où j'ai passé beaucoup de temps. En plus, j'ai aimé ma chambre parce qu'il y avait la climatisation. Il y avait aussi un balcon avec une belle vue. Cependant j'aurais aimé une télé plasma !!! J'aime mieux loger dans une maison comme ça parce qu'on a plus de liberté. Pendant la journée, je me suis bronzé et le soir je suis allé au restaurant où j'ai trouvé la nourriture savoureuse. C'était une très bonne expérience et en plus, je pouvais me détendre. (159 words)</p> <p style="text-align: right;">[32 marks]</p>

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

To celebrate my birthday, I invited my friends to my house. My mother prepared a special meal. I received a computer. It is useful because I have a lot of homework. Next year in September I will do an apprenticeship in a college in the town centre and I would like good results.

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Pour fêter/célébrer mon anniversaire j'ai invité mes amis/amies/copains/copines à la maison/chez moi. Ma mère/maman a préparé/cuisiné/fait un repas spécial. J'ai reçu/On m'a donné un ordinateur/une tablette. C'est utile/commode/pratique parce que/car j'ai/je reçois/on me donne beaucoup/plein de devoirs. L'année prochaine/L'an prochain en septembre je ferai/vais faire un apprentissage à/dans un lycée au centre-ville et je voudrais/j'aimerais de bons résultats.

Other reasonable alternative translations will also be accepted.

Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

Student 1

Pour fêter mon anniversaire, j'ai invité mes amis à la maison. Ma mère a préparé un repas speciale. J'ai reçu un ordinateur. C'est utile parce que j'ai beaucoup de devoirs. L'année prochaine en septembre je ferai un apprentissage au lycée dans le centre-ville et je voudrais bons résultats.

Conveying key messages = **6 marks**

Application of grammatical knowledge of language and structures = **6 marks**

All key messages are conveyed. The only errors are 'speciale, beaucoup' and the omission of 'de' in the last sentence. It is therefore virtually faultless.

Student 2

Pour celebre mon anniversaire, j'ai invité mes amis à la maison. Ma mère à fait un repas speciale. J'ai reçu à l'ordinateur. C'est utile parce que je beaucoup de devoirs. L'année prochaine à septembre je fait à l'apprentissage au lycée à la centre-ville et je voudrais de bons resultats.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **4 marks**

The message relating to the apprenticeship is not conveyed and there is only a partial message regarding homework. Overall, therefore, nearly all key messages are conveyed. The inaccuracies, for example the omission of the verb in the clause about homework, celebre, à la centre-ville, are such that the response is generally, rather than highly accurate.

Student 3

Pour mon anniversaire, j'ai invité mon amis au chez mois. Ma mère a prepare au speciale diner. J'ai reçu un ordinateur. C'est utile parce que j'avais beaucoup de devoirs. L'année prochaine en septembre je vais faire apprentissage au lycée dans un ville et je voudrais bien results.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Most key messages are conveyed. 'My house, having homework, town centre, results' are unclear or not communicated. A reasonable knowledge of vocabulary is demonstrated. The response is more accurate than inaccurate despite the number of errors (e.g. possessive adjective, lack of accents, omissions).

Student 4

Pour mon anniversaire, j'invite mon amis à ma maison. Ma mère a prepare un diner special. J'ai un ordinateur. C'est util parce que j'ai beaucoup de devoirs. L'anne prochain en septembre je apprentissage au collège en ville et je voudrais bon resultats.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed as there are issues with 'having invited friends, receiving the computer, doing the apprenticeship, town centre'. There is a limited knowledge of vocabulary and structures and there are errors in every sentence, although these do not always affect the communication of required messages. The piece is generally inaccurate.

Student 5

Pour moi anniversaire, j'ai mes amis à ma maison. Ma mère a prepare un diner special. J'ai un ordinateur. C'est ... parce que j'ai beacoup de devoirs. L'anée prochain en septembre je au collège en ville et je voudrais bon resultats.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Few key messages are conveyed and there is a limited knowledge of vocabulary and structures. There are omissions and many misspellings. The piece is generally inaccurate.

Student 6

Pour anniversaire, je amis à maison. Ma mère J'ai receive un ordinateur. C'est ... parce que j'ai devoirs. En septembre je collège et je voudrais bien results.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very few messages are communicated - mainly in the first sentence and the 'homework' idea. The response is highly inaccurate.

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21 August 2015

GCSE

SPANISH

(8698)

Specification

For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.3 12 October 2016



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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8698](https://www.aqa.org.uk/8698)
- We will write to you if there are significant changes to this specification.

1 Introduction

1.1 Why choose AQA for GCSE Spanish

A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

Comprehensive support

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help.

You can find out about all our Spanish qualifications at [aqa.org.uk/spanish](https://www.aqa.org.uk/spanish)

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

Teaching resources

Visit [aqa.org.uk/8698](https://www.aqa.org.uk/8698) to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- online progress tests to provide effective means of monitoring individual student progress
- resources to support teaching of grammar, translations and the exploitation of literary texts
- text book and digital resources endorsed by AQA
- training courses to help you deliver AQA Spanish qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit [aqa.org.uk/8698](https://www.aqa.org.uk/8698) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

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- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Core content

Students study all of the following themes on which the assessments are based.

[Theme 1: Identity and culture](#) (page 10)

[Theme 2: Local, national, international and global areas of interest](#) (page 10)

[Theme 3: Current and future study and employment](#) (page 11)

2.2 Assessments

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening	Paper 2: Speaking
<p>What's assessed</p> <p>Understanding and responding to different types of spoken language</p>	<p>What's assessed</p> <p>Communicating and interacting effectively in speech for a variety of purposes</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>	<p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Spanish, to be answered in Spanish or non-verbally 	<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading	+	Paper 4: Writing
What's assessed		What's assessed
Understanding and responding to different types of written language		Communicating effectively in writing for a variety of purposes
How it's assessed		How it's assessed
<ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE 		<ul style="list-style-type: none"> • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
Questions		Questions
Foundation Tier and Higher Tier		Foundation Tier
<ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally • Section B – questions in Spanish, to be answered in Spanish or non-verbally • Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier) 		<ul style="list-style-type: none"> • Question 1 – message (student produces four sentences in response to a photo) – 8 marks • Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks • Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks • Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
		Higher Tier
		<ul style="list-style-type: none"> • Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks • Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks • Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

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 Spanish-speaking countries/communities

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

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

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

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Spanish into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

3.3.1 Foundation Tier

3.3.1.1 Nouns

gender

singular and plural forms

3.3.1.2 Articles

definite and indefinite

lo plus adjective (R)

3.3.1.3 Adjectives

agreement

position

comparative and superlative: regular and *mayor, menor, mejor, peor*

demonstrative (*este, ese, aquel*)

indefinite (*cada, otro, todo, mismo, alguno*)

possessive, short form (*mi*)

possessive, long form (*mío*) (R)

interrogative (*cuánto, qué*)

3.3.1.4 Adverbs

formation

comparative and superlative: regular

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

3.3.1.5 Quantifiers/intensifiers

(*muy, bastante, demasiado, poco, mucho*)

3.3.1.6 Pronouns

subject

object (R)

position and order of object pronouns (R)

reflexive

relative: *que*

relative: *quien, lo que* (R)

disjunctive (*conmigo, para mí*)

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

interrogative (*cuál, qué, quién*)

3.3.1.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla*)

uses of *ser* and *estar*

Tenses:

- present indicative
- present continuous
- preterite
- imperfect: in weather expressions with *estar, hacer*
- imperfect (R)
- immediate future
- future (R)
- perfect: most common verbs only
- conditional: *gustar* only in set phrases
- pluperfect (R)
- gerund (R)
- imperative: common forms including negative
- subjunctive, present (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)

- subjunctive, imperfect: *quisiera*
- impersonal verbs: most common only.

3.3.1.8 Prepositions

common, including personal *a*

por and *para*

3.3.1.9 Conjunctions

common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

3.3.1.10 Number, quantity, dates

3.3.1.11 Time

Use of *desde* *hace* with present tense (R)

3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

3.3.2.1 Articles

lo plus adjective

3.3.2.2 Adjectives

comparative and superlative

possessive, short and long forms (*mi*, *mío*)

relative (*cuyo*)

3.3.2.3 Adverbs

comparative and superlative

3.3.2.4 Pronouns

object

position and order of object pronouns

relative: all other uses including *quien*, *lo que*, *el que*, *cual*

possessive (*el mío*, *la mía*)

3.3.2.5 Verbs

Tenses:

- future
- imperfect
- imperfect continuous
- perfect

- pluperfect
- conditional
- passive voice (R)
- gerund
- present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)
- imperfect subjunctive (R).

3.3.2.6 Time

- use of *desde hace* with present tense
- use of *desde hace* with imperfect tense (R).

3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Spanish, or which they themselves might need to use. For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

3.4.1 Strategies for understanding

3.4.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word *camioneta* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *La camioneta salió de la carretera y chocó con un árbol.*

3.4.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the way verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

3.4.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a Spanish course to develop awareness and understanding of countries and communities where Spanish is spoken.

For example, the student who knows that the *Día de Reyes* is the 6 January will be able to deduce from *día 5 de enero, víspera de Reyes* that *víspera* means 'the eve of' or 'the day before'.

3.4.1.5 Using common patterns within Spanish

Knowledge of the following patterns of word formation in Spanish can help to understand a text.

- *-ito/-ita* and *-illo/-illa* endings used to form diminutives (eg *casa – casita, perro – perrito, mesa – mesilla*)
- *-ón/ona* suffix used to form augmentatives (eg *cuchara – cucharón, mujer – mujerona*)
- *-mente* suffix used to form adverbs (eg *rápido – rápidamente, total – totalmente*)
- *re-* prefix (eg *leer – releer, crear – recrear*)
- *-ero/-era* endings and *ería* ending (eg *reloj – relojero, fruta – frutero – frutería*)
- *des-* and *in-* *im-* prefixes (eg *hacer – deshacer, conocido – desconocido, correcto – incorrecto, posible – imposible*)
- *-able* ending applied to verbs (eg *imaginar – imaginable, admirar – admirable*)
- *-ión* and *-ción* endings applied to verbs (eg *producir – producción, animar – animación*)
- *-oso/-osa* ending applied to nouns (eg *montaña – montañoso, ruido – ruidoso, lluvia – lluvioso*)
- *-dor/-dora* ending applied to verbs to form nouns and adjectives (eg *hablar – hablador, trabajar – trabajador*)
- *-eza, -dad* and *-ura* endings applied to adjectives (eg *limpio – limpieza, pobre – pobreza, sucio – suciedad, honesto – honestidad, hermoso – hermosura, loco – locura*)
- Compound words (eg *abrelatas, abrebotellas*)
- *-ante* and *-iente* endings applied to verbs (eg *protestar – protestante, corresponder – correspondiente*).

3.4.1.6 Using cognates and near-cognates

A few 'false friends' (eg *largo, sensible, actual*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Spanish can make good use. These fall into two main categories: cognates and near-cognates.

Cognates

There are very many words which have exactly the same form, and essentially the same meaning, in Spanish and in English (eg *animal, horrible, central, principal*). When such words occur in context, students can be expected to understand them in English and Spanish.

Near-cognates

Students will also be expected to understand words which meet the above criteria but which differ slightly in their written form in Spanish, usually by the addition of one or more accents and/or the omission of a letter (eg *confusión, explosión, oficial*).

3.4.1.7 Using common patterns between Spanish and English

There are thousands of words in Spanish which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

Pattern	Examples
The Spanish word adds an <i>-o</i> (and sometimes an accent) or changes a final <i>'-e'</i> in English to an <i>-o</i>	<i>aspecto, automático, económico, activo, decisivo</i>
The Spanish word adds an <i>-a</i> (and sometimes an accent)	<i>lista, idiota</i>
Words ending in <i>'-ist'</i> in English often end in <i>-ista</i> in Spanish	<i>pianista, comunista,</i>
Spanish changes a final <i>'-e'</i> to an <i>-a</i>	<i>medicina</i>
The Spanish word adds an <i>-e</i>	<i>aire, arte</i>
Words which end in <i>-ía</i> or <i>-ia</i> in Spanish and <i>'-y'</i> in English	<i>biología, economía, tragedia</i>
Words which end in <i>-or</i> in Spanish and <i>'-our'</i> in English	<i>honor, vigor, labor</i>
Verbs which add <i>-ar, -er</i> or <i>-ir</i> in the infinitive in Spanish or change a final <i>'-e'</i> in English to one of these endings	<i>admirar, confirmar, reservar, servir</i>
Verbs which end with <i>-ar</i> in the infinitive in Spanish and with <i>'-ate'</i> in English	<i>decorar, cultivar, activar</i>
Words which, in addition to the points above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling	<i>filosofía, psicología, gráfico, fotografía, cuestión</i>
Words in which <i>t</i> in Spanish corresponds to <i>'th'</i> in English	<i>teatro, catedral, auténtico, autor</i>
Spanish adverbs ending in <i>-mente</i> which end with <i>'-ly'</i> in English	<i>completamente, especialmente, generalmente</i>
Words which end in <i>-oso/-osa</i> in Spanish and <i>'-ous'</i> in English	<i>fabuloso, religioso, furioso</i>
Words where <i>'-tion'</i> in English is replaced by <i>-ción</i> in Spanish	<i>acción, inspección, integración</i>
Words ending in <i>-ante</i> or <i>-iente</i> in Spanish corresponding to English <i>'-ant'</i> and <i>'-ent'</i>	<i>protestante, correspondiente, deficiente</i>
Words where <i>'-nce'</i> in English becomes <i>-ncia</i> in Spanish	<i>evidencia, vigilancia, inteligencia, ocurrencia</i>
Adjectives where <i>'-ical'</i> in English becomes <i>ico/ica</i> in Spanish	<i>físico, óptico, fanático</i>
Words where <i>'oun'</i> in English is replaced by <i>-un</i> in Spanish	<i>anunciar, pronunciar</i>

Pattern	Examples
Words where <i>des-</i> in Spanish is replaced by 'dis-' in English	<i>desconectar, desconcertar, desembarcar</i>
Words which end in <i>-dad</i> or <i>-tad</i> in Spanish and '-ty' in English	<i>capacidad, sociedad, solemnidad, hospitalidad, libertad</i>
Adjectives ending in <i>-ense</i> which compare with English equivalents ending in '-an' or indicating a place of origin	<i>canadiense, londinense</i>
Words where an intervocalic <i>-d-</i> in Spanish is replaced by '-t-' in English	<i>senador, ecuador, operador, maduro</i>
The English word adds an extra letter or letters	<i>cine, clima, militar, avance</i>
The Spanish word adds an epenthetic <i>e-</i> before words beginning with 's' + consonant	<i>esnob, especial, estéreo</i>
Words where a single vowel in English is replaced by a diphthong in Spanish	<i>sentimiento, compartimiento, puerto</i>

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Spanish.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

3.4.2.1 Non-verbal strategies

Pointing and demonstration

This may be accompanied by some appropriate language (eg "*Así...*" "*¿Qué es?*" "*Me duele aquí*").

Expression and gesture

This may be accompanied, where appropriate, with sounds (eg "*¡Ay!*" which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

Mime

This can be accompanied by appropriate sounds and language and can sometimes help communication to be maintained when it might otherwise break down (eg "*¿Le puedo ayudar?*" with a suitable mime if one has forgotten the words for the relevant action). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

3.4.2.2 Verbal strategies

Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *cuarto* for *dormitorio*, *flor* for *rosa*, *taza* for *vaso*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

Description of physical properties

This can be used to refer to something when the name has been forgotten (eg "*Es de cuero... La fruta amarilla... Esa cosa que está en la mesa...*"). The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

Requests for help

These may include requests for rewording (eg "*¿Cómo se dice en español?*" "*¿Qué quiere decir eso en inglés?*") and questions; which make no reference to English (eg "*¿Cómo se llama esto en español?*" "*¿Cómo se escribe?*") as well as requests which may improve the student's chances of understanding (eg "*¿Quiere repetir?*" "*Quiere hablar más despacio?*"). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

Simplification

This is when a student avoids the use of a form of which he/she is unsure (eg "*Es necesario que me vaya*") by using a form he/she finds simpler (eg "*Tengo que irme*"). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.

Paraphrase

This is where the student uses words and messages in acceptable Spanish, avoiding the use of words which he/she has forgotten (eg "*No está casada*" for "*Es soltera*", "*es el padre de mi madre*" for "*es mi abuelo*"). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

Reference to specific features

Reference to specific features (eg "*El animal con las orejas largas...*" "*El hombre que lleva el uniforme marrón...*") is often quite effective and its use would be assessed accordingly in an exam.

Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg "*La cosa que se utiliza para abrir una botella...*" "*Sirve para secar las manos*") is a commonly used strategy which is usually effective in communicative terms.

Word coinage

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Spanish words. This strategy usually produces words which do not exist in Spanish or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Topic avoidance

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. They are an important part of the teaching and learning process.

3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

Spanish	English
Completa/Rellena la tabla/el texto/el espacio blanco en español .	Complete/Fill in the table/the text/the blank space in Spanish .
Completa la frase/las frases...	Complete the phrase(s)/sentence(s)...
Contesta a las preguntas en español .	Answer the questions in Spanish .
Da (dos) detalles...	Give (two) details...
Empareja...	Match...
Escribe la(s) letra(s) correcta(s) en cada casilla.	Write the correct letter(s) in each box.
Escribe la letra correcta/el número correcto en la casilla.	Write the correct letter/number in the box.
Escribe todos los detalles.	Write all the details/Give full details.
Escoge...	Choose...
Escucha la descripción/la opinión/la entrevista/ las noticias...	Listen to the description/the opinion/the interview/the news...
Indica...	Indicate...
Indica las...frases verdaderas.	Indicate the ...true phrases/sentences.
Lee el texto / el artículo / la lista de actividades / la lista de instrucciones / la información.	Read the text/the article/the list of activities/the list of instructions/the information.
Lee lo que dicen...	Read what they say...
Menciona una ventaja/desventaja...	Mention one advantage/disadvantage...
No es necesario escribir con frases completas.	It is not necessary to write in full sentences.
Escribe: P si la opinión es positiva N si la opinión es negativa P+N si la opinión es positiva y negativa	Write : P if the opinion is positive N if the opinion is negative P+N if the opinion is positive and negative
Puedes escribir la misma letra más de una vez.	You can use the same letter more than once.
¿Quién...?	Who...?
Responde a las dos partes de la pregunta.	Answer both parts of the question.
Selecciona/Escoge el párrafo...	Select/Choose the paragraph...

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

Spanish	English
Escribe aproximadamente 40 palabras en español .	Write approximately 40 words in Spanish .

Spanish	English
Escribe aproximadamente 90 palabras en español . Responde a todos los aspectos de la pregunta.	Write approximately 90 words in Spanish . Write something about each bullet point.
Escribe aproximadamente 150 palabras en español . Responde a los dos aspectos de la pregunta.	Write approximately 150 words in Spanish . Write something about both bullet points.
Escribe cuatro frases en español que describan la foto.	Write four sentences in Spanish about the photo.
Escríbele sobre...	Write to him/her about...
Escríbele una carta/un email.	Write a letter/email to him/her.
Menciona...	Mention...

3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

3.5.2.1 Comparisons

Spanish	English
bastante	sufficient, enough, quite
comparar	to compare
demasiado	too, too much
igual que	same as
más (que)	more (than)
mayor	main, major, larger, bigger, greater
mayoría, la	most, majority
mejor	better, best
menor	smaller, less, least
menos (que)	less (than)
mismo	same
muy	very
parecido a	like, similar to
peor	worse, worst
poco (eg poco ruidoso)	not very
tan ... como	as ... as
tanto ... como	as much ... as

Students will also be expected to know comparatives and superlatives of the above adjectives and adverbs.

3.5.2.2 Conjunctions

Spanish	English
a pesar de	in spite of, despite
así que	so, therefore
aun (si)	even (if)
aunque	although, (even) though
como	as, since
cuando	when
incluso	even
mientras (que)	while, meanwhile
o/u	or
pero	but
por eso	for that reason, therefore
por lo tanto	therefore
porque	because
pues	then, since
si	if
sin embargo	however
tal vez	maybe, perhaps
también	also
ya (que)	as, since

3.5.2.3 Connectives

Spanish	English
además	moreover, besides
aparte de	apart from
claro que	of course
dado que	given that
es decir	in other words, that is to say
por un lado/por otro lado	on the one hand/on the other hand
por una parte/por otra parte	on the one hand/on the other hand
sin duda	obviously, certainly

3.5.2.4 Prepositions

Spanish	English
a	to, at
de	from, of
en	in
hacia	towards
hasta	until
para	for
por	through, by, in, for, per
según	according to
sin	without

3.5.2.5 Negatives

Spanish	English
jamás	never
ni...ni	neither ... nor
nada	nothing
nadie	nobody
ninguno	none, no-one
nunca	never
sino	but, except
tampoco	neither/not ... either ...
ya no	not any more

3.5.2.6 Important verbs

Spanish	English
acabar de + infinitive	to have just (done something)
comenzar	to begin
continuar	to continue
dar	to give
darse cuenta (de)	to realise
deber	must, have to
decidir	to decide
dejar de	to stop (doing something)
echar	to throw
empezar	to begin

Spanish	English
estar	to be
hace(n) falta	to need, to be necessary
hacer	to do, to make
hacerse	to become
hay	there is, there are
hay que	one must, one has to
ir	to go
ir a + infinitive	(to be) going to (do something)
irse	to go away, to leave
necesitar	to need
ocurrir	to happen
pasar	to happen, to go through, to spend (time)
poder	to be able, can
poner	to put
ponerse a	to start doing something
querer	to want; to love
quisiera	I'd like
saber	to know (a fact, how to do something)
seguir	to continue, to follow
ser	to be
soler	to regularly do something
tener	to have, to own
tener lugar	to take place
tener que	to have to do something
volver a	to do (something) again
volverse	to become

3.5.2.7 The alphabet

Students should be familiar with the Spanish alphabet and should be able to spell words and names.

3.5.2.8 Numbers

All cardinal numbers 0–1,000 and the word for 1,000,000 (un millón)

Ordinal numbers first-tenth (primero-décimo)

Other number expressions

Spanish	English
docena, una	dozen
número, el	number
par, un	pair, couple
unos (diez)	about (10)

3.5.2.9 Asking questions

Spanish	English
¿(a)dónde?	where?
¿cómo?	how?
¿cuál(es)?	which?
¿cuándo?	when?
¿cuánto?	how much?
¿cuántos ...?	how many?
¿de dónde?	where from?
¿de quién?	whose?
¿por dónde?	through where?
¿por qué?	why?
¿qué?	what?
¿quién?	who?

Common questions

Spanish	English
¿a qué hora?	at what time?
¿cuánto cuesta(n)?	how much does it/do they cost?
¿cuánto es?	how much is it?
¿cuánto vale(n)?	how much does it/do they cost?
¿cuántos años tiene(s)?	how old are you?
¿de qué color?	what colour?
¿para/por cuánto tiempo?	for how long?
¿qué día?	what day?
¿qué fecha?	what date?
¿qué hora es?	what time is it?

3.5.2.10 Greetings and exclamations

Spanish	English
¡Basta ya!	That's enough!
¡Bienvenido!	Welcome!
¡Buen viaje!	Have a good trip!
¡Buena suerte!	Good luck!
¡Claro!	Of course!
¡Cuidado!	Careful! Watch out!
¡Enhorabuena!	Congratulations!
¡Felices vacaciones!	Have a good holiday!
¡Felicidades!	Best wishes! Congratulations!
¡Felicitaciones!	Congratulations!
¡Ojo!	Watch out! Careful!
¡Qué (+ adjective)!	How ...!
¡Qué (+ noun)!	What a ...!
¡Que lo pase(s) bien!	Have a good time!
¡Qué va!	Come on! Rubbish! Nonsense!
¡Socorro!	Help!
¿Cómo está(s)?	How are you?
¿De veras?	Really?
¿Qué hay?	What's happening? What's the matter?
¿Qué pasa?	What's happening? What's the matter?
¿Qué tal?	How are you? How's ...?
con permiso	excuse me
de nada	you're welcome/don't mention it
encantado	pleased to meet you
hasta el (lunes)	till/see you (Monday)
hasta luego	see you later
hasta mañana	see you tomorrow
hasta pronto	see you soon
lo siento	I'm sorry
mucho gusto	pleased to meet you
perdón	sorry
perdone	sorry
por favor	please
saludar	to greet, to say hello

Spanish	English
saludos	regards, greetings
vale	ok

3.5.2.11 Opinions

Spanish	English
aburrido	boring, bored
afortunado	lucky
agradable	pleasant
antiguo	old
apropiado	correct, appropriate
barato	cheap
bonito	pretty
bueno	good
calidad, la	quality
caro	expensive
decepcionado	disappointed
decepcionante	disappointing
desagradable	unpleasant
desventaja, la	disadvantage
distinto	different
divertido	amusing, entertaining
duro	hard
emocionante	exciting, thrilling, moving
encantador	charming
entretenido	entertaining, amusing
espléndido	fantastic, great, terrific
estupendo	fantastic, marvellous
fácil	easy
fatal	awful, fatal
fenomenal	great, fantastic
feo	ugly
genial	brilliant, great
guay	cool
hermoso	beautiful
horroroso	horrible

Spanish	English
impresionante	impressive, striking
increíble	incredible
inseguro	unsafe, uncertain
inútil	useless
malo	bad
maravilloso	marvellous
nuevo	new
precioso	precious, beautiful
profundo	deep, profound
raro	strange, rare
seguro	safe, certain
sencillo	simple, plain, straightforward
sorprendido	surprised
tonto	silly
tranquilo	peaceful, quiet
único	unique, only, single
útil	useful
ventaja, la	advantage
viejo	old
aburrirse	to get bored
adorar	to adore, to love
alegrar	to cheer up
alegrarse (de)	to be happy about
apreciar	to appreciate
aprovechar	to make the most
aprovecharse (de)	to take advantage (of)
creer	to believe
dar igual	to be all the same, to make no difference
decepcionar	to disappoint
decir	to say
desear	to wish
disfrutar	to enjoy
divertirse	to have a good time
dudar	to doubt
encantar	to delight

Spanish	English
esperar	to hope
estar de acuerdo	to agree
estar a favor	to be in favour of
estar en contra	to be against
estar harto de	to be fed up of
fastidiar	to annoy, to bother
interesar(se)	to interest, to be interested in
odiar	to hate
opinar	to think, to give an opinion
parecer	to seem
pasarlo bien/mal	to have a good/bad time
pensar	to think
ponerse de acuerdo	to agree
preferir	to prefer
quedar en	to agree
querer decir	to mean
razón, una	reason
reconocer	to recognise
sentir(se)	to feel
tener razón	to be right
valer la pena	to be worth the trouble

3.5.2.12 Expressions of time

The seasons

Spanish	English
estación, la	season
invierno, el	winter
otoño, el	autumn
primavera, la	spring
verano, el	summer

Other time expressions

Spanish	English
a diario	daily, everyday
a eso de ...	at about ...
a fines de ...	at/to the end of ...
a mediados de ...	around the middle of ...
a menudo	often
a partir de	from
a veces	sometimes
ahora	now, nowadays
al mismo tiempo	at the same time
algunas veces	sometimes
anoche	last night
año, el	year
antes (de)	before
ayer	yesterday
breve	brief, short
cada (...) días/horas	every (...) days/hours
casi	nearly
de momento	at the moment, right now
de nuevo	again
de repente	suddenly
de vez en cuando	now and then, from time to time
dentro de (..) días/horas	within (..) days/hours
desde	since
desde hace	since
despacio	slowly
después (de)	after, afterwards
día, el	day
durante	during
durar	to last
en seguida/enseguida	straightaway
entonces	then
esta noche	tonight
fecha, la	date
fin de semana, el	weekend

Spanish	English
hace (+ time)	it's been ...
hoy	today
lento	slow
los lunes etc	Mondays etc
luego	then, afterwards
mañana	tomorrow
mañana, la	morning
mes, el	month
mientras tanto	meanwhile
mucho tiempo	a long time
noche, la	night
otra vez	again
pasado, el	past
pasado (adj)	past
pasado mañana	day after tomorrow
pocas veces	seldom, a few times
por año etc	per year etc
por fin	at last
por lo general	generally
porvenir, el	future
principio, al	beginning (at the)
pronto	soon
próximo	next
que viene (el mes etc)	next (month etc)
quince días	fortnight
rato, el	while, short time
semana, la	week
siempre	always
siglo, el	century
siguiente	next, following
sobre	on, around
solo (sólo)	only
tardar	to take time
tarde	late
tarde, la	afternoon, evening

Spanish	English
temporada, la	period, spell, season
temprano	early
tener prisa	to be in a hurry
tiempo, el	time
todas (las semanas)	every (week)
todavía	still, yet
todos (los días/meses)	every (day/month)
último	last
vez, una	once
veces, dos/tres etc	twice, three times

3.5.2.13 Location and distance

Spanish	English
a un paso (de)	a few steps away
abajo (de)	under, below
afuera (de)	outside
ahí	there
aislado	isolated
al final (de)	at the end of
allá	over there
allí	over there
alrededor (de)	around
aquí	here
arriba (de)	above, on top (of)
atrás	behind
cerca (de)	near
cercano	nearby
contra	against
debajo (de)	under
delante (de)	in front of
dentro (de)	inside
derecha, a la _	on the right, to the right
derecho, (todo _)	straight ahead
detrás (de)	behind
en/por todas partes	everywhere

Spanish	English
en las afueras	in the outskirts
encima (de)	above, on top, overhead
enfrente (de)	opposite
entre	between
este, el	east
fondo, en el/al	at the back, at the bottom
fuera (de)	outside
izquierda, a la _	on the left, to the left
lado, al _ (de)	next to
lejano	far away, distant, remote
lejos (de)	far (from)
lugar, el	place
medio (de), en (el) _	in the middle of
norte, el	north
oeste, el	west
sitio, el	place
sur, el	south
todo recto	straight ahead
estar situado	to be situated
encontrarse	to be situated

3.5.2.14 Colours

Spanish	English
claro	light
color, el	colour
morado	purple, violet
oscuro	dark
pálido	pale
rosa/rosado	pink
vivo	vivid, bright

3.5.2.15 Weights and measures

Spanish	English
alcanzar	to reach
alto	tall, high

Spanish	English
altura, la	height
ancho	wide
ancho, el	width
bajo	low, short
bolsa, la	bag
bote, el	jar
caja, la	box
cantidad, la	quantity
cartón, el	carton
cuarto, un	quarter
delgado	slim, thin
estrecho	narrow
gordo	fat
grueso	thick
lata, la	tin
lleno	full
mediano	medium
medida, la	measure
medio	half
mitad, la	half
pedazo, el	piece
peso, el	weight
poco, un	little
ración, la	portion
talla, la	size (clothes)
tamaño, el	size
trozo, el	piece
vacío	empty
bastar	to be enough
medir	to measure
pesar	to weigh

3.5.2.16 Shape

Spanish	English
cuadrado	square
forma, la	shape
redondo	round

3.5.2.17 Weather

Spanish	English
buen/mal tiempo	good/bad weather
caliente	hot
caluroso	hot, warm
chubasco, el	shower
cielo, el	sky
clima, el	climate
despejado	clear (skies)
estable	stable, steady, unchanged
fresco	fresh
grado, el	degree
hielo, el	ice
húmedo	humid
lluvia, la	rain
niebla, la	fog
nieve, la	snow
nube, la	cloud
nublado/nuboso	cloudy
pronóstico, el	forecast
relámpago, el	lightning
seco	dry
sombra, la	shade, shadow
templado	mild, temperate
tiempo, el	weather
tormenta, la	storm
tormentoso	stormy
trueno, el	thunder
viento, el	wind
hacer (frío, calor etc)	to be (cold, hot etc)

Spanish	English
helar	to freeze
llover	to rain
mojar(se)	to get wet
nevar	to snow
tener (calor, frío)	to feel (hot, cold..)

3.5.2.18 Access

Spanish	English
abierto	open
abrir	to open
cerrado	closed
cerrar	to close
gratis	free (of charge)
gratuito	free (of charge)
libre	free; unoccupied
ocupado	engaged; occupied
permitir	to allow
prohibido	forbidden
prohibir	to forbid, to ban

3.5.2.19 Correctness

Spanish	English
cierto	certain, sure, true
equivocado	wrong
falta, la	error
mal	badly
mentira, la	lie, untruth
mentiroso	liar
razón, la	reason
verdad, la	truth
verdadero	true
corregir	to correct
estar equivocado	to make a mistake, to be wrong
mentir	to tell a lie
tener razón	to be right

3.5.2.20 Materials

Spanish	English
algodón, el	cotton
cerámica, la	pottery
crystal, el	glass, crystal
cuero, el	leather
lana, la	wool
madera, la	wood
oro, el	gold
papel, el	paper
piel, la	leather, skin
plata, la	silver
seda, la	silk
tela, la	fabric, material
vidrio, el	glass

3.5.2.21 Common abbreviations

Spanish	English
Sr (señor)	Mr
Sra (señora)	Mrs
Srta (señorita)	Miss
Sta (santa)	St
c/ (calle)	street
1º/primerο (2º, 3º etc)	1st (2nd, 3rd etc)
1ª/primerα (2ª, 3ª etc)	1st (2nd, 3rd etc)
Dr (doctor)	Dr
Dra (doctorα)	Dr
AVE, el	high-speed train
Renfe/RENFE	Spanish railways
IVA	VAT
Avda (avenida)	avenue
EEUU (Estados Unidos)	USA

3.5.3 Theme-based vocabulary (Foundation Tier)

3.5.3.1 Identity and culture

Me, my family and friends

Spanish	English
abuelo, el	grandfather
adolescente	adolescent
adolescente, el	teenager
alegre	happy
amable	kind
amistoso	friendly
amor, el	love
anciano	(very) old
anciano, el	old person
animado	lively
antipático	unpleasant
apellido, el	last name
aspecto, el	appearance, looks
barba, la	beard
bebé, el	baby
besar	to kiss
beso, el	kiss
bigote, el	moustache
calvo	bald
cara, la	face
cariño, el	affection
cariñoso	affectionate, tender
casado	married
casamiento, el	wedding
casarse	to get married
castaño	chestnut, brown
compañero, el	friend, mate
comprender	to understand
comprensión, la	understanding
comprensivo	understanding
conocer	to know, be familiar with, get to know

Spanish	English
consejo, el	advice
corto	short
cuidar	to look after
cumplir años	to have a birthday
dar las gracias	to thank
dar un paseo/una vuelta	to go for a stroll/ride
débil	weak
deportivo	sporty
discutir	to discuss
disputa, la	argument
echar de menos	to miss someone
edad, la	age
egoísta	selfish
enamorado	in love
enamorarse	to fall in love
encontrar(se)	to meet with someone
fastidiar	to annoy, to bother
felicidad, la	happiness
feliz	happy
fiesta, la	party
formal	polite
fuerte	strong
gafas, las	glasses
gente, la	people
gracioso	funny
guapo	good-looking
hablador	talkative
hermanastro, el	stepbrother
hijo (único), el	(single) child
hijos, los	children
hombre, el	man
honrado	honest
invitado, el	guest
joven	young
joven, el	young person

Spanish	English
jubilado	retired
jubilado, el	OAP, pensioner
jubilarse	to retire
juntos	together
juventud, la	youth, young people
largo	long
liso	straight (hair)
llamarse	to be called
llevarse bien/mal con	to get on (well/badly) with someone
loco	mad
madrastra, la	stepmother
maduro	mature
maleducado	rude
marido, el	husband
matrimonio, el	marriage, married couple
miembro, el	member
molestar	to bother
moreno	dark (-haired, -skinned)
mujer, la	wife; woman
nacer	to be born
nacido	born
nacimiento, el	birth
nieto, el	grandchild
niño, el	child
nombre, el	name
novio, el	boyfriend
ocio, el	free time, leisure
ojo, el	eye
oreja, la	ear
padrastro, el	stepfather
parientes, los	relatives
pasear	to go for a walk
paseo, el	outing, stroll, walk
pecas, las	freckles
pelea, la	fight

Spanish	English
pelear(se)	to fight
pelirrojo	red-haired
pelo, el	hair
perdonar	to forgive
perezoso	lazy, idle
primo, el	cousin
recuerdo, el	memory
reírse	to laugh
reunión, la	get-together
rico	wealthy
rizado	curly
romper	to break
roto	broken
rubio	blonde
sala de fiestas, la	dance hall, nightclub
salida, la	outing
salir	to go out
sentido del humor, el	sense of humour
sentimiento, el	feeling
serio	serious, responsible
simpático	kind, nice, pleasant
solo	alone
soltero	single (not married)
sonreírse	to smile
tener ganas	to feel like
tener...años	to be...years old
tiempo libre, el	free time
tío, el	uncle
travieso	naughty, mischievous
triste	sad
valiente	brave, bold
vecino, el	neighbour

Technology in everyday life

Spanish	English
acceder	to access
archivo, el	file
arroba	@
borrar	to erase, delete
buzón, el	mail box
cargar	load
colgar	to put (photos on social media, etc.)
correo basura, el	spam
correo electrónico, el	email
crear	to create
descargar	to download
disco duro, el	hard drive
enviar	to send
funcionar	to work, to function
grabar	to record, to burn (a disk)
guardar	to save
hablar	to speak, talk
mandar	to send
mensaje (de texto), el	text (message)
muro, el	wall
navegar	to surf
ordenador, el	computer
pantalla, la	screen
periódico (digital), el	(digital) newspaper
portátil, el (ordenador)	laptop
publicar	to publish
punto	dot, full stop
puntocom	.com
ratón, el	mouse
recibir	to receive
red, la	network, internet
red social, la	social network
revista (digital), la	(digital) magazine, (e-magazine)
riesgo, el	risk

Spanish	English
sala de chat, la	chat room
teclado, el	keyboard
videojuego, el	video game

Free-time activities

Spanish	English
artista, el	artist
a la plancha	grilled
aceite, el	oil
actriz, la	actress
aficionado, el	fond of/keen on/enthusiast
agua mineral (con/sin gas) (f), el	(fizzy/still) mineral water
ajo, el	garlic
al aire libre	outdoors
alimento, el	foodstuff
almorzar	to have lunch
almuerzo, el	lunch
alpinismo, el	mountain climbing
andar	to walk
anuncio (publicitario), el	advert
apto	suitable
arroz, el	rice
atún, el	tuna
azúcar, el (la)	sugar
bailar	to dance
baile, el	dancing
baloncesto, el	basketball
barra (de pan), la	(bread) loaf
batería, la	drums
beber	to drink
bebida, la	drink
bicicleta/bici, la	bicycle, bike
billar, el	billiards
bistec, el	steak
bocadillo, el	sandwich

Spanish	English
calamares, los	squid
campeón, el	winner, champion
campeonato, el	championship
canción, la	song
cantante, el	singer
cantar	to sing
caramelo, el	boiled sweet
carne, la	meat
carta, la	menu
cebolla, la	onion
cena, la	dinner
cenar	to have the evening meal
cerveza, la	beer
ciencia ficción, la	science fiction
cocina, la	cuisine, cooking
cocinar	to cook
col, la	cabbage
comer	to eat
comida (basura/rápida), la	junk/fast food
comida, la	meal, lunch
concurso, el	contest, competition
copa, la	wine glass
copa, la	cup, trophy
correr	to run
cuchara, la	spoon
cuchillo, el	knife
cuenta, la	bill
champiñones, los	mushrooms
chorizo, el	sausage
chuleta, la	chop
churros, los	fritters
de cerdo	pork
de cordero	lamb
de ternera	veal
de vaca	beef

Spanish	English
deporte, el	sport
deportista	sporty
deportista, el/la	sports person
desayunar	to have breakfast
desayuno, el	breakfast
dibujos animados, los	cartoons
diversión, la	pastime, hobby, entertainment
divertir(se)	to have a good time
documental, el	documentary
dulce	sweet
elegir	to choose
en directo	live
entrada, la	ticket
equipo, el	team; equipment
equitación, la	horse riding
escoger	to choose
espectáculo, el	show
estadio, el	stadium
estrella, la	star
filete, el	steak
flan, el	crème caramel
fresa, la	strawberry
frito	fried
galleta, la	biscuit
gambas, las	prawns
ganar	to win
gazpacho, el	cold soup
gol, el	goal
grasa, la	fat
guisantes, los	peas
heladería, la	ice cream parlour
helado, el	ice cream
hielo, el	ice
historia, la	story
huevo, el	egg

Spanish	English
incluido	included
jamón (de york), el	boiled ham
jamón serrano, el	cured ham
judías verdes, las	string beans
juego, el	game, fun, amusement
Juegos Olímpicos, los	Olympic Games
jugador, el	player
jugar	to play
leche, la	milk
lechuga, la	lettuce
legumbres, las	vegetables, pulses
letra, la	words (of song)
mantequilla, la	butter
manzana, la	apple
marcar (un gol)	to score (a goal)
mariscos, los	seafood
merienda, la	snack/picnic
mermelada, la	jam
monopatín, el	skateboard
montar (a caballo, en bici)	to ride (horse/bike)
nada más	nothing else
nadar	to swim
naranja, la	orange
nata, la	cream
natación, la	swimming
noticias, las	news
papel, el	role
partido, el	match
pastel, el	cake, pie
patata, la	potato
patinaje, el	skating
patinar	to skate
pedir	to order, ask for
película, la	film
pelota, la	ball

Spanish	English
pera, la	pear
perder	to lose
perrito caliente, el	hot dog
pesca, la	fishing
pescado, el	fish
pescar	to fish
picante	spicy
pimienta, la	pepper
pimiento, el	green pepper
piña, la	pineapple
pista de hielo, la	ice rink
pista, la	track, court, run, slope, rink
plátano, el	banana
plato (combinado), el	(set) dish
policíaco	police (adj)
pollo, el	chicken
postre, el	dessert
probar	to taste, to try
queso, el	cheese
rico	tasty
sal, la	salt
salado	salty
salchicha, la	sausage
salchichón, el	salami
salsa, la	sauce
ser aficionado a	to be very keen on/fond of (activity)
servicios, los	toilets
sopa, la	soup
tapas, las	nibbles, bar snacks
taquilla, la	box office
té, el	tea
telenovela, la	soap opera
tenedor, el	fork
tener hambre	to be hungry
tener sed	to be thirsty

Spanish	English
tocar	to play (an instrument), to touch
tomar	to have, to take
torneo, el	tournament
tortilla, la	omelette
tostada, la	toast
traer	to bring
uvas, las	grapes
vaso, el	glass
vela, la	sail, sailing
verduras, las	vegetables
vino (blanco/rosado/tinto), el	(white/rosé/red) wine
zanahoria, la	carrot
zumo (de fruta), el	(fruit) juice

Customs and festivals in Spanish-speaking countries/communities

Spanish	English
Año Nuevo, el	New Year
castañuelas, las	castanets
corrida, la	bullfight
costumbre, la	custom, way
Día de los Muertos, el	All Souls' Day
Día de Reyes, el	Epiphany, 6 January
día festivo, el	public holiday
feria, la	fair
fiesta, la	festival
juguete, el	toy
Navidad	Christmas
Nochebuena	Christmas Eve
Nochevieja	31 December
Papá Noel	Father Christmas
Pascua, la	Easter
Reyes Magos, los	the Three Kings
santo, el	saint's day
Semana Santa, la	Easter week
Tomatina, la	tomato throwing festival

Spanish	English
tener suerte	to be lucky
torero, el	bullfighter
toro, el	bull

3.5.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Spanish	English
a mitad de precio	half price
abrigo, el	coat
afueras, las	outskirts
ahorrar	to save
alfombra, la	carpet
alquilado	rented
alquilar	to rent, to hire
alquiler, el	rent
anuncio, el	advert, announcement
aparcamiento, el	parking
árbol, el	tree
armario, el	wardrobe, cupboard
arreglar	to tidy; to fix
ascensor, el	lift, elevator
aseo, el	bathroom, WC
ayuntamiento, el	town hall
bajar	to go down
bañador, el	swimming costume
baño, el	bathroom; bath
barrio, el	neighbourhood
biblioteca, la	library
billete, el	banknote
blusa, la	blouse
bolera, la	bowling alley
bolso, el	handbag
bosque, el	forest, woods
botas, las	boots
caja, la	till

Spanish	English
calcetines, los	socks
calefacción, la	heating
calle, la	street
cama, la	bed
cambio, el	change, exchange
camisa, la	shirt
camiseta, la	T-shirt
campo, el	countryside, grounds
cancha (de tenis etc), la	court
carnicería, la	butcher's
casa (adosada), la	house (semi-detached)
céntimo, el	cent
centro comercial, el	shopping centre
centro, el	centre, down town
césped, el	lawn
chalet/chalé, el	bungalow, house
chandal, el	tracksuit
cine, el	cinema
cinturón, el	belt
ciudad, la	city
club (de jóvenes etc), el	(youth) club
cocina, la	cooker; kitchen
collar, el	necklace
comedor, el	dining room
comisaría, la	police station
cómodo	comfortable, convenient, handy
compartir	to share
comprar	to buy
compras, las	shopping
construir	to build
contar	to count, to tell/recount
corbata, la	tie
Correos	Post Office
cortar	to cut, to mow
cortina, la	curtain

Spanish	English
cosa, la	thing
costar	to be difficult/hard
cuarto de baño, el	bathroom
dar a	to look onto
deber	to owe
descuento, el	discount
devolver	to return
dinero, el	money
dirección, la	address
dormitorio, el	bedroom
ducha, la	shower
edificio, el	building
entrada, la	entrance
entrar	to go in, to enter
escalera, la	stairs
espacio, el	space
estanco, el	tobacconist's
estante, el	shelf
estantería, la	shelves
estar de moda	to be in fashion
fábrica, la	factory
falda, la	skirt
flor, la	flower
fregadero, el	kitchen sink
gastar	to spend money, to use (energy)
gorra, la	cap
grandes almacenes, los	department store
granja, la	farm
guantes, los	gloves
habitación, la	room
habitante, el	inhabitant
hacer cola	to queue
hacer la(s) compra(s)	to do the shopping
iglesia, la	church
joyería, la	jeweller's

Spanish	English
juguetería, la	toy shop
lado, el	side
lago, el	lake
lavabo, el	washbasin
lavadora, la	washing machine
lavaplatos, el	dishwasher
lavar	to wash
libra (esterlina), la	pound (sterling)
librería, la	bookcase
librería, la	bookshop
limpio	clean
llave, la	key
llevar (puesto)	to wear
luz, la	light
maquillaje, el	make-up
máquina, la	machine
mercado, el	market
mesa, la	table
mezquita, la	mosque
microondas, el	microwave oven
moda, la	fashion
monedero, el	purse
mostrar	to show
muebles, los	furniture
museo, el	museum
nevera, la	fridge
paga, la	pocket money
pagar	to pay
panadería, la	bakery
pantalón corto, el	shorts
papelera, la	wastepaper basket
papelería, la	stationery shop
paraguas, el	umbrella
pared, la	wall
parque infantil, el	playground

Spanish	English
pasillo, el	corridor
pastelería, la	pastry shop
peluquería, la	hairdresser's
pendientes, los	earrings
pescadería, la	fish monger's
pintado	painted
piso, el	floor; flat
planta baja, la	ground floor
planta, la	floor
planta, la	plant
plaza de toros, la	bull ring
plaza, la	square
población, la	population
polideportivo, el	sports centre
ponerse	to put on (clothes)
precio, el	price
propio	own
pueblo, el	village; people, nation
puente, el	bridge
puerta, la	door
puerto, el	port, harbour
rebajar	to reduce (price; weight)
rebajas, las	sales
recibo, el	receipt
regalar	to give a present
regalo, el	present, gift
reloj, el	watch
repartir	to deliver
río, el	river
ropa (de marca), la	(designer) clothes
ruido, el	noise
ruidoso	noisy
salón, el	lounge
sentarse	to sit down
sierra, la	mountain range

Spanish	English
silla, la	chair
sillón, el	armchair
subir	to go up
suelo, el	floor
sugerir	to suggest
talla, la	size (clothes)
tarjeta de crédito, la	credit card
teatro, el	theatre
terrace, la	terrace
tienda de comestibles, la	grocery store
tienda de ropa, la	clothes shop
tienda, la	shop
vaqueros, los	jeans
vendedor, el	sales assistant
vender	to sell
venta, la	sale
ventana, la	window
vestido, el	dress
vestirse	to get dressed, to dress
zapatería, la	shoe shop
zapatillas de deporte, las	trainers
zapatos, los	shoes
zona peatonal, la	pedestrian zone/area

Social issues

Spanish	English
acostarse	to go to bed
activo	active
borracho	drunk
caer(se)	to fall down
cansado	tired, tiring
cansar(se)	to get tired
cigarrillo, el	cigarette
contribuir	to contribute
corazón, el	heart

Spanish	English
cuerpo, el	body
despertarse	to wake up
doler	to hurt
dolor, el	pain, ache
dormir(se)	to sleep; to fall asleep
droga (blanda/dura), la	(soft/hard) drug
drogarse	to take drugs
ejercicio (físico), el	(physical) exercise
emborracharse	to get drunk
encontrarse bien/mal	to feel well/ill
enfermedad, la	illness
enfermo	ill
entrenamiento, el	training
entrenar(se)	to train
equilibrado	balanced
estar bien / mal	to be well/ill
estar en forma	to be fit
estrés, el	stress
estresante	stressing, stressful
evitar	to avoid
formar parte	to be part of
fumador (pasivo), el	(passive) smoker
fumar	to smoke
humo, el	smoke
levantarse	to get up
malsano	unhealthy
mantenerse en forma	to keep fit/in shape
mejorar(se)	to get better
morir	to die
muerto	dead
necesidad, la	need
obra benéfica, la	charity
oler	to smell
olor, el	smell
organización benéfica, la	charitable organisation

Spanish	English
organizar	to organise
participación, la	participation, taking part
poco sano	not healthy
posibilidad, la	possibility
propósito, el	aim, purpose, objective
pulmones, los	lungs
residencia (para ancianos), la	old people's home
respirar	to breathe
salud, la	health
saludable	healthy
sano	healthy, wholesome
sida, el	AIDS
tener dolor (de) ...	to have a pain (in) ...
tener sueño	to feel sleepy
tentación, la	temptation
tienda con fines benéficos, la	charity shop
tienda solidaria, la	charity shop
vida, la	life
vivo	alive
voluntario	voluntary
voluntario, el	volunteer

Global issues

Spanish	English
augmentar	to increase
basura, la	rubbish, garbage
belleza, la	beauty
beneficiar	to benefit
cambio climático, el	climate change
campana, la	campaign
cartón, el	cardboard
combustible, el	fuel
contenedor, el	container
culpa, la	fault, blame, guilt
cultivar	to till, to grow, to cultivate

Spanish	English
cultivo, el	crop
dañar	to harm, to damage
daño, el	harm, damage
derechos, los	rights
desaparecer	to disappear
desarrollo, el	development
ducharse	to have a shower
encender	to turn on (lights, TV etc)
encuesta, la	poll, survey
escaso	scarce, meagre
extranjero, el	foreigner
falta, la	lack
faltar	to be missing
fuego, el	fire
gobierno, el	government
grave	serious
injusto	unjust, unfair
inquietante	worrying, disturbing
inquietar(se)	to worry, to upset oneself
justo	just, fair
ladrón, el	thief
ley, la	law
libertad, la	liberty, freedom
luchar	to fight, to struggle
malgastar	to waste, to misuse, to squander
matar	to kill
medio ambiente, el	environment
medioambiental	environmental
mundial	global, world-wide
mundo, el	world
naturaleza, la	nature
necesitados, los	needy people
pájaro, el	bird
peligro, el	danger
peligroso	dangerous

Spanish	English
petróleo, el	oil
pila, la	battery
pobre	poor
pobreza, la	poverty
preocupación, la	worry, anxiety
preocupado	worried, anxious
preocupante	worrying
productos químicos, los	chemicals
proteger	to protect
químico (adj)	chemical
recargable	rechargeable
reciclaje, el	recycling
reciclar	to recycle
recoger	to collect, to gather, to pick up
recurso, el	resource
renovable	renewable
reutilizar	to reuse
robar	to steal
robo, el	theft, burglary
salvar	to save
solucionar	to solve, to resolve
sucio	dirty
Tierra, la	Earth
tirar	to throw (away)
utilizar	to use
ventaja, la	advantage
violencia, la	violence

Travel and tourism

Spanish	English
(no) fumador	(non) smoking
a mano derecha/izquierda	on the right-/left-hand side
a pie	on foot, walking
aeropuerto, el	airport
agencia (de viajes), la	travel agent's

Spanish	English
aire acondicionado, el	air-conditioning
albergue juvenil, el	youth hostel
alemán	German
Alemania	Germany
alojamiento, el	accommodation
alojarse	to lodge, to stay
ambiente, el	atmosphere
andén, el	platform
aparcar	to park
asiento, el	seat
autocar, el	coach
autopista, la	motorway
avión, el	airplane, aeroplane
bañarse	to bathe, to swim
barco, el	boat
billete (de ida/de ida y vuelta), el	(single/return) ticket
británico	British
buscar	to look for
cama de matrimonio, la	double bed
cambiar	to change
caminar	to walk
camino, el	path, route
camping, el	camp site; camping
Canarias, las Islas	Canary Islands
carnet de conducir, el	driving licence
carnet de identidad, el	identity card
carnet, el	pass; card
carretera, la	highway
coche, el	car
coger	to take, to catch
conducir	to drive, to lead
conductor, el	driver
consigna, la	left luggage office
crema solar, la	suncream
crucero, el	cruise

Spanish	English
cruzar	to cross
cheque (de viaje), el	travellers' cheque
deportes acuáticos, los	water sports
descansar	to rest
descanso, el	rest, pause
dirección, la	management
disponible	available
doblar	to turn
equipaje, el	luggage
escocés	Scot, Scottish
Escocia	Scotland
España	Spain
español	Spanish
esperar	to wait
esquí, el	skiing
esquiar	to ski
estación (de autobuses/trenes), la	(bus/coach/train) station
estación de servicio, la	service station
Estados Unidos, los	United States
estar de vacaciones	to be on holiday
Europa	Europe
europeo	European
excursión, la	trip, excursion
extranjero (en el _, al _)	abroad
ferrocarril, el	railways
ficha, la	registration form
folleto, el	leaflet, pamphlet
francés	French
Francia	France
Gales	Wales
galés	Welsh
gasolina (sin plomo), la	(unleaded) petrol
Gran Bretaña	Great Britain
Grecia	Greece
griego	Greek

Spanish	English
guía, el	guide
guía, la	guidebook
habitación (doble/individual), la	(single/double) room
informar(se)	to find out
Inglaterra	England
inglés	English
instalaciones, las	facilities
Irlanda	Ireland
irlandés	Irish
isla, la	island
latinoamericano	Latin-American
libre	available
Londres	London
llegada, la	arrival
llegar	to arrive
llevar	to take
maleta, la	suitcase
máquina (de fotos), la	camera
mar, el	sea
media pensión	half board
Mediterráneo, el	Mediterranean Sea
metro, el	underground
montaña, la	mountain
norteamericano	North American
país, el	country
papel higiénico, el	toilet paper
parada, la	stop
parador, el	state owned hotel (in Spain)
parar	to stop
parque de atracciones, el	fairground, funfair
parque temático, el	theme park
pasajero, el	passenger
pasar	to spend time; to go through; to pass
paso subterráneo, el	underpass, subway
pensión completa	full board

Spanish	English
pensión, la	boarding house
perder	to lose; to miss
perderse	to get lost
permiso de conducir, el	driving licence
playa, la	beach
postal, la	postcard
quedarse	to stay
recepción, la	reception
recordar	to remember
recuerdo, el	souvenir
regresar	to go back
regreso, el	return
relajarse	to relax
reserva, la	reservation
reservar	to book, to reserve
retraso, el	delay
sacar (fotos)	to take photos
saco de dormir, el	sleeping bag
sala de espera, la	waiting room
salida, la	exit
señal, la	sign, signal
sitio, el	space, room
sitio, el	place, site
sudamericano	South American
taquilla, la	ticket office
tardar	to take time
tarjeta, la	card, postcard
tienda, la	tent
tomar el sol	to sunbathe
torcer	to turn
tranvía, el	tram
vacaciones, las	holidays
venir	to come
ver	to see
vía, la	track, lane

Spanish	English
viajar	to travel
viaje, el	trip, journey
viajero, el	traveller
vista, la	view
volver	to return
vuelo, el	flight

3.5.3.3 Current and future study and employment

My studies

Spanish	English
alemán, el	German
arte dramático, el	drama
asignatura, la	school subject
ciencias económicas, las	economics
ciencias, las	science
cocina, la	food technology
comercio, el	business studies
dibujo, el	drawing/art
director, el	head teacher, principal
enseñar	to teach
español, el	Spanish
francés, el	French
gimnasia, la	gymnastics
idioma, el	language
informática, la	IT
inglés, el	English
lengua, la	language, tongue
nota, la	mark
química, la	chemistry
sacar buenas/malas notas	to get good/bad marks
taller, el	workshop
tarea, la	task/homework
trabajador	hard working
trabajos manuales, los	handicrafts

Life at school/college

Spanish	English
acoso (escolar), el	(school) bullying
agenda, la	diary
alumno, el	pupil, student
aprender	to learn
aprobar	to approve, to pass (an exam)
apuntes, los	notes
aula (f), el	schoolroom
ausente	absent
ayuda, la	help
ayudar	to help
bachillerato, el	school leaving exam/baccalaureate
biología, la	biology
bolígrafo, el	pen
callar(se)	to shut up
campo de deportes, el	sports field
colegio, el	school
comportamiento, el	behaviour
comportarse	to behave
conducta, la	behaviour, conduct
contestar	to answer
charlar	to chat
chicle, el	chewing gum
deberes, los	homework
desobediente	disobedient
dibujar	to draw
diseñar	to design
educativo	educational
entender	to understand
escribir	to write
escuela, la	school
estuche, el	pencil case
evaluación, la	assessment
examen, el	examination
éxito, el	success

Spanish	English
explicación, la	explanation
explicar	to explain
falta, la	mistake; absence
faltar	to be absent
fracasar	to fail
fracaso, el	failure
gimnasio, el	gymnasium
instituto, el	secondary school, institute
intercambio, el	exchange
lápices de colores, los	colour pencils
lección, la	lesson
leer	to read
letra, la	letter of the alphabet
levantar la mano	to put your hand up
libro, el	book
masculino	masculine
mirar	to look
mochila, la	rucksack, school bag
molestar	to annoy, to bother
nivel, el	level
obligatorio	compulsory
oír	to listen, to hear
olvidar	to forget
página, la	page
palabra, la	word
pasar (la) lista	to call the register
permiso, el	permission
pizarra interactiva, la	smart board
pregunta, la	question
preguntar	to ask a question
privado	private
prometer	to promise, to show promise
prueba, la	test, proof
recreo, el	break, recess, playtime, recreation
regla, la	rule; ruler

Spanish	English
repartir	to hand out
repasar	to revise
respuesta, la	answer
resumen, el	summary
reunión, la	meeting
rutina, la	routine
sala de profesores, la	staffroom
salón de actos, el	hall, assembly room
sobresaliente	outstanding
suspender	to fail (exam/subject)
tema, el	topic, theme
tener miedo	to be afraid
terminar	to finish
trabajo, el	work
trimestre, el	(school) term, three month period
vestuarios, los	changing rooms

Education post-16

Spanish	English
a tiempo completo	full time
a tiempo parcial	part time
aprendiz, el	apprentice
aprendizaje, el	apprenticeship, training, learning
calificado	competent, skilled, qualified
carrera, la	career; profession
comienzo, el	beginning, start
conocimientos, los	knowledge
conseguir	to get, to achieve
dejar	to leave
esperar	to hope; to expect
experiencia laboral, la	work experience
tomar un año libre/sabático	to take a gap year
útil	useful

Jobs, career choices and ambitions

Spanish	English
ama de casa, el (f)	housewife
bombero, el	firefighter
cajero, el	bank-teller, cashier
camarero, el	waiter
carnicero, el	butcher
carta, la	letter
cita, la	appointment
cocinero, el	cook
comerciante, el	merchant, retailer, shop owner
comercio, el	commerce, trade
contrato, el	contract
correo, el	post
dependiente, el	shop assistant
ejecutivo, el	executive, officer
electricista, el	electrician
empleado, el	employee, worker
empleo, el	job, employment
empresa, la	company
encontrar	to find
enfermero, el	nurse
entrevista, la	interview
escritor, el	writer
estar en paro	to be unemployed
ganar	to earn
hombre de negocios, el	businessman
horas de trabajo flexibles, las	flexitime
ingeniero, el	engineer (civil/mechanical)
jardinero, el	gardener
jefe, el	boss
laboral	working
línea, la	line
llamada, la	call
llamar por teléfono	to telephone
llegar a ser	to become

Spanish	English
militar, el	serviceman, soldier
objetivo, el	aim, objective
obrero, el	workman
obtener	to get, to obtain
panadero, el	baker
parado	unemployed
paro, el	unemployment
peluquero, el	hairdresser
periodismo, el	journalism
periodista, el	journalist
pintor, el	painter, artist
policía, el	police officer
pronto	ready
sello, el	stamp
sobre, el	envelope
soldado, el	soldier
teletrabajo, el	work from home
título, el	university degree
trabajador, el	worker
trabajar	to work
traductor, el	translator
triunfar	to triumph, to succeed
veterinario, el	veterinary surgeon

3.5.4 Theme-based vocabulary (Higher Tier)

3.5.4.1 Identity and culture

Me, my family and friends

Spanish	English
acoger	to receive, to welcome
aconsejar	to advise
acordar	to agree on
agradecer	to thank
aguantar	to bear, to put up with
anillo, el	ring

Spanish	English
apodo, el	nickname
atrevido	cheeky, insolent, bold, daring
avaro	mean, miserly
barrera generacional, la	generation gap
boda, la	wedding
callado	quiet, reserved
celoso	jealous
cobarde	coward
comprometerse	to get engaged
compromiso, el	engagement
confianza, la	trust
confiar	to trust
cortés	polite
cuidadoso	careful
demás, los	other people
despedir(se)	to say goodbye
disculpar(se)	to apologise
educado	polite
esposo, el	husband, spouse
estado civil, el	marital status
gemelo, el	twin
género, el	gender
glotón	greedy
hogar, el	home
huérfano, el	orphan
llorar	to cry
maltratar	to mistreat, abuse
maltrato, el	mistreatment, abuse
muchacho, el	lad
ocuparse de	to look after
orgullosa	proud
parecerse a	to look like
pareja, la	couple; partner
relacionarse con	to make contact with, to get on with (people)
seguro de sí mismo	self-assured

Spanish	English
sensible	sensitive
sobrino, el	nephew
torpe	clumsy
tratarse (de, con)	to treat each other, to have dealings with
vago	idle, lazy
viudo, el	widower

Technology in everyday life

Spanish	English
adjuntar	to attach
buscador, el	search engine
contraseña, la	password
desactivar	to block (screen)
guión, el	hyphen
guión bajo, el	underscore
herramienta, la	tool
inalámbrico	wireless
internauta, el	Internet user
marcador, el	bookmark
navegador, el	browser
portada, la	homepage
reproductor, el	widget
servidor de seguridad, el	firewall
usuario, el	user

Free-time activities

Spanish	English
actuación, la	performance, role
alimentación, la	food, nourishment
apetecer	to fancy, to feel like
asado	roast(ed)
bacalao, el	cod
banda sonora, la	soundtrack
carrera, la	race

Spanish	English
deportes de riesgo, los	adventure sports
función, la	show, performance
grabación, la	recording
hacer cola	to queue
hervido	boiled
melocotón, el	peach
merendar	to have a snack/picnic
merluza, la	hake
nuez, la	nut, walnut
piragüismo, el	canoeing
premio, el	prize
propina, la	tip
sabroso	tasty
selección, la	team, side
socio, el	member
trama, la	plot

Customs and festivals in Spanish-speaking countries/communities

Spanish	English
bandera, la	flag
Día de los Inocentes	28 December (equivalent of April Fools' Day)
disfraz, el	fancy dress
disfrazarse de	to dress up as
fecha patria, la	national day to commemorate historic event
gaucho, el	cowboy
mariachi, el	Mexican musician
muñeca, la	doll
paso, el	statue paraded at Easter
villancico, el	Christmas carol

3.5.4.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Spanish	English
aldea, la	village
bufanda, la	scarf
butaca, la	armchair
camisón, el	nightgown
cazadora, la	(leather) jacket
comunidad, la	community
concurrido	busy, crowded
de lujo	luxury
domicilio, el	address, home
electrodomésticos, los	(electrical) appliances
en efectivo	cash
enseñar	to show
espejo, el	mirror
esquina, la	corner
horno, el	oven
manta, la	blanket
medias, las	stockings
moqueta, la	fitted carpet
mudarse (de casa)	to move house
negocio, el	business
paisaje, el	landscape, scenery
panty, el	tights
persianas, las	shutters, venetian blinds
probarse	to try on
rebeca, la	cardigan
reembolso, el	refund
reparto a domicilio, el	home delivery
semáforo, el	traffic lights
sótano, el	basement, cellar
sudadera, la	sweatshirt
surtido, el	range, supply, stock
tamaño, el	size
vestíbulo, el	entrance hall, lobby, foyer

Spanish	English
vivienda, la	dwelling, housing, accommodation

Social issues

Spanish	English
advertir	to warn
asco, el	disgust
asqueroso	disgusting
ataque cardíaco, el	heart attack
aviso, el	warning, notice
botellón, el	drinking party in the street
cerebro, el	brain
dedicar(se)	to do, to go in for, to devote oneself
dolor de oídos, el	earache
esfuerzo, el	effort
hacer daño	to injure, to harm
hígado, el	liver
ONG, la	NGO (non-governmental organisation)
porro, el	joint
primeros auxilios, los	first aid
propósito, el	aim, purpose, objective
provocar	to cause, to provoke
respiratorio	respiratory
seropositivo	HIV positive
sobrepeso, el	overweight, obesity
síndrome de abstinencia, el	withdrawal symptoms
tabaquismo, el	addiction to tobacco

Global issues

Spanish	English
agotar	to exhaust, use up
agujero, el	hole
amenazar	to threaten
apagar	to turn off (lights, etc)
arruinar	to ruin, to destroy
atasco, el	traffic jam
aumento, el	increase
beneficio, el	benefit
calentamiento global, el	global warming
capa de ozono, la	ozone layer
combatir	to fight, to combat
cometer	to commit
consumo, el	consumption
desechos, los	rubbish, waste
desigualdad, la	inequality
desperdicio, el	waste, rubbish, squandering
echar la culpa	to blame
efecto invernadero, el	greenhouse effect
ensuciar	to make dirty, to soil, to make a mess
envase, el	wrapping, packaging; container
escasez, la	shortage, want, lack
estropear	to ruin, to spoil
gamberro, el	hooligan, lout, troublemaker
gases de escape, los	exhaust fumes
huracán, el	hurricane
igualdad, la	equality
incendio, el	fire
inundación, la	flood
lluvia ácida, la	acid rain
marea negra, la	oil spill
multa, la	fine
nocivo	harmful
petrolero, el	oil tanker
prejuicio, el	prejudice

Spanish	English
residuos, los	refuse, waste, rubbish
selva, la	jungle, tropical forest
sequía, la	drought
“sin techo”, los	homeless people
testigo, el	witness
vertedero, el	rubbish dump, tip

Travel and tourism

Spanish	English
abanico, el	fan
aduana, la	customs
avería, la	breakdown, fault
averiado	broken down
bonobús, el	bus pass
broncearse	to get a tan
camión, el	lorry
casco, el	helmet
castellano	Castilian, Spanish spoken in Spain
cinturón de seguridad, el	seat belt
cruce, el	crossroads, intersection
decepcionar	to disappoint
detener(se)	to stop
DNI	ID card
hacer transbordo	to change, to transfer
insolación, la	sunstroke
motor, el	engine
queja, la	complaint
quejarse	to complain
rueda, la	wheel
sombrilla, la	sunshade, parasol

3.5.4.3 Current and future study and employment

My studies

Spanish	English
atento	attentive
optar	to choose, to opt for
optativo	optional
riguroso	severe, harsh
sencillo	simple, easy

Life at school/college

Spanish	English
apoyar	to support, to back, to help
apoyo, el	help, support, backing
carpeta, la	folder, file
castigar	to punish
castigo, el	punishment
despacho, el	office
enseñanza, la	teaching; education
entregar	to hand in
esforzarse	to make an effort
golpear	to hit
intimidación, la	bullying
lectura, la	reading
pedir prestado	to borrow
tijeras, las	scissors
traducir	to translate

Education post-16

Spanish	English
academia, la	academy, school post-16 (for certain careers)
derecho, el	law (at university)
formación (profesional), la	vocational training
lograr	to achieve
perspectiva, la	prospects, outlook, future developments

Jobs, career choices and ambitions

Spanish	English
abogado, el	lawyer, solicitor
albañil, el	brick-layer, building worker
azafata, la	flight attendant
bombero, el	firefighter
camionero, el	lorry driver
carpintero, el	joiner, carpenter
cartero, el	postman
contable, el	accountant
ejército, el	army
encargado, el	person in charge
encargarse (de)	to be in charge of
estar en huelga	to be on strike
expectativa, la	hope, prospect
gerente, el	manager
granjero, el	farmer
probar	to have a go; to try
rellenar	to fill in
solicitar	to apply
solicitud, la	(job) application
sueldo, el	wages, salary

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Spanish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Spanish specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE Spanish

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking Castilian in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test. This will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Spanish.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test [assessment criteria](#).

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. In Section C, there will be a translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Spanish.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Spanish.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into Spanish, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Spanish.

4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into Spanish, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test [assessment criteria](#).

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation 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
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

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

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

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.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in 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.

Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

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.

Communication

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

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

Range and accuracy of language

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.

Level	Mark	Range and accuracy of language
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.

Pronunciation and intonation

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.

Spontaneity and fluency

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.

4.8.2.2 Higher Tier

Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

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

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

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.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in 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.

Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

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.

Communication

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.

Level	Mark	Communication
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

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

Range and accuracy of language

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.

Pronunciation and intonation

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.

Spontaneity and fluency

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.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Question 3 (10 marks)

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

4.8.4.2 Higher Tier

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

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 1 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

Question 2 (32 marks)

There are two compulsory bullet points, assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Students can be entered for only one tier in any exam series.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Spanish	Foundation Tier	8698F	FKS
	Higher Tier	8698H	FKS

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8160/6.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who **just** fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8698](https://www.aqa.org.uk/8698)

You can talk directly to the Spanish subject team

E: mfl@aca.org.uk

T: 01423 534 381

Section A

Questions and answers in **English****Opinions about a sports centre**

Listen to your Spanish friends, Raúl and Natalia, talking about their local sports centre.

What is their opinion of these aspects?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

0	1
---	---

Raúl

The facilities

and the café

[2 marks]

0	2
---	---

Natalia

The activities

and the swimming pool

[2 marks]

News items

A	Fewer fans go to football fixtures
B	50 people injured in crash
C	Syndicate celebrates a lucky win
D	Fewer public holidays to look forward to
E	Alcohol and drugs spoil celebrations
F	Obesity is on the increase
G	It is an ideal time to take a break

You are listening to items of news on a Spanish radio channel.

Match the correct summary to each item of news.

For each item of news, write the correct letter in the box.

0 3

[1 mark]

0 4

[1 mark]

0 5

[1 mark]

0 6

[1 mark]

0 7

[1 mark]

Spanish experience of working abroad

You are listening online to a programme about Spaniards who have left Spain to work abroad. Mariluz is talking about her experiences of working in Manchester.

What does Mariluz say?

Answer both parts of the question in English.

0 8 . **1** Why does Mariluz say she is lucky? Give two reasons.

1 _____

2 _____

[2 marks]

0 8 . **2** What does she say is the most important consideration for somebody going to work in the UK?

[1 mark]

A radio announcement

You are listening to this public announcement on Spanish radio.

Answer the question in **English**.

0 9 What is this public announcement warning against?

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

A radio programme about family relationships in Ecuador

On the internet you listen to a Spanish foreign correspondent reporting on how mass emigration has affected family relationships in Ecuador. In her report she focuses on Andrés, his teacher and his mother.

Andrés

1	0
---	---

The correspondent says that Andrés ...

A	has lived with his grandparents since he was six.
B	feels as though he is an orphan.
C	accepts his situation because he is not alone.

Write the correct letter in the box.

[1 mark]

1	1
---	---

She also says that his parents ...

A	are neither selfish nor ambitious.
B	have worked hard for his sake.
C	have denied him a normal family life.

Write the correct letter in the box.

[1 mark]

His teacher**1 2**

According to the correspondent, what **two** things does the teacher say about the parents?

A	They emigrate for reasons she can relate to.
B	They do not always send money back home.
C	They find life hard when they emigrate.
D	They can forget about the family they leave behind.
E	They worry about their children in Ecuador.

Write the correct letters in the boxes.

[2 marks]**His mother****1 3**

According to the correspondent, what does Andrés's mother say about her decision to emigrate?

A	She is proud of her sacrifice and has no regrets.
B	She is unsure if she would do it again.
C	She feels angry about having left Andrés behind.

Write the correct letter in the box.

[1 mark]

Radio forum about environmental problems in Menorca

You are listening to a radio programme. People from Menorca are talking about problems caused by tourists.

For each speaker, choose the problem and write the correct letter in each box.

A	Energy
B	Graffiti
C	Litter
D	Noise
E	Water

Answer all parts of the question.

1 4 . 1 Juan

[1 mark]

1 4 . 2 Ana

[1 mark]

1 4 . 3 Jorge

[1 mark]

Interview with a Spanish fashion designer

You are listening to a podcast with the fashion designer, Víctor Quiroga.

Answer all parts of the question in English.

1 5 . **1** Which consumer group does Víctor design clothes for?

[1 mark]

1 5 . **2** Why are Víctor's clothes considered to be eco-friendly? Give **one** reason.

[1 mark]

1 5 . **3** Why would he consider using synthetic fibres?

[1 mark]

Answer both parts of the question in English.

1 6 . **1** According to the interviewer, what do many designers say about "low cost" fashion?

[1 mark]

1 6 . **2** What reason does Víctor give for disagreeing with the designers?

[1 mark]

Local area

You are listening to your Spanish friend's parents, Pedro and Montse, who are talking about what they like and dislike about their town in Spain.

What do they like and dislike about their town?

A	Beaches
B	Cultural facilities
C	Leisure facilities
D	Night life
E	Parks
F	Restaurants
G	Schools
H	Shopping facilities
I	Sports facilities
J	Transport facilities

Write the correct letter in each box.

Answer both parts of the question

. Pedro likes

[2 marks]

. Pedro dislikes

[2 marks]

Answer both parts of the question.

. Montse likes

[2 marks]

. Montse dislikes

[2 marks]

An interview with Ignacio, a volunteer at an ebola clinic in Africa

You are listening on the internet to this interview with Ignacio.

What questions does the interviewer ask him?

Answer in **English**.

Example

Was it difficult looking after ebola patients?

1 9

[1 mark]

2 0

[1 mark]

2 1

[1 mark]

2 2

[1 mark]

Being a volunteer in Spain

Your Spanish friend, Santiago, wants to volunteer in his local community. You go with him to an interview where he talks to a community worker about volunteering.

Answer both parts of the question in English.

2	3
---	---

 .

1

 Where would he prefer to volunteer?

[1 mark]

2	3
---	---

 .

2

 Why?

[1 mark]

Section B

Questions and answers in **Spanish****Actividades durante las vacaciones**

Estás con tus amigos, Rafael y Anita, que hablan de sus vacaciones.

¿De qué actividades hablan y cuándo?

Completa la tabla en **español**.

2	4
---	---

En el pasado	Ahora	En el futuro
hacer camping		

[2 marks]

2	5
---	---

En el pasado	Ahora	En el futuro
		visitar Cuba

[2 marks]

Anuncios

Escuchas estos anuncios públicos en España.

Indica el medio de transporte público para cada anuncio.

Contesta en **español**.

Ejemplo

tren

2 6

[1 mark]

2 7

[1 mark]

Los padres de Antonio

Un amigo español, Antonio, está hablando de sus padres con su novia.

Escuchas su conversación.

Selecciona las **tres** frases correctas.

Según Antonio sus padres ...

A	no le dan libertad.
B	son ambiciosos.
C	pasan mucho tiempo con él.
D	no le muestran interés.
E	son poco cariñosos.
F	son muy estrictos.

Escribe la letra correcta en cada casilla.

2 8

[3 marks]

2 9

Según su novia, Antonio es ...

A	independiente.
B	fuerte.
C	sensible.

Escribe la letra correcta en la casilla.

[1 mark]

END OF QUESTIONS

There are no questions printed on this page

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**GCSE
SPANISH
8698/LH**

H

Higher Tier Paper 1 Listening

Specimen mark scheme

June 2018

v1.0

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

Qu	Accept	Mark
01	Facilities P = 1 Café P+N = 1 (must be in this order)	2
Qu	Accept	Mark
02	Activities P+N = 1 Swimming pool N = 1 (must be in this order)	2
Qu	Accept	Mark
03	A	1
Qu	Accept	Mark
04	C	1
Qu	Accept	Mark
05	G	1
Qu	Accept	Mark
06	D	1
Qu	Accept	Mark
07	E	1

Qu	Key idea	Accept	Reject	Mark
08.1	She has not stopped working since she arrived.	She has had a job since she arrived.		1
	The company has treated her well.	She has had 2 pay rises/she has had pay rises without asking.		1
08.2	Must be willing to work hard.			1

Qu	Key idea	Accept	Reject	Mark
09	using a mobile/phone when driving. (All details required)		using a mobile/ phone using a mobile/phone in the car	1

Qu	Accept	Mark
10	B	1

Qu	Accept	Mark
11	B	1

Qu	Accept	Mark
12	A, D (in any order)	2

Qu	Accept	Mark
13	B	1

Qu	Accept	Mark
14.1	E	1
14.2	A	1
14.3	C	1

Qu	Key idea	Accept	Reject	Mark
15.1	young people			1
15.2	They are made from organic cotton. OR They are made from natural materials.	He (only) uses organic cotton. OR He (only) uses natural materials.		1
15.3	as an alternative to animal skin/leather/fur	He would never use animal skin/leather/fur. He would not consider using animal skin/leather/fur. The idea of using animal skin/leather/fur is disgusting. He is against using animal skin/leather/fur.		1

Qu	Key idea	Accept	Reject	Mark
16.1	It is a threat to the fashion industry.			1
16.2	The majority of his customers wear/mix cheap clothes with his luxury/designer clothes.	<p>He thinks it's wonderful that his customers combine designer clothes and low cost/cheap clothes.</p> <p>He thinks it's wonderful/divine to mix/combine designer clothes with low cost/cheap clothes.</p>		1

Qu	Accept	Mark
17.1	Pedro likes: G, B (in any order)	2
17.2	Pedro dislikes: I, A (in any order)	2

Qu	Accept	Mark
18.1	Montse likes: E, C (in any order)	2
18.2	Montse dislikes: H, J (in any order)	2

Qu	Key idea	Accept	Reject	Mark
19	How long were you in Africa?	How long did you stay in Africa?		1

Qu	Key idea	Accept	Reject	Mark
20	Why did you become a volunteer?	Why did you volunteer?		1

Qu	Key idea	Accept	Reject	Mark
21	What were the worst problems?			1

Qu	Key idea	Accept	Reject	Mark
22	Why must we support charitable organisations?	Why must we support charities? Why should we support charities? Why should we support charitable organisations?		1

Qu	Key idea	Accept	Reject	Mark
23.1	1) Old people´s home / residence = 1	Care home for old/elderly people / Nursing home for old/elderly people = 1	Home, residence on own without mention of old/elderly people	1
23.2	He has happy memories of his grandmother.	He wants to help the elderly. He wants to help old/elderly people. His grandmother taught him a lot (of things) He learnt a lot (of things) from his grandmother		1

Qu	Accept	Reject	Mark
24	Ahora: ir a la costa = 1 En el futuro: aprender francés = 1 (Accept francés without accent)	<i>ir</i> or <i>costa</i> on own <i>aprender</i> or <i>francés</i> on own Answers in English	2
Qu	Accept	Reject	Mark
25	En el pasado: montar a caballo = 1 Ahora: tomar el sol = 1	<i>montar</i> or <i>caballo</i> on own <i>tomar</i> or <i>el sol</i> on own Answers in English	2
Qu	Accept	Reject	Mark
26	Avión (accept avión without accent)	Answers in English	1
Qu	Accept	Reject	Mark
27	Barco (accept feri, ferry, barca)	Answers in English	1
Qu	Accept	Mark	
28	B, D, E (in any order)	3	
Qu	Accept	Mark	
29	C	1	

Total 50 marks

GCSE SPANISH

F

Foundation Tier Paper 1 Listening

Specimen 2018

Morning

Time allowed: 35 minutes
(including 5 minutes' reading time before the test)

You will need no other materials.

The pauses are pre-recorded for this test.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- **Do not open this book until you are told to do so.**

Information

- The marks for questions are shown in brackets. The maximum mark for this paper is 40.
- You must **not** use a dictionary.

Advice

This is what you should do for each item.

- After the question number is announced, there will be a pause to allow you to read the instructions and questions.
- Listen carefully to the recording and read the questions again.
- Listen to the recording again, and then answer the questions.
- When the next question is about to start you will hear a bleep like this (*).
- You may write at any time during the test.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**.
- You must answer all the questions in the spaces provided. Do not write on blank pages.
- Write neatly and put down **all** the information you are asked to give.
- **You must not ask questions or interrupt during the test.**
- You now have five minutes to read through the question paper. You may make notes during this time. You may open your answer book now.
- **The test starts now.**

Please write clearly, in block capitals, to allow character computer recognition.

Centre number Candidate number

Surname

Forename(s)

Candidate signature _____

Section A

Questions and answers in English

Arriving at a holiday apartment

Listen to this receptionist explaining about your holiday apartment in Torremolinos.

Which **two** things does she mention?

Write the correct letters in the boxes.

0	1
---	---

A	The apartment keys
B	Wifi code
C	Where to park your car
D	Bed linen and towel change

<input type="text"/>	<input type="text"/>
----------------------	----------------------

[2 marks]

Which **two** things does she mention?

Write the correct letters in the boxes.

0	2
---	---

A	Buses to the beach
B	Separating your rubbish
C	A local festival
D	Where to shop

<input type="text"/>	<input type="text"/>
----------------------	----------------------

[2 marks]

Mobile phones

A	Chat to people
B	Check social networks
C	Download apps
D	Download music
E	Play games
F	Send texts
G	Surf the internet
H	Take photos

You are listening to people talking on a radio phone-in in Zaragoza about how they use their mobile phones.

Give **two** uses for each person.

Write the correct letters in the boxes.

0	3
---	---

[2 marks]

0	4
---	---

[2 marks]

0	5
---	---

[2 marks]

Cristina's family**Job**

A	Doctor
B	Firefighter
C	Nurse
D	Pilot

Character

1	Brave
2	Dedicated
3	Hard-working
4	Responsible

Listen to Cristina, your Spanish exchange partner, talking to your class about her family, their jobs and their characters.

For each person, write the correct letter of the job and the number of the character in the boxes.

0 6

Her mother

Job**Character****[2 marks]****0 7**

Her stepfather

Job**Character****[2 marks]**

Cristina's future plans

Listen to Cristina talk about her plans.

0 8

Why does she want to work in Germany? Answer in **English**.

[1 mark]**0 9**

What does she want to do while she is still young?

A	Get married
B	Have a busy social life
C	Concentrate on her career

Write the correct letter in the box.

[1 mark]

Radio forum about environmental problems in Menorca

You are listening to a radio programme. People from Menorca are talking about problems caused by tourists.

For each speaker, choose the problem and write the correct letter in each box.

A	Energy
B	Graffiti
C	Litter
D	Noise
E	Water

Answer all parts of the question.

1 0 . **1** Juan

[1 mark]

1 0 . **2** Ana

[1 mark]

1 0 . **3** Jorge

[1 mark]

Elena's TV programme preferences

Your Spanish friend, Elena, is telling you about TV programmes. Answer in **English**.

Which TV programme does she **prefer** to watch ...

Example

with her friends?

films

1 | 1

after school?

[1 mark]

1 | 2

at the weekend?

[1 mark]

1 | 3

before the evening meal?

[1 mark]

Helping at a Barcelona café

You have a holiday job in a café in Barcelona and are taking some orders.

Complete each customer's order.

Answer in **English**.

Example

A sandwich with

lettuce and ham

1 | 4

A pizza with a topping of

[2 marks]

1 | 5

Tomato salad with

[2 marks]

Being a volunteer in Spain

Your Spanish friend, Santiago, wants to volunteer in his local community. You go with him to an interview where he talks to a community worker about volunteering.

Answer both parts of the question in English.

1 6 . **1** Where would he prefer to volunteer?

[1 mark]

1 6 . **2** Why?

[1 mark]

Opinions about a sports centre

Listen to your Spanish friends, Raúl and Natalia, talking about their local sports centre.

What is their opinion of these aspects?

Write **P** for a **positive** opinion.

N for a **negative** opinion.

P+N for a **positive** and **negative** opinion.

1 7 **Raúl**

The facilities and the café

[2 marks]

1 8 **Natalia**

The activities and the swimming pool

[2 marks]

Section B

Questions and answers in **Spanish****Actividades durante las vacaciones**

Estás con tus amigos, Rafael y Anita, que hablan de sus vacaciones.

¿De qué actividades hablan y cuándo?

Completa la tabla en **español**.

1	9
---	---

En el pasado	Ahora	En el futuro
hacer camping		

[2 marks]

2	0
---	---

En el pasado	Ahora	En el futuro
		visitar Cuba

[2 marks]

Una conversación a través de Skype

Jaime, un amigo español, habla contigo de su intercambio en Londres.

¿De qué aspectos de su visita habla Jaime?

A	El barrio
B	El clima
C	La comida
D	Las compras
E	El deporte
F	El instituto
G	Los monumentos
H	El transporte

Escribe la letra correcta en cada casilla.

2	1
---	---

[4 marks]

END OF QUESTIONS

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

**GCSE
SPANISH
8698/LF**

F

Foundation Tier Paper 1 Listening

Specimen mark scheme

June 2018

v1.0

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

Qu	Accept	Mark
01	A, D (in any order)	2
Qu	Accept	Mark
02	C, D (in any order)	2
Qu	Accept	Mark
03	A, H (in any order)	2
Qu	Accept	Mark
04	D, F (in any order)	2
Qu	Accept	Mark
05	E, G (in any order)	2
Qu	Accept	Mark
06	Job <input type="text" value="A"/> = 1 Character <input type="text" value="3"/> = 1	2

Qu	Accept	Mark
07	Job B = 1 Character 1 = 1	2

Qu	Accept	Mark
08	(She is) studying/learning German (at school)	1

Qu	Accept	Mark
09	C	1

Qu	Accept	Mark
10.1	E	1
10.2	A	1
10.3	C	1

Qu	Accept	Reject	Mark
11	cartoons		1

Qu	Accept	Reject	Mark
12	reality shows/programmes		1

Qu	Accept	Reject	Mark
13	soaps		1

Qu	Accept	Reject	Mark
14	cheese = 1 mushrooms = 1 (in any order)		2

Qu	Accept	Reject	Mark
15	chicken = 1 vegetables {greens} = 1 (in any order)		2

Qu	Key idea	Accept	Reject	Mark
16.1	1) Old people´s home / residence = 1	Care home for old/elderly people/ Nursing home for old/elderly people = 1	Home, residence on own without mention of old/elderly people	1

Qu	Key idea	Accept	Reject	Mark
16.2	He has happy memories of his grandmother.	He wants to help the elderly He wants to help old/elderly people His grandmother taught him a lot (of things) He learnt a lot (of things) from his grandmother		1

Qu	Accept			Mark
17	Facilities	P = 1	Café P+N = 1 (must be in this order)	2

Qu	Accept			Mark
18	Activities	P+N = 1	Swimming pool N = 1 (must be in this order)	2

Qu	Accept	Reject	Mark
19	Ahora: ir a la costa = 1 En el futuro: aprender francés = 1 (Accept francés without accent)	<i>ir or costa on own</i> <i>aprender or francés on own</i> Answers in English	2

Qu	Accept	Reject	Mark
20	En el pasado: montar a caballo = 1 Ahora: tomar el sol = 1	<i>montar or caballo on own</i> <i>tomar or el sol on own</i> Answers in English	2

Qu	Accept	Mark
21	B, C, F, G (in any order)	4

Total 40 marks



GCSE SPANISH

F+H

Paper 2 Speaking (Foundation and Higher)

Specimen 2018

Teacher's Booklet

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes at Foundation (+12 minutes' supervised preparation time)
10-12 minutes at Higher (+12 minutes' supervised preparation time)

Instructions

- During the preparation time candidates are required to prepare **one** Role-play card and **one** Photo card. The Speaking Test Sequence Charts at the end of this Booklet show you which Role-play card and Photo card to give to the candidate.
- Candidates may make notes during the preparation time for use during the test. They must hand these notes to you before you start the General Conversation.
- Candidates should hand both stimulus cards to you before you start the General Conversation.
- It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Information

- The test will last a maximum of 9 minutes (at Foundation) or 12 minutes (at Higher) and will consist of a Role-play card (approximately 2 minutes) and a Photo card (approximately 2 minutes at Foundation and 3 minutes at Higher), followed by a General Conversation. The General Conversation is based on two out of the three Themes listed in the Teacher's Booklet (3-5 minutes at Foundation; 5-7 minutes at Higher).
- Candidates must **not** use a dictionary at any time during this test. This includes the preparation time.

General Certificate of Secondary Education
June 2018

Spanish
Speaking Test
Teacher's Booklet

Contents

Part 1

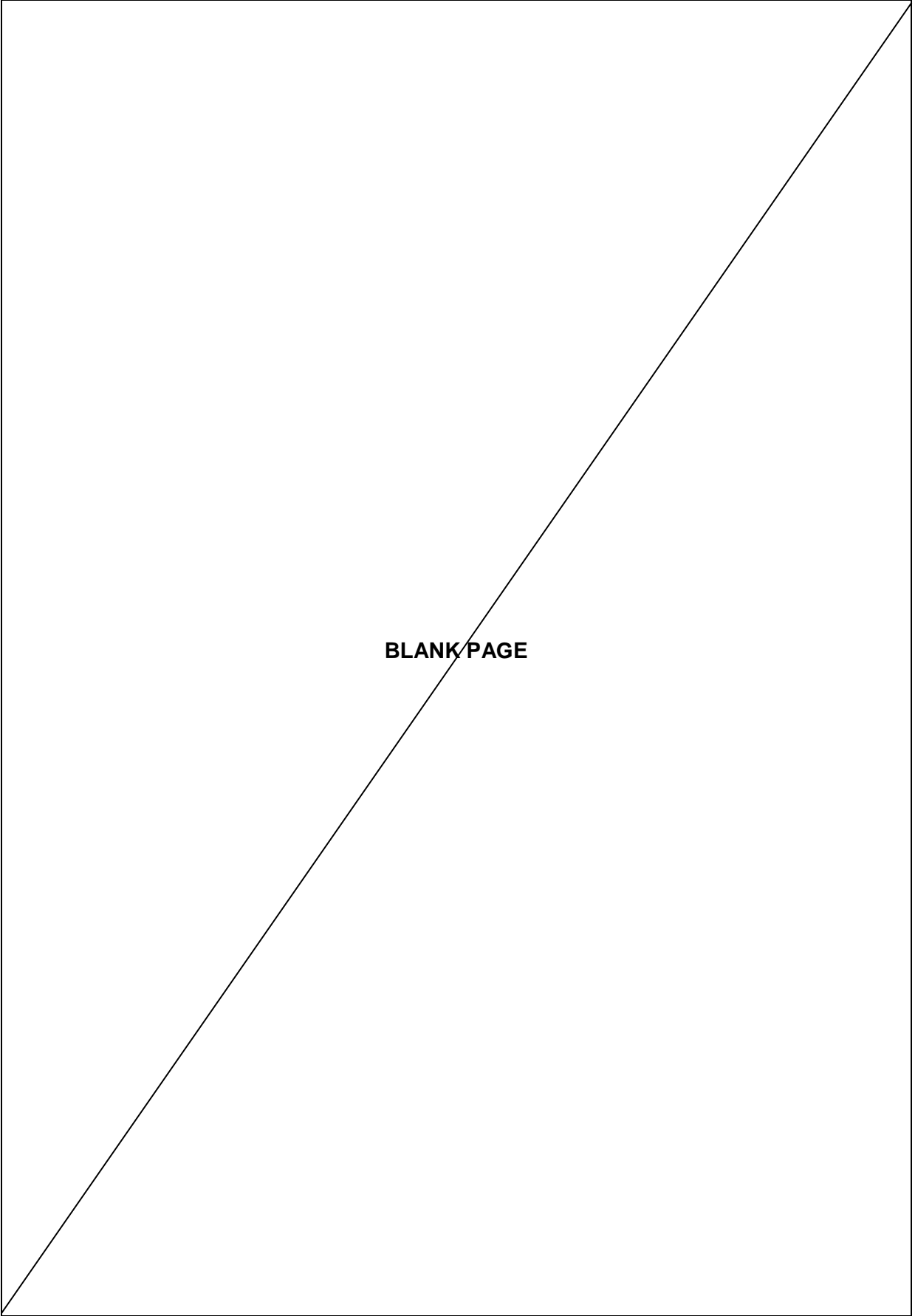
Role-plays (Foundation Tier) (1-9)
Role-plays (Higher Tier) (10-18)

Part 2

Photo cards (Foundation Tier) (A-I)
Photo cards (Higher Tier) (J-R)

Part 3

Suggested questions for General Conversation



ROLE-PLAY 1 (FOUNDATION TIER)**CANDIDATE'S ROLE****Part 1****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre tu familia y tus amigos.

- Descripción de una persona en tu familia (**dos** detalles).
- Tu opinión sobre tu familia (**un** detalle).
- **Una** actividad con tu familia.
- **!**
- **?** Mejor amigo/amiga.

ROLE-PLAY 1 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate to describe a family member. (Elicit **two** details).
Describe a una persona en tu familia.
- 2 Allow the candidate to give **two** details about a family member.
Ask the candidate what he/she thinks of his/her family. (Elicit **one** opinion).
¿Cuál es tu opinión de tu familia?
- 3 Allow the candidate to give **one** opinion about his/her family.
Ask the candidate what he/she does with his/her family. (Elicit **one** activity).
¿Qué haces con tu familia?
- 4 Allow the candidate to say **one** activity that he/she does with his/her family.
! Ask the candidate what he/she thinks about going out with his/her friends. (Elicit **one** opinion).
¿Qué piensas de la idea de salir con tus amigos?
- 5 Allow the candidate to give **one** opinion about what he/she thinks about going out with his/her friends.
Sí, entiendo.
- ?** Allow the candidate to ask you a question about your best friend.
(Give an appropriate answer).

ROLE-PLAY 2 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the assistant as usted.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con un empleado/una empleada en la taquilla de una sala de conciertos en España.

- Entradas para el concierto – cuántas.
- Para cuándo.
- **!**
- **?** El concierto – a qué hora.
- Tu opinión sobre la música en directo (**un** detalle).

ROLE-PLAY 2 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *usted*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con un empleado/una empleada en la taquilla de una sala de conciertos. Yo soy el empleado/la empleada.*

- 1** Ask the candidate how you can help.
Buenos días. ¿En qué puedo ayudarle?
- 2** Allow the candidate to say how many concert tickets he/she wants.
Ask the candidate for when.
¿Para cuándo?
- 3** Allow the candidate to say for when.
! Say there are discounts for young people and ask the candidate how old he/she is.
Hay descuentos para menores. ¿Cuántos años tiene usted?
- 4** Allow the candidate to say how old he/she is.
Muy bien.
- ?** Allow the candidate to ask about the concert times.
Empieza a las ocho y termina a las diez.
- 5** Ask the candidate what he/she thinks of live music. (Elicit **one** opinion).
¿Qué piensa de la música en directo?
Allow the candidate to give **one** opinion about live music.
De acuerdo.

ROLE-PLAY 3 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Colombian friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo colombiano/tu amiga colombiana sobre el colegio.

- Tu colegio - **una** opinión.
- Primera clase – cuándo.
- **!**
- Tus profesores (**un** detalle).
- **?** La hora de comer.

ROLE-PLAY 3 (FOUNDATION TIER)**TEACHER'S ROLE**

- You begin the role-play.
 - You should address the candidate as *tú*.
 - You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
 - Remember that if you supply key vocabulary, candidates cannot be rewarded for it.
-

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo colombiano/tu amiga colombiana.
Yo soy tu amigo/tu amiga.*

- 1** Ask the candidate to give his/her opinion of school.
¿Cuál es tu opinión sobre el colegio?
- 2** Allow the candidate to give his/her opinion of school.
Ask the candidate what time lessons start.
¿A qué hora empiezan las clases?
- 3** Allow the candidate to say what time lessons start.
! Ask the candidate what his/her favourite school day is.
¿Cuál es tu día preferido?
- 4** Allow the candidate to say what his/her favourite school day is.
Ask the candidate what his/her teachers are like. (Elicit **one** detail).
¿Cómo son tus profesores?
- 5** Allow the candidate to give **one** detail about what his/her teachers are like.
Vale.
- ?** Allow the candidate to ask you a question about the lunch break.
(Give an appropriate answer).

ROLE-PLAY 4 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre el colegio.

- Tu uniforme (**dos** detalles).
- Tu opinión sobre las reglas (**un** detalle).
- **Una** actividad en el recreo.
- **!**
- **?** Asignatura favorita.

ROLE-PLAY 4 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what his/her school uniform is like. (Elicit **two** details).
¿Cómo es tu uniforme escolar?
- 2 Allow the candidate to give **two** details about his/her school uniform.
Ask the candidate what he/she thinks of the school rules. (Elicit **one** opinion).
¿Cuál es tu opinión de las reglas del colegio?
- 3 Allow the candidate to give **one** opinion about the school rules.
Ask the candidate what he/she does at break time. (Elicit **one** activity).
¿Qué haces durante el recreo?
- 4 Allow the candidate to say **one** activity he/she does at break time.
! Ask the candidate what he/she thinks of the school facilities.
¿Cuál es tu opinión de las instalaciones en el colegio?
- 5 Allow the candidate to say what he/she thinks of the school facilities.
De acuerdo.
- ? Allow the candidate to ask you what your favourite subject is.
Español, ¡claro!

ROLE-PLAY 5 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre las vacaciones.

- Tus vacaciones – dónde.
- **!**
- Tu actividad preferida (**un** detalle).
- La comida durante las vacaciones (**un** detalle).
- **?** Opinión de hoteles.

ROLE-PLAY 5 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her holidays.
Y, ¿las vacaciones?
- 2 Allow the candidate to say where he/she spends the holidays.
! Ask the candidate how long he/she usually spends there.
Normalmente, ¿cuánto tiempo pasas allí?
- 3 Allow the candidate to say how long he/she normally spends there.
Ask the candidate what his/her favourite activity is. (Elicit **one** activity).
Durante las vacaciones, ¿cuál es tu actividad preferida?
- 4 Allow the candidate to say what his/her favourite activity is.
Ask the candidate about food on holiday. (Elicit **one** detail).
Y, ¿la comida durante las vacaciones?
- 5 Allow the candidate to give one detail about food on holiday.
Muy bien.
- ? Allow the candidate to ask for your opinion about hotels.
Me encantan los hoteles.

ROLE-PLAY 6 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre trabajar y el futuro.

- Tu empleo ahora – dónde.
- Tu trabajo (**una** actividad).
- Tus compañeros de trabajo (**un** detalle).
- **!**
- **?** El futuro – qué.

ROLE-PLAY 6 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her job.
Y, ¿tu empleo?
- 2 Allow the candidate to say where he/she works.
Ask the candidate what he/she does at work. (Elicit **one** activity).
¿Qué haces en tu trabajo?
- 3 Allow the candidate to say **one** thing he/she does at work.
Ask the candidate what his/her work colleagues are like. (Elicit **one** detail.)
¿Cómo son tus compañeros de trabajo?
- 4 Allow the candidate to give **one** detail about what his/her work colleagues are like.
! Ask the candidate what he/she thinks about going to university.
¿Cuál es tu opinión de ir a la universidad?
- 5 Allow the candidate to say what he/she thinks about going to university.
Estoy de acuerdo.
- ? Allow the candidate to ask you a question about your future plans.
Depende de mis notas.

ROLE-PLAY 7 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as usted.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con un camarero/una camarera en un restaurante en España.

- Una mesa – cuántas personas.
- Una mesa – dónde.
- **!**
- **?** Precio de la comida.
- Tu opinión sobre la comida española (**un** detalle).

ROLE-PLAY 7 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con un camarero/una camarera en un restaurante en España. Yo soy el camarero/la camarera.*

- 1 Greet the candidate.
Buenos días, señor/señorita.
- 2 Allow the candidate to request a table for a specified number of people. Ask the candidate where he/she wants to sit.
¿Dónde quiere sentarse?
- 3 Allow the candidate to say where he/she wants to sit.
! Ask the candidate what he/she wants to drink. (Elicit **one** drink).
¿Qué quiere para beber?
- 4 Allow the candidate to order **one** drink.
Vale.
- ?** Allow the candidate to ask the cost of the meal.
Cincuenta euros, señor/señorita.
- 5 Ask the candidate what he/she thinks about Spanish food. (Elicit **one** opinion).
¿Qué piensa usted de la comida española?
Allow the candidate to say what he/she thinks about Spanish food.
A mí me encanta.

ROLE-PLAY 8 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the receptionist and will speak first.

You should address the receptionist as usted.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con el recepcionista /la recepcionista en un hotel en España.

- Habitación – cuántas personas.
- **!**
- Tipo de habitación (**dos** detalles).
- **?** Comer – dónde.
- Desayuno – a qué hora.

ROLE-PLAY 8 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con el recepcionista/la recepcionista en un hotel en España. Yo soy el recepcionista/la recepcionista.*

- 1 Ask the candidate if you can help.
Buenos días. ¿En qué puedo ayudarle?
- 2 Allow the candidate to request a room for a specified number of people.
! Ask the candidate for how many nights.
¿Para cuántas noches?
- 3 Allow the candidate to say for how many nights.
Ask the candidate what kind of room he/she wants. (Elicit **two** details).
¿Qué tipo de habitación quiere usted?
- 4 Allow the candidate to give **two** details about the kind of room he/she wants.
Muy bien.
- ? Allow the candidate to ask where he/she can eat.
Hay un restaurante en la primera planta.
- 5 Ask the candidate what time he/she wants breakfast.
¿A qué hora quiere desayunar?

Allow the candidate to say what time he/she wants breakfast.
De acuerdo.

ROLE-PLAY 9 (FOUNDATION TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the shop assistant and will speak first.

You should address the shop assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con el empleado/la empleada en una tienda de regalos en España.

- Qué regalo.
- Para quién.
- **?** Precio.
- Tu opinión sobre tus vacaciones en España (**un** detalle).
- **!**

ROLE-PLAY 9 (FOUNDATION TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con el empleado/la empleada en una tienda de regalos en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate if you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say what he/she wants.
Ask the candidate who it is for.
¿Para quién es?
- 3 Allow the candidate to say who it is a present for.
Muy bien.
- ? Allow the candidate to ask you a question about the price.
(Give an appropriate price).
- 4 Ask the candidate what he/she thinks of his/her holidays in Spain. (Elicit **one** opinion).
¿Qué tal sus vacaciones en España?
- 5 Allow the candidate to give **one** opinion of his/her holidays in Spain.
! Ask the candidate how long he/she is spending in Spain.
¿Cuánto tiempo pasa aquí en España?

Allow the candidate to say how long he/she is spending in Spain.
¡Qué bien!

ROLE-PLAY 10 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre el futuro.

- Tus planes para los estudios en septiembre (**dos** detalles).
- **!**
- Tu trabajo en el futuro y **una** razón.
- Tu opinión sobre el dinero - (**un** detalle).
- **?** La universidad.

ROLE-PLAY 10 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1** Ask the candidate about his/her study plans for September. (Elicit **two** details).

¿Cuáles son tus planes para los estudios en septiembre?

- 2** Allow the candidate to give **two** details about his/her study plans for September.

- !** Ask the candidate why he/she wants to do that. (Elicit **one** reason).

¿Por qué quieres hacer eso?

- 3** Allow the candidate to say to give **one** reason for his/her study plans. Ask the candidate what job he/she wants to do and why.

¿En qué quieres trabajar? ... ¿Por qué?

- 4** Allow the candidate to say what job he/she wants to do and why. Ask the candidate for his/her opinion about money. (Elicit **one** opinion).

Y, ¿cuál es tu opinión sobre el dinero?

- 5** Allow the candidate to give **one** opinion about money.

Para mí no es tan importante.

- ?** Allow the candidate to ask you a question about university.

(Give an appropriate answer).

ROLE-PLAY 11 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre la salud y la comida.

- Tú – persona sana o no.
- **!**
- Tu comida preferida y **una** razón.
- Tu última vez en un restaurante (**dos** detalles).
- **?** El gimnasio.

ROLE-PLAY 11 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her lifestyle.
Y, ¿tu estilo de vida?
- 2 Allow the candidate to say how healthy he/she is.
! Ask the candidate if he/she thinks it is easy to lead a healthy lifestyle and why (not). (Elicit **one** reason).
¿Crees que es fácil llevar una vida sana? ... ¿Por qué (no)?
- 3 Allow the candidate to say if he/she thinks it is easy to lead a healthy lifestyle and to give **one** reason why (not).
Ask the candidate what his/her favourite food is and why. (Elicit **one** reason).
¿Cuál es tu comida preferida? ... ¿Por qué?
- 4 Allow the candidate to say what his/her favourite food is and why.
Ask the candidate about the last time he/she was in a restaurant. (Elicit **two** details).
Háblame un poco de tu última visita a un restaurante.
- 5 Allow the candidate to give **two** details about the last time he/she was in a restaurant.
¡Qué interesante!
- ? Allow the candidate to ask you a question about the gym.
(Give an appropriate answer).

ROLE-PLAY 12 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre la tecnología y las redes sociales.

- Tu uso de la tecnología la semana pasada (**dos** detalles).
- El mejor móvil y **una** razón.
- Las redes sociales – **una** desventaja.
- **!**
- **?** Un móvil nuevo – cuándo.

ROLE-PLAY 12 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate what technology he/she used last week. (Elicit **two** details).
¿Qué tecnología usaste la semana pasada?
- 2 Allow the candidate to give **two** details about what technology he/she used last week.
Ask the candidate which is the best mobile phone and why. (Elicit **one** reason).
¿Cuál es el mejor móvil? ... ¿Por qué?
- 3 Allow the candidate to say which mobile phone is the best and to give **one** reason why.
Ask the candidate to give **one** disadvantage of social media.
¿Cuál es una desventaja de usar las redes sociales?
- 4 Allow the candidate to give **one** disadvantage of social media.
! Ask the candidate how often he/she uses social media and for how long.
¿Cuántas veces por semana usas las redes sociales? ... Y, ¿durante cuánto tiempo?
- 5 Allow the candidate to say how often he/she uses social media and for how long.
Me parece bien.
- ?** Allow the candidate to ask you when you are getting a new mobile phone.
Cuando tenga más dinero.

ROLE-PLAY 13 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Bolivian friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo boliviano/tu amiga boliviana sobre la familia y el medio ambiente.

- Tus relaciones con tu familia (**dos** detalles).
- **!**
- Actividades con tu familia la semana pasada (**dos** detalles).
- El tráfico en tu pueblo (**un** detalle).
- **?** Acciones para el medio ambiente.

ROLE-PLAY 13 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo boliviano/tu amiga boliviana. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate about his/her relations with his/her family. (Elicit **two** details).
¿Cómo son tus relaciones con tu familia?
- 2 Allow the candidate to give **two** details about his/her relations with his/her family.
! Ask the candidate what he/she thinks about spending time with his/her family and why.
¿Qué piensas de pasar tiempo con tu familia? ... ¿Por qué?
- 3 Allow the candidate to say what he/she thinks about spending time with his/her family and why.
Ask the candidate what he/she did with his/her family last week. (Elicit **two** details).
¿Qué hiciste la semana pasada con tu familia?
- 4 Allow the candidate to give **two** details about what he/she did with his/her family last week.
Ask the candidate about the traffic in his/her town. (Elicit **one** detail).
Y, ¿el tráfico en tu pueblo?
- 5 Allow the candidate to give **one** detail about the traffic in his/her town.
De acuerdo.
- ? Allow the candidate to ask you what you do for the environment.
Siempre apago las luces.

ROLE-PLAY 14 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of your Spanish friend and will speak first.

You should address your friend as tú.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Estás hablando con tu amigo español/tu amiga española sobre el trabajo.

- Tu opinión sobre el trabajo voluntario (**un** detalle).
- Tu experiencia de trabajo voluntario (**un** detalle).
- Tu trabajo para el próximo año (**un** detalle).
- **?** Paro en España.
- **!**

ROLE-PLAY 14 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *tú*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Estás hablando con tu amigo español/tu amiga española. Yo soy tu amigo/tu amiga.*

- 1 Ask the candidate his/her opinion about voluntary work. (Elicit **one** opinion).
¿Qué opinas del trabajo voluntario?
- 2 Allow the candidate to give his/her opinion about voluntary work.
Ask the candidate what experience he/she has of voluntary work. (Elicit **one** detail).
¿Qué experiencia de trabajo voluntario tienes?
- 3 Allow the candidate to give **one** detail about what experience he/she has of voluntary work.
Ask the candidate what work he/she wants to do next year. (Elicit **one** detail).
¿Qué trabajo quieres hacer el próximo año?
- 4 Allow the candidate to give **one** detail about the work he/she wants to do next year.
Vale.
- ? Allow the candidate to ask about unemployment in Spain.
Hay muchos jóvenes en paro.
- 5 ! Ask the candidate what he/she likes to do in his/her free time and why.
Aparte de trabajar, ¿qué te gusta hacer en tu tiempo libre? ... ¿Por qué te gusta?
Allow the candidate to say what he/she likes to do in his/her free time and why.
Genial.

ROLE-PLAY 15 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the assistant as usted.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con el empleado/la empleada en una oficina de turismo en España.

- Viaje en autocar – adónde y cuándo.
- Viajar en autocar - **una** opinión.
- **?** Fiestas – cuándo.
- **!**
- Tus actividades ayer (**dos** detalles).

ROLE-PLAY 15 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con el empleado/la empleada en una oficina de turismo en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo servirle?
- 2 Allow the candidate to say where and when he/she wants to go on a coach trip. Ask the candidate what he/she thinks of coach travel.
¿Qué piensa de viajar en autocar?
- 3 Allow the candidate to say what he/she thinks of coach travel. (Elicit **one** opinion).
A mí me gusta mucho.
- ? Allow the candidate to ask you when there is a festival.
Hay una el mes que viene.
- 4 ! Ask the candidate for his/her opinion of festivals in his/her country. (Elicit **one** opinion).
¿Cuál es su opinión sobre las fiestas en su país?
- 5 Allow the candidate to give **one** opinion of festivals in his/her country. Ask the candidate what he/she did yesterday. (Elicit **two** details).
¿Qué hizo usted ayer?

Allow the candidate to give **two** details about what he/she did yesterday.
Por aquí hay mucho que hacer.

ROLE-PLAY 16 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the assistant and will speak first.

You should address the assistant as usted.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con el empleado/la empleada en una agencia de viajes en España.

- Una excursión – adónde y cuándo.
- Por qué este destino (**una** razón).
- **!**
- **?** Volver – a qué hora.
- Una excursión la semana pasada (**dos** detalles).

ROLE-PLAY 16 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con el empleado/la empleada en una agencia de viajes en España. Yo soy el empleado/la empleada.*

- 1 Ask the candidate how you can help.
¿En qué puedo ayudarle?
- 2 Allow the candidate to say where he/she wants to go to and when.
Ask the candidate why he/she wants to go there. (Elicit **one** reason).
¿Por qué quiere ir allí?
- 3 Allow the candidate to give **one** reason why he/she wants to go there.
! Ask the candidate how he/she wants to travel and how many people there are.
¿Cómo quiere viajar? ... Y, ¿cuántas personas hay?
- 4 Allow the candidate to say how he/she wants to travel and how many people there are.
Muy bien.
- ?** Allow the candidate to ask you a question about the return time.
A las nueve de la noche.
- 5 Ask the candidate to tell you about an excursion last week. (Elicit **two** details).
¿Qué excursión hizo usted la semana pasada?
Allow the candidate to give **two** details about an excursion last week.
Estupendo.

ROLE-PLAY 17 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the shop assistant and will speak first.

You should address the shop assistant as *usted*.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con el empleado/la empleada en una tienda en España.

- Una camiseta – cuándo comprada.
- Problema con la camiseta (**dos** detalles).
- **?** Solución - otra camiseta.
- **!**
- Tu opinión sobre las rebajas en la tienda - **una** opinión y **una** razón.

ROLE-PLAY 17 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con el empleado/la empleada en una tienda en España. Yo soy el empleado/la empleada.*

- 1** Ask the candidate if you can help.

Buenos días. ¿En qué puedo servirle?

- 2** Allow the candidate to say when he/she bought a T-shirt.
Ask the candidate what is wrong with the T-shirt. (Elicit **two** details).

¿Cuál es el problema con la camiseta?

- 3** Allow the candidate to say **two** things that are wrong with the T-shirt.

Lo siento.

- ?** Allow the candidate to ask for a new T-shirt.

Sí, claro.

- 4 !** Ask the candidate in what colour and size he/she wants the new T-shirt.

¿Qué color de camiseta quiere? ... Y, ¿de qué talla?

Allow the candidate to say in what colour and size he/she wants the new T-shirt.

Muy bien.

- 5** Ask the candidate to say what he/she thinks about the sales in the shop and why. (Elicit **one** opinion and **one** reason).

¿Qué opina de las rebajas aquí? ... ¿Por qué?

Allow the candidate to give **one** opinion about what he/she thinks of the sales in the shop and to give **one** reason why.

Se lo diré al jefe.

ROLE-PLAY 18 (HIGHER TIER)**CANDIDATE'S ROLE****Instructions to candidates**

Your teacher will play the part of the waiter/waitress and will speak first.

You should address the waiter/waitress as usted.

When you see this – **!** – you will have to respond to something you have not prepared.

When you see this – **?** – you will have to ask a question.

Usted está hablando con un camarero/una camarera en un restaurante en España.

- Plato principal – qué pedido.
- Problema con la comida (**dos** detalles).
- **Una** solución.
- **!**
- **?** Postre.

ROLE-PLAY 18 (HIGHER TIER)

TEACHER'S ROLE

- You begin the role-play.
- You should address the candidate as *usted*.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: *Usted está hablando con un camarero/una camarera en un restaurante en España. Yo soy el camarero/la camarera.*

- 1 Ask the candidate if you can help.
¿Sí, señor/señorita?
- 2 Allow the candidate to say what he/she ordered as a main course.
Ask the candidate what the problem with the food is. (Elicit **two** details).
¿Cuál es el problema con la comida?
- 3 Allow the candidate to give **two** details about what is wrong with the food.
Ask the candidate for **one** solution to the problem.
¿Qué solución recomienda?
- 4 Allow the candidate to suggest a solution to the problem.
! Ask the candidate what he/she thinks of the restaurant and why.
Aparte del problema con la comida, ¿qué piensa de este restaurante? ... ¿Por qué?
- 5 Allow the candidate to say what he/she thinks of the restaurant and why.
A mucha gente le gusta el ambiente aquí.
- ?** Allow the candidate to ask you a question about dessert.
(Give an appropriate answer).

FOUNDATION TIER

Part 2

Card A Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué reciclaste en casa la semana pasada?
- ¿Te gusta reciclar? ... ¿Por qué (no)?

Card A Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué reciclaste en casa la semana pasada?
- ¿Te gusta reciclar? ... ¿Por qué (no)?
- ¿Quién en tu familia recicla más?
- ¿De qué color son los contenedores para reciclaje en tu casa?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card B Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Para qué usaste tu ordenador ayer?
- ¿Cuál es tu opinión de Facebook?

Card B Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Para qué usaste tu ordenador ayer?
- ¿Cuál es tu opinión de Facebook?
- ¿Te gusta mandar mensajes de texto? ... ¿Por qué (no)?
- ¿Prefieres pasar tus ratos libres en el ordenador o con tus amigos en el centro? ... ¿Por qué?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card C Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar una ciudad o pasar tiempo en la playa?
- ¿Te gustaría hacer camping en el futuro? ... ¿Por qué (no)?

Card C Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar una ciudad o pasar tiempo en la playa?
- ¿Te gustaría hacer camping en el futuro? ... ¿Por qué (no)?
- Háblame un poco de lo que haces normalmente durante las vacaciones.
- ¿Qué piensas de pasar las vacaciones en Inglaterra?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card D Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Describe a tu novio perfecto/tu novia perfecta.
- ¿Cómo celebraste tu cumpleaños el año pasado?

Card D Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Describe a tu novio perfecto/tu novia perfecta.
- ¿Cómo celebraste tu cumpleaños el año pasado?
- ¿Qué cualidades son importantes en un amigo?
- ¿Qué te gusta hacer en tu tiempo libre con tus amigos? ... ¿Por qué?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card E Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué opinas de ir a la universidad?
- ¿Qué te gustaría hacer para celebrar el fin de los exámenes?

Card E Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué opinas de ir a la universidad?
- ¿Qué te gustaría hacer para celebrar el fin de los exámenes?
- Háblame de tu asignatura favorita.
- ¿Qué quieres hacer en setiembre? ... ¿Por qué?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER

Card F Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Crees que es una buena idea llevar uniforme? ... ¿Por qué (no)?
- ¿Qué hiciste en tu colegio ayer?

Card F Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Crees que es una buena idea llevar uniforme? ... ¿Por qué (no)?
- ¿Qué hiciste en tu colegio ayer?
- Describe tu colegio.
- ¿Cuál es tu opinión sobre tus profesores?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER

Card G Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuándo vas al cine?
- Aparte del cine, ¿qué te gustaría hacer en tu tiempo libre el fin de semana que viene?

Card G Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cuándo vas al cine?
- Aparte del cine, ¿qué te gustaría hacer en tu tiempo libre el fin de semana que viene?
- ¿Qué tipo de película prefieres? ... ¿Por qué?
- ¿Prefieres ver películas en el cine o en la televisión?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card H Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Es bueno vivir cerca del mar? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo la semana pasada?

Card H Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Es bueno vivir cerca del mar? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo la semana pasada?
- ¿Qué tiempo hace normalmente en tu región?
- ¿Es mejor vivir en el campo o en la ciudad?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

FOUNDATION TIER**Card I Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué haces en la biblioteca en tu colegio?
- ¿Te gustaría estudiar español en el futuro? ... ¿Por qué (no)?

Card I Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué haces en la biblioteca en tu colegio?
- ¿Te gustaría estudiar español en el futuro? ... ¿Por qué (no)?
- Háblame un poco de las instalaciones en tu colegio.
- ¿Cuál es tu opinión sobre los deberes?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card J Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **global issues**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?
- ¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ... ¿Por qué (no)?

Card J Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Global issues

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué hiciste el fin de semana pasado para proteger el medio ambiente?
- ¿Te gusta la idea de tener contenedores de reciclaje de colores diferentes? ... ¿Por qué (no)?
- Para ti, ¿es importante reciclar? ... ¿Por qué (no)?
- ¿Qué vas a hacer en el futuro para proteger el medio ambiente?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card K Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **technology in everyday life**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Prefieres usar el móvil o el ordenador? ... ¿Por qué?
- En un día ideal, ¿te gustaría pasar tiempo en el ordenador o saliendo con tus amigos? ... ¿Por qué?

Card K Teacher's Notes

Theme: Identity and culture

Topic: Technology in everyday life

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Prefieres usar el móvil o el ordenador? ... ¿Por qué?
- En un día ideal, ¿te gustaría pasar tiempo en el ordenador o saliendo con tus amigos? ... ¿Por qué?
- ¿Cuál es tu opinión sobre los videojuegos? ... ¿Por qué?
- ¿Qué hiciste en tu móvil ayer?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card L Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar monumentos o pasar tiempo en la playa? ... ¿Por qué?
- ¿Cuáles serían tus vacaciones ideales?

Card L Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Travel and tourism

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- De vacaciones, ¿es mejor visitar monumentos o pasar tiempo en la playa? ... ¿Por qué?
- ¿Cuáles serían tus vacaciones ideales?
- ¿Cuáles son los aspectos positivos de ir de vacaciones con amigos? ... ¿Por qué?
- ¿Qué hiciste durante las vacaciones el año pasado?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card M Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **me, my family and friends**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cómo sería tu novio perfecto/tu novia perfecta? ... ¿Por qué?
- ¿Crees que el matrimonio es importante? ... ¿Por qué (no)?

Card M Teacher's Notes

Theme: Identity and culture

Topic: Me, my family and friends

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Cómo sería tu novio perfecto/tu novia perfecta? ... ¿Por qué?
- ¿Crees que el matrimonio es importante? ... ¿Por qué (no)?
- ¿Quiénes son más importantes, la familia o los amigos? ... ¿Por qué?
- ¿Qué hiciste la última vez que saliste con tu familia?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card N Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **education post-16**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Si fueras a la universidad, ¿te gustaría más vivir con otros estudiantes o con tu familia? ... ¿Por qué?
- ¿Qué piensas de la idea de continuar estudiando hasta los dieciocho años?

Card N Teacher's Notes

Theme: Current and future study and employment

Topic: Education post-16

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Si fueras a la universidad, ¿te gustaría más vivir con otros estudiantes o con tu familia? ... ¿Por qué?
- ¿Qué piensas de la idea de continuar estudiando hasta los dieciocho años?
- ¿Qué es lo más importante de la universidad, la educación o la vida social? ... ¿Por qué?
- ¿Qué asignatura te gustó más este año?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card O Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **life at school/college**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Aparte del uniforme, ¿cuál es la regla más importante en el colegio en tu opinión? ...
¿Por qué?
- ¿Qué actividades extraescolares hiciste el año pasado?

Card O Teacher's Notes

Theme: Current and future study and employment

Topic: Life at school/college

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Aparte del uniforme, ¿cuál es la regla más importante en el colegio en tu opinión? ... ¿Por qué?
- ¿Qué actividades extraescolares hiciste el año pasado?
- ¿Cómo sería tu profesor ideal? ... ¿Por qué?
- ¿Cuáles son los aspectos positivos y negativos de llevar uniforme?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card P Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **free time activities**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- Háblame un poco de tu última visita al cine.
- Para ti, ¿qué aspecto de una película es más importante? ... ¿Por qué?

Card P Teacher's Notes

Theme: Identity and culture

Topic: Free time activities

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- Háblame un poco de tu última visita al cine.
- Para ti, ¿qué aspecto de una película es más importante? ... ¿Por qué?
- ¿Qué tipo de música prefieres? ... ¿Por qué?
- ¿Qué vas a hacer el fin de semana que viene?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Local, national, international and global areas of interest
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card Q Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **home, town, neighbourhood and region.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Qué es lo positivo y lo negativo de vivir en la costa?
- ¿Te gustaría vivir en España en el futuro? ... ¿Por qué (no)?

Card Q Teacher's Notes

Theme: Local, national, international and global areas of interest

Topic: Home, town, neighbourhood and region

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Qué es lo positivo y lo negativo de vivir en la costa?
- ¿Te gustaría vivir en España en el futuro? ... ¿Por qué (no)?
- Tu región, ¿es interesante para los turistas? ... ¿Por qué (no)?
- ¿Qué hiciste en tu pueblo el fin de semana pasado?

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Current and future study and employment

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

HIGHER TIER**Card R Candidate's Photo card**

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **my studies**.



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- ¿Qué hay en la foto?
- ¿Es una buena idea estudiar con los amigos? ... ¿Por qué (no)?
- ¿Crees que se deberían prohibir los deberes?

Card R Teacher's Notes

Theme: Current and future study and employment

Topic: My studies

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question '¿Qué hay en la foto?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- ¿Qué hay en la foto?
- ¿Es una buena idea estudiar con los amigos? ... ¿Por qué (no)?
- ¿Crees que se deberían prohibir los deberes?
- ¿Qué asignatura es la más útil? ... ¿Por qué?
- Háblame de una visita escolar que hiciste en el pasado.

Part 3 - General Conversation

The questions on the Photo card are followed by a General Conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General Conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General Conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is a requirement for the candidate to ask you at least one question during the General Conversation; this can happen at any time during this section of the test. If, towards the end of the General Conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Spanish, 'Is there anything you want to ask me?'

Part 3 SUGGESTED QUESTIONS FOR GENERAL CONVERSATION

The General Conversation for each candidate is based on two out of the three Themes (ie the remaining two Themes which have not been covered in the Photo card). You must have a conversation with each candidate on a topic or topics from two Themes, the first of which will be from the candidate's nominated Theme.

The following questions are examples of the type of questions you may ask candidates. There are two example questions per specification topic under each of the three Themes. Whilst these questions are examples of the type of questions you may ask, they are neither prescriptive nor exhaustive. Within the specified Themes, you should choose topics which reflect the individual candidate's interests and ask questions commensurate with the candidate's linguistic ability. When asking questions on a particular Theme, some candidates may be able to hold an excellent conversation on just one topic or even sub-topic within that Theme, showing development of ideas in a specific area. Other candidates may not have such in-depth knowledge and/or linguistic expertise to be able to concentrate on such a specific area, and so will take part in a conversation on a wider range of topics or sub-topics within each of the two Themes.

Theme 1: Identity and culture

- ¿Cuáles son las ventajas de tener una familia numerosa?
- ¿Crees que es importante tener muchos amigos? ... ¿Por qué (no)?
- ¿Crees que los jóvenes están obsesionados con la tecnología hoy en día?
- ¿Cuál prefieres, Facebook o Twitter? ... ¿Por qué?
- ¿Hay algún deporte que te gustaría practicar?
- Háblame de un programa de televisión que viste recientemente.
- ¿Qué diferencias notas entre la vida española y la vida de tu propio país?
- ¿Qué piensas de las fiestas españolas?

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

- Describe la casa de tus sueños.
- ¿Cómo era tu región en el pasado?
- ¿Cuáles son las maneras más eficaces de mantenerse en forma hoy en día?
- ¿Qué debería hacer el gobierno para reducir el número de personas que beben demasiado alcohol?
- ¿Cuáles son los efectos del calentamiento global?
- ¿Qué piensas de la situación de los sin techo en nuestra sociedad?
- ¿Qué tipo de vacaciones prefieres? ... ¿Por qué?
- ¿Por qué pasa tanta gente las vacaciones en el extranjero?

Theme 3: Current and future study and employment

- Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?
- En tu opinión, ¿cuáles son las características más importantes de un buen profesor?
- ¿Cómo es este colegio comparado con tu escuela primaria?
- ¿Te acuerdas de un día especial en el colegio en el pasado?
- ¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?
- ¿Te gustaría trabajar en España? ... ¿Por qué (no)?
- A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?
- ¿Qué asignatura te gustaría más estudiar en la universidad? ... ¿Por qué?

GCSE Spanish Speaking Test Sequence Chart – Foundation Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 5, Photo card D and her second Conversation Theme will be Theme 2.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 1, Photo card F and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	5	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
2	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
3	4	Theme 1	A (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
4	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
5	3	Theme 1	I (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
6	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
7	2	Theme 1	I (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
8	8	Theme 1	F (Theme 3)	Theme 2
		Theme 2	D (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	6	Theme 1	A (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
10	7	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	C (Theme 2)	Theme 1
11	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
12	8	Theme 1	E (Theme 3)	Theme 2
		Theme 2	G (Theme 1)	Theme 3
		Theme 3	H (Theme 2)	Theme 1
13	9	Theme 1	F (Theme 3)	Theme 2
		Theme 2	B (Theme 1)	Theme 3
		Theme 3	A (Theme 2)	Theme 1
14	3	Theme 1	C (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
15	2	Theme 1	H (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
16	5	Theme 1	H (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
17	1	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2
18	6	Theme 1	C (Theme 2)	Theme 3
		Theme 2	F (Theme 3)	Theme 1
		Theme 3	D (Theme 1)	Theme 2
19	4	Theme 1	A (Theme 2)	Theme 3
		Theme 2	I (Theme 3)	Theme 1
		Theme 3	B (Theme 1)	Theme 2
20	8	Theme 1	C (Theme 2)	Theme 3
		Theme 2	E (Theme 3)	Theme 1
		Theme 3	G (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment

GCSE Spanish Speaking Test Sequence Chart – Higher Tier

In the grid below, *Candidate Order* refers to the sequence in which the candidates are tested by each teacher, not for the school/college as a whole. Each role-play is identified by a number and each photo card is identified by a letter. The candidate must be allocated the role-play card as indicated in the grid below.

Candidates are permitted to choose the first Theme they will discuss in the General Conversation and the third and fourth columns of this table confirm which Photo card will be allocated to the candidate, according to their chosen General Conversation Theme. The final column confirms the second General Conversation Theme to ensure all Themes are covered during the test.

Example 1 - Candidate 1 chooses Theme 3 as her first Conversation Theme. She will do role-play 11, Photo card J and her second Conversation Theme will be Theme 1.

Example 2 - Candidate 6 chooses Theme 2 as his first Conversation Theme. He will do role-play 14, Photo card O and his second Conversation Theme will be Theme 1.

After a break in testing, e.g. lunch or overnight, the sequence should be restarted at the next number in column 1, *Candidate Order*. For example, if there is a break after candidate 4, the next candidate will be candidate 5. If there are more candidates than this table allows for, you should start again at number 1.

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
1	11	Theme 1	N (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
2	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
3	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
4	16	Theme 1	J (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
5	18	Theme 1	R (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
6	14	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
7	16	Theme 1	N (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
8	17	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1

Candidate Order	Role-play	Candidate's Chosen Conversation Theme	Photo card	Candidate's Second Conversation Theme
9	14	Theme 1	R (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
10	12	Theme 1	R (Theme 3)	Theme 2
		Theme 2	K (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
11	16	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
12	18	Theme 1	N (Theme 3)	Theme 2
		Theme 2	M (Theme 1)	Theme 3
		Theme 3	J (Theme 2)	Theme 1
13	10	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	Q (Theme 2)	Theme 1
14	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	O (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
15	10	Theme 1	L (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
16	13	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	P (Theme 1)	Theme 2
17	12	Theme 1	J (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2
18	17	Theme 1	L (Theme 2)	Theme 3
		Theme 2	N (Theme 3)	Theme 1
		Theme 3	M (Theme 1)	Theme 2
19	15	Theme 1	O (Theme 3)	Theme 2
		Theme 2	P (Theme 1)	Theme 3
		Theme 3	L (Theme 2)	Theme 1
20	11	Theme 1	Q (Theme 2)	Theme 3
		Theme 2	R (Theme 3)	Theme 1
		Theme 3	K (Theme 1)	Theme 2

Key: Theme 1 – Identity and culture
Theme 2 – Local, national, international and global areas of interest
Theme 3 – Current and future study and employment

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GCSE

SPANISH

8698/SF+SH

Paper 2 Speaking (Foundation and Higher)

F+H

Specimen mark scheme

June 2018

v1.0

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each 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 answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 response 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 descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at both Foundation 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
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Foundation Tier

Part 1

Role-play - Assessment criteria

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]

For each task

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

Notes

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

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.

Role plays: 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 and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 6-8.

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

At 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.

To exemplify application of the marking criteria in relation to an individual role-play, Foundation Tier role-play 4 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

Student 1

1. Llevo un chaqueta negra y una corbata azul.
2. No me gustan las reglas.
3. Voy al patio con amigos.
4. El piscina es fantástica.
5. ¿Cuál es tu asignatura favorita?

Communication (10 marks)

All tasks are communicated without ambiguity.

Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There are only two minor errors of gender (*un chaqueta* and *el piscina*).

Student 2

1. Es pantalones gris y jersey verde.
2. Comer chicle es aburrido.
3. Juego al fútbol.
4. Son bien.
5. ¿Tu asignatura favorita?

Communication (8 marks)

Tasks 1, 3 and 4 all score two marks. There is a minor error of adjectival agreement in Task 1, but the message is unambiguous. The use of the verb *ser* in Task 4 does not stop the message from being clear. Task 2 scores one mark. The response is somewhat ambiguous but, in reply to the question, it just conveys sufficient information for one mark. Task 5 scores one mark. The absence of a verb leads to some ambiguity here, even if the interrogative intonation is good. The intended message may be, for example, to ask what the friend's favourite subject is; alternatively, the intention could be to ask if they have their favourite lesson next. The absence of a verb leads to a lack of precision.

Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. The language used is appropriate for conveying the required messages, but there is some ambiguity in Tasks 2 and 5 and, in Task 4, the confusion of *ser/estar* and *bien/bueno* highlights a grammatical shortcoming. The language used in Task 2 is not in itself incorrect and a preceding *No* would have been a perfect answer, as is the response to Task 3.

Student 3

1. Camisa blanco.
2. (*No answer*)
3. Jugar al fútbol.
4. Me gusta el gimnasio.
5. ¿Usted tiene asignatura favorito?

Communication (6 marks)

Tasks 4 and 5 receive two marks each. The only errors are the formal use of *tener* and the incorrect adjectival agreement in Task 5 but these do not have a bearing on communication. Tasks 1 and 3 get one mark each. In Task 1, only part of the message is conveyed (students are asked for **dos detalles**) and the use of the infinitive in Task 3 does not give us the subject of the verb and is therefore ambiguous.

Knowledge and use of language (3 marks)

The student shows reasonable knowledge and use of language in relation to the tasks. Two of the tasks are accomplished precisely with the use of an appropriate verb, despite the incorrect register in the question task. The language used in Task 1 is sufficient to partially convey the required message, although it lacks a verb and has a minor error of adjectival agreement. Task 3 lacks a conjugated verb, although the use of the infinitive here leads to ambiguity rather than the loss of the message. As the student is unable to answer Task 2, it must be assumed that this reflects a gap in linguistic knowledge.

Student 4

1. Zapatos.
2. No fumar.
3. Vamos biblioteca.
4. Me gusta campo.
5. ¿Tengo sujeto bueno?

Communication (5 marks)

Tasks 3 and 4 both receive two marks. In spite of errors, the messages are conveyed without ambiguity. Task 1 gets one mark. Scant information is offered but the message is partially conveyed. Tasks 2 and 5 score 0. In Task 2, no opinion is given; and in Task 5, the incorrect person of the verb and the use of *sujeto* are both serious errors which lead to no part of the message being conveyed.

Knowledge and use of language (2 marks)

The student shows limited knowledge and use of language. The two tasks which use a correct verb are still not perfect and, although they convey the required messages sufficiently well for the award of two marks each under Communication, grammatical inaccuracies are conspicuous. The only other task in which any information is conveyed successfully is Task 1, and that is via the use of a noun only, which gives partial information in relation to the task.

Student 5

1. No uniforme.
2. Móvil burrido.
3. Haces fútbol.
4. Instalaciones es buen.
5. (*No answer*)

Communication (3 marks)

Task 4 is given two marks. The language is incorrect as far as the omission of the definite article, the incorrect person of the verb and lack of adjectival agreement are concerned. However, the message is still unambiguous. Task 1 receives one mark. The language is poor and the omission of a verb creates confusion, but there is just enough there to suggest that the student does not have a uniform. Tasks 2 and 3 both score 0. In Task 2, the language used does not convey anything in relation to an opinion of school rules. In Task 3, the incorrect person of the verb is used and so no part of the message is conveyed.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. Two verbs are used, one of which is the incorrect person and the other uses third person singular instead of plural. Two of the other three tasks use inaccurate language. Task 1 is the only one of these that can even be classed as 'ambiguous'. The other task shows a gap in the student's knowledge, as it is not attempted.

Student 6

1. Uniforme instituto.
2. Muy bado.
3. Fútbol.
4. Piscina.
5. Matemáticas.

Communication (1 mark)

Task 3 gets one mark. The absence of a verb means that the message is ambiguous. For example does the student play football or watch it? All other tasks score 0, as they do not convey any part of the required messages.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language. There is just one piece of language which communicates anything in relation to the tasks and that is the word *fútbol*. Nevertheless, the language used is just sufficient to convey a little information.

Foundation Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

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.

Foundation Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Foundation Tier, the Conversation should last between three and five minutes.

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.

[30 marks]

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 students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

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.

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.

Higher Tier**Part 1****Role-play - Assessment criteria**

There are 5 tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

[15 marks]**For each task**

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

Notes

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

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.

Role plays: 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 and should be applied on the basis of a 'best fit' approach. Further exemplification of this is provided on pages 15-17 of this mark scheme.

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

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.

To exemplify application of the marking criteria in relation to an individual role-play, Higher Tier role-play 16 has been selected to demonstrate a possible range of performances. A detailed commentary for both Communication and Knowledge and use of language is provided below. This guidance should be viewed in conjunction with the Student Card, the Teacher's Role and the assessment criteria.

Student 1

1. Quiero hacer una excursión al sierra este fin de semana.
2. Creo que es bastante bonito allí.
3. Me gustaría ir en autocar ... Somos cuatro.
4. ¿Qué hora vuelvo?
5. Fui a Málaga y tomé el sol en la playa.

Communication (10 marks)

All tasks are communicated fully and with no ambiguity.

Knowledge and use of language (5 marks)

The student shows very good knowledge and use of language in relation to the tasks. There are only two, minor, errors over the five tasks (*al sierra* instead of *a la sierra*; the omission of *A* at the start of Task 4). There is correct use of the present, conditional and preterite tenses.

Student 2

1. Me gustaría una excursión a Madrid en domingo.
2. Es un ciudad muy histórico.
3. Voy en tren ... Dos
4. ¿Cuándo vuelve el tren aquí en domingo?
5. Fue a un pueblo y visité un castillo.

Communication (9 marks)

The only task that does not get two marks is Task 5, because the use of *fue* instead of *fui* communicates the wrong message. However, two details are asked for in this task and *visité un castillo* fulfils one part perfectly. So the message is partially conveyed and one mark is given for this task.

Knowledge and use of language (4 marks)

The student shows good knowledge and use of language in relation to the tasks. There are errors, the most serious one being the use of *fue* for *fui*. There is also the repeated error of *en domingo* and the incorrect gender of *ciudad* (*histórico* is therefore a consequential error). Verb usage and tense formation are nearly always correct, with *fue* being the exception, and so 4 marks are awarded.

Student 3

1. Excursión a la costa, por favor.
2. Hace mucho calor y sol.
3. Mi familia ... Cinco personas.
4. ¿A qué hora volver la excursión?
5. Fui en autobús el jueves.

Communication (7 marks)

Two marks are given to both Task 2 and Task 5, which communicate the required messages perfectly. Task 5 asks for **details** rather than two activities, and so the means of transport and the day on which the event took place fulfil the requirement. The other three tasks are awarded one mark each. Task 1 does not use a verb, but the idea of the destination is communicated clearly and so the message is partially conveyed. The answer to the first question in Task 3 is incorrect and so, again, the message is only partially conveyed. Task 4 is ambiguous, although something is conveyed.

Knowledge and use of language (3 marks)

The student shows reasonable knowledge and use of language in relation to the tasks. All five tasks are attempted and the verbs are used correctly in two of them. Two other tasks are partially accomplished without the use of a verb and the other one uses the infinitive instead of a finite verb, leading to a lack of clarity with regard to person and tense. Task 3 is only partially completed because the student misunderstands the question asked.

Student 4

1. ¿Hay excursión en viernes?
2. Voy Inglaterra en sábado.
3. (*No answer*) ... Uno.
4. ¿Qué hora el volver autocar?
5. Fui a los toros y compro un fan.

Communication (5 marks)

Task 2 is the only task that receives two marks because the message is conveyed clearly, if not perfectly. Tasks 1, 3 and 5 are given one mark each because each one conveys only part of the required message. Task 4 is too unclear to attract a mark.

Knowledge and use of language (2 marks)

The student shows limited knowledge and use of language in relation to the tasks. Verbs are used effectively in Tasks 1 and 2 and the first part of Task 5. However, in Task 4 and in the second part of Task 5, the verb is incorrect, and this lack of precision leads to a failure to communicate what is required. No reply is given to the first question in Task 3, which reveals a lack of linguistic knowledge, either in understanding or in communicating. The preterite tense is produced accurately on one occasion in Task 5, but the second time it is needed, the wrong tense is given.

Student 5

1. ¿Es excursión de castillo?
2. Me gusta histórico.
3. (No answer) ... Tres.
4. (No answer)
5. Voy Bilbao mercado.

Communication (3 marks)

One mark is given to each of Tasks 2, 3 and 5, but Tasks 1 and 4 do not score. The use of *histórico* instead of *historia* in Task 2 leads to some ambiguity because it appears that the noun that is being described is missing. Only one of the questions in Task 3 is answered and so the message is partially completed. Task 5 is unclear but something is conveyed.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language in relation to the tasks. *Me gusta* is the only example of a verb being used correctly, but the use of an adjective in place of a noun in that task means that even then the language leads to ambiguity. Partial completion of Task 3 is accomplished without the use of a verb. The tense of the verb in Task 5 is wrong and the language used in Task 1 is incomprehensible. Two of the questions asked are not answered, showing a lack of linguistic knowledge on the student's part.

Student 6

1. Excursión a país en samedi por favor.
2. Es aburrido.
3. Autobús ... (No answer).
4. ¿Autobús volver?
5. La semana pasada hizo museo.

Communication (1 mark)

The only mark awarded here is for the partial completion of Task 3, through the use of a single noun. All other tasks do not score.

Knowledge and use of language (1 mark)

The student shows poor knowledge and use of language in relation to the tasks. There are attempts to use three verbs in total and it is only the use of *Es* in Task 2 which is correct. However, the adjective used with it is inappropriate to the task and so no mark is given. The use of the infinitive in Task 4 is incorrect and the question as a whole is incomprehensible. In Task 5, the student repeats the verb of the question asked by the teacher and it is the wrong verb as well as the wrong person. The response in Task 1 is totally incomprehensible, because of the use of the French *samedi* and the use of *país*, which is inappropriate to the task. In addition, a further lack of linguistic knowledge is revealed in the absence of an answer to the second question in Task 3. Despite all of these shortcomings, a little information is conveyed and the student just manages to score one mark.

Higher Tier**Part 2****Photo card – Assessment criteria**

The student's responses to the five questions are assessed for Communication only, as per the criteria below.

[15 marks]

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.

Higher Tier**Part 3****General Conversation – Assessment criteria**

The General Conversation is based on the two Themes not covered in the Photo card. At Higher Tier, the Conversation should last between five and seven minutes.

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.

[30 marks]

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 students to ask the teacher-examiner a question in the General Conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student 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.

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.

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.

Section A

Questions and answers in **English**

0 1

House and home

Read this extract from *Realidad*, a play by Benito Pérez Galdós, and answer the questions which follow in **English**.

Estamos en una sala de la casa del señor Orozco. La sala es muy elegante. A través de la ventana hay una vista de la calle. Es de noche. Al fondo de la sala hay tres grandes puertas. La puerta de la derecha conduce a la sala de billar, y por ella se ve parte de la mesa y también se ven los movimientos de los jugadores. Al lado de esta puerta hay un mueble con una planta viva, libros, lámpara de bronce y retratos. La puerta de la izquierda comunica con el salón y por ella se ve a las personas que están allí. En el centro, entre esas dos puertas, hay otra puerta por donde entran los que vienen de fuera de la casa.

Example

What can be seen through the window?

A view of the street

0 1

. 1

What room does the door on the right lead to?

[1 mark]

0 1

. 2

Who can be seen through the door on the left?

[1 mark]

0 1

. 3

Who comes in through the central door?

[1 mark]


There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

0 2

Holidays

You receive this email from your Spanish friend, Inés, after she has come back from her holidays.

	From...	Inesramon1996@yahoo.es
Reply	Subject:	Tus vacaciones

¡Hola!

¿Qué tal tus vacaciones? Fuisteis todos a Francia, ¿verdad?

Normalmente nosotros vamos de vacaciones con mis primos, pero en julio fui con mi familia a pasar unas semanas en casa de los abuelos en un pueblo cerca de Barcelona. Antes, el pueblo de mis abuelos era bastante industrializado, pero en 2013 se cerraron muchas fábricas y mucha gente se quedó sin empleo. Menos mal que mejoraron las instalaciones deportivas.

A fines de julio se celebró la fiesta mayor y el pueblo estuvo más animado. Una tarde, todo el mundo se reunió en la plaza para ver unos grupos de personas colaborando para construir "castells", que son torres humanas de varios pisos de altura que llegan hasta los techos de las casas. La persona que se puso en lo más alto, encima de todos, fue un chico de siete años. Yo tenía el corazón en la boca y no me atreví a mirar cuando este empezó a subir, pero, gracias a Dios, no pasó nada.

Escríbeme pronto y cuéntame lo que hiciste en Francia.

Un abrazo

Inés 😊

Answer the questions in **English**.

0 2

. 1

Who did Inés and her family go to stay with in July?

[1 mark]

0 2

. 2

What happened in the town in 2013? Mention **three** things.

1 _____

2 _____

3 _____

[3 marks]

0 2 . **3** How did Inés feel when she saw the “castells” at the festival?

[1 mark]

0 2 . **4** Why did she feel like this?

[1 mark]

0 3

Social networking sites

You are thinking of applying for a job in Spain and you read this advice about social networking sites on the internet.

Answer the questions in **English**.

Cómo usar las redes sociales

Si piensas que las redes sociales solo son para contactarte con tus amigos y familiares estás muy equivocado; también pueden ser una excelente manera de buscar trabajo.

**¡Atención!**

Muchas personas usan sus redes sociales para quejarse de sus problemas en el trabajo. Aquí hay algunas cosas que no deberías mencionar:

- cuánto te aburres
- lo poco que te pagan
- lo que no te gusta de tus compañeros de trabajo.

Esos son signos de una actitud negativa hacia tu trabajo.

¡Aprovecha la oportunidad!

Con las redes sociales puedes encontrar detalles de lo que hace una compañía en la que te interesaría trabajar.

Un consejo

Te recomendamos tener dos cuentas de redes sociales. Es esencial que aprendas a diferenciar entre lo público y lo privado.

¡Cuidado!

Debes ser muy cuidadoso con lo que vas a publicar en el muro de tu red social. Mucha gente escribe con faltas **y** esto puede dañar tu imagen ante un futuro jefe.

0 3 . **1** When discussing your job, what should you **not** complain about?

1 _____

2 _____

3 _____

[3 marks]

0 3 . **2** What could you use a site for?

[1 mark]

0 3 . **3** What advice does the article give you?

[1 mark]

0 3 . **4** Why does the article recommend this advice?

[1 mark]

0 3 . **5** Why do you have to be careful about what you post on your social networking site?

[1 mark]

Healthy Living

Your Spanish friend, Elena, has answered this questionnaire from a magazine about leading a healthy lifestyle. You read the questionnaire and look at the answers she has circled.

¿Llevas una vida sana?

¿Sabes hasta qué punto tus hábitos diarios te ayudan a mantenerte en forma? Haz este test y descubre hasta qué punto tu vida es sana. Puedes leer los resultados en la página 49.

- 1** ¿Cuántas horas sueles dormir?
 A Menos de seis. Lo tuyo no es la cama precisamente.
B A veces cuatro, a veces toda la noche. Depende de cuando terminas los deberes.
C Alrededor de ocho horas al día.

- 2** ¿Eres un apasionado del deporte?
A Estás obsesionado. Lo practicas a diario, más de dos horas.
 B Te quedas sentado todo el día y no te mueves tanto como te gustaría.
C Haces un poco de ejercicio todos los días, pero siempre con moderación.

- 3** ¿Eso de las 5 raciones de verdura y fruta diarias va contigo?
 A Preferentemente tomas la comida basura.
B Tomas tres o cuatro raciones, pero a la quinta no llegas.
C Desde luego, las tomas en ensaladas y de postre.

- 4** Cuando vas a la playa, ¿cuál es tu actitud hacia tomar el sol?
A Te pasas horas tomando el sol, a veces sin protección.
B Nunca lo haces sin tu crema específica.
 C Tu factor solar, tu sombrero, tus gafas..., sabes protegerte de los rayos ultravioleta.

Answer the questions in **English**.

0 4 . **1** According to the circled answer, do you think Elena has a healthy sleep pattern? Tick the correct box.

Yes No

Give a reason for your answer.

[1 mark]

0 4 . **2** According to the circled answer, do you think Elena exercises healthily? Tick the correct box.

Yes No

Give a reason for your answer.

[1 mark]

0 4 . **3** According to the circled answer, do you think she eats as healthily as she should? Tick the correct box.

Yes No

Give a reason for your answer.

[1 mark]

0 4 . **4** According to the circled answer, is her attitude towards sunbathing as healthy as it should be? Tick the correct box.

Yes No

Give a reason for your answer.

[1 mark]

Turn over ▶

0 5

Adolfo's life

You are doing some research for a project about life in Spain and you find this interview in a Spanish magazine.

–Háblenos de cuando usted era joven.

–Me llamo Adolfo y nací a principios de la guerra civil, en los años treinta. Como siempre, los ricos seguían llevando una vida muy fácil, pero no fue así para nosotros. Había mucha pobreza y más de una vez pasamos hambre.

–Cuéntenos cómo es su vida actual.

–Pienso jubilarme dentro de unos pocos años, pero no vivo mal y mi vida es bastante tranquila, porque desde hace dos meses trabajo a tiempo parcial. Ya que tengo más tiempo libre, mi intención es hacerme socio de una organización ecologista. Es un grupo que va todas las semanas al campo. Ayudaremos a limpiar el río y a cuidar el bosque. Creo que lo pasaré muy bien.

Which stages of Adolfo's life do the following situations apply to?

Write **P** for something that happened in the **past**.

Write **N** for something that is happening **now**.

Write **F** for something that is going to happen in the **future**.

Write the correct letter in each box.

0 5 . 1

A quiet life

[1 mark]

0 5 . 2

A hard life

[1 mark]

0 5 . 3

Retirement

[1 mark]

0 5 . 4

Volunteering

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

0 6

A magazine article

You read this article on a Spanish website.

La niña con el mejor empleo del mundo

Jessica, una chica que vive en Inglaterra, tiene un trabajo probando juguetes para una empresa multinacional famosa y recibe todos los productos nuevos que fabrican. Y también, ¡recibe un sueldo! Pero lo más extraordinario de su trabajo es que Jessica solo tiene cinco años.



“El trabajo no es nada fácil para ella—explica la madre de Jessica—y puede ser decepcionante si un juguete se rompe; pero eso solo pasa muy de vez en cuando. En realidad, a Jessica le encanta probar todos los juguetes nuevos y es consciente de lo afortunada que es”.

Su padre añadió: “Al principio solo disfrutaba de la llegada de tantos juguetes nuevos, pero ahora se da cuenta de la importancia de lo que está haciendo”.

Pero queremos tus opiniones sobre esta cuestión: ¿es correcto que trabaje una niña tan jovencita, aunque a ella le guste tanto?

0 6

. 1

According to the article, what is the most extraordinary thing about Jessica and the work she does?

Write the correct letter in the box.

A	Her age
B	Her salary
C	Her nationality

[1 mark]

0 6 . **2** According to her mother, how does Jessica feel about the job?

Write the **two** correct letters in the boxes.

A	She really likes it.
B	She thinks it is easy.
C	She realises how lucky she is.
D	It is very often disappointing.

[2 marks]

Answer the questions in **English**.

0 6 . **3** According to Jessica's father, what is her attitude towards her job now?

[1 mark]

0 6 . **4** What issue is the writer of the article trying to raise at the end of the article?

[1 mark]

0 7

Paco talks about his life

You read this interview in La Calle magazine.



Cuando tenía catorce años vivía con mi familia en un pueblo pequeño en el sur de Colombia. Mi padre trabajaba de obrero en la construcción y ganaba muy poco, así que, después de las clases, yo tenía que trabajar cargando camiones con cajas de tomates. El trabajo era muy duro, pero lo que me fastidiaba más era que todo lo que ganaba se lo tenía que dar a mi padre. A causa del trabajo estaba siempre muy cansado y empecé a faltar mucho a la escuela. Por eso, al final del curso suspendí todas mis asignaturas.

Un año después mi padre y sus compañeros hicieron huelga y, como no podía pagar el alquiler, tuvimos que mudarnos aquí a Bogotá para que él pudiera buscar trabajo. Pero aquí tampoco hay empleos. Me enfadé mucho con mi padre cuando por fin me echó de casa diciendo que él no podía mantenerme más. Y en este momento soy uno de los 'sin techo'.

0 7

. 1

Which **two** statements are true?

Write the correct letters in the boxes.

A	Paco had to work instead of going to school.
B	Paco failed his exams because he missed school a lot.
C	Paco's father could not pay the rent because he lost his job.
D	Paco lived in Bogotá from the age of 14.
E	Paco's father could not find work in Bogotá.

[2 marks]

0 7

. 2

What **two** things did the father do which annoyed Paco?

Answer in **English**.

1

2

[2 marks]

Section B

Questions and answers in **Spanish**

0 8

Una página web

Vas de vacaciones a México con tu familia y buscas información en internet sobre lo que podréis hacer allí.

**Las celebraciones de Carnaval en México**

En México el Carnaval es una fiesta popular que se celebra mucho, sobre todo en los pueblos de la costa. Sin embargo, cada pueblo lo festeja a su manera, aun los más pequeños. Tiene lugar a fines del invierno. Hay muchas formas diferentes de celebrarlo, por ejemplo, con procesiones y bailes tradicionales, pero lo más popular son los combates de flores.

En algunos sitios se queman figuras grandes que representan a gente famosa como políticos, futbolistas e incluso criminales. En Xalapa, el año pasado, se prendió fuego a unas estrellas del cine. Hacen esto para indicar el comienzo de un año nuevo.

Contesta las preguntas en **español**.

Ejemplo

¿En qué parte de México se celebra el Carnaval con más entusiasmo?

en los pueblos de la costa

0 8

. 1

¿Cuándo se celebra el Carnaval?

[1 mark]

0 8

. 2

¿Cuál es la actividad preferida durante el Carnaval?

[1 mark]

0 8

. 3

¿Qué quemaron en Xalapa el año pasado?

[1 mark]

Turn over ►

0 9

Una carta a un periódico sobre el parque Lezama en Buenos Aires

Completa el texto usando palabras de la lista.

Escribe la letra correcta en cada casilla.

Un parque de la ciudad

A principios de este verano he el parque Lezama en el este de la ciudad. Todo estaba sucio y daba una sensación de abandono

y . ¡Qué pena!

¿Dónde los jardineros que deben cuidarlo?

[3 marks]

A	alegría
B	están
C	ido
D	roto
E	son
F	tristeza
G	visitado

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

1 0

Planes para el futuro

Ves esta página en una revista sobre los planes de estos jóvenes.



Mi sueño es ser hombre de negocios y montar mi propia empresa. Sería bueno porque puedo trabajar horas flexibles, pero, por otro lado, es un trabajo muy estresante.

Jaime

Después del instituto, a mí me gustaría estudiar medicina y hacerme médica, puesto que siempre he querido hacer un trabajo útil. El inconveniente es que hay seis años de estudio.

Juana

Contesta las preguntas en **español**.

1 0

. 1

¿Qué trabajo quiere hacer Jaime en el futuro?

[1 mark]

1 0

. 2

¿Cuál es la ventaja de este trabajo?

[1 mark]

1 0 . **3** ¿Qué trabajo quiere hacer Juana en el futuro?

[1 mark]

1 0 . **4** ¿Cuál es la desventaja de este trabajo?

[1 mark]

1 1

Escritores famosos

Lee los textos.

A	<i>Miguel de Cervantes</i>	Donde una puerta se cierra, otra se abre.
B	<i>Gustavo Adolfo Bécquer</i>	Por una mirada, un mundo; por una sonrisa, un cielo, por un beso... ¡yo no sé qué te diera por un beso!
C	<i>Rubén Darío</i>	Juventud, divino tesoro, ¡ya te vas para no volver!
D	<i>Vicente Blasco Ibáñez</i>	Yo he nacido para contar historias. Siento la necesidad de crear novelas, tanto como necesito comer y beber.
E	<i>Antonio Machado</i>	Una tarde parda y fría de invierno. Los alumnos estudian. Monotonía de lluvia tras los cristales.
F	<i>Federico García Lorca</i>	Córdoba, lejana y sola... yo nunca llegaré a Córdoba.

Escribe la letra correcta en cada casilla.

1 1 . 1

¿Quién describe un día de mal tiempo y una clase muy aburrida?

[1 mark]

1 1 . 2

¿Quién habla del amor?

[1 mark]

1 1 . 3

¿Quién dice que siempre hay oportunidades en la vida?

[1 mark]

1 1 . 4

¿Quién lamenta que ya no es tan joven como antes?

[1 mark]

1 2

Un campamento de verano para jóvenes

Estás organizando una visita a este campamento de verano con tus amigos españoles.



Actividades

Ejemplos de las actividades que se ofrecen en el campamento.

- 1 Los participantes tocarán la batería y las castañuelas.
- 2 Los jóvenes conocerán diversos aspectos relacionados con la naturaleza y trabajarán en los espacios verdes del campamento.
- 3 Los jóvenes participarán en la preparación de una página web que incluirá noticias del campamento, opiniones, etc.
- 4 Los jóvenes tendrán la oportunidad de trabajar con los animales que tenemos en el centro y aprenderán cómo ocuparse de ellos.
- 5 En nuestro taller de teatro los campistas van a tener la oportunidad de ensayar y actuar en una obra de teatro escrita por ellos mismos.
- 6 En este cursillo, los alumnos prepararán raciones sabrosas de unas especialidades españolas.
- 7 Para los chicos y chicas creativos hay clases de arte con materiales tales como cartón, latas, envases y otras cosas desechables.

Tus amigos te envían un mensaje mencionando las actividades que les interesan.

¿Qué actividades van a escoger?

Escribe el número correcto en cada casilla.

Quiero aprender cómo cuidar mejor a mis mascotas.
María

Options Exit

Ejemplo

4

1 2 . 1

Yo soy muy imaginativa y me encanta fabricar cosas con mis propias manos.
Carmen

Options Exit

[1 mark]

1 2 . 2

Me interesa la informática y me gusta escribir artículos.
Roberto

Options Exit

[1 mark]

1 2 . 3

Siempre me ha gustado cocinar con mi madre.
Carlos

Options Exit

[1 mark]

1 2 . 4

Me gusta estar al aire libre y ayudar a mis padres en el jardín.
Ana

Options Exit

[1 mark]

There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**

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ANSWER IN THE SPACES PROVIDED**

References

- Q1. Abridged and adapted extract from *Realidad*, Benito Pérez Galdós.
- Q11. A Abridged and adapted extract from *Don Quijote de la Mancha, 1ª parte*, Miguel de Cervantes Saavedra
- B *Rimas XXIII*, Gustavo Adolfo Bécquer
- C Abridged and adapted extract from *Cantos de vida y esperanza: Canción de otoño en primavera*, Rubén Darío
- D Abridged and adapted extract from the prologue to *El sol de los muertos*, Vicente Blasco Ibáñez
- E Abridged and adapted extract from *Soledades: Recuerdo Infantil*, Antonio Machado
- F Abridged and adapted extract from *Andaluzas: Canción de jinete*. Federico García Lorca

**GCSE
SPANISH
8698/RH**

H

Higher Tier Paper 3 Reading

Specimen Mark scheme

June 2018

v1.0

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

Qu	Key idea	Accept	Reject	Mark
01.1	The billiard room	The snooker/pool room A room with a billiard/snooker/pool table in A room where billiards/snooker/pool is played		1
01.2	The people who are there	The people who are in the room The persons...		1
01.3	People coming from outside the house	People coming in from the street Anyone... Visitors		1

MARK SCHEME – GCSE HIGHER SPANISH READING – SPECIMEN

Qu	Key idea	Accept	Reject	Mark
02.1	Grandparents	Grandmother and grandfather	Grandfathers	1
02.2	(Many) factories shut = 1 (A lot of) people lost their job(s) = 1 They improved the sports facilities = 1 (in any order)	...became unemployed The sports facilities were improved /made better.		3
02.3	(She was) frightened.	...worried Her heart leapt into her mouth. She didn't dare look. She was relieved ,,,.		1
02.4	(She thought) the boy might fall.	(She thought) there might be an accident / something might happen. Because the boy was on top of the (human) tower/the castell . (following <i>relieved</i> in 2.3)...because nothing happened.		1

Qu	Key idea	Accept	Reject	Mark
03.1	How bored you are = 1 How little you're paid = 1 What don't you like about your colleagues = 1 (in any order)	Being bored How little they pay you / The pay / Being underpaid ...work mates / the people you work with		3
03.2	Finding details of a company you are interested in (working for)	Finding information.../Finding out about... Finding details of what a company you are interested in does/makes		1
03.3	Have two (social networking) sites	...accounts		1
03.4	So you can distinguish between what's public and what's private	...the public and the private / personal To keep the public and the private / personal separate		1
03.5	Making (a lot of) mistakes = 1 create a bad impression. = 1 (either of the 2 elements gets the mark)	if you make (a lot of) mistakes / it can create a bad impression. Errors (for mistakes) ...it can give a (future) boss / employer a bad impression. It can damage your image.		1

Qu	Key idea	Accept	Reject	Mark
04.1	No + She usually sleeps less than 6 hours.	No + She doesn't sleep for 8 hours / She doesn't like going to bed.		1
04.2	No + She sits around all day	No + She doesn't exercise as much as she would like.		1
04.3	No + She prefers to eat junk food / fast food	No + She doesn't eat 5 items of fruit and veg a day.		1
04.4	Yes + She uses sun cream/block <u>and</u> a hat and glasses (to protect against UV)	Yes + she takes every precaution to protect herself against UV rays.	Yes + She uses sun cream/block (on its own)	1

Qu	Accept	Mark
05.1	N	1
05.2	P	1
05.3	F	1
05.4	F	1

Qu	Accept	Mark
06.1	A	1
06.2	A C (in either order)	1 1

Qu	Key idea	Accept	Reject	Mark
06.3	She realises the importance of the work.			1
06.4	Whether a young girl should be working (even though she likes it so much).	Child labour		1

Qu	Accept	Mark
07.1	B E (in either order)	1 1

Qu	Key idea	Accept	Reject	Mark
07.2	His father made Paco give him all the money he earned = (1) His father threw him out (of the house) / He made Paco homeless = (1)	He had to give everything he earned / all his wages to his father. His father refused to / said he couldn't keep him (any longer).		2

Qu	Key idea	Accept	Reject	Mark
8.1	(a fines del) invierno		Any answers in English	1
8.2	(los) combates de flores		“	1
8.3	(unas) estrellas del cine		“	1

Qu	Accept	Mark
09	G F B (in this order)	3

Qu	Key idea	Accept	Reject	Mark
10.1	hombre de negocios	negociante / empresario	negocios Answers in English	1
10.2	horas flexibles		Answers in English	1
10.3	médica	médico	Answers in English	1
10.4	seis años de estudio	6 años de estudio	Answers in English	1

Qu	Accept	Mark
11.1	E	1
11.2	B	1
11.3	A	1
11.4	C	1

Qu	Accept	Mark
12.1	7	1
12.2	3	1
12.3	6	1
12.4	2	1

Qu		Key idea	Accept	Reject	Mark
13	¿Qué estás haciendo con tu móvil?	What are you doing with your mobile (phone)?			1
	preguntó el profesor, furioso.	asked the teacher, angrily.	the teacher asked... ...crossly. ...the teacher, furious. ...the furious teacher.	Wrong tense	1
	No puedes usarlo en clase.	You can't use it in class.	...One can't/ It is forbidden to... ...in the lesson/in school		1
	Quiero ver el resultado del partido.	I want to see the result of the match.	...to look at... ...the game.		1
	Si mi equipo favorito gana esta tarde	If my favourite team wins this afternoon	...side.../...club...		1
	será el mejor de la liga.	it will be (the) best (one) in the league.	...top of the league.	Wrong tense	1
	Por favor, ¡no seas tan tonto!	Please, don't be so stupid!	...silly/daft.		1
	¿Qué dirían tus padres,	What would your parents say		Wrong tense	1
	si supieran cómo te comportas aquí?	if they knew how you behave here?	...behaved...	Wrong tense	1

Total = 60 marks

GCSE SPANISH

F

Foundation Tier Paper 3 Reading

Specimen 2018

Morning

Time allowed: 45 minutes

You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.
- You must answer all the questions in the spaces provided. Do not write on blank pages.
- In **Section A**, answer the questions in **English**. In **Section B**, answer the questions in **Spanish**. In **Section C**, translate the passage into **English**.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must **not** use a dictionary.

Please write clearly, in block capitals, to allow character computer recognition.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature _____

Section A

Questions and answers in **English****0 1****An exchange student**

Your teacher has given you this profile of your new Spanish exchange partner.



Nombre: DIEGO
Apellidos: GARCÍA SÁNCHEZ

Diego es de una familia numerosa que vive en las afueras de la ciudad. Tiene tres hermanos mayores, que ya no viven en casa, y una hermana, Diana, que tiene quince años.

Como muchos de sus compañeros de clase, su ambición es ser ingeniero y también quiere viajar mucho.

Answer the questions in **English**.

0 1. **1** What is Diego's family like?

[1 mark]**0 1**. **2** How old is his sister?

[1 mark]**0 1**. **3** What job does he want in the future?

[1 mark]**0 1**. **4** What else does he want to do?

[1 mark]

0 2

The Spanish school has sent details of the activities for the week of your exchange and your teacher has posted them on your school intranet.

lunes	Partido de baloncesto: estudiantes ingleses contra estudiantes españoles
martes	Visita al teatro para ver la última comedia de Manuel García
miércoles	Excursión durante todo el día a un parque temático
jueves	Visita por la mañana a una piscina climatizada
viernes	Clase de cocina regional
sábado	Concierto de música presentado por la orquesta del colegio

On which day will you take part in each of these activities?

Answer in **English**.

0 2 . 1

Swimming

[1 mark]

0 2 . 2

Basketball match

[1 mark]

0 2 . 3

Visit to theme park

[1 mark]

0 2 . 4

Theatre trip

[1 mark]

0 3

A health and fitness magazine

In a Spanish magazine you read a professional athlete's advice about keeping fit and healthy.



Para mantenerte en forma... Unos consejos de Maite González

Durante mi carrera siempre he tratado de llevar una vida sana. He aquí mis consejos para los jóvenes que quieran hacerse deportistas profesionales.

- Comer alimentos variados, sobre todo fruta, verduras y proteínas.
- Evitar la tentación de fumar simplemente porque tus amigos lo hacen.
- Hacer ejercicio todos los días incluso cuando no quieres.
- Acostarte temprano y dormir ocho horas cada noche.

Which **four** pieces of advice does Maite give you?

Write the correct letters in the boxes.

A	Get up early.
B	Don't smoke.
C	Exercise every day.
D	Eat little and often.
E	Get plenty of sleep.
F	Don't take drugs.
G	Have a balanced diet.
H	Don't drink alcohol.

[4 marks]

0	4
---	---

Puerto Rico

Read what this 17th century author, Carlos de Sigüenza y Góngora, says about the place where he was born. The abridged extract below is taken from his novel, *Infortunios de Alonso Ramírez*.

Mi nombre es Alonso Ramírez y soy de San Juan, ciudad capital de Puerto Rico. Los marineros que viajan a Sudamérica paran aquí porque necesitan agua, pero la isla es famosa principalmente porque su paisaje es muy hermoso. La isla se llama Puerto Rico a causa del oro que se encuentra aquí, aunque los habitantes son muy pobres. ¡Qué raro!

Answer the questions in **English**.

0	4
---	---

.

1

According to Alonso, why do sailors stop at the island?

[1 mark]

0	4
---	---

.

2

Why is the island famous?

[1 mark]

0	4
---	---

.

3

Why is the island called Puerto Rico?

[1 mark]

0	4
---	---

.

4


Why might the name Puerto Rico seem strange?

[1 mark]

0 5

Life at school

Your Spanish friend, Pedro, emails you about his new school.

	From... <input type="text" value="Pedromeneses@yahoo.es"/>
Reply	Subject: <input type="text" value="Mi nuevo colegio"/>
<p>¡Hola!</p> <p>¿Qué hay? ¿Qué tal van tus estudios?</p> <p>Hace un mes empecé en mi nuevo colegio. El trabajo es muy interesante, pero hay muchas reglas y encuentro difícil acostumbrarme a algunas de ellas. Hay alumnos que dicen que los profesores son horribles, pero todos me ayudan mucho y no son muy estrictos. Las instalaciones son casi perfectas en comparación con las de mi antiguo colegio y la única cosa que nos hace falta es una sala de estudiantes donde podamos reunirnos durante los recreos. Lo peor son los deberes porque tengo que pasar la mayor parte de la tarde haciéndolos y no siempre saco buenas notas.</p> <p>Un saludo</p> <p>Pedro</p>	

Write the correct letter in each box.

0 5

. 1

How is Pedro finding life at his new school?

A	Everything is really difficult.
B	He has got used to everything really quickly.
C	He is having some trouble settling in.

[1 mark]

0 5

. 2

What does he think about his teachers?

A	They are helpful.
B	They are very strict.
C	They are horrible.

[1 mark]

0 5 . **3** What are the facilities like in his new school?

A	They are old.
B	There is just one thing they have not got.
C	They are absolutely perfect.

[1 mark]

0 5 . **4** What does he say about homework?

A	He always gets good marks.
B	It takes him a long time to do.
C	It will help him a lot with his exams.

[1 mark]

0 6

House and home

Read this extract from *Realidad*, a play by Benito Pérez Galdós, and answer the questions which follow in **English**.

Estamos en una sala de la casa del señor Orozco. La sala es muy elegante. A través de la ventana hay una vista de la calle. Es de noche. Al fondo de la sala hay tres grandes puertas. La puerta de la derecha conduce a la sala de billar, y por ella se ve parte de la mesa y también se ven los movimientos de los jugadores. Al lado de esta puerta hay un mueble con una planta viva, libros, lámpara de bronce y retratos. La puerta de la izquierda comunica con el salón y por ella se ve a las personas que están allí. En el centro, entre esas dos puertas, hay otra puerta por donde entran los que vienen de fuera de la casa.

Example What can be seen through the window?

A view of the street

0 6 . 1 What room does the door on the right lead to?

[1 mark]

0 6 . 2 Who can be seen through the door on the left?

[1 mark]

0 6 . 3 Who comes in through the central door?

[1 mark]

0 7

Adolfo's life

You are doing some research for a project about life in Spain and you find this interview in a Spanish magazine.

–Háblenos de cuando usted era joven.

–Me llamo Adolfo y nació a principios de la guerra civil, en los años treinta. Como siempre, los ricos seguían llevando una vida muy fácil, pero no fue así para nosotros. Había mucha pobreza y más de una vez pasamos hambre.

–Cuéntenos cómo es su vida actual.

–Pienso jubilarme dentro de unos pocos años, pero no vivo mal y mi vida es bastante tranquila, porque desde hace dos meses trabajo a tiempo parcial. Ya que tengo más tiempo libre, mi intención es hacerme socio de una organización ecologista. Es un grupo que va todas las semanas al campo. Ayudaremos a limpiar el río y a cuidar el bosque. Creo que lo pasaré muy bien.

Which stages of Adolfo's life do the following situations apply to?

Write **P** for something that happened in the **past**.

Write **N** for something that is happening **now**.

Write **F** for something that is going to happen in the **future**.

Write the correct letter in each box.

0 7 . 1

A quiet life

[1 mark]

0 7 . 2

A hard life

[1 mark]

0 7 . 3

Retirement

[1 mark]

0 7 . 4

Volunteering

[1 mark]

0 8

Holidays

You receive this email from your Spanish friend, Inés, after she has come back from her holidays.

Reply	From...	Inesibanez@yahoo.es
	Subject:	Nuestras vacaciones

¡Hola! ¿Qué tal estás?

Después de un mes fabuloso, ya hemos vuelto de nuestras vacaciones. Fuimos a un pueblo cerca de la ciudad de Almería y lo pasé estupendamente, sobre todo porque era mi primera visita allí. Pasé mucho tiempo en la playa, claro, pero también hicimos una excursión a la ciudad y vimos el castillo y una iglesia. ¡Qué interesante!

También hubo una fiesta de flamenco en el pueblo, que a mi amiga le encantó. Por otro lado, a mí me gustaron más los bailes animados y los vestidos bonitos que llevaban las mujeres.

Bueno, espero que tú también lo hayas pasado bien durante las vacaciones. Escríbeme pronto. Recuerdos a tus padres.

Besos
Inés

Answer the questions in **English**.

0 8 . 1 How long did Inés and her family spend on holiday?

_____ [1 mark]

0 8 . 2 Why especially did Inés enjoy her holiday?

_____ [1 mark]

0 8 . 3 What did they see in the city? Mention **two** places.

1 _____

2 _____

[2 marks]

0 8 . **4** What did Inés like about the flamenco festival?

Mention **two** things

1 _____

2 _____

[2 marks]

Section B

Questions and answers in Spanish

0 9

Un campamento de verano para jóvenes

Estás organizando una visita a este campamento de verano con tus amigos españoles.

**Actividades**

Ejemplos de las actividades que se ofrecen en el campamento.

- 1 Los participantes tocarán la batería y las castañuelas.
- 2 Los jóvenes conocerán diversos aspectos relacionados con la naturaleza y trabajarán en los espacios verdes del campamento.
- 3 Los jóvenes participarán en la preparación de una página web que incluirá noticias del campamento, opiniones, etc.
- 4 Los jóvenes tendrán la oportunidad de trabajar con los animales que tenemos en el centro y aprenderán cómo ocuparse de ellos.
- 5 En nuestro taller de teatro los campistas van a tener la oportunidad de ensayar y actuar en una obra de teatro escrita por ellos mismos.
- 6 En este cursillo, los alumnos prepararán raciones sabrosas de unas especialidades españolas.
- 7 Para los chicos y chicas creativos hay clases de arte con materiales tales como cartón, latas, envases y otras cosas desechables.

Tus amigos te envían un mensaje mencionando las actividades que les interesan.

¿Qué actividades van a escoger?

Escribe el número correcto en cada casilla.

Quiero aprender cómo cuidar mejor a mis mascotas.
María

Options Exit

Ejemplo

4

0 9 . 1

Yo soy muy imaginativa y me encanta fabricar cosas con mis propias manos.
Carmen

Options Exit

[1 mark]

0 9 . 2

Me interesa la informática y me gusta escribir artículos.
Roberto

Options Exit

[1 mark]

0 9 . 3

Siempre me ha gustado cocinar con mi madre.
Carlos

Options Exit

[1 mark]

0 9 . 4

Me gusta estar al aire libre y ayudar a mis padres en el jardín.
Ana

Options Exit

[1 mark]

1 0

Un anuncio para el cine

Quieres ir al cine en Madrid. Ves este anuncio en el periódico.

<h1>CINE AVENIDA</h1> <p>Calle Serrano 102 28002 Madrid Tlf 91.581.61.65 Mail: cineavenida@gmail.com</p>  <p>Nuestro programa para la semana que viene</p>	
<p>SALA 1 Los novios</p> <p>Pepe conoce a Conchita en una fiesta. Y ¡se enamoran en seguida!</p>	<p>SALA 2 Entre la vida y la muerte</p> <p>Película que tiene lugar en el año 2150 después de un desastre ecológico muy grande.</p>
<p>SALA 3 Muerte de un torero</p> <p>El famoso torero Juan Sánchez ha muerto. Pero, ¿quién lo ha matado?</p>	<p>SALA 4 Viaje al fin del mundo</p> <p>Esta película emocionante cuenta las aventuras de dos amigos que navegan por el río Amazonas. Pero no saben qué peligros les esperan.</p>

¿Qué tipo de película ponen en cada sala?

A	de acción
B	de ciencia ficción
C	dibujos animados
D	histórica
E	policíaca
F	romántica

Escribe la letra correcta en cada casilla.

1 0 . 1

Sala 1

[1 mark]

1 0 . 2

Sala 2

[1 mark]

1 0 . 3

Sala 3

[1 mark]

1 0 . 4

Sala 4

[1 mark]

1 1

En el colegio

Estás en casa de tu amigo español y ves estos comentarios en el sitio web misprofesores.com.

misprofesores.com

Vuestras opiniones sobre los profesores del Colegio Menéndez Pelayo:

<i>Profesor</i>	<i>Puntos</i>	<i>Comentarios</i>
Srta. López	☺☺☺☺☺	Me gustan tanto sus clases que tengo la intención de estudiar inglés y francés en la Universidad.
Sr. Gutiérrez	☺☺☺☺	Siempre saco buenas notas en química y física y por eso le doy las gracias.
Sra. Sánchez	☺☺☺☺	Aunque nos hace aprender muchas fechas, explica bien lo que ha ocurrido en el pasado.

A	Profe de ciencias
B	Profe de dibujo
C	Profe de español
D	Profe de idiomas
E	Profe de historia

¿De qué profesores están hablando los alumnos?

Escribe la letra correcta en cada casilla.

1 1 . 1

Srta. López

[1 mark]

1 1 . 2

Sr. Gutiérrez

[1 mark]

1 1 . 3

Sra. Sánchez

[1 mark]

There are no questions printed on this page

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ANSWER IN THE SPACES PROVIDED**

1 2

Planes para el futuro

Ves esta página en una revista sobre los planes de estos jóvenes.



Mi sueño es ser hombre de negocios y montar mi propia empresa. Sería bueno porque puedo trabajar horas flexibles, pero, por otro lado, es un trabajo muy estresante.

Jaime



Después del instituto, a mí me gustaría estudiar medicina y hacerme médica, puesto que siempre he querido hacer un trabajo útil. El inconveniente es que hay seis años de estudio.

Juana

Contesta las preguntas en **español**.

1 2 .

1

¿Qué trabajo quiere hacer Jaime en el futuro?

[1 mark]

1 2 .

2

¿Cuál es la ventaja de este trabajo?

[1 mark]

1	2
---	---

 .

3

 ¿Qué trabajo quiere hacer Juana en el futuro?

[1 mark]

1	2
---	---

 .

4

 ¿Cuál es la desventaja de este trabajo?

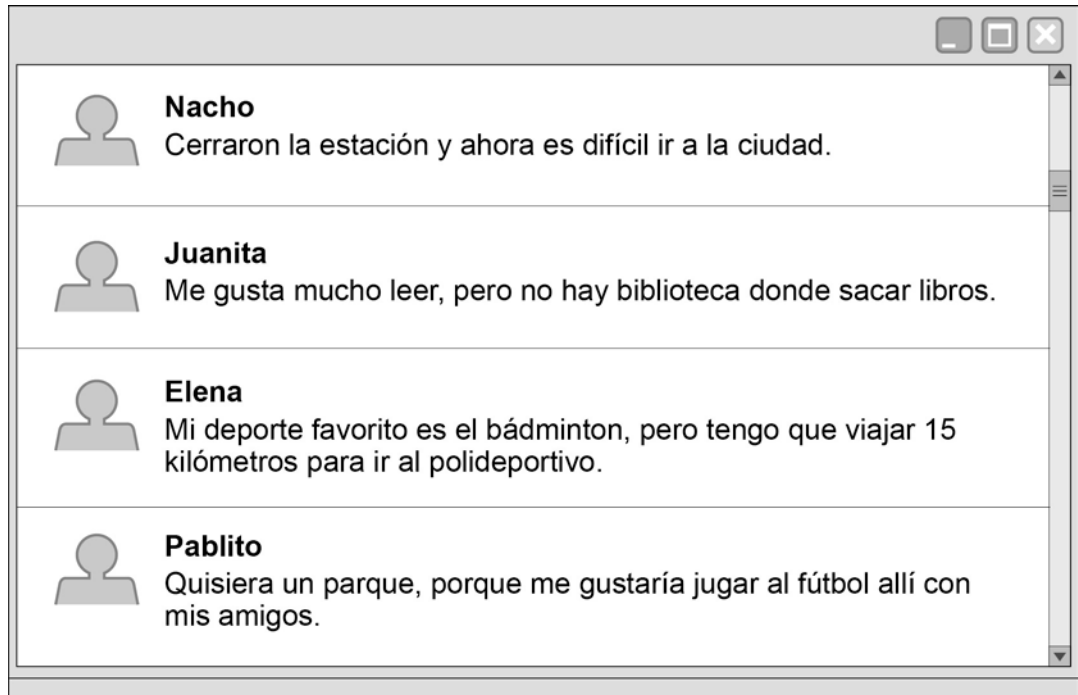
[1 mark]

1 3

Una sala de chat

Entras en una sala de chat donde unos jóvenes hablan de los pueblos en Chile donde viven.

Lee lo que dicen.



¿Qué necesitan en sus pueblos? Contesta las preguntas en **español**.

Ejemplo

Nacho

estación

1 3

. 1

Juanita

[1 mark]

1 3

. 2

Elena

[1 mark]

1 3

. 3

Pablito

[1 mark]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

References

- Q4. Abridged and adapted extract from *Infortunios de Alonso Ramírez*, Carlos de Sigüenza y Góngora.
- Q6. Abridged and adapted extract from *Realidad*, Benito Pérez Galdós.

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GCSE

SPANISH

8698/RF

Foundation Tier Paper 3 Reading

F

Specimen Mark scheme

June 2018

v1.0

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MARK SCHEME – GCSE FOUNDATION SPANISH READING – SPECIMEN

Qu	Key idea	Accept	Reject	Mark
01.1	Big	Large	Numerous	1
01.2	Fifteen	15	Any other number	1
01.3	Engineer	(Work in) engineering	Engine driver	1
01.4	Travel (a lot)			1

Qu	Key idea	Accept	Reject	Mark
02.1	Thursday	Th / Thurs	Answers in Spanish	1
02.2	Monday	M / Mon	Answers in Spanish	1
02.3	Wednesday	W / Wed	Answers in Spanish	1
02.4	Tuesday	T / Tues	Answers in Spanish	1

Qu	Accept	Mark
03	B	1
	C	1
	E	1
	G	1
	(in any order)	

MARK SCHEME – GCSE FOUNDATION SPANISH READING – SPECIMEN

Qu	Key idea	Accept	Reject	Mark
04.1	Because they need water	To get water To fetch water For water	Water	1
04.2	Because its scenery is (very) beautiful	It is very beautiful ...landscape/countryside... ...pretty		1
04.3	Because of the gold (which is) (found) there	Because there's (a lot of) gold there	Gold	1
04.4	Because its inhabitants are (very) poor	the people (who live there) are poor There's a lot of poverty		1

Qu	Accept	Mark
05.1	C	1
05.2	A	1
05.3	B	1
05.4	B	1

MARK SCHEME – GCSE FOUNDATION SPANISH READING – SPECIMEN

Qu	Key idea	Accept	Reject	Mark
06.1	The billiard room	The snooker/pool room A room with a billiard/snooker/pool table in A room where billiards/ snooker/pool is played		1
06.2	The people who are there	The people who are in the room The persons...		1
06.3	People coming from outside the house	People coming in from the street Anyone... Visitors		1

Qu	Accept	Mark
07.1	N	1
07.2	P	1
07.3	F	1
07.4	F	1

MARK SCHEME – GCSE FOUNDATION SPANISH READING – SPECIMEN

Qu	Key idea	Accept	Reject	Mark
08.1	A month			1
08.2	It was her first visit (there).	She'd never been there before. It was the first time she'd been there.		1
08.3	Castle = 1 Church = 1 (in either order)			2
08.4	(lively) dances = 1 (pretty) costumes = 1 (in either order)	dressess/outfits		2

Qu	Accept	Mark
09.1	7	1
09.2	3	1
09.3	6	1
09.4	2	1

MARK SCHEME – GCSE FOUNDATION SPANISH READING – SPECIMEN

Qu	Accept	Mark
10.1	F	1
10.2	B	1
10.3	E	1
10.4	A	1

Qu	Accept	Mark
11.1	D	1
11.2	A	1
11.3	E	1

Qu	Key idea	Accept	Reject	Mark
12.1	hombre de negocios	negociante / empresario	negocios Answers in English	1
12.2	horas flexibles		Answers in English	1
12.3	médica	médico	Answers in English	1
12.4	seis años de estudio	6 años de estudio	Answers in English	1

Qu	Key idea	Accept	Reject	Mark
13.1	biblioteca		Answers in English	1
13.2	polideportivo		“	1
13.3	parque		“	1

Qu		Key idea	Accept	Reject	Mark
14	Normalmente yo escucho	I usually listen to	Usually I listen to Normally/Generally...		1
	música pop en mi i-pod.	pop music on my i-pod.			1
	Pero a mi amigo le gusta	But my friend likes			1
	usar su móvil.	to use his mobile (phone).	using his mobile (phone).		1
	Ayer perdió	Yesterday he lost		Wrong tense	1
	su teléfono en el centro comercial.	his phone in the shopping centre.		commercial centre	1
	Van a mandarle	They are going to send him	They are going to send (an email) to him.		1
	un correo electrónico mañana	an email tomorrow			1
	si lo encuentran.	if they find it.			1

Total = 60 marks

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27 November 2015



GCSE SPANISH

H

Higher Tier Paper 4 Writing

Specimen 2018

Morning

Time allowed: 1 hour 15 minutes

Materials:

- You will need no other materials.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the bottom of this page.
- You must answer **three** questions.
- You must answer **either** Question 1.1 **or** Question 1.2. Do not answer both of these questions.
- You must answer **either** Question 2.1 **or** Question 2.2. Do not answer both of these questions.
- You must answer Question 3.
- Answer all questions in **Spanish**.
- You must answer the questions in the spaces provided. Do not write your answers on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- You must not use a dictionary during this test
- In order to score the highest marks for Question 1.1/Question 1.2, you must write something about each bullet point. You must use a variety of vocabulary and structures and include your opinions.
- In order to score the highest marks in Question 2.1/Question 2.2 you must write something about both bullet points. You must use a variety of vocabulary and structures and include your opinions and reasons.

Please write clearly, in block capitals, to allow character computer recognition.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature _____

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

0 1

Decides colgar esta foto en 'Facebook' para una amiga española.



Escribe **cuatro** frases en **español** que describan la foto.

0 1 . 1

[2 marks]

0 1 . 2

[2 marks]

0 1 . 3

[2 marks]

0 1 . 4

[2 marks]

0	3
---	---

Translate the following sentences into **Spanish**.

I have a computer in my bedroom.

I watch the television with my sister.

We eat breakfast at eight o'clock.

I want to have a shower because it uses less water.

We went to the park last Sunday.

[10 marks]

There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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**GCSE
SPANISH
8698/WF+WH**

F+H

Paper 4 Writing (Foundation and Higher)

Specimen mark scheme

June 2018

v1.0

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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 response 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 descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	Hay una familia en el campo.	Soy una familia en el campo	Familia photo	[2 marks]
01.2	Hace buen tiempo y sol.	Tiene sol	Bueno	[2 marks]
01.3	Beben refrescos y comen bocadillos.	Comida y bebida	Me gusta beber	[2 marks]
01.4	Un chico monta en bici.	Chico bici	Chico en bike	[2 marks]

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier..

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question.

Me gusta escuchar música. Mi grupo favorito se llama One Direction. Juego al tenis y practico la natación. No voy mucho al cine porque las entradas son caras. Prefiero la comida china y hay un buen restaurante cerca de mi casa. (41 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

1	I have a computer in my bedroom.	Tengo un ordenador / una computadora en mi dormitorio / mi habitación / mi cuarto.
2	I watch the television with my sister.	Veo / Miro la televisión / la tele con mi hermana.
3	We eat breakfast at eight o'clock.	Tomamos el desayuno / Desayunamos a las ocho / 8.
4	I want to have a shower because it uses less water.	Quiero ducharme / Me quiero duchar / Quiero tomar una ducha porque usa / utiliza / uso / utilizo menos agua.
5	We went to the park last Sunday.	Fuimos al parque / Anduvimos al parque el domingo pasado.

Other reasonable alternative translations will also be accepted.

Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

Student 1

1. Tengo un ordenador en mi habitacion.
2. Veo la télé con mi hermana.
3. Comemos el desayuno a las 8.
4. Me quero duchar por que uso menos agua.
5. Fuemos el parque el pasado domingo.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **4 marks**

All key messages are conveyed, albeit with some slips with accents, spellings, vocabulary and verb formations. As such, the response is generally, rather than highly accurate.

Student 2

1. Tengo un ordenador en mi habitación.
2. Veo la tele con mi hermano.
3. Tomamos el desayuno a las ocho.
4. Quiero bañarme porque utiliza menos agua.
5. Fuimos al parque el domingo pasado.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **5 marks**

Nearly all the key messages are conveyed (confusion of brother / sister and bathing / showering causes some lack of clarity). Nevertheless, the piece is highly accurate with a very good knowledge of vocabulary and structures (just 2 words incorrect out of 30).

Student 3

1. Hay un computador en mis habatacion.
2. Veo television con mis hermaña.
3. Comer breako ocho.
4. Me duchar porque es no agua.
5. Fuemos al parke pasado sabado.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Most key messages are conveyed (The verb is wrong in Task 1 but the concept is conveyed, Task 3 is almost completely wrong, some of task 4 is discernible, there are spelling errors and the day is wrong in Task 5). The response is generally inaccurate with limited knowledge of vocabulary and structures.

Student 4

1. Tengo computer en dormitorio.
2. Television con hermana.
3. El desayuno las 8.
4.aqua
5. Parque domingo

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **1 mark**

Some key messages are conveyed but there is a very limited knowledge of vocabulary and the response is highly inaccurate, with just one verb used throughout.

Student 5

1. Computador en dormitorio.
2. Tele con hermana.
3. ----- ocho.
4. No aqua.
5. -----

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **0 marks**

Few key messages are conveyed (there is some idea of a 'computer in bedroom' and of 'television with sister', but the rest of the messages fail to communicate). The language produced does not meet the standard required for Level 1 at this tier since no verb forms are attempted, there are a good many gaps in vocabulary and the student resorts to a few known words only.

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p>Either</p>	<p>Question 04.1</p>	<p>This is a possible response (indicative content):</p> <p>Para mi cumpleaños compré un nuevo móvil con el dinero que mis padres me regalaron. Es estupendo porque puedo mandar mensajes gratis. Después, mi familia y yo fuimos a la bolera. Desafortunadamente no gané, pero lo pasé bien. En general, me gusta el colegio porque tengo muchos amigos y suelo sacar buenas notas. Mis exámenes van bien, pero el examen de física que hice ayer fue muy difícil. En setiembre voy a continuar con mis estudios porque mi colegio es bueno y no hay muchos trabajos en mi ciudad. (89 words)</p> <p style="text-align: right;">[16 marks]</p>
<p>or</p>	<p>Question 04.2</p>	<p>This is a possible response (indicative content):</p> <p>Prefiero ir al extranjero porque hace mejor tiempo. En España fui a la playa, tomé el sol y jugué al fútbol con mi hermano. Fue estupendo, ya que salimos mucho a cenar también. En España hace mucho calor y las tiendas se cierran desde la una hasta las cinco. Este verano voy a ir a Gales porque nos encanta el paisaje bonito y mis abuelos viven allí. Creo que es muy importante ir de vacaciones porque trabajamos mucho y es necesario descansar de vez en cuando. (86 words)</p> <p style="text-align: right;">[16 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p>Either</p>	<p>Question 04.1</p>	<p>Celebré mi último cumpleaños con una gran fiesta en mi casa. Lo pasé bomba porque vinieron mis amigos y también mi familia. Había comida y refrescos y pasamos toda la noche charlando y bailando. ¡Qué risa! Mis amigos me regalaron dinero y el sábado voy a comprarme nueva ropa que me gusta mucho porque está muy de moda. El colegio es un rollo porque tengo que estudiar tanto y mis exámenes son fatales. En setiembre no voy a volver al colegio porque tengo un trabajo donde hice mis prácticas laborales, en una farmacia local. (94 words)</p> <p style="text-align: right;">[16 marks]</p>
<p>or</p>	<p>Question 04.2</p>	<p>Visité Barcelona el verano pasado y me gustó mucho porque es una ciudad preciosa. Allí cenar a las diez de la noche; fue demasiado tarde para mí. Este verano iré a Madrid con mis compañeros de clase y esperamos la visita con mucha ilusión porque hay tanto que ver y hacer allí. Serán mis primeras vacaciones sin mis padres. ¡Qué bien! He ahorrado algún dinero pero mi padre dijo que me va a dar más. Quiero comprarme una camiseta del Real Madrid. Me gustan las vacaciones porque es importante descansar. (90 words)</p> <p style="text-align: right;">[16 marks]</p>

Higher Tier

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

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task.. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 01.1	<p>This is a possible response (indicative content):</p> <p>Para mi cumpleaños compré un nuevo móvil con el dinero que mis padres me regalaron. Es estupendo porque puedo mandar mensajes gratis. Después, mi familia y yo fuimos a la bolera. Desafortunadamente no gané, pero lo pasé bien. En general, me gusta el colegio porque tengo muchos amigos y suelo sacar buenas notas. Mis exámenes van bien, pero el examen de física que hice ayer fue muy difícil. En setiembre voy a continuar con mis estudios porque mi colegio es bueno y no hay muchos trabajos en mi ciudad. (89 words)</p> <p style="text-align: right;">[16 marks]</p>
or	Question 01.2	<p>This is a possible response (indicative content):</p> <p>Prefiero ir al extranjero porque hace mejor tiempo. En España fui a la playa, tomé el sol y jugué al fútbol con mi hermano. Fue estupendo, ya que salimos mucho a cenar también. En España hace mucho calor y las tiendas se cierran desde la una hasta las cinco. Este verano voy a ir a Gales porque nos encanta el paisaje bonito y mis abuelos viven allí. Creo que es muy importante ir de vacaciones porque trabajamos mucho y es necesario descansar de vez en cuando. (86 words)</p> <p style="text-align: right;">[16 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

Either	Question 01.1	<p>Celebré mi último cumpleaños con una gran fiesta en mi casa. Lo pasé bomba porque vinieron mis amigos y también mi familia. Había comida y refrescos y pasamos toda la noche charlando y bailando. ¡Qué risa! Mis amigos me regalaron dinero y el sábado voy a comprarme nueva ropa que me gusta mucho porque está muy de moda. El colegio es un rollo porque tengo que estudiar tanto y mis exámenes son fatales. En setiembre no voy a volver al colegio porque tengo un trabajo donde hice mis prácticas laborales, en una farmacia local. (94 words)</p> <p style="text-align: right;">[16 marks]</p>
or	Question 01.2	<p>Visité Barcelona el verano pasado y me gustó mucho porque es una ciudad preciosa. Allí cenar a las diez de la noche; fue demasiado tarde para mí. Este verano iré a Madrid con mis compañeros de clase y esperamos la visita con mucha ilusión porque hay tanto que ver y hacer allí. Serán mis primeras vacaciones sin mis padres. ¡Qué bien! He ahorrado algún dinero pero mi padre dijo que me va a dar más. Quiero comprarme una camiseta del Real Madrid. Me gustan las vacaciones porque es importante descansar. (90 words)</p> <p style="text-align: right;">[16 marks]</p>

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]**Content**

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points

<p>Either</p>	<p>Question 02.1</p>	<p>This is a possible response (indicative content):</p> <p>El mes pasado fuimos a un parque de atracciones. Fue un día estupendo porque no había muchas colas y las atracciones eran tan emocionantes que lo pasamos bomba. Además, almorzamos en una hamburguesería que me gustó mucho porque normalmente mis padres no me dejan comer allí. Al volver a casa, vimos una película cómica que acababa de salir. Fue muy divertida y todos nos reímos mucho.</p> <p>Tengo suerte porque, en general, estoy muy contento. Mis padres me apoyan mucho y me escuchan si tengo problemas. También me llevo muy bien con mis hermanos, pero mi hermana menor me molesta a veces. Además, tengo muchos buenos amigos y siempre me dan buenos consejos. Para mantenerme en forma hago deporte a veces, pero creo que debería hacer más, ya que paso demasiado tiempo delante del televisor o jugando en el ordenador. Suelo comer bien porque mi madre es buena cocinera y prepara comidas nutritivas y sabrosas. (154 words)</p> <p style="text-align: right;">[32 marks]</p>
<p>or</p>	<p>Question 02.2</p>	<p>This is a possible response (indicative content):</p> <p>Los amigos son muy importantes. Mi mejor amigo, Tom, no se encontró muy bien la semana pasada y compré una tarjeta que firmaron todos nuestros compañeros de clase. Después, fui a su casa con un regalo, un CD de su grupo favorito. Le gustó mucho. Además, la última vez que visitamos Londres, mis padres dijeron que podía llevar a un amigo y, por supuesto, Tom vino con nosotros. Fue un día muy divertido porque hizo sol y vimos muchos sitios de interés.</p> <p>Si gano los cien euros, ya sé exactamente cómo los gastaré. Primero, quiero comprarme un ipad, porque parecen estupendos y mi portátil ya no funciona bien; es muy lento cuando navego en internet. Después, voy a invitar a mi familia y a mi mejor amigo a cenar en un nuevo restaurante que acaba de abrir en nuestra ciudad. Es un poco caro, pero la comida es riquísima y lo pasaremos muy bien. (154 words)</p> <p style="text-align: right;">[32 marks]</p>

However, there may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will still have access to full marks where the other criteria are met. To exemplify this, the following alternative indicative content is provided.

<p>Either</p>	<p>Question 02.1</p>	<p>La semana pasada fui a un concierto de mi grupo preferido, Bloc Party. Mis amigos y yo llegamos a Manchester con suficiente tiempo para cenar en un restaurante antes de irnos al teatro. La comida fue rica pero un poco cara. Al llegar al concierto, me divertí mucho porque me gusta muchísimo su música y tocaron todas sus mejores canciones. No creo que haya mejor cantante que Kele y además toca la guitarra estupendamente. Bailé toda la noche y canté tanto que me dolió la garganta por dos días. Además, vimos a los artistas después de ver el concierto y firmaron mi entrada. ¡La he puesto en la pared de mi habitación y no la voy a quitar nunca! Compraré su nuevo álbum cuando salga en noviembre e iré a verlos de nuevo si puedo.</p> <p>Soy una persona muy activa y tengo muchos intereses, así que llevo una vida muy feliz. ¡Qué suerte tengo! <i>(154 words)</i></p> <p style="text-align: right;">[32 marks]</p>
<p>or</p>	<p>Question 02.2</p>	<p>Mi amiga, Sarah, no está muy contenta porque no se lleva muy bien con sus padres de momento. Por eso voy a visitarla a menudo y trato de charlar con ella y le cuento chistes.</p> <p>Si gano el concurso, tengo dos ideas para gastar el dinero y no puedo decidirme. Primero, me gustaría ir a Londres a visitar a mis abuelos y comprarles algo. No veo mucho a mis abuelos porque viven lejos y ya sé que les gusta tanto cuando voy a verles. Podré llevarles a almorzar en un restaurante del barrio que les gusta mucho. Alternativamente, pienso en comprarme un nuevo teléfono móvil porque el mío se rompió hace poco y estoy perdida sin mi móvil. Con esperanza, mi madre me comprará el móvil porque le gusta poder contactarme cuando salgo para estar segura de que estoy sana y salva. ¡Por eso, voy a hablar con mi madre y ver a mis abuelos! <i>(155 words)</i></p> <p style="text-align: right;">[32 marks]</p>

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]**Conveying key messages**

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

I went to the cinema yesterday and I did not do my homework. Now I cannot visit my grandparents' house because I have to study. They live in a city where there is a lot to do. I like to go shopping there. The shops are better. I want to buy a mobile phone. I am going to look on the Internet.

Indicative content

The following indicative content is an example of a response which would be awarded full marks.

Fui al cine / Visité el cine ayer y no hice mis deberes / mis tareas. Ahora no puedo visitar / ir a la casa de mis abuelos porque tengo que / debo estudiar. Viven en una ciudad donde hay mucho que hacer. Me gusta ir de compras allí. Las tiendas / Los comercios son mejores. Quiero comprar un (teléfono) móvil. Voy a mirar / ver / buscar en Internet.

Other reasonable alternative translations will also be accepted.

Exemplification of mark scheme

To exemplify the marking criteria for *Conveying key messages* and *Application of grammatical knowledge of language and structures*, a range of exemplar student responses have been provided below with a commentary.

Student 1

Fuí al cine ayer y no hize mis deberes. Ahora no puedo visitar la casa de mis abuelos porque tengo que estudiar. Viven en una ciudad donde hay mucho hacer. Me gusta ir de compras allí. Las tiendas son mejor. Quiero comprar un movil. Voy a mirar en el Internet.

Conveying key messages = **6 marks**

Application of grammatical knowledge of language and structures = **5 marks**

All key messages are conveyed, albeit with some minor slips with accents and spellings. As such, the response is highly accurate with a very good knowledge of vocabulary and structures but not virtually faultless.

Student 2

Fui al cine ayer y no hago mi tareas. Ahora no puedo visitar mi abuelos porque tengo estudiar. Viven en una ciudad donde es mucho hacer. Gusto comprar en la ciudad. Las tiendas es mejor. Compró un móvil. Voy ver en Internet.

Conveying key messages = **5 marks**

Application of grammatical knowledge of language and structures = **3 marks**

Nearly all key messages are conveyed, despite a number of errors (tense, possessives, verb forms and adjectival agreements). There is a reasonable knowledge of vocabulary. As such, the piece is more accurate than inaccurate.

Student 3

Fuí al cine hier y no hice mis deberes. Ahora no voy a visitar a mis abuelos porque es importante estudiar. Viven en una ciudad donde hay muchas actividades. Me gusta visitar tiendas en la ciudad porque son mayores. Quiero comprar un móvil. Voy a comprar el móvil en Internet.

Conveying key messages = **4 marks**

Application of grammatical knowledge of language and structures = **4 marks**

The student has re-worded some of the messages so that most of (rather than all / nearly all) the key messages are conveyed. Nevertheless, the piece is generally accurate with a good knowledge of structures and only two items of vocabulary are incorrect.

Student 4

Fue al cine y no hice mi homework. Ahora no visitar la casa de mis abuelos por que tengo estudiar. Vivo en un ciudad donde hay mucho hacer. Me gustan comprar allí. Los shops son más bueno. Quiro un movil. Voy miro en internet.

Conveying key messages = **3 marks**

Application of grammatical knowledge of language and structures = **2 marks**

Some key messages are conveyed but there is limited knowledge of vocabulary and structures: there are errors in every sentence, hence the response is generally inaccurate.

Student 5

Voy cinema sábado. Yo no hacer deberes. Yo no visitar mis grandpadres. Yo tengo estudiar. Ellos vivir una con muchas cosas. Yo mi gusta shopping. Las tiendas es bueno. Yo comprar un movil en el internet.

Conveying key messages = **2 marks**

Application of grammatical knowledge of language and structures = **1 mark**

Few key messages are conveyed and there is very limited knowledge of vocabulary (English words, made-up word, gap) and structures (tense errors, inappropriate infinitives, no connectives); the response is highly inaccurate.

Student 6

Fui cine ayer No a mi casa de abuelos por que have to estudiar. Vivir en pueblo donde mucho to do. Mi gusta comprar. Shops son buenos. Ver movil en internet.

Conveying key messages = **1 mark**

Application of grammatical knowledge of language and structures = **1 mark**

Very few key messages are conveyed: *fui cine* conveys something of the task, as does *mi gusta comprar* and we have some idea of seeing a mobile phone on the internet. There is a very limited knowledge of vocabulary (gaps, English words) and structures (verbs in infinitives - though *fui* is accurate and *mi gusta* almost so), but overall the response is highly inaccurate.

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GCSE (9-1)
Specification

LATIN

J282
For first assessment in 2018

Version 1.1 (April 2018)



Disclaimer

Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk

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Support and Guidance

Introducing a new specification brings challenges for implementation and teaching, but it also opens up new opportunities. Our aim is to help you at every stage. We are working hard with teachers and other experts to bring you a package of practical support, resources and training.

Subject Advisors

OCR Subject Advisors provide information and support to centres including specification and non-exam assessment advice, updates on resource developments and a range of training opportunities.

Our Subject Advisors work with subject communities through a range of networks to ensure the sharing of ideas and expertise supporting teachers and students alike. They work with developers to help produce our specifications and the resources needed to support these qualifications during their development.

You can contact our Classics Subject Advisors for specialist advice, guidance and support:

01223 553998
classics@ocr.org.uk
[@OCR_Classics](#)

Teaching and learning resources

Our resources are designed to provide you with a range of teaching activities and suggestions that enable you to select the best activity, approach or context to support your teaching style and your particular students. The resources are a body of knowledge that will grow throughout the lifetime of the specification, they include:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

We also work with a number of leading publishers who publish textbooks and resources for our specifications. For more information on our publishing partners and their resources visit: ocr.org.uk/publishing-partners

Professional development

Our improved Professional Development Programme fulfils a range of needs through course selection, preparation for teaching, delivery and assessment. Whether you want to come to events, look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub: cpdhub.ocr.org.uk

An introduction to new specifications

We run training events throughout the academic year that are designed to help prepare you for first teaching and support every stage of your delivery of the new qualifications.

To receive the latest information about the training we offer on GCSE and A Level, please register for email updates at: ocr.org.uk/updates

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Along with subject-specific resources and tools, you'll also have access to a selection of generic resources that focus on skills development, professional guidance for teachers and results data analysis.



Subject Advisor Support

Our Subject Advisors provide you with access to specifications, high-quality teaching resources and assessment materials.



Skills Guides

These guides cover topics that could be relevant to a range of qualifications, for example communication, legislation and research.

Download the guides at ocr.org.uk/skillsguides



Active Results

Our free online results analysis service helps you review the performance of individual students or your whole cohort. For more details, please refer to

ocr.org.uk/activeresults

1 Why choose an OCR GCSE (9–1) in Latin?

1a. Why choose an OCR qualification?

Choose OCR and you've got the reassurance that you're working with one of the UK's leading exam boards. Our new OCR GCSE (9–1) in Latin course has been developed in consultation with teachers, employers and higher education to provide learners with a qualification that's relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A Levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our Specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage

students to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
 - Delivery Guides
 - Transition Guides
 - Topic Exploration Packs
 - Lesson Elements
 - ... and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetime of the specifications.
- CPD/Training for teachers including events to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual learners or whole schools.

All GCSE (9–1) qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's GCSE (9–1) in Latin is QN601/8124/2.

1b. Why choose an OCR GCSE (9–1) in Latin?

OCR's GCSE (9–1) in Latin has been designed to help learners develop their understanding of the Latin language and the related ancient literature, values and society.

We have updated the traditional, popular structure of the GCSE and have added in increased optionality. This allows learners the new option to study two prose literature components or two verse literature components, as well as the existing popular choice of studying a prose literature component and a verse literature component, or a literature component and the 'Literature and Culture' component.

We have designed this qualification with teachers and learners in mind, having consulted extensively across the United Kingdom. The subject criteria pose challenges not faced before at GCSE, for instance the need to translate short sentences from English into Latin or answer questions on syntax and accidence. The approach that we have taken in this specification will allow teachers and learners to face these challenges with confidence.

We want to ensure that OCR's GCSE (9–1) in Latin engages learners, develops a desire within them to continue learning Latin and helps develop a lifelong enthusiasm for the Classical world.

Aims and learning outcomes

OCR's GCSE (9–1) in Latin will enable learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts, adapted and abridged as appropriate
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
 - demonstrate knowledge and understanding of the historical, literary and cultural context of a text
 - identify and appreciate its literary form and impact on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources

OCR's GCSE (9–1) in Latin will encourage learners to:

- develop insights into the relevance of Latin and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- deploy their knowledge and understanding of Latin to deepen their understanding of English and other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

1c. What are the key features of this specification?

The key features of OCR's GCSE (9–1) in Latin for you and your learners are:

- the freedom to create the most appropriate and engaging course which plays to the strengths of your learners
- the opportunity to develop linguistic skills which will help both in the study and application of English and other languages
- the study of ancient literature and sources which helps give learners an insight into the life and culture of the ancient world
- the encouragement to help develop and apply critical analytical skills which will help learners in their future study
- it provides solid preparation for those wishing to progress to our AS and A Level Latin qualifications.

1d. How do I find out more information?

1

If you are already using OCR specifications you can contact us at: www.ocr.org.uk

If you are not already a registered OCR centre then you can find out more information on the benefits of becoming one at: www.ocr.org.uk

If you are not yet an approved centre and would like to become one go to: www.ocr.org.uk

Find out more?

Ask our Subject Advisors:

Email: classics@ocr.org.uk

Customer Contact Centre: 01223 553998

Join our Classics community
<http://social.ocr.org.uk/groups/classics>

Teacher support: www.ocr.org.uk

2 The specification overview

2a. OCR's GCSE (9–1) in Latin (J282)

Learners must complete Component 01 and then any **two** from Components 02, 03, 04, 05 and 06 to be awarded OCR's GCSE (9–1) in Latin.

Content Overview	Assessment Overview	
<p style="text-align: center;">Language</p> <p>Learners study texts and stories in Latin to build knowledge and understanding of Latin vocabulary, accidence and syntax.</p>	<p>Compulsory component:</p> <p style="text-align: center;">J282/01: Language</p> <p style="text-align: center;">100 marks 1 hour 30 minutes Written paper</p>	<p style="text-align: center;">This component is worth 50% of total GCSE</p>
<p style="text-align: center;">Prose and Verse Literature</p> <p>Learners study Latin set texts and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.</p> <p style="text-align: center;">Literature and Culture</p> <p>Learners study two topics on Roman Civilisation and Culture using the sources in the <i>Prescribed Sources Booklet</i> and answer questions in English on aspects of content, culture, social practices and values.</p>	<p>Optional components – any two of the following five:</p> <p style="text-align: center;">J282/02: Prose Literature A</p> <p style="text-align: center;">J282/03: Prose Literature B</p> <p style="text-align: center;">J282/04: Verse Literature A</p> <p style="text-align: center;">J282/05: Verse Literature B</p> <p style="text-align: center;">J282/06: Literature and Culture</p> <p style="text-align: center;">50 marks 1 hour Written paper</p>	<p style="text-align: center;">Each component is worth 25% of total GCSE</p>

All components include synoptic assessment.

2b. Content of GCSE (9–1) in Latin (J282)

The OCR GCSE (9–1) in Latin will allow learners to develop their knowledge of Latin vocabulary, morphology and syntax so that they can read and understand unseen conformed or adapted passages of Latin.

2 The OCR GCSE (9–1) in Latin will require learners to know the words which are listed in the Defined Vocabulary List (DVL) as well as other specified forms of these words. The Defined Vocabulary List (DVL) will be available on the OCR website. Learners will be expected to know and understand the application of syntax and accidence listed in this specification.

The OCR GCSE (9–1) in Latin will develop learners' knowledge and understanding of the ancient world through the study of ancient literature and ancient sources. Learners are required to study a compulsory Language component together with either two Literature components, or one Literature component and the Literature and Culture component.

The Language component (01) requires learners to translate a passage of Latin, answer comprehension questions and **either** answer questions on syntax and accidence within the context of a narrative passage **or** translate short English sentences into Latin.

The vocabulary, accidence and syntax required for the composition of Latin sentences will be taken from

restricted lists. The accidence and syntax questions will draw upon the full range of syntax and accidence listed in the specification.

The Literature components (02–05) will require the study of between 110 and 120 lines of material in Latin. These set texts will **change every two years**. The set texts to be studied for the first six years of assessment of the specification are listed in the specification.

The Literature and Culture component (06) will require the study of two different topics through the exploration of the prescribed sources listed in the *Prescribed Sources Booklet*, which is available on the OCR website, and other sources which cover the same topic areas. The material for the Literature and Culture component will **remain for the lifetime** of the specification.

The set texts and topics will be reviewed after three years and may be subject to change. Each set text and topic will remain on the list for the lifetime of the qualification, unless the review process identifies a necessary change. If a text is to be removed from the list and replaced with another text, centres will be notified a year in advance.

2c. Content of Language (J282/01)

In the course of this component, learners will develop their knowledge of Latin vocabulary and linguistic structures through reading and studying texts and stories in Latin. They will then demonstrate their linguistic competence through the translation and comprehension of unseen Latin passages.

Learners will also be able to demonstrate their linguistic ability by **either** recognising, analysing and explaining accidence and syntax within the context of a narrative passage **or** by translating short sentences from English into Latin.

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none"> • recognise, analyse and/or deploy, as appropriate, the accidence and syntax listed in Appendix 5d and 5e • demonstrate knowledge of the vocabulary in the Defined Vocabulary List (DVL) • accurately translate unseen material into English • demonstrate an understanding of unseen Latin, confected or adapted material, including an understanding of individual words, phrases or sentences • explain the derivation of English words from Latin as evidence of the continuing influence of the classical world on later times. 	<ul style="list-style-type: none"> • translate an unseen passage of confected or adapted Latin • understand and respond to unseen passages of Latin • understand the derivation of English words from Latin <p>and either</p> <ul style="list-style-type: none"> • translate short sentences from English into Latin drawn from the Restricted Vocabulary List (RVL) and the Restricted Syntax and Accidence listed in Appendix 5e <p>or</p> <ul style="list-style-type: none"> • recognise, analyse and explain syntax and accidence, as defined below, using the Syntax and Accidence listed in Appendix 5d <ul style="list-style-type: none"> • recognise: identify examples of a grammatical form • analyse: identify the grammatical form of a word • explain: account for the use of a grammatical form in a sentence.

2c. Content of Literature components (J282/02, J282/03, J282/04 and J282/05)

These components are designed to develop learners' knowledge and understanding of ancient literature through studying the set text listed on the opposite page. These components assess learners' ability to analyse, evaluate and respond to the ancient literature they have studied.

Learners will study the set text listed on the opposite page for the relevant year. Each set text or group of texts will be between 110 and 120 lines in length, and will be examined for a maximum of **two** years.

2

Learners should be able to:	Learners will be required to:
<ul style="list-style-type: none">• demonstrate knowledge and understanding of the set text, including identification of aspects of content, culture, social practices and values, as appropriate to the text studied• identify, explain and respond to the use of common literary effects appropriate to the set text studied and the impact on the reader• identify, explain and respond to aspects of literary style, as appropriate to the text studied, such as:<ul style="list-style-type: none">• choice of words and word order• sounds• length of clauses• common literary devices, such as simile, metaphor, alliteration, assonance• demonstrate an understanding of the cultural, historical and literary context in which the literature was composed• select, analyse and evaluate evidence to draw informed conclusions and make a reasoned, evidence-based response to the material studied.	<ul style="list-style-type: none">• understand and respond to aspects of content and the context of the set text(s)• translate a short passage of the set text into English• analyse aspects of content, providing a personal response to the literature• recognise and analyse aspects of literary style, characterisation, strength of argument and literary meaning as appropriate to the set text studied, and the impact these might have on the reader• draw together their knowledge and understanding of the text studied, and demonstrate this through a written response.

Summary of the Latin set texts for examination between 2018 and 2023

Set text for examination in:	J282/02 Prose Literature A	J282/03 Prose Literature B	J282/04 Verse Literature A	J282/05 Verse Literature B
2018 and 2019	<p>Oxford Latin Anthology <i>Family Life and Relationships</i></p> <p>A close knit family An ideal daughter Education within the family, lines 1–12, (<i>quis ... liberis</i>) Bitter hatred</p>	<p>Cambridge Latin Anthology <i>Druides</i></p> <p>The power of the Druids, their education, their religion, The Druids' last stand <i>tumultus et rebellio</i> Boudica's rebellion</p>	<p>Cambridge Latin Anthology <i>vita rustica et vita urbana</i></p> <p>The sights, sounds and seasons of the countryside A country spring The town mouse and the country mouse <i>de cultu deorum et vita hominum</i> Recipe for happiness Spring and thoughts of mortality</p>	<p>Oxford Classical Text Virgil, <i>Aeneid</i>, 4.279–319, 331–361, 381–396 and 6.450–476</p>
2020 and 2021	<p>Oxford Latin Anthology <i>Land and sea</i></p> <p>A governor travels to his province The army on land and sea, section a, A difficult landing Hannibal crosses the Alps</p>	<p>Cambridge Latin Anthology <i>Germanicus et Piso</i></p> <p>Piso in Syria, The death of Germanicus, Mourning, Revenge <i>personae non gratae</i> Regulus, lines 1–19 (<i>assem ... detestatur</i>)</p>	<p>Oxford Latin Anthology <i>Passions and Poisons</i></p> <p>A snake's poison stirs passion Medea's impassioned plea to Jason Catullus struggles with love</p>	<p>Oxford Classical Text Virgil, <i>Aeneid</i>, 2.506–558, 705–740, 768–794</p>
2022 and 2023	<p>Oxford Latin Anthology <i>Conflict and conquest</i></p> <p>Bravery and strategy in battle Inspiration for the fight, lines 1–37 (<i>Boudicca ... finivit</i>) Marital Conflict</p>	<p>Cambridge Latin Anthology <i>sagae Thessalae</i></p> <p>lines 1–96, (<i>iuvenis ... obtexi</i>) <i>personae non gratae</i> Pythius</p>	<p>Cambridge Latin Anthology <i>Echo et Narcissus</i></p> <p>lines 1–82, (<i>aspicit ... albis</i>) <i>amor</i> How many kisses? Conflicting emotions Love will not let the poet sleep</p>	<p>Oxford Classical Text Virgil, <i>Aeneid</i>, 6.295–316, 384–416, 679–712, 752–759, 788–800</p>

2c. Content of Literature and Culture (J282/06)

This component is designed to develop learners' knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material.

Learners should study the prescribed ancient source material in the '*Prescribed Sources Booklet*' for **both** of the topic areas set in any given year.

Learners should also study additional ancient sources covering similar content to help illustrate the topics they are studying and provide opportunities for comparison.

The topic areas and the prescribed sources booklet will **remain the same** for the whole life of the specification.

Learners should be able to:

- use a range of ancient sources including literary, inscriptional and archaeological
- identify aspects of content, culture, social practices and values, as appropriate to the sources studied
- use their knowledge of Entertainment, The Romans in Britain and Myths and Beliefs, and study of evidence to widen their understanding of Roman society
- evaluate the usefulness of primary sources as evidence through comprehension and comparison, identifying gaps in the evidence, distortion for literary effect or bias
- select, analyse and evaluate evidence to draw an informed conclusion and make a reasoned, evidence-based response to the material studied.

Learners will be required to:

- recall knowledge from the prescribed sources and select knowledge from the unseen sources provided for the assessment
- demonstrate understanding of the prescribed sources and the unseen sources provided for the assessment
- understand and respond to the sources, evaluating them as evidence for the ancient world and analysing their specific features
- compare and contrast ideas, values and social practices from the ancient and modern worlds
- draw together their knowledge and understanding of the material studied and demonstrate this through a written response.

The set topics for examination in **2018** and **2019** for this component will be:

- Entertainment
- Myths and Beliefs

The set topics for examination in **2020** and **2021** for this component will be:

- Myths and Beliefs
- The Romans in Britain

The set topics for examination in **2022** and **2023** for this component will be:

- The Romans in Britain
- Entertainment

The Romans in Britain

The following should be studied with reference to Roman Britain

- **Roman Army**
Camp layout, life in camp including training.
- **Roman Roads**
Construction, principal routes across Britain.
- **Roman Villas**
Villa buildings, the villa estate.
- **Roman Baths**
Layout of the bath complex, links with religion.

Entertainment

- **The Amphitheatre**
In Pompeii, the Colosseum, types of Gladiators.
- **The Theatre at Pompeii**
Scenery and props, actors, plays.
- **The Circus Maximus and Chariot Racing**
The structure, charioteers and races.
- **Dinner parties**
The triclinium, entertainment at dinner.

Myths and Beliefs

- **Roman Gods**
Jupiter, Juno, Mars, Venus, Neptune, Minerva, Apollo, Diana, Vulcan, Vesta, Pluto, Mercury and their roles.
- **State Religion**
Temple of Jupiter in Pompeii, sacrifices.
- **Beliefs in the After-Life**
Tombs in Pompeii, beliefs about life after death.
- **Aeneas, Romulus and Remus**
The exile from Troy, visit to the underworld, Romulus and Remus found Rome.

2d. Prior knowledge, learning and progression

Learners who are beginning a GCSE (9–1) course are likely to have followed a Key Stage 3 programme of study. No prior knowledge of this subject is required but may be beneficial.

This qualification provides the ideal foundation for learners to progress to OCR's AS Level in Latin and A Level in Latin.

Find out more at www.ocr.org.uk

2 GCSEs are qualifications that enable learners to progress to further qualifications either Vocational or General.

3 Assessment of GCSE (9–1) in Latin

3a. Forms of assessment

OCR's GCSE (9–1) in Latin consists of three components that are externally assessed. Learners **must** sit J282/01 and then **any two** from J282/02, J282/03, J282/04, J282/05 and J282/06.

J282/01 Language

This is a **compulsory** component. It is worth **100 marks**, representing **50%** of the total marks for the GCSE (9–1).

Latin Language is an externally assessed written examination testing AO1.

The examination lasts **1 hour 30 minutes** and is formed of two sections.

Section A consists of 30 marks. In Section A, the unseen passage will recount a story drawn from mythology or Roman domestic life.

20 marks are available for answering comprehension questions in English, including questions about the derivation of English words from Latin.

10 marks (10% of AO1 overall) are available for learners to choose between **either** answering

questions on accidence and syntax **or** translating three basic English sentences into Latin.

The syntax and accidence questions draw upon the full syntax and accidence listed in Appendix 5d.

The restricted vocabulary, accidence and syntax list applies **only** to the translation into Latin.

Section B consists of 70 marks. In Section B, the unseen passages will recount a story or stories drawn from history.

20 marks will be available for answering comprehension questions in English.

50 marks will be available for translating a passage of unseen Latin of **at least 90 words** into English.

J282/02, J282/03, J282/04, J282/05 Literature

These are **optional** components. Each component is worth **50 marks**, representing **25%** of the total marks for the GCSE (9–1).

These components are externally assessed written examinations testing AO2 and AO3.

Each examination lasts **1 hour**.

Each component tests understanding and appreciation of a prescribed set text which is between 110 and 120 lines in length.

Learners will be asked to translate a short passage of the set text from Latin into English and answer comprehension questions. They will also be required to answer analysis questions which will be marked on a point by point basis and an 8-mark analysis question which is marked using a level of response grid. Learners will also be required to write an extended response, which draws upon material from the set text.

J282/06 Literature and Culture

This is an **optional** component. It is worth **50 marks**, representing **25%** of the total marks for the GCSE (9–1).

Literature and Culture is an externally assessed written examination testing AO2 and AO3.

The examination lasts **1 hour**.

Questions will require learners to demonstrate knowledge and understanding of the materials in the '*Prescribed Sources Booklet*' and their own study as well use the unseen sources provided in the insert booklet for the assessment.

Questions will also require learners to analyse the sources provided in the assessment, provide a personal response to the material studied and answer extended response questions.

3

3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR GCSE (9–1) in Latin. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

	Assessment Objective
AO1	Demonstrate knowledge and understanding of the language.
AO2	Demonstrate knowledge and understanding of literature and/or other ancient sources.
AO3	Analyse, evaluate and respond to literature and/or other ancient sources.

AO weightings in OCR GCSE (9–1) Latin

The relationship between the Assessment Objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Latin (J282)		
	AO1	AO2	AO3
Language	50%	0%	0%
Prose Literature A	0%	12.5%	12.5%
Prose Literature B	0%	12.5%	12.5%
Verse Literature A	0%	12.5%	12.5%
Verse Literature B	0%	12.5%	12.5%
Literature and Culture	0%	12.5%	12.5%
Total	50%	25%	25%

3c. Assessment availability

There will be one examination series available each year in May / June to **all** learners.

This specification will be certificated from the June 2018 examination series onwards.

All examined components must be taken in the same examination series at the end of the course.

3d. Retaking the qualification

Learners can re-take the qualification as many times as they wish. Learners must retake Component 01 and

two components from Component 02 to 06, in the same examination series.

3e. Assessment of extended response

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and

coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3f. Synoptic assessment

Synoptic assessment targets learners' understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and understanding within different parts of the GCSE course.

Synoptic assessment encourages the understanding of Latin as a discipline and requires learners to demonstrate understanding of the links between language and literature in their classical contexts.

3g. Calculating qualification results

A learner's overall qualification grade GCSE (9–1) in Latin will be calculated by adding together their marks from the three components taken to give their total weighted mark.

This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's *Admin overview* is available on the OCR website at: <http://www.ocr.org.uk/administration>

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series.

Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking a GCSE (9–1) in Latin must be entered for one of the following entry options:

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J282 A	Latin Option A	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		03	Prose Literature B	External Assessment
J282 B	Latin Option B	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		04	Verse Literature A	External Assessment
J282 C	Latin Option C	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		05	Verse Literature B	External Assessment
J282 D	Latin Option D	01	Language	External Assessment
		02	Prose Literature A	External Assessment
		06	Literature and Culture	External Assessment

Entry option		Components		
Entry code	Title	Code	Title	Assessment type
J282 E	Latin Option E	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		04	Verse Literature A	External Assessment
J282 F	Latin Option F	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		05	Verse Literature B	External Assessment
J282 G	Latin Option G	01	Language	External Assessment
		03	Prose Literature B	External Assessment
		06	Literature and Culture	External Assessment
J282 H	Latin Option H	01	Language	External Assessment
		04	Verse Literature A	External Assessment
		05	Verse Literature B	External Assessment
J282 J	Latin Option J	01	Language	External Assessment
		04	Verse Literature A	External Assessment
		06	Literature and Culture	External Assessment
J282 K	Latin Option K	01	Language	External Assessment
		05	Verse Literature B	External Assessment
		06	Literature and Culture	External Assessment

4b. Special consideration

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken.

Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations*.

Head of Centre Annual Declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

4

Private candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: <http://www.ocr.org.uk>

4d. Results and certificates

Grade Scale

GCSE (9–1) qualifications are graded on the scale: 9–1, where 9 is the highest. Learners who fail to reach the minimum standard of 1 will be Unclassified (U). Only

subjects in which grades 9 to 1 are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment.

A learner's final results will be recorded on an OCR certificate. The qualification title will be shown on the certificate as 'OCR Level 1/Level 2 GCSE (9–1) in Latin'.

4e. Post-results services

A number of post-results services are available:

- **Enquiries about results** – If you are not happy with the outcome of a learner's results, centres may submit an enquiry about results.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4f. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessment may constitute malpractice (which includes maladministration) and must be reported to OCR

as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

5 Appendices

5a. Grade descriptors

1. Grade 8

1.1 To achieve Grade 8 candidates will be able to:

- complete a range of linguistic tasks, including translation and comprehension, with a consistently high degree of accuracy
- demonstrate accurate knowledge and understanding of diverse aspects of literature and/or sources
- analyse a range of literary or other evidence with perception and precision
- critically evaluate and respond convincingly to literary or other evidence with reason and sensitivity

2. Grade 5

2.1 To achieve Grade 5 candidates will be able to:

- complete a range of linguistic tasks, including translation and comprehension, with reasonable accuracy
- demonstrate mostly accurate knowledge and understanding of some aspects of literature and/or sources
- analyse literary or other evidence with occasional perception and precision
- evaluate literary or other evidence in a mostly reasoned and clear manner

3. Grade 2

3.1 To achieve Grade 2 candidates will be able to:

- complete some linguistic tasks, including translation and comprehension, with limited accuracy
- demonstrate limited knowledge and understanding of some aspects of literature and/or sources
- make basic comments on literary or other evidence

5b. Overlap with other qualifications

There is no overlap with any other qualifications.

5c. Accessibility

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ *Access Arrangements and Reasonable Adjustments*.

The GCSE (9–1) qualification and subject criteria have been reviewed in order to identify any feature which could disadvantage learners who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

5d. Latin Accidence and Syntax

Accidence and syntax required for Component 01, *Language* with the exception for the translation of the English sentences into Latin. The restricted syntax and

accidence for the translation of the English sentences is listed in Appendix 5e, Restricted Latin accidence and syntax.

Accidence

The forms of regular nouns of all declensions

The forms of regular and deponent verbs in all moods, voices and tenses, including imperatives, infinitives, participles and the gerundive (excluding the future perfect, present subjunctive, perfect subjunctive, future passive infinitive, supine and gerund)

The forms of regular adjectives of all standard types

The forms of pronouns and pronominal adjectives contained in the Defined Vocabulary List

The comparative and superlative forms of adjectives and adverbs contained in the Defined Vocabulary List

The forms of the irregular nouns, verbs and adjectives contained in the Defined Vocabulary List, including irregularly formed comparatives and superlatives

Syntax

Standard uses of the cases

Expressions of time

Comparison (including the ablative of comparison)

The use of genitive, dative or ablative where these cases are taken by verbs or adjectives contained in the vocabulary list

The cases taken by prepositions contained in the Defined Vocabulary List

Direct statements

Direct commands

Prohibitions with *noli* and *nolite*

Direct questions

Uses of participles (including the Ablative Absolute construction)

Uses of the gerundive with *ad* to express purpose

Simple indicative conditional clauses

Relative clauses (excluding *qui* + subjunctive)

Indirect statements

Indirect commands

Indirect questions

Purpose clauses introduced by *ut* and *ne*

Fearing clauses introduced by *timeo* + *ne*

Result clauses

Temporal clauses with the indicative or subjunctive

Causal clauses introduced by *quod* and *cum*

Concessive clauses introduced by *quamquam*

5e. Restricted Latin Accidence and Syntax list

Accidence and syntax required for translating the English sentences into Latin in Component 01.

Accidence
The forms of regular verbs in the present, imperfect and perfect indicative active
The present active infinitive of regular verbs
The present and imperfect indicative of the verbs <i>sum</i> and <i>possum</i>
The forms of regular nouns of the first and second declensions
The forms of first and second declension adjectives of the <i>bonus</i> type (excluding their comparative and superlative forms)
Syntax
Standard uses of the cases
Use of the accusative case to express duration of time
The cases taken by prepositions contained in the Restricted Vocabulary List for this section of the paper
Direct statements and direct questions

Summary of Updates

Date	Version	Section	Title of section	Change
April 2018	1.1	4d	Results and certificates	Amend to certification titling





YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark ocr.org.uk/gcselatin for all the latest resources, information and news on GCSE (9-1) Latin
 - Be among the first to hear about support materials and resources as they become available – register for Classics updates at ocr.org.uk/updates
 - Find out about our professional development at cpdhub.ocr.org.uk
 - View our range of skills guides for use across subjects and qualifications at ocr.org.uk/skillsguides
 - Discover our new online past paper service at ocr.org.uk/exambuilder
 - Learn more about Active Results at ocr.org.uk/activeresults
 - Join our Classics social network community for teachers at social.ocr.org.uk
-

Download high-quality, exciting and innovative GCSE (9-1) Latin resources from ocr.org.uk/gcselatin

Resources and support for our GCSE (9-1) Latin qualification, developed through collaboration between our Classics Subject Advisors, teachers and other subject experts, are available from our website. You can also contact our Classics Subject Advisors who can give you specialist advice, guidance and support.

Contact the team at:
01223 553998
classics@ocr.org.uk
[@OCRexams](https://twitter.com/OCRexams)

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Classics Community

The social network is a free platform where teachers can engage with each other – and with us – to find and offer guidance, discover and share ideas, best practice and a range of Classics support materials. To sign up, go to social.ocr.org.uk



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GCSE (9–1) Latin J282/01 Language Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 30 minutes



Do not use:
• a dictionary



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **both** Section A **and** Section B.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **100**.
- The marks for each question are shown in brackets [].
- This document consists of **16** pages.

Answer **both** Section A **and** Section B.

Section A

Read Passage 1 and answer the questions.

Passage 1

Phaethon wants to prove to his friends that his father is Apollo, god of the sun. Apollo therefore allows Phaethon to drive his fiery sun chariot. Jupiter, however, intervenes and the story ends in tragedy.

Phaethon erat filius Apollinis. olim Phaethon tristis erat quod amici eum deridebant. 'pater tuus non est deus solis!' dicebant. Phaethon igitur ad aulam Apollinis ire constituit. nam volebat currum patris videre, ut amicis argumentum daret.

sed postquam Phaethon currum vidit, patri dixit, 'nunc volo quoque currum agere. si enim amici me in caelo videbunt, omnes tandem mihi credent.' itaque Apollo puero currum dedit.

statim Phaethon laetus lora equorum cepit et ex aula discessit. equi tamen, ubi intellexerunt puerum currum agere, ad terram descenderunt.

hoc viso, Iuppiter currum celerrime delevit. nam timebat ne terra incenderetur. ita Phaethon quoque interfectus est.

Names

Phaethon, Phaethontis (m)

Apollo, Apollinis (m)

Iuppiter, Iovis (m)

Phaethon

Apollo (god of the sun)

Jupiter (king of the gods)

Vocabulary

derideo, deridere, derisi, derisus

sol, solis (m)

aula, aulae (f)

currus, currus (m)

argumentum, argumenti (n)

lora, lororum (n pl)

I laugh at, mock

sun

palace

chariot

proof, evidence

reins

1 *Phaethon erat filius Apollinis. olim Phaethon tristis erat* (line 1): what **two** things are we told about Phaethon?

-
- [2]

2 '*pater tuus non est deus solis!*' (lines 1–2): what did Phaethon's friends say about his father?

-
- [2]

3 *Phaethon igitur ad aulam Apollinis ire constituit* (line 2): what did Phaethon decide to do?

- [2]

4 *nam volebat currum patris videre, ut amicis argumentum daret* (lines 2–3): why did Phaethon want to see his father's chariot?

-
- [2]

5 '*si enim amici me in caelo videbunt, omnes tandem mihi credent.*' (lines 4–5): what did Phaethon think would happen if his friends saw him driving the chariot in the sky?

-
- [2]

6 *statim Phaethon laetus lora equorum cepit et ex aula discessit* (line 6): what did Phaethon do before leaving Apollo's palace?

- [1]

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7 *equi tamen, ubi intellexerunt puerum currum agere, ad terram descenderunt* (lines 6–7).

(a) *equi tamen, ubi intellexerunt puerum currum agere*: what did the horses realise?

.....
 [2]

(b) *ad terram descenderunt*: what did the horses do?

..... [1]

8 *Iuppiter currum celerrime delevit. nam timebat ne terra incenderetur* (line 8): why did Jupiter destroy the chariot?

.....
 [2]

9 For each of the Latin words below, give **one** English word which has been derived from the Latin word and give the meaning of the **English** word.

One has been done for you.

Latin Word:	<i>volo</i>
English Word:	volunteer
Meaning of English Word:	a person who is willing to participate
Latin Word:	<i>omnes</i>
English Word:
Meaning of English Word: [2]
Latin Word:	<i>credent</i>
English Word:
Meaning of English Word: [2]

Answer **either** Question 10 **or** Question 11.

10 Answer the following questions based on part of the story you have already read.

Phaethon erat filius Apollinis. olim Phaethon tristis erat quod amici eum deridebant. 'pater tuus non est deus solis!' dicebant. Phaethon igitur ad aulam Apollinis ire constituit. nam volebat currum patris videre, ut amicis argumentum daret.

sed postquam Phaethon currum vidit, patri dixit, 'nunc volo quoque currum agere. si enim amici me in caelo videbunt, omnes tandem mihi credent.' itaque Apollo puero currum dedit.

Names

Phaethon, Phaethontis (m)

Phaethon

Apollo, Apollinis (m)

Apollo (god of the sun)

Vocabulary

derideo, deridere, derisi, derisus

I laugh at, mock

sol, solis (m)

sun

aula, aulae (f)

palace

currus, currus (m)

chariot

argumentum, argumenti (n)

proof, evidence

(a) Identify an example of the **nominative** case in line 1.

..... [1]

(b) *dicebant* (line 2): identify the **tense** of this verb.

..... [1]

(c) *ad aulam Apollinis* (line 2): identify the **case** of *aulam* **and** explain why this **case** is used here.

.....
 [2]

(d) *nam volebat currum patris videre* (lines 2–3): identify the **form** of *videre* **and** explain why it is used here.

.....
 [2]

- (e) *ut amicis argumentum daret* (line 3): explain why *daret* is in the **subjunctive** mood.

..... [1]

- (f) Pick out a **pronoun** in line 5.

..... [1]

- (g) *Apollo puero currum dedit* (line 5): identify the **case** of *puero*.

..... [1]

- (h) Identify an example of the **perfect** tense in line 5.

..... [1]

Do **not** answer Question 11 if you have already answered Question 10.

- 11 Translate the following English sentences into Latin.

- (a) The girls were walking to the forum.

..... [3]

- (b) The slave is able to work in the garden.

..... [4]

- (c) We greeted the son of the man.

..... [3]

Section B

Read Passage 2 and answer the questions.

Passage 2

The Gauls attempt to capture the Capitol, but the Romans manage to defeat them.

illo tempore, urbs Roma a Gallis oppugnabatur. itaque Romani, multis militibus suis mortuis et plurimis villis incensis, ad summum Capitolium ascendere constituerunt. ibi nonnullos dies manebant. mox tamen Romani cognoverunt collem in ingenti periculo esse. nam Galli in animo habebant Capitolium capere. sperabant se ita totam urbem deleturos esse.

prima luce omnes Galli magno clamore ad collem cucurrerunt. Romani timebant ne vincerentur, sed tam fortiter pugnaverunt ut hostes facile opprimerent atque fugere cogerent.

Galli ad castra regressi inter se cogitaverunt quid facere deberent. tandem miles quidam e Gallis forte invenit viam occultam, quae ad summum Capitolium ducebat. Galli igitur collem media nocte ascendere paraverunt.

Names

Galli, Gallorum (m pl)

the Gauls (a Celtic people from Gaul)

Capitolium, Capitolii (n)

the Capitol (a hill in Rome)

Vocabulary

collis, collis (m)

hill

occultus, occulta, occultum

hidden, secret

- 12 *illo tempore, urbs Roma a Gallis oppugnabatur* (line 1): what was happening at that time?

.....
 [2]

- 13 *itaque Romani, multis militibus suis mortuis et plurimis villis incensis, ad summum Capitolium ascendere constituerunt* (lines 1–2).

- (a) *ad summum Capitolium ascendere constituerunt*: what did the Romans decide to do?

.....
 [2]

(b) *multis militibus suis mortuis et plurimis villis incensis*: what **two** things had led them to make this decision?

-
- [2]

14 *mox tamen Romani cognoverunt collem in ingenti periculo esse* (line 3): write down **and** translate the **Latin** phrase which shows that the Capitol was not safe. [2]

Latin phrase	English translation

15 *nam Galli in animo habebant Capitolium capere. sperabant se ita totam urbem deleturos esse* (lines 3–4): why did the Gauls have it in mind to capture the Capitol?

-
-
- [3]

16 *prima luce omnes Galli magno clamore ad collem cucurrerunt* (line 5): what did the Gauls do at first light? Make **two** points.

-
- [2]

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17 *Romani timebant ne vincerentur, sed tam fortiter pugnauerunt ut hostes facile opprimerent atque fugere cogereent* (lines 5–6).

(a) *Romani timebant ne vincerentur, sed tam fortiter pugnauerunt*: although the Romans were afraid that they might be conquered, what did they do?

..... [1]

(b) *ut hostes facile opprimerent atque fugere cogereent*: what happened as a result?

.....

..... [2]

18 *Galli ad castra regressi inter se cogitauerunt quid facere deberent* (line 7): what did the Gauls consider after returning to their camp?

.....

..... [2]

19 *miles quidam e Gallis forte invenit viam occultam, quae ad summum Capitolium ducebat* (lines 7–8): what did a certain soldier from the Gauls find?

.....

..... [2]

Read Passage 3.

Passage 3

The Gauls make a second attempt, but the geese on the Capitol come to the rescue of the Romans.

dux Gallorum timebat ne Romani viros collem ascendentes audirent. itaque imperavit omnibus Gallis ut in itinere tacerent. ea nocte Galli tam tacite processerunt ut custodes Romani eos non conspicerent.

eodem tempore tamen anseres pauci in Capitolio habitabant. Romani anseres non consumpserant, quod sacri deae Iunoni erant. hi anseres, Gallis visis, tantum clamorem fecerunt ut Manlium, militem summae virtutis, excitarent. ille, armis statim raptis, iussit ceteros Romanos Capitolium fortiter defendere. mox multi Galli de summo colle a Romanis deiecti sunt et mortem crudelem passi sunt. hoc modo igitur urbs Roma non virtute militum sed clamore anserum servata est.

Names

Galli, Gallorum (m pl)

the Gauls (a Celtic people from Gaul)

Capitolium, Capitolii (n)

the Capitol (a hill in Rome)

Iuno, Iunonis (f)

Juno (queen of the gods)

Manlius, Manlii (m)

Manlius (a Roman)

Vocabulary

collis, collis (m)

hill

tacite

silently

anser, anseris (m)

goose

excito, excitare, excitavi, excitatus

I wake up

20 Translate Passage 3 into English.

[50]

.....

.....

.....

.....

.....

.....

.....

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Latin

J282/01 Language

SAMPLE MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 100



This document consists of 16 pages

MARK SCHEME:

SECTION A

Question	Answer	Marks	Guidance
1	He was the son of Apollo (1) He was sad (1)	2	tristis Accept 'unhappy'/'miserable'.
2	He was not (1) the god of the sun (1).	2	Accept direct speech. deus solis Accept 'the/a sun god'.
3	Go (1) to the palace of Apollo (1).	2	
4	To give proof (1) to his friends (1).	2	Accept 'To prove to his friends that Apollo was the god of the sun' <i>vel sim.</i>
5	His friends would believe (1) him (1).	2	Accept direct speech. credent Accept 'trust'; do not accept 'believe in'. Accept 'They'.
6	Took the reins (1).	1	cepit Accept 'caught'/'captured'.
7	(a) That a/the boy (1) was driving the chariot (1).	2	puerum Accept 'Phaethon'.
7	(b) Went down to earth (1).	1	descenderunt Accept 'descended'/'came down'.
8	He was afraid (1) that the earth might be set on fire (1).	2	

Question		Answer	Marks	Guidance	
9		omnivore – an animal which eats plants and meat credible - believable	4	One mark for the derivative and one for its meaning. Accept other valid derivatives. Incorrect derivation cannot score a mark for a correct meaning of the English word; correct derivation can score a mark even if the meaning expressed is incorrect.	
10	(a)	One from: <i>Phaethon / filius / tristis / amici / pater</i>	1		
10	(b)	Imperfect	1		
10	(c)	Accusative (1); follows <i>ad</i> / <i>ad</i> takes the accusative case (1).	2		
10	(d)	Infinitive (1); follows <i>volebat</i> (1).	2		
10	(e)	Purpose clause (with <i>ut</i>).	1	Do not accept reference to <i>ut</i> alone.	
10	(f)	Accept either: <i>me</i> (1) / <i>mihi</i> (1)	1		
10	(g)	Dative	1		
10	(h)	<i>dedit</i>	1		
11	(a)	<i>puellae</i> (1) <i>ad forum</i> (1) <i>ambulabant</i> (1).	3	Word order is flexible.	Accept any translation using correct Latin even if vocabulary outside of Restricted Vocabulary List.
11	(b)	<i>servus</i> (1) <i>in horto</i> (1) <i>laborare</i> (1) <i>potest</i> (1).	4	Word order is flexible.	
11	(c)	<i>filium</i> (1) <i>viri</i> (1) <i>salutavimus</i> (1).	3	Word order is flexible.	

SECTION B

Question	Answer	Marks	Guidance
12	Rome was being attacked (1) by the Gauls (1).	2	Accept 'The Gauls were attacking Rome'.
13	(a) Climb (1) to the top of the Capitol (1).	2	ad summum Capitolium Accept 'to the summit of the Capitol'.
13	(b) Soldiers were dead (1); their houses had been set on fire (1).	2	
14	<i>in ingenti periculo</i> (1) = in huge danger (1)	2	Do not insist on 'in'. ingenti Accept 'great'/'enormous'. periculo Accept 'peril'.
15	They were hoping (1) to destroy (1) the whole city (1).	3	
16	They ran to the hill/Capitol (1) with a shout (1).	2	magno clamore Accept 'They shouted loudly'/'They made a great noise'.
17	(a) They fought (1).	1	
17	(b) They / the Romans crushed the enemy (1); they forced them to flee (1).	2	opprimerent Accept 'defeated' or similar verbs. hostes Accept 'the Gauls'.
18	What they should (1) do (1).	2	deberent Accept 'ought to'/'must'.
19	A path (1) which led to the Capitol (1).	2	

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Mark scheme continues on page 6

Guidance on applying the marking grids for GCSE Latin

The classification below should be seen only as a general guide, the intention of which is to maintain standards year on year. Lead Markers should consider each instance on its own merits in the context of the passage and the section.

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

e.g. *tum, gaudentes quod Scipio libenter se acceperat, ad naves suas reverterunt.*

'then, rejoicing because Scipio had received them willingly, they turned back to their ships'

- (i) 'rejoicing because Scipio had received them willingly, they turned back to their ships' - the omission of *tum* is an inconsequential error, so 5 marks out of 5
- (ii) 'then, rejoicing because Scipio had received them willingly, they turned back to their ship' - the number error on 'ship' (it's plural in the Latin) is an inconsequential error, so 5 marks.
- (iii) 'then, rejoicing because Scipio was receiving them willingly, they turned back to their ship' - despite the tense error on *acceperat* and the number of *naves*, the candidate has clearly got the point, so a mark of 4 is appropriate.
- (iv) 'then, unhappy because Scipio had received them, they turned back to their ships' - the mistranslation of *gaudentes* is a more serious error here, as it gets the wrong point (they were happy, not unhappy!) and the omission of *libenter* could be considered a serious omission. The overall sense is more or less correct (Scipio had received them and they went back to their ships) so a mark of 3 would be appropriate.
- (v) 'Scipio was unhappy because they had not welcomed him and they turned back to their ship' - there are a number of errors here (no *tum*, Scipio taken as agreeing with *gaudentes*, wrong meaning of *gaudentes*, omission of *libenter*, number of *naves*) but the key judgment point is that the general meaning has not been communicated, so a maximum of 2 would be appropriate. It has enough correct sense to score more than 1.

The sort of errors that we would generally expect to be considered 'inconsequential' would be:

- number errors (singular/plural - *naves* taken as singular above)
- minor tense errors (e.g. one past tense taken as another - *acceperat* taken as imperfect above)
- minor conjunctions/adverbs incorrectly translated or omitted (*tum* above)

The sort of errors that we would generally expect to be considered 'more serious' would be:

- major vocabulary errors which give the wrong sense (e.g. *gaudentes* taken as 'unhappy' above).
- a future tense taken as a past tense
- missing a purpose clause (e.g. *ad forum ivit ut cibum emeret* = 'he went to the form and bought food')
- missing a gerundive (e.g. *ad forum ivit ad cibum emendum* = 'buying food he went to the forum')

The categorisation of 'inconsequential' and 'more serious' errors might vary within a paper, depending on the length of the sentence for translation (e.g. the omission of a word in a five word sentence might be judged more serious than a similar omission in a twelve word sentence) and might vary between papers. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
20	<p>The passage above has been divided into 10 sections, each worth 5 marks. Award up to 5 marks per translated section according to the 5-mark marking grid listed above.</p> <p>(i) <i>dux Gallorum timebat ne Romani viros collem ascendentes audirent.</i></p> <p>The leader of the Gauls was afraid that the Romans might hear the men climbing the hill.</p>	5	<p>The following examples are intended as what might constitute an inconsequential and more serious error.</p> <p>timebat Accept 'was scared'/frightened'.</p> <p>audirent Accept 'would hear'.</p> <p>Inconsequential: <i>Romani viros collem ascendentes audirent.</i> 'the Romans <u>climbing the hill</u> might hear the men'. The misplacement of the phrase <i>collem ascendentes</i> is an inconsequential error.</p> <p>Inconsequential: <i>Romani viros collem ascendentes audirent.</i> 'the Romans might hear the <u>man</u> climbing the hill'. Number errors are considered inconsequential.</p> <p>More serious: <i>Romani viros collem ascendentes audirent.</i> 'the <u>men</u> might hear the <u>Romans</u> climbing the hill'. Reversal of subject and object is a more serious error.</p>

Question	Answer	Marks	Guidance
(ii)	<p><i>itaque imperavit omnibus <u>Gallis</u> ut in itinere tacerent.</i></p> <p>And so he ordered all the Gauls to say nothing on the journey.</p>	5	<p>itaque Accept 'therefore'/'so'.</p> <p>in itinere Accept 'on the way'.</p> <p>Inconsequential: <i>imperavit omnibus Gallis:</i> '<u>she</u> ordered all the Gauls'. A wrong subject pronoun is an inconsequential error.</p> <p>More serious: <i>omnibus Gallis:</i> 'the Gauls' (omission of <i>omnibus</i>). An omitted word (apart from minor conjunctions/adverbs) is a more serious error. However, in a longer section, it might be considered as an inconsequential error.</p>
(iii)	<p><i>ea nocte <u>Galli</u> tam <u>tacite</u> processerunt ut custodes Romani eos non conspicerent.</i></p> <p>That night the Gauls advanced so silently that the Roman guards did not notice them.</p>	5	<p>conspicerent Accept 'catch sight of'/'see'.</p> <p>Inconsequential: <i>Galli tam tacite processerunt ut:</i> 'the Gauls advanced so silently <u>so that</u>'. <i>ut</i> rendered as a purpose clause in cases of result clauses and indirect commands is an inconsequential error.</p> <p>Inconsequential: <i>processerunt:</i> '<u>had</u> advanced'. A minor tense error (e.g. one past tense taken as another) is an inconsequential error.</p> <p>More serious: <i>ut custodes Romani eos non conspicerent:</i> 'that the Roman guards did not <u>hear</u> them'. A vocabulary error which gives the wrong sense is a more serious error.</p>

Question	Answer	Marks	Guidance
	<p>(iv) <i>eodem tempore tamen <u>anser</u>es pauci in <u>Capitolio</u> habitabant.</i></p> <p>At the same time, however, a few geese were living on the Capitol.</p>	5	<p>Inconsequential: <i>eodem tempore</i>: ‘at <u>that</u> time’. A minor vocabulary error which does not prevent communication of the meaning of the Latin is inconsequential.</p> <p>More serious: <i>anser</i>es pauci in <i>Capitolio</i> habitabant: ‘a few geese <u>will live</u> on the Capitol’. A past tense translated as a future tense is a more serious error.</p>
	<p>(v) <i>Romani <u>anser</u>es non consumpserant, quod sacri deae <u>Iunoni</u> erant.</i></p> <p>The Romans had not eaten the geese, because they were sacred to the goddess Juno.</p>	5	<p>Inconsequential: <i>deae</i>: ‘to the <u>goddesses</u>’. Number errors are considered inconsequential.</p> <p>More serious: <i>Romani esurientes anseres non consumpserant</i>: ‘the hungry Romans had eaten the geese’. The omission of <i>non</i> alters the meaning of the Latin and is therefore a more serious error.</p>

Question	Answer	Marks	Guidance
(vi)	<p><i>hi <u>anser</u>es, <u>Gallis</u> visis, tantum clamorem fecerunt</i></p> <p>These geese, having seen the Gauls, made such a great noise</p>	5	<p><i>Gallis visis</i> Accept other correct translations of the ablative absolute.</p> <p><i>tantum</i> Accept ‘such a loud’.</p> <p>Inconsequential: <i>hi anseres...tantum clamorem fecerunt</i>: ‘these geese... <u>did</u> such a great noise’. Failure to choose the most appropriate meaning of <i>fecerunt</i> is an inconsequential error.</p> <p>More serious: <i>Gallis visis</i>: failure to handle the ablative absolute construction correctly, e.g. ‘before seeing the Gauls’. An error of construction is more serious.</p>
(vii)	<p><i>ut <u>Manlium</u>, militem summae virtutis, <u>excitarent</u>.</i></p> <p>that they woke up Manlius, a soldier of the greatest courage.</p>	5	<p><i>militem summae virtutis</i> Accept ‘a very courageous soldier’.</p> <p><i>virtutis</i> Accept ‘virtue’.</p> <p>Inconsequential: <i>ut Manlium... excitarent</i>: ‘that Manlius was woken up’ – omission of ‘<u>by them</u>’. Omission of a pronoun agent in cases of active to passive transposition is an inconsequential error.</p> <p>More serious: <i>ut Manlium, militem..., excitarent</i>: ‘that the soldiers woke up Manlius’. Taking <i>militem</i> as nominative plural is a more serious error.</p>

Question	Answer	Marks	Guidance
	<p>(viii) <i>ille, armis statim raptis, iussit ceteros Romanos <u>Capitolium</u> fortiter defendere.</i></p> <p>He, having seized his weapons immediately, ordered the rest of the Romans to defend the Capitol bravely.</p>	5	<p>armis Accept 'arms'.</p> <p>statim Accept 'at once'.</p> <p>raptis Accept 'having grabbed'/'having snatched'.</p> <p>armis statim raptis Accept other correct translations of the ablative absolute.</p> <p>ceteros Accept 'the other'.</p> <p>Inconsequential: <i>fortiter</i>: '<u>very</u> bravely'. Incorrectly rendering an adverb as superlative is an inconsequential error.</p> <p>More serious: <i>iussit</i>: 'asked'. A vocabulary error which gives the wrong sense is more serious.</p>

Question	Answer	Marks	Guidance
(ix)	<p><i>mox multii <u>Galli</u> de summo <u>colle</u> a Romanis deiecti sunt et mortem crudelem passi sunt.</i></p> <p>Soon many Gauls were thrown down from the top of the hill by the Romans and suffered a cruel death.</p>	5	<p>de summo colle Accept 'from the summit of the hill'.</p> <p>Inconsequential: <i>mortem crudelem passi sunt</i>: 'a cruel death was suffered' – omission of 'by them'. Omission of a pronoun agent in cases of active to passive transposition is an inconsequential error.</p> <p>Inconsequential: omission of <i>mox</i>. In a section of this length the incorrect translation or omission of minor conjunctions and adverbs is an inconsequential error.</p> <p>More serious: <i>multi Galli de summo colle a Romanis deiecti sunt</i>: 'many Gauls <u>threw the Romans down</u> from the top of the hill'. Failure to recognise the passive voice and the ablative of agent is a more serious error.</p>
(x)	<p><i>hoc modo igitur urbs Roma non virtute militum sed clamore <u>anserum</u> servata est.</i></p> <p>In this way therefore the city of Rome was saved not by the courage of the soldiers but by the noise of the geese.</p>	5	<p>virtute Accept 'by the virtue'.</p> <p>servata est Accept 'was protected'/'was kept safe'.</p> <p>Inconsequential: <i>hoc modo</i>: 'in <u>that</u> way'. A 'near miss' in vocabulary, which does not compromise the sense, is an inconsequential error.</p> <p>More serious: <i>servata est</i>: 'will be saved'. A past tense translated as future is a more serious error.</p>

APPENDIX 1: Assessment Objective Grid

Question	AO1	AO2	AO3
1	2	–	–
2	2	–	–
3	2	–	–
4	2	–	–
5	2	–	–
6	1	–	–
7 a, b	3	–	–
8	2	–	–
9	4	–	–
10 a–h <u>OR</u> 11 a–c	10	–	–
12	2	–	–
13 a, b	4	–	–
14	2	–	–
15	3	–	–
16	2	–	–
17 a, b	3		
18	2		
19	2		
20	50	–	–
Total	100	–	–

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GCSE (9–1) Latin J282/02 Prose Literature A Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:
• a dictionary



* o o o o o o *

First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.

Answer **all** the questions.

1 Read the passage and answer the questions.

ob haec mors indicta, multum adversante Narcisso, qui Agrippinam magis magisque suspectans prompsisse inter proximos ferebatur certam sibi perniciem, seu Britannicus rerum seu Nero poteretur; verum ita de se meritum Caesarem, ut vitam usui eius impenderet.

Tacitus, *The poisoning of Claudius*, lines 11–15

(a) Who was Narcissus?

..... [1]

(b) *multum adversante Narcisso*: how did Narcissus feel about Domitia Lepida being sentenced to death?

..... [1]

(c) *prompsisse ... poteretur*: what fears did Narcissus have about his own safety?

.....
..... [2]

(d) *verum ... impenderet*: what did Narcissus say to demonstrate his loyalty towards Claudius?

.....
..... [2]

2 Read the passage and answer the question.

at novercae insidiis domum omnem convelli, maiore flagitio quam si impudicitiam prioris coniugis reticuisset. quamquam ne impudicitiam quidem nunc abesse Pallante adultero, ne quis ambigat decus pudorem corpus, cuncta regno viliora habere.

Translation:

But he said that the whole house was being overthrown by the stepmother's plots, with greater disgrace than if he had kept silent about the shameless behaviour of his former wife. Although not even shamelessness was now far away, when Pallas was her lover, so that no one should doubt that she held her honour, her modesty, her body, her all, cheaper than a throne.

Tacitus, *The poisoning of Claudius*, lines 17–21

How does Tacitus, by his style of writing, show Narcissus' hostility towards Agrippina? Make **two** points, each referring to the **Latin**.

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[4]

3 Read the passage and answer the questions.

exquisitum aliquid placebat, quod turbaret mentem et mortem differret. deligitur artifex talium vocabulo Locusta, nuper veneficii damnata et diu inter instrumenta regni habita. eius mulieris ingenio paratum virus, cuius minister e spadonibus fuit Halotus, inferre epulas et explorare gustu solitus.

Tacitus, *The poisoning of Claudius*, lines 31–35

(a) *exquisitum ... differret*: what does Tacitus say to convey Agrippina's ingenuity here?

.....
 [2]

(b) *Locusta*: what had happened to Locusta recently?

..... [1]

(c) *inferre epulas et explorare gustu solitus*: what **two** things did Halotus usually do?

.....
 [2]

4 Read the passage and answer the question.

simul soluta alvus subvenisse videbatur. igitur exterrita Agrippina et, quando ultima timebantur, spreta praesentium invidia provisam iam sibi Xenophontis medici conscientiam adhibet. ille tamquam nisus evomentis adiuveret, pinnam rapido veneno inlitam faucibus eius demisisse creditur, haud ignarus summa scelera incipi cum periculo, peragi cum praemio.

Tacitus, *The poisoning of Claudius*, lines 39–44

What makes this such a graphic and vivid description? Make **two** points, each referring to the **Latin**.

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..... [4]

6 Read the passage and answer the question.

diutius suspicionibus obscuris laedi famam suam noluit; lectum illum genialem quem biennio ante filiae suae nubenti straverat, in eadem domo sibi ornari et sterni expulsa atque exturbata filia iubet.

Cicero, *The passion behind a trumped-up charge of poison*, lines 34–37

Translate this passage into English.

.....

.....

.....

.....

..... [5]

7 Read the passage and answer the questions.

o mulieris scelus incredibile et praeter hanc unam in omni vita inauditum! o libidinem effrenatam et indomitam! o audaciam singularem! nonne timuisse, si minus vim deorum hominumque famam, at illam ipsam noctem facesque illas nuptiales, non limen cubiculi, non cubile filiae, non parietes denique ipsos superiorum testes nuptiarum! perfregit ac prostravit omnia cupiditate ac furore; vicit pudorem libido, timorem audacia, rationem amentia.

Cicero, *The passion behind a trumped-up charge of poison*, lines 39–45

(a) *o mulieris ... singularem*:

(i) How do you think Cicero wants his audience to feel about Sassia's crime?

..... [1]

(ii) Give **one** reason to support your view.

..... [1]

(b) *at illam ... nuptiarum*: why does Cicero think Sassia should fear these things in particular?

.....
 [2]

(c) What was the name of Sassia's son-in-law, whom she later married?

..... [1]

(d) *vicit ... amentia*: which **three** vices caused Sassia to act as she did?

.....

 [3]

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Latin

J282/02 Prose Literature A

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



This document consists of 12 pages

MARK SCHEME

Question	Answer	Marks	Guidance						
1a	Accept either point. Imperial freedman (1). Freedman of Claudius (1).	AO2 1							
1b	He opposed it (1).	AO2 1							
1c	He felt that his doom was certain (1) whether Britannicus or Nero came to power (1).	AO2 2							
1d	He thought that Claudius deserved such duty from him (1) that he would devote his life to his welfare (1).	AO2 2	Accept a wide range of answers providing meaning is clear.						
2	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>novercae</i>: pejorative use of the word step mother has negative connotations of evilness • <i>convelli</i>: forceful verb conveying the idea of an imperial house being torn apart • <i>impudicitiam</i>: close repetition shows how bad matters are • <i>decus pudorem corpus</i>: tricolon stresses how great her lust for power is. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	Point is not valid, or none are drawn								

Question	Answer	Marks	Guidance						
3a	Accept any two points. The poison was carefully chosen (1). A dual-purpose poison is required by Agrippina to derange his mind (1) and delay his death (1).	AO2 2							
3b	Locusta had recently been condemned for poisoning (1).	AO2 1							
3c	Halotus usually brought in the dishes (1) and tested them by tasting (1).	AO2 2							
4	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="320 683 1373 959"> <tbody> <tr> <td data-bbox="320 683 409 810">2</td> <td data-bbox="409 683 1373 810">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td data-bbox="320 810 409 898">1</td> <td data-bbox="409 810 1373 898">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td data-bbox="320 898 409 959">0</td> <td data-bbox="409 898 1373 959">Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul data-bbox="320 1034 1373 1305" style="list-style-type: none"> • <i>simul soluta alvus subvenisse</i>: sibilance and vivid details to convey the severity of the illness • <i>exterrita ... ultima timebantur</i>: the growing fears of Agrippina are effectively conveyed • <i>evomentis ... pinnam</i>: vivid details of the poisoning and ingenuity of Xenophon are clearly shown • <i>incipi ... praemio</i>: elegance of the parallel construction reveals Tacitus' comment on the worse side of human nature. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	Point is not valid, or none are drawn								

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question		AO3 = 8 marks = Analyse, evaluate and respond to literature
Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p>• <i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p>• <i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
5*	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>plenaē ... plenaē</i>: repetition of <i>plenaē</i> to emphasise the stability of the marriage until Sassia's passion blazed up • <i>repente est exorta</i>: the suddenness of Sassia's passions is stark • <i>nefaria libido</i>: particularly strong pejorative vocabulary • <i>non solum ... verum etiam</i>: balanced phrases which increase in severity – disgrace ... crime • <i>mater</i>: repeated three times and contrasted with <i>hostili odio et crudelitate</i>: she hates him like an enemy. Cicero calls her his mother but highlights her horrendous treatment of her son and daughter • <i>scelere et immanitate</i>: Cicero stresses how wrong her passion is. 	AO3 8	

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
6	<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>Suggested translation:</p> <p><i>She did not want her reputation to be harmed any longer by uncertain suspicions; she orders that marital bed, which two years before she had made up for her daughter on her marriage, to be decorated and made for herself in the same house, having driven and forced out her daughter.</i></p>	<p>AO2 5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: <i>diutius</i> = for a long time (degree) <i>suspicionibus</i> = suspicion (number) <i>straverat</i> = made up (tense) omission of <i>illum, suam, suae, eadem</i></p> <p>More serious error: <i>biennio ante</i> = the year before <i>filia</i> taken as nominative (case) <i>ornari</i> and/or <i>sterni</i> taken as main verb(s) omission of <i>nubenti, ornari</i></p>

Question	Answer	Marks	Guidance
7a i	incredible/unbelievable/unheard of (1)	AO3 1	
7a ii	Accept any one point. Cicero says that the crime has only ever been committed by this one woman (1). The crime is unheard of in all life (1). He calls her audacity extraordinary (1).	AO3 1	
7b	All these things relate to the wedding of her daughter (1) which should be sacrosanct / she should not marry her son-in-law (1).	AO3 2	
7c	Melinus (1)	AO2 1	
7d	Lust (1), audacity (1), passion (1).	AO2 3	

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s).

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘*How successfully do Tacitus and Cicero turn the reader against Agrippina and Sassia?*’, details of Agrippina’s pretence of grief and an understanding that this was in reality an effort to prevent help being brought to Claudius would be evidence of **AO2** whilst concluding that this clearly demonstrates Agrippina’s scheming nature and thus helps turn the reader against her would be evidence of **AO3**.

10-mark grid for the extended response question		
		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
8*	<p><i>How successfully do Tacitus and Cicero turn the reader against Agrippina and Sassia?</i></p> <p>Assess against criteria in the 10-mark grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates may argue that the authors are highly successful in turning the reader against Agrippina and Sassia due to the lurid details of their immorality and crimes. They may argue that the fact that these two are women makes them especially “easy targets” for such attacks and this increases their efficacy.</p> <p>Candidates may, however, argue that the attempts are not successful. This might be because the details are so lurid as to be unbelievable, or that in fact the reader feels sorry for these women for being the victims of such slurs. They may argue that the ruthlessness of both is in fact no more than might be expected from a male counterpart.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>Tacitus (<i>Poisoning of Claudius</i>)</p> <ul style="list-style-type: none"> • the growing fears of Narcissus and his devotion towards Claudius push the reader against Agrippina • the idea of the <i>noverca</i>, the stepmother, adds to the drama of the story; her character is involved in every part of the story; she is portrayed as a monster • Agrippina’s affair with Pallas, and Narcissus’s belief that she held her honour, modesty and body cheaper than the throne • Agrippina’s grasping of opportunity and cold planning of murder shocks the reader. The detailed description of her choice of poison reveals the care she took to commit the murder; Tacitus emphasises the speed of Agrippina’s actions as she grasps her opportunity to poison Claudius; Tacitus explores her motivations behind the murder 	<p>10 made up of</p> <p>AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p>

	<ul style="list-style-type: none"> • the fact that she is taking these actions for her son and not directly for herself might be seen as her only positive characteristic • her pretence of grief, which was in reality an effort to prevent help being brought to Claudius, clearly demonstrates her scheming nature. <p>Cicero (<i>Passion behind a trumped up charge of poison</i>)</p> <ul style="list-style-type: none"> • the description of a seemingly happy and strong marriage suddenly being destroyed by Sassia • Cicero states that Sassia is associated with both disgrace and crime • Cicero highlights the evil nature of Sassia by emphasising the fact that she is a mother but her behaviour is anything but motherly • Cicero states that Sassia's love is unholy. Even the gods must be against her • at first she contained her desires, but the fact that it cannot be held back adds speed to the narrative and drives the reader against Sassia • Cicero's use of imagery (<i>blaze and inflamed</i>) adds to the description of her passion and negative characteristics • the description of the mother openly exulting with joy increases feelings against her • Cicero emphasises the innocence of Melinus and the evilness of Sassia. His use of pejorative vocabulary, such as <i>prostitution</i> draws the listener against Sassia • Cicero emphasises that no other woman had acted in this way before and that her behaviour is unheard of • the rapid downfall of Melinus is described, hastened by his youth and innocence, which creates negative feelings towards Sassia. He took very badly this disgrace of his family and his name • the vivid symbolism of the marriage bed which she had decked for her daughter, now being prepared for herself adds to the reader's feelings of disgust. 		
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APPENDIX 1: Assessment Objective Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 a	–	1	–
1 b	–	1	–
1 c	–	2	–
1 d	–	2	–
2	–	–	4
3 a	–	2	–
3 b	–	1	–
3 c	–	2	–
4	–	–	4
5	–	–	8
6	–	5	–
7 a i & ii	–	–	2
7 b	–	–	2
7 c	–	1	–
7 d	–	3	–
8	–	5	5
Total	–	25	25

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GCSE (9–1) Latin J282/03 Prose Literature B Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:
• a dictionary



First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.

Answer **all** the questions.

1 Read the passage and answer the questions.

summum est eius acumen, summa frugalitas. amat me, quod indicium castitatis est. praeterea litteris studet propter amorem mei. meos libellos habet lectitat ediscit etiam. quanta sollicitudine afficitur cum videor acturus esse, quanto gaudio cum egi!

Pliny, *Calpurnia*, lines 7–11

(a) To whom did Pliny write this letter?

..... [1]

(b) *summum ... frugalitas*: what characteristics of Calpurnia is Pliny praising here? Make **two** points.

•
..... [2]

(c) *praeterea ... mei*: why did Calpurnia take an interest in literature?

..... [1]

(d) *meos libellos habet lectitat ediscit etiam*: what particularly surprises Pliny most of all here?

.....
..... [1]

(e) *quanta ... egi*: what contrast is Pliny making here?

.....
.....
.....
..... [2]

2 Read the passage and answer the question.

his ex causis in spem certissimam adducor perpetuam nobis maioremque in dies futuram esse concordiam. non enim aetatem meam aut corpus, quae paulatim occidunt ac senescunt, sed gloriam diligit.

Pliny, *Calpurnia*, lines 17–20

How does Pliny’s language emphasise the positive aspects of his marriage with Calpurnia? Make **two** points, each referring to the **Latin**.

-
.....
.....
.....
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.....
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.....
- [4]

3 Read the passage and answer the question.

haud facile discerneres, utrum pecuniae an famae minus parceret; libidine sic accensa est, ut saepius peteret viros quam peteretur. sed ea saepe antehac fidem prodiderat, creditum abiuraverat, caedis conscia fuerat.

Translation:

You could not easily tell whether she was less sparing of her money or her good name; she was aroused by lust so much that she sought men more often than she was sought by them. But before this time she had often betrayed her good faith, she had refused to pay a loan, she had been implicated in murder.

Sallust, *Sempronia*, lines 7–11

How does Sallust’s language in this passage highlight Sempronia’s negative qualities? Make **two** points, each referring to the **Latin**.

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.....
- [4]

4 Read the passage and answer the questions.

cum ex nobili genere in familiam clarissimam nupsisses, cur tibi Caelius tam coniunctus fuit? neque enim cognatus fuit neque mariti tui amicus. quid igitur fuit nisi quaedam temeritas ac libido? accusatores quidem libidines, amores, adulteria, Baias, convivia, cantus, navigia iactant;

Cicero, *personae non gratae*, *Clodia*, lines 1–5

- (a) *in familiam clarissimam nupsisses* ('You had married into a most famous family'): whom had Clodia married?

..... [1]

- (b) *cur ... amicus*: why, according to Cicero, did Clodia have no excuse for being intimate with Caelius? Give **two** reasons.

.....
 [2]

- (c) *accusatores ... iactant*: why might these allegations not help the prosecutors' case?

.....
 [1]

- (d) *Baias*: why is Baiae included in this list?

..... [1]

5* Read the passage and answer the question.

fuiſti non numquam in eiſdem hortis; tu, femina nobilis, viſ illum filium patris parci ac tenacis habere tuiſ divitiis devinctum; non poteſ; calcitrat, reſpuit, non putat tua dona eſſe tanti; confer te alio. emiſti hortos prope Tiberim, in eo loco quo omnes iuvenes natandi cauſa veniunt. hinc licet condiciones cotidie legas; cur huic, qui te ſpernit, moleſta eſ?

Cicero, *perſonae non gratae*, *Clodia*, lines 11–17

How does Cicero emphasise his diſapproval of Clodia in this paſſage?

In your answer you may wiſh to conſider:

- Clodia’s behaviour
- Caelius’ reſponse

You ſhould refer to the **Latin** and diſcuſs Cicero’s uſe of language.

[8]

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6 Read the passage and answer the question.

Ummidia Quadratilla paulo minus octogesimo aetatis anno decessit; erat femina usque ad novissimum morbum viridis, cuius corpus compactum et robustum erat, ultra matronalem modum. testamentum eius erat optimum: reliquit heredes ex besse nepotem, ex tertia parte neptem.

Pliny, *Ummidia Quadratilla*, lines 1–6

Translate this passage into English.

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..... [5]

7 Read the passage and answer the questions.

at hercle alienissimi homines in honorem Quadratillae (pudet me dixisse honorem) adulatione in theatrum cursitabant exsultabant plaudebant mirabantur: deinde singulos gestus dominae cum canticis reddebant; qui nunc minima legata pro praemio accipient ab herede, qui eos numquam spectabat. vale.

Pliny, *Ummidia Quadratilla*, lines 27–32

(a) *at ... mirabantur*

(i) What does Pliny feel about these men?

..... [1]

(ii) How does Pliny emphasise this? Give **three** reasons to support your view.

.....

 [3]

(b) *deinde singulos gestus dominae cum canticis reddebant*: how did the men try to flatter Quadratilla?

..... [1]

(c) *qui nunc ... accipient*: why might Pliny have been satisfied by this outcome?

..... [1]

(d) *herede ... spectabat*: what do we learn about Quadratilla's grandson here?

..... [1]

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...day June 20XX – Morning/Afternoon

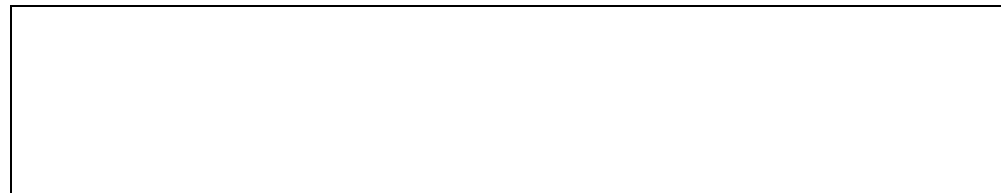
GCSE (9–1) Latin

J282/03 Prose Literature B

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



MARK SCHEME

Question	Answer	Marks	Guidance						
1 a	One from: Hispulla/Calpurnia's/his wife's aunt (1).	AO2 1							
1 b	Her shrewdness (1) her thriftiness (1).	AO2 2							
1 c	Because she loved Pliny (1).	AO2 1							
1 d	That she learnt his books (1).	AO2 1	Accept full translation of the lemma.						
1 e	The worry Calpurnia feels before Pliny pleads in court (1) with his joy when he has finished (1).	AO2 2							
2	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>spem certissimam</i>: superlative shows that he has been brought into the most certain hope, i.e. he is completely sure of what he is about to say • <i>perpetuam concordiam</i>: emphatic position of both words at the beginning and end of the phrase to emphasise the harmony of their marriage • <i>maiolem in dies</i>: the comparative and the phrase <i>in dies</i> shows that the 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	Point is not valid, or none are drawn								

Question	Answer	Marks	Guidance						
	<p>harmony is becoming greater all the time</p> <ul style="list-style-type: none"> • <i>non ... sed</i>: emphatic position of <i>non</i> at the start of the sentence to show what Calpurnia is not attracted to. <i>sed</i> marks the contrast with what she does love, his high reputation, made all the clearer by the shortness of the phrase. 								
<p>3</p>	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="322 549 1357 826"> <tbody> <tr> <td data-bbox="322 549 409 675">2</td> <td data-bbox="409 549 1357 675">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td data-bbox="322 675 409 767">1</td> <td data-bbox="409 675 1357 767">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td data-bbox="322 767 409 826">0</td> <td data-bbox="409 767 1357 826">Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>utrum...an</i>: balanced phrase to contrast her money with her good name, neither of which she cared about • <i>parceret</i>: metaphorical use of 'sparing' • <i>libidine</i>: powerful word in emphatic position linked with metaphorical use of <i>accensa</i> • <i>petered ... peteretur</i>: play on words to emphasise that she has turned the normal state of affairs on its head • <i>prodiderat ... abiuraverat ... conscia fuerat</i>: tricolon of past misdeeds to emphasise her evilness. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	<p>AO3 4</p>	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	Point is not valid, or none are drawn								

Question	Answer	Marks	Guidance
4 a	Quintus Metellus Celer (1).	AO2 1	Accept Metellus or Celer
4 b	Caelius was neither a relative (1) nor a friend of Clodia's husband (1).	AO2 2	
4 c	As Clodia was supposed to have got up to these misdeeds with Caelius, by implicating him she was implicating herself (1).	AO2 1	
4 d	Baiae had a reputation for debauchery (1).	AO2 1	

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Mark scheme continues on page 6

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question		AO3 = 8 marks = Analyse, evaluate and respond to literature
Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p><i>The information is communicated in an unstructured way.</i></p>

Question	Indicative content	Marks	Guidance
5	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>non numquam</i>: litotes to emphasise how often Clodia was in the same gardens as Caelius • <i>femina nobilis</i>: Cicero emphasises her nobility to suggest that she should know better than to behave in this way • <i>divitiis devinctum</i>: imagery of Caelius being bound by her riches. Alliteration to draw attention to the phrase • <i>calcitrat, respuit, non putat ...</i>: tricolon with asyndeton to show how Caelius rejected her • <i>calcitrat, respuit</i>: powerful verbs to show Caelius' rejection of her • <i>confer te alio</i>: short phrase to order Clodia to move on to someone else • <i>emisti</i>: verb promoted to emphasise this new allegation of buying gardens to be near the boys swimming • <i>cur ... es</i>: rhetorical question, with powerful vocabulary <i>spernit</i> and <i>molesta</i>. 	<p>AO3 8</p>	

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
6	<p>Assess against criteria in the 5-mark AO2 grid (see above). Suggested translation:</p> <p><i>Ummidia Quadratilla died just before the 80th year of her life; she was a vigorous woman right up to her last illness; her body was sturdy and strong, unusual in a woman. Her will was very good: she left as heirs her grandson inheriting two thirds, her granddaughter one third.</i></p>	<p>AO2 5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: <i>erat</i> = she had been <i>optimum</i> = good (degree) omission of <i>paulo, eius</i></p> <p>More serious error: <i>octogensimo</i> = 70th (vocab) omission of <i>paulo minus, usque ad novissimum, ultra matronalem modum morbum</i> = death (vocab)</p>

Question	Answer	Marks	Guidance
7 a i	One from: Shame/disapproval/anger (1).	AO3 1	
7 a ii	Accept any three points. His use of the exclamation by Hercules (1). The undignified behaviour of the flatterers (1) who are complete strangers (1). Pliny's use of the word 'fawning'/'adulation' (1).	AO3 3	
7b	They copied her gestures (1).	AO2 1	
7c	Because they received very little in her will (1).	AO2 1	Accept 'because he didn't like them'/'approve of them'.
7 d	That he never watched the dancers/them/the flatterers/the shows.	AO2 1	

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s).

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘*What makes the portrayal of Calpurnia, Clodia, Quadratilla and Sempronia interesting?*’, details about Clodia buying gardens to be close to boys swimming would be evidence of **AO2** whilst concluding that the affairs of the rich and famous have always titillated audiences, meaning the scandals of Clodia were very interesting, would be evidence of **AO3**.

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
8	<p><i>What makes the portrayal of Calpurnia, Clodia, Quadratilla and Sempronia interesting?</i></p> <p>Assess against criteria in the 10-mark grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates may discuss the interesting insight into Roman arranged marriages in general, and in particular into the relationship of Pliny with his young wife.</p> <p>They may also discuss the contrast between the characters of Ummidia Quadratilla and Quadratus as being interesting. With Ummidia the reader gets an insight into the personal tastes of an aristocratic and perhaps unusual old lady, again holding the reader's interest.</p> <p>Candidates may comment that the affairs of the rich and famous have always titillated audiences in both ancient and modern times, meaning the scandals of Clodia and Sempronia are very interesting. They may also comment on Cicero's interesting use of rhetoric and pejorative language spoken against Clodia, and Sempronia's departure from the norm of behaviour for a Roman matron, which gives an interesting insight into the morals of the day.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>Pliny – Calpurnia</p> <ul style="list-style-type: none"> • the reader gets an insight into the character of Pliny through the letter's condescending and self-congratulatory tone, for example when he is particularly pleased that Calpurnia reads and learns his books • Pliny hints at an equal partnership at the end of the letter, something that is perhaps surprising for Roman times. <p>Pliny – Ummidia Quadratilla</p> <ul style="list-style-type: none"> • the information given about the troupe of pantomime actors is interesting • we see that women of high birth and wealth generally had little to occupy them 	<p>10 made up of</p> <p>AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the 'Guidance on applying the marking grids' section above.</p>

	<ul style="list-style-type: none"> • Ummidia’s sense of responsibility towards her grandson is interesting to see. It is a case of ‘do as I say and not do as I do’ • the flattery of the men who presumably want to be part of Ummidia’s will is interesting, giving the reader an insight into the lives of the wealthy. <p>Cicero – Clodia</p> <ul style="list-style-type: none"> • Cicero deftly turns the tables on Clodia, effectively causing her case to collapse when he says that her own prosecutors made allegations in which she herself is implicated • the absurd allegation about Clodia buying gardens to be close to boys swimming adds a touch of comedy to the proceedings. <p>Sallust – Sempronia</p> <ul style="list-style-type: none"> • Sempronia, a noble woman, has been implicated among the followers of the rebel Catiline. Such notoriety adds to the interest of the story • Sallust draws up both her good and bad qualities. She certainly isn’t one dimensional • she is clearly evil if she really had been implicated in murder. It is interesting that Sallust lists this crime along with other misdemeanours such as her lyre-playing, extravagance and dancing • Sallust is clearly fascinated with a remarkable woman who was both talented and intelligent, and apparently morally degenerate. 		
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Assessment Objective Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1 a	–	1	–
1 b	–	2	–
1 c	–	1	–
1 d	–	1	–
1 e	–	2	–
2	–	–	4
3	–	–	4
4 a	–	1	–
4 b	–	2	–
4 c	–	1	–
4d	–	1	–
5	–	–	8
6	–	5	–
7 a i & ii	–	–	4
7 b	–	1	–
7 c	–	1	–
7 d	–	1	–
8	–	5	5
Total	–	25	25

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GCSE (9–1) Latin J282/04 – Verse Literature A Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:
• a dictionary



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First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.

Answer **all** the questions.

1 Read the passage and answer the questions.

...mihi Tantalus auctor,
cui licuit soli superiorum tangere mensas;
Pleiadum soror est genetrix mea; maximus Atlas
est avus, aetherium qui fert cervicibus axem;
Iuppiter alter avus; socero quoque gloriior illo. 5

Ovid, *Niobe's pride brings about her downfall*, lines 8–12

- (a) Who is Niobe talking to here?
..... [1]

- (b) What does Niobe tell us about her family in these lines? Make **four** points.
.....
.....
.....
..... [4]

- (c) Why is Niobe saying this?
..... [1]

2 Read the passage and answer the question.

in quamcumque domus adverti lumina partem,
immensae spectantur opes; accedit eodem
digna dea facies; huc natas adice septem
et totidem iuvenes et mox generosque nurusque.

Translation:

In whatever part of the house I turn my eyes, endless wealth is seen; there is added also beauty worthy of a goddess; add to this seven daughters and the same number of young men and soon sons-in-law and daughters-in-law.

Ovid, *Niobe's pride brings about her downfall*, lines 16–19

How does Ovid, by his style of writing, show that Niobe is fortunate? You should make **two** points and refer to the **Latin**.

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[4]

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3 Read the passage and answer the questions.

'pascere, crudelis, nostro, Latona, dolore,
 pascere' ait 'satiisque meo tua pectora luctu!
 corque ferum satia!' dixit. 'per funera septem
 efferor; exsulta victrixque inimica triumphā!
 cur autem victrix? miserae mihi plura supersunt
 quam tibi felici; post tot quoque funera vinco.'

5

Ovid, *Niobe's pride brings about her downfall*, lines 46–51

(a) What does Niobe ask Latona to do?

.....

 [4]

(b) Why does Niobe say that she is victorious over Latona at this point?

..... [1]

(c) What is your opinion of Niobe from her speech? Give a reason for your answer.

.....
 [2]

4* Read the passage and answer the question.

e quibus una trahens haerentia viscere tela
 imposito fratri moribunda relanguit ore.
 haec frustra fugiens conlabitur, illa sorori
 immoritur; latet haec, illum trepidare videres.
 sexque datis leto diversaque vulnera passis
 ultima restabat; quam toto corpore mater,
 tota veste tegens 'unam minimamque relinque;
 de multis minimam posco' clamavit 'et unam.'
 dumque rogat, pro qua rogat, occidit.

5

Ovid, *Niobe's pride brings about her downfall*, lines 56–64

How does Ovid make this passage dramatic?

In your answer you may wish to consider:

- how the deaths of Niobe's daughters are described
- Niobe's reaction to their deaths.

You must refer to the **Latin** and discuss a range of stylistic features such as choice, sound and position of words.

[8]

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5 Read the passage and answer the question.

ipsa quoque interius cum duro lingua palato
 congelat, et venae desistunt posse moveri;
 nec flecti cervix nec brachia reddere motus
 nec pes ire potest; intra quoque viscera saxum est.

Ovid, *Niobe's pride brings about her downfall*, lines 69–72

Translate this passage into English.

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..... [5]

6 Read the passage and answer the questions.

largior hic campos aether et lumine vestit
 purpureo, solemque suum, sua sidera norunt.
 pars in gramineis exercent membra palaestris,
 contendunt ludo et fulva luctantur harena;
 pars pedibus plaudunt choreas et carmina dicunt.
 nec non Threicius longa cum veste sacerdos
 obloquitur numeris septem discrimina vocum,
 iamque eadem digitis, iam pectine pulsat eburno.

5

Virgil, *The Elysian Fields, resting place of the virtuous*, lines 4–11

(a) Pick out and translate a **Latin** word which describes the sky (*aether*).

Latin word: English translation: [2]

(b) *largior ... dicunt* (lines 1–5): how does Virgil present Elysium as an attractive and appealing place? Make **three** points, each referring to the **Latin**.

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- [6]

(c) (i) Who is the Thracian priest (*Threicius sacerdos*)?
..... [1]

(ii) How is he playing his musical instrument? Give **one** detail.
..... [1]

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Extract from Ovid, *Niobe's pride brings about her downfall*, lines 8-12, in P. Macdonald and M. Widdess, OCR Latin Anthology for GCSE, Oxford University Press, Oxford, 2009.

Extract from Ovid, *Niobe's pride brings about her downfall*, lines 16-19, in P. Macdonald and M. Widdess, OCR Latin Anthology for GCSE, Oxford University Press, Oxford, 2009.

Extract from Ovid, *Niobe's pride brings about her downfall*, lines 46-51, in P. Macdonald and M. Widdess, OCR Latin Anthology for GCSE, Oxford University Press, Oxford, 2009.

Extract from Ovid, *Niobe's pride brings about her downfall*, lines 56-64, in P. Macdonald and M. Widdess, OCR Latin Anthology for GCSE, Oxford University Press, Oxford, 2009.

Extract from Ovid, *Niobe's pride brings about her downfall*, lines 69-72, in P. Macdonald and M. Widdess, OCR Latin Anthology for GCSE, Oxford University Press, Oxford, 2009.

Extract from Virgil, *Aeneid 12*, lines 4-11, in P. Macdonald and M. Widdess, OCR Latin Anthology for GCSE, Oxford University Press, Oxford, 2009.

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...day June 20XX – Morning/Afternoon

GCSE (9–1) Latin

J282/04 Verse Literature A

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



MARK SCHEME

Question		Answer	Marks	Guidance						
1	a	The Thebans / her people.	AO2 1							
1	b	Accept any four points. Her father is Tantalus (1). Tantalus alone was allowed to touch the tables of the gods / eat with the gods (1). Her mother is a sister of the Pleiades / her aunts are the Pleiades (1). Atlas is her grandfather (1). Atlas carries the sky (1). Jupiter is her grandfather (1). Jupiter is her father-in-law (1).	AO2 4							
1	c	To show how important she is / to convince her people that she should be worshipped as a goddess.	AO2 1							
2		Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. <table border="1" data-bbox="371 1007 1323 1318"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin									
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin									
0	Point is not valid, or none are drawn									

Question			Answer	Marks	Guidance
			<p>Answers may include:</p> <ul style="list-style-type: none"> • <i>quamcumque ... partem and immensae ... opes</i> emphasise the extent of her wealth • focus on her own beauty and appearance '<i>digna dea facies</i>' • listing effect created with '<i>accedit</i>' and '<i>adice</i>' which stress her fortunes even more • <i>septem</i> and <i>totidem</i> show her large number of children, and she also includes the sons-in-law and daughters-in-law in her list to increase the total number. 		
3	a		<p>Feed on (1) my/our pain (1). Sate/satisfy (1) your chest with my grief / your cruel heart (1).</p>	<p>AO2 4</p>	Accept 'heart' or 'breast' for <i>pectora</i> .
3	b		<p>She still has more than Latona / her seven daughters still survive (1).</p>	<p>AO2 1</p>	
3	c		<p>Award one mark for a relevant opinion and another for supporting that opinion. Candidates might comment on:</p> <ul style="list-style-type: none"> • the sympathy (1) that is created for Niobe as she grieves for her sons (1) • her continued arrogance (1) in boasting that she has more than Latona. (1) 	<p>AO3 2</p>	

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question		AO3 = 8 marks = Analyse, evaluate and respond to literature
Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p>• <i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p>• <i>The information is communicated in an unstructured way.</i></p>

Question	Indicative content	Marks	Guidance
4	<p>Assess against criteria in the 8-mark AO3 grid (see above)</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>trahens haerentia viscere tela</i> - vivid imagery • <i>frustra fugiens</i> creates sympathy for daughter, emphasised by the alliteration of 'f' • enjambement and emphatic position of <i>immoritur</i> • <i>videres</i> draws the reader in • <i>diversa vulnera</i> shows the range of wounds • repetition of <i>toto/tota</i> shows how desperate Niobe was to protect her last daughter • repetition and chiasmus in <i>unam minimam ... minimam ... unam</i> also show Niobe's desperation and reminds us that her daughter is the only one left • superlative <i>minimam</i> creates pathos for youngest daughter • use of <i>relinque</i> (imperative) and <i>posco</i> are dramatic and show the strength of Niobe's feelings • emphatic position of <i>occidit</i> at end of sentence • repetition of <i>rogat</i>. 	<p>AO3 8</p>	

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
5	<p>Assess against criteria in the 5-mark AO2 grid (see Appendix 1).</p> <p>Suggested translation: <i>Her/the tongue itself also freezes/froze inside with hard palate and her veins stop(ped) being able to be moved; nor can/could her neck be bent, nor her arms return movement, nor her foot go: her inner organs are/were also stone.</i></p>	<p>AO2 5</p>	<p>Accept more natural translations of <i>desistunt posse moveri</i> and <i>nec ... reddere motus</i>.</p> <p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: omission of <i>ipsa</i> omission/mistranslation of <i>quoque</i> <i>nec</i> (line 3) = not <i>pes</i> = feet (number) <i>bracchia</i> = arm (number)</p> <p>More serious error: <i>cum duro lingua</i> = with hard tongue (agreement) <i>posse moveri</i> = moving (omission of <i>posse</i>) <i>flecti</i> and/or <i>reddere</i> taken as main verb(s)</p>

Question			Answer	Marks	Guidance						
6	a		<i>largior</i> (1) broader / more ample / more bountiful (1)	AO2 2	Insist on the comparative form of the adjective.						
6	b		<p>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>largior aether</i> shows expanse of sky • <i>solem suum, sua sidera</i> shows not only the scale of Elysium, but suggests it is a special place as it has its own sun and sky • <i>lumine ... purpureo</i> bright imagery and positive associations of purpureo • <i>pars ... pars</i> suggests choice in activities • <i>contendant ludo</i> suggests fun activity • <i>pars pedibus plaudunt choreas</i> suggests enjoyment and alliteration of 'p' gives indication of the noise being made. 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	AO3 6	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin										
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin										
0	Point is not valid, or none are drawn										
6	c	i	Orpheus	AO2 1							

Question			Answer	Marks	Guidance
6	c	ii	Accept either translation. Plays/hits with his fingers (1). Plays/hits with the plectrum (1).	AO2 1	

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Mark scheme continues on page 10

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s).

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘*The good are rewarded fairly and the bad are punished fairly.*’ *How far do you think this is true in the works of Ovid, Virgil and Plautus you have studied?*’, details of Niobe demanding worship from her people would be evidence of **AO2**, whilst concluding that this demonstrates her arrogance, meaning her punishment is fair and just given the common fate of those who demonstrate this trait, would be evidence of **AO3**.

10-mark grid for the extended response question		
		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
7	<p><i>'The good are rewarded fairly and the bad are punished fairly.'</i> <i>How far do you think this is true in the works of Ovid, Virgil and Plautus you have studied?</i></p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates may argue both in favour of and against the statement.</p> <p>Candidates might discuss the common fate of being punished in classical mythology for doubting the gods, with reference to Niobe. They may also discuss her arrogance and the common fate of those who demonstrate this trait. Niobe's punishment might be argued to be fair and just. However, candidates may question whether she deserves to lose her children and her husband for her arrogance, or whether her family should be punished because Niobe offended the gods.</p> <p>Virgil's description of the pleasant afterlife could be seen to be a just reward in the afterlife for the good, candidates could argue that the people mentioned by Virgil are those who have done good, and may bring in knowledge of other parts of the underworld where sinners are punished to show the contrasting treatment of those who deserve punishment.</p> <p>The slave woman in Plautus, and her critique of the double standards of male and female behavior, may be used to show how treatment of the two genders is not fair and is not always in line with whether someone is "good" or "bad".</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • Niobe is punished for her arrogance in thinking she is equal to or better than the gods. She questions the existence of Latona and other gods (gods you have only heard about), and demands worship from her people. 	<p>10 made up of</p> <p>AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the 'Guidance on applying the marking grids' section above.</p>

Question	Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> • Niobe also shows arrogance in her status as a powerful and feared ruler • She boasts that she has 14 children to Latona's 2 children, and even when her 7 sons have been killed she still considers herself more fortunate than Latona. Niobe is transformed into a weeping rock. • Virgil shows spirits in the land of Elysium and describes how it is a pleasant place where there is music, dancing and contests. Virgil describes the kind of people who populate Elysium: heroes, those who were chaste, priests, prophets and skilled people. • The slave woman in Plautus points out some of the double standards that men and women face. She complains that men can act badly, for instance through cheating on their wives, and not be punished, whereas women can be punished for simply going out alone. 		

Assessment Objective Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1a	–	1	–
1b	–	4	–
1c	–	1	–
2	–	–	4
3a	–	4	–
3b	–	1	–
3c	–	–	2
4	–	–	8
5	–	5	–
6a	–	2	–
6b	–	–	6
6 c i & ii	–	2	–
7	–	5	5
Total	–	25	25



GCSE (9–1) Latin J282/05 – Verse Literature B Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



Do not use:

- a dictionary



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **12** pages.

Answer **all** the questions.

1 Read the passage and answer the questions.

at pater Aeneas audito nomine Turni
 deserit et muros et summas deserit arces
 praecipitatque moras omnes, opera omnia rumpit
 laetitia exsultans horrendumque intonat armis:
 quantus Athos aut quantus Eryx aut ipse coruscis 5
 cum fremit ilicibus quantus gaudetque nivali
 vertice se attollens pater Appenninus ad auras.

Virgil, *Aeneid* 12, lines 697–703

(a) *audito nomine Turni* (line 1): what does Aeneas hear?

..... [1]

(b) *deserit ... armis* (lines 2–4): what does Aeneas then do? Make **three** points.

-
 -
 -
 -
- [3]

(c) *laetitia exsultans horrendumque intonat armis* (line 4): write down and translate **one** Latin word which describes Aeneas' emotions.

Latin word:.....
English translation:

[2]

(d) What does this simile add to the depiction of Aeneas? Explain your answer.

.....

..... [2]

2* Read the passage and answer the question.

iam vero et Rutuli certatim et Troes et omnes
 convertere oculos Itali, quique alta tenebant
 moenia quique imos pulsabant ariete muros,
 armaque deposuere umeris. stupet ipse Latinus
 ingentes, genitos diversis partibus orbis, 5
 inter se coiisse viros et cernere ferro.
 atque illi, ut vacuo patuerunt aequore campi,
 procursu rapido coniectis eminus hastis
 invadunt Martem clipeis atque aere sonoro.
 dat gemitum tellus; tum crebros ensibus ictus 10
 congeminant, fors et virtus miscetur in unum.

Virgil, *Aeneid* 12, lines 704–714

How do these lines build a sense of excitement for the meeting of Aeneas and Turnus?

In your answer you may wish to consider:

- the reaction of the spectators
- how the beginning of the duel is described

You should refer to the **Latin** and discuss a range of stylistic features such as choice, sound and position of words.

[8]

.....

.....

.....

.....

.....

.....

3 Read the passage and answer the questions.

Aeneas instat contra telumque coruscat
ingens arboreum, et saevo sic pectore fatur:
'quae nunc deinde mora est? aut quid iam, Turne, retractas?

Virgil, *Aeneid* 12, lines 887–889

(a) How is Aeneas' spear described?

..... [2]

(b) What **two** questions does Aeneas ask Turnus?

-
.....
 -
.....
- [2]

4 Read the passage and answer the questions.

ille manu raptum trepida torquebat in hostem
 altior insurgens et cursu concitus heros.
 sed neque currentem se nec cognoscit euntem
 tollentemve manu saxumve immane moventem;
 genua labant, gelidus concrevit frigore sanguis. 5

Virgil, *Aeneid* 12, lines 901–905

(a) Turnus has just picked up a stone. What was its original purpose?

..... [1]

(b) What does Turnus do with the stone in this passage? Make **two** points.

-
 -
- [2]

(c) *sed ... sanguis* (lines 3–5): how does Virgil create a vivid impression of Turnus' weakness? Make **two** points, each referring to the **Latin**.

-
 -
- [4]

5 Read the passage and answer the questions.

ac velut in somnis, oculos ubi languida pressit
 nocte quies, nequiquam avidos extendere cursus
 velle videmur et in mediis conatibus aegri
 succidimus; non lingua valet, non corpore notae
 sufficiunt vires nec vox aut verba sequuntur: 5
 sic Turno, quacumque viam virtute petivit,
 successum dea dira negat.

Virgil, *Aeneid* 12, lines 908–914

(a) According to the simile, what does it seem like you **cannot** do in the dream? Give **two** things.

-
-
-
- [2]

(b) How do you feel about Turnus after this passage, and why?

-
-
- [2]

6 Read the passage and answer the question.

Rutulos aspectat et urbem
cunctaturque metu letumque instare tremescit,
nec quo se eripiat, nec qua vi tendat in hostem,
nec currus usquam videt aurigamve sororem.

Virgil, *Aeneid* 12, lines 915–918

Translate this passage into English.

.....

.....

.....

.....

..... [5]

7 Read the passage and answer the question.

volat atri turbinis instar
exitium dirum hasta ferens orasque recludit
loricae et clipei extremos septemplicis orbis;
per medium stridens transit femur.

Translation:

The spear, carrying terrible destruction, flew like a black whirlwind and laid open the edge of his breastplate and the outer circle of his sevenfold shield and whistling, pierced the middle of his thigh.

Virgil, *Aeneid* 12, lines 923–926

How does Virgil, by his style of writing, show the power of Aeneas' spear? You should make **two** points and refer to the **Latin**.

-
.....
.....
.....
-
.....
.....
.....

[4]

...day June 20XX – Morning/Afternoon

GCSE (9–1) Latin

J282/05 Verse Literature B

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



This document consists of 12 pages

MARK SCHEME

Question		Answer	Marks	Guidance
1	a	Turnus' name / the name of Turnus	AO2 1	
1	b	Accept any three of: he abandoned the walls (1) he abandoned the citadels (1) he put aside delays (1) he broke off works (1) he thunders with his weapons (1)	AO2 3	
1	c	Accept either: <i>exultans</i> (1) – rejoicing / exulting / leaping up (1) <i>laetitia</i> (1) – happy / happiness (1)	AO2 2	
1	d	Aeneas is compared to mountains (1) and this emphasises his importance / stature / power (1)	AO3 2	Accept any reasonable answers.

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Mark scheme continues on page 4

Guidance on applying the marking grids for the 8-mark extended response

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

8-mark grid for the extended response question		AO3 = 8 marks = Analyse, evaluate and respond to literature
Level	Marks	Description
4	7–8	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	5–6	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3–4	<ul style="list-style-type: none"> • some engagement with the question • expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion <p>• <i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <p>• <i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
2*	<p>Assess against criteria in the 8-mark AO3 grid (see above)</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>Rutuli ... et Troes ... et omnes Itali</i> - emphasises how many are watching • choice and position of <i>certatim</i> • <i>convertere oculos</i> - focus switches to Aeneas and Turnus • <i>alta moenia / imos muros</i> - reminds us of the significance of what is being fought over • <i>armaque deposuere</i> - the sight of Aeneas and Turnus is enough to stop all the fighting • <i>stupet ipse Latinus</i> - position of <i>stupet</i> and use of <i>ipse</i> both emphatic; even King Latinus is shocked • <i>ingentes</i> - emphatic position at start of line • <i>genitos diversis partibus orbis</i> - reminds us how far Aeneas has travelled • <i>cernere ferro</i> - highlights importance of the fight • choice of words in line 7 – all to do with openness • <i>invadunt Martem</i> - use of metaphor 'they rush to battle' • <i>aere sonoro / dat gemitum tellus</i> - dramatic sounds created by battle • personification of <i>tellus</i> • Repetition of 't' in line 10 mimics sounds of battle • <i>crebros / congeminant</i>- vividly show their efforts in the duel • line 11 shows how close it is • emphatic position of <i>unum</i> at the end of line 11 	<p>AO3 8</p>	

Question		Answer	Marks	Guidance						
3	a	huge (1) made of wood / like a tree (1)	AO2 2	Accept <i>coruscat</i> as 'flashing'						
3	b	What is the delay? (1) Why do you withdraw / turn back / retreat? (1)	AO2 2	Accept indirect speech						
4	a	It was used as a boundary marker	AO2 1							
4	b	Accept any two of: He seizes it (1) He throws it (1) He lifts / raises it (1)	AO2 2							
4	c	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>Point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> • <i>manu ... trepida</i> 'with trembling hand' • Repetition of negatives '<i>neque ... nec</i>' • <i>altior ... concitus</i> appears to set him up for success 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	AO3 4	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin									
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin									
0	Point is not valid, or none are drawn									

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> • <i>se cognoscit</i> – list of actions that Turnus can't feel himself doing takes away his control • Repetition of '<i>ntem</i>' emphasises the four actions • <i>saxum immane</i> – the huge rock is too much for Turnus • <i>genua labant</i> – his knees slip • Repetition of idea in <i>gelidus</i> and <i>frigore</i> • His blood goes cold as he realises what is happening 		
5	a		<p>The tongue has no strength / voice does not follow / cannot speak (1) There is no strength in the body / cannot move (1)</p>	<p>AO2 2</p>	
5	b		<p>Answers could discuss how we may sympathise (1) with Turnus following this simile, and how the odds seem to be set against him however much he tries (1).</p>	<p>AO3 2</p>	Accept any supported argument.

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
6	<p>Assess against criteria in the 5-mark AO2 grid (see Appendix 1)</p> <p>Suggested translation:</p> <p><i>He looks/ed at the Rutuli/ Rutulians and the city and hesitates/d in fear and trembles/d at death approaching, and he does/ did not see where he might flee, nor with what strength he might head at the enemy, nor does/ did he see a chariot or his charioteer sister.</i></p>	<p>AO2</p> <p>5</p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: <i>aspectat</i> = sees (vocab) <i>Rutullos</i> = the Rutulian (number) -ve = and</p> <p>More serious error: <i>Rutullos</i> taken as subject of <i>aspectat</i> omission of <i>urbem, metu, instare, qua vi, usquam</i> <i>letum</i> = weapon (vocab)</p>

Question	Answer	Marks	Guidance						
7	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="371 347 1323 659"> <tr> <td data-bbox="371 347 456 475">2</td> <td data-bbox="456 347 1323 475">expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td data-bbox="371 475 456 603">1</td> <td data-bbox="456 475 1323 603">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td data-bbox="371 603 456 659">0</td> <td data-bbox="456 603 1323 659">Point is not valid, or none are drawn</td> </tr> </table> <p>Answers may include:</p> <ul data-bbox="371 738 1323 1024" style="list-style-type: none"> • comparison of the spear to a whirlwind and associations of speed and death • emotive language in '<i>exitium dirum</i>' • the spear goes through part of both the breastplate and the sevenfold shield, showing its power • <i>stridens</i> describes the noise it makes, suggesting its speed • the spear successfully hits Turnus' thigh on first impact 	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	Point is not valid, or none are drawn	<p>AO3 4</p>	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	Point is not valid, or none are drawn								

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Analyse, evaluate and respond to literature). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s).

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question 'Aeneas is clearly a better hero than Turnus.' *How far do you agree with this statement?*, details of the strength of Aeneas' spear and the relative weakness with which Turnus throws the rock would be evidence of **AO2**, whilst concluding that this demonstrates Aeneas' superior physical strength, and therefore his greater heroic status would be evidence of **AO3**.

10-mark grid for the extended response question		
AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature		
Level	Marks	Characteristics of performance
5	9–10	<ul style="list-style-type: none"> detailed knowledge and excellent understanding of the set text (AO2) well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>
4	7–8	<ul style="list-style-type: none"> good knowledge and sound understanding of the set text (AO2) a good response to the question which is supported by some well-selected examples from the set text (AO3) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
3	5–6	<ul style="list-style-type: none"> some knowledge and understanding of the set text (AO2) a reasonable response to the question which is supported by some examples from the set text (AO3) <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>
2	3–4	<ul style="list-style-type: none"> limited knowledge and understanding of the set text (AO2) a limited response to the question which is occasional supported by reference to the set text (AO3) <i>The response presents a line of reasoning but may lack structure.</i>
1	1–2	<ul style="list-style-type: none"> very limited knowledge and understanding of the set text (AO2) a very limited response to the question with very limited reference to the set text (AO3) <i>The information is communicated in an unstructured way.</i>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
8*	<p><i>'Aeneas is clearly a better hero than Turnus.'</i> How far do you agree with this statement?</p> <p>Assess against criteria in the 10-mark essay grid (see above).</p> <p><i>Arguments may include (AO3):</i></p> <p>Candidates may argue either for or against the statement.</p> <p>Candidates might argue that Aeneas is clearly a better hero due to his physical strength, military prowess or moral behavior. They may make reference to the readers' expectations of what makes a good Roman hero. Some candidates may use knowledge of Aeneas' role in the foundation of Rome to argue that this makes him inherently the "better" hero than Turnus in Roman eyes.</p> <p>However, Turnus might be considered to be the superior hero due to his concern for the gods, view that he is fighting for his country against an external aggressor and Virgil's sympathetic treatment of his death.</p> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • Aeneas' superiority in the duel with Turnus • The strength of Aeneas' spear and the relative weakness with which Turnus throws the rock • Aeneas appears keener to fight Turnus and chases him • There is more focus on Aeneas' strength e.g. he is compared to mountains • Aeneas has the superior armour, and Turnus' sword breaks • Turnus shows a concern for the gods (the gods and the enmity of Jupiter frighten me) • He is able to lift a rock that 12 men would struggle with • He has the support of the Rutulians • He has support of Juno and his sister, a goddess • He acknowledges Aeneas' victory and begs honourably for his body to be returned 	<p>10 made up of</p> <p>AO2 = 5 & AO3 = 5</p>	<p>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the 'Guidance on applying the marking grids' section above.</p>

APPENDIX 1: Assessment Objective Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1a	–	1	–
1b	–	3	–
1c	–	2	–
1d	–	–	2
2	–	–	8
3a	–	2	–
3b	–	2	–
4a	–	1	–
4b	–	2	–
4c	–	–	4
5a	–	2	–
5b	–	–	2
6	–	5	–
7	–	–	4
8	–	5	5
Total	–	25	25

Oxford Cambridge and RSA

GCSE (9–1) Latin J282/06 Literature and Culture Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour



You must have:

- the Insert



First name											
Last name											
Centre number							Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer **all** the questions.
- Write your answer to each question in the space provided.
- Additional paper may be used if required but you must clearly show your candidate number, centre number and question number(s).
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **50**
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

Answer **all** the questions.

1 Name the dog shown in Source A.

..... [1]

2 In what way was this dog associated with the Underworld?

.....
..... [1]

3 What sort of people were able to cross the River Styx **and** how did they do it?

.....
.....
.....
.....
.....
..... [3]

4 In what ways is Virgil's description of the Underworld frightening? Make **two** points.

.....
.....
.....
..... [2]

7 Name a writer of Roman comedies.

..... [1]

8 Identify **two** types of character found in Roman comedies.

-
- [2]

9 Read Source D.

How was a theatre designed so that everybody could enjoy watching a play?

Describe **three** ways: **one** from Source D and **two** from elsewhere.

.....
.....
.....
.....
.....
.....
..... [3]

10 Describe the armour of a *murmillo*.

.....
.....
.....
..... [2]

...day June 20XX – Morning/Afternoon

GCSE (9-1) Latin

J282/06 Literature and Culture

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50



MARK SCHEME

Question	Answer	Marks	Guidance
1	Cerberus	AO2 1	Accept Cerberos / Kerberus / Kerberos
2	Answers may include: He was a guard dog/sentry (1) Guarded the entrance (1) He lived in a cave in the Underworld (1).	AO2 1	
3	Answers may include: Person must have been buried/bones laid to rest / the dead (1) Crossed by boat/sailed across (1) Ferryman / Charon (1) Selected by Charon (1) Can wait one hundred years (1) In a boat the colour of burnt iron (1).	AO2 3	At least one point from each part of the question.
4	Two from: <ul style="list-style-type: none"> • specific monsters (1) • diseases (1) • details of the description of Tartarus (1) 	AO2 2	

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Mark scheme continues on page 4

Guidance on applying the marking grids for the 8-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 6 made up of AO2 = 5 and AO3 = 1.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations.

Marks for **AO3** should be awarded for how well the response is addressing the question, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they make and the range and quality of the examples they have selected.

For example, in relation to the question 'Whom do you admire more as a founder of Rome, Aeneas or Romulus?', details drawn from sources identifying that Romulus gave his name to the Romans, would be evidence of **AO2** whilst concluding that this therefore makes him a more influential and therefore admirable founder of Rome, would be evidence of **AO3**.

8-mark grid for the extended response question			AO2 = 4 marks = Demonstrate knowledge and understanding of ancient sources
			AO3 = 4 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description	
4	7–8	<ul style="list-style-type: none"> detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2) well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>	
3	5–6	<ul style="list-style-type: none"> some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2) a good response to the question which is supported by a range of relevant examples (AO3) <p><i>The response is well structured with a clear line of reasoning.</i></p>	
2	3–4	<ul style="list-style-type: none"> limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2) a reasonable response to the question which is supported by a few relevant examples (AO3) <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>	
1	1–2	<ul style="list-style-type: none"> very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2) a very limited response to the question with very limited reference to the ancient sources (AO3) <p><i>The information is communicated in an unstructured way.</i></p>	

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
5*	<p><i>Whom do you admire more as a founder of Rome, Aeneas or Romulus?</i></p> <p>Assess against criteria in the 8-mark grid (see above).</p> <p><i>Possible arguments may include (AO3):</i></p> <p>Candidates may argue in favour of Romulus or Aeneas.</p> <p>Candidates may argue that Romulus overcame greater hardship than Aeneas, and that his impact on the foundation of Rome was far more immediate and tangible (he gave it its name and was the <i>actual</i> founder as opposed to simply founding the line which gave rise to the founder).</p> <p>Aeneas might be argued to be more admirable for his piety and determination in coping with the destruction of Troy and the leading of the Trojans to Italy. It may also be argued that founding the Roman way of life, as opposed to the physical city, is more admirable as it shows a greater level of influence.</p> <p>Some candidates might argue that they are equally admirable, or that neither is admirable. All approaches should be credited if they are clearly explained and supported.</p> <p><i>Possible supporting evidence from sources (AO2):</i></p> <p>Expect support from sources in the prescribed booklet or insert (example references given below in brackets). Credit other relevant sources also.</p> <p>From the insert: Aeneas</p> <ul style="list-style-type: none"> • He crushed fierce tribes (Source B) • Established a way of life. (Source B) 	<p>8 made up of</p> <p>AO2 = 4 & AO3 = 4</p>	<p>Any other accurate points will be credited in line with the marking grids.</p> <p>An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p> <p>Explanation of references to sources: (B.1.v) reference to prescribed sources booklet: B – Topic B (Entertainment) 1 – Section 1 (The Amphitheatre) v – Source v (A venator)</p>

	<p>Romulus</p> <ul style="list-style-type: none">• builds walls (Source B)• gave the name of the Romans. (Source B) <p>From prescribed sources booklet:</p> <p>Aeneas</p> <ul style="list-style-type: none">• Left his home (C.4.i; C.4.ii)• Had help of gods / was son of a god (C.4.i)• Goes to underworld (C.4.iv)• Establishes the Latins (C.4.vi)• But did not live long enough to achieve much in comparison with Romulus, dying in battle against the Etruscans (C.4.vi) <p>Elsewhere:</p> <ul style="list-style-type: none">• Had hard upbringing/wolf (C.4.iii)• Attacked robbers (C.4.vi)• Hard working (C.4.vi)• Clever planner / strategist (C.4.vi)		
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Mark scheme continues on page 8

Guidance on applying the marking grids for the 6-mark extended response

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5–6	<ul style="list-style-type: none"> • very good engagement with the question • draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion
3	3–4	<ul style="list-style-type: none"> • good engagement with the question • draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion
2	2	<ul style="list-style-type: none"> • some engagement with the question • draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion
1	1	<ul style="list-style-type: none"> • little or no engagement with the question • draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
6	<p>Assess against criteria in the 6-mark AO3 grid (see above).</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • Ovid uses the imperative – put these in a jar... • He tells people there is not a great expense – small gifts • He encourages people to do as their hero Aeneas did • He uses the word pious – admired by the Romans • He appeals to sense of fear • Refers to gruesome events – uttered groans, howled, ugly spirits • He refers to omens and prodigies • He suggests that if Parental Days are ignored the same omens may appear 	<p>AO3 6</p>	<p>6 points are not necessary for full marks</p> <p>Expect references to language / literary techniques. Some credit for what Ovid says.</p> <p>There must be some for consideration of “how” for the highest level. Credit for correct literary terms.</p>

Question	Answer	Marks	Guidance
7	Plautus	AO2 1	Any other Roman writer of comedies will be credited.
8	Miser (1) Parasite (1) Slave (1) Old man (1).	AO2 2	
9	From Source D: <ul style="list-style-type: none"> • Scenery + detail (1) • Variety in scenery (1) Other answers may include: <ul style="list-style-type: none"> • Tiered seating – good view (1) • Scenery (1) • Semi-circular form enhances acoustics (1) • Large- theatre in Pompeii held most of the citizens (1) • Awning for shade (1) • Cooling system (1) • Seating for senators/equites and ordinary so all could attend (1) • Stage was raised, deep and long for a clear view (1). 	AO2 3	
10	Answers may include: <ul style="list-style-type: none"> • Helmet with grill (1) • Heavy armour (1) • Scaled arm guard / <i>manica</i> (1) • Shin guards (1) • Leather belt with decorations (1). 	AO2 2	Helmet in booklet

11	Answers may include <ul style="list-style-type: none">• He does not understand why – what did she see in him (1)• He thinks the gladiator is ugly – sore, discharge, growth (1)• She only loves him because he is young (1)• She abandoned her sister, children, husband and country - something a woman would not normally do (1)• He thinks the affair is a scandal (1)• He is amazed that she puts up with the disgrace of being called a “gladiator’s mistress” (1)• He thinks she likes him only for what he does – it’s the steel they love (1)• He says she will not love him when he’s retired as she will realise he looks like one of Domitian’s informers (1).	AO3 3	
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Guidance on applying the marking grids for the 6-mark response

This question focuses on candidates' selecting examples from the ancient source material which has been included the Question Paper Insert and expressing conclusions based on the selected examples in relation to the question posed. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected.

The expectation is that candidates will base their answer **solely** on the material they can glean from the source material provided.

Level	Marks	Description
4	5–6	<ul style="list-style-type: none"> • very good engagement with the question • draws and expresses a range of relevant points, with development, based on a range of well selected aspects from the stimulus material, with well thought out discussion
3	3–4	<ul style="list-style-type: none"> • good engagement with the question • draws and expresses sound points, with some development, based on a range of well selected aspects from the stimulus material, with sound discussion
2	2	<ul style="list-style-type: none"> • some engagement with the question • draws and expresses some points based on a rather limited range of aspects from the stimulus material, with some discussion
1	1	<ul style="list-style-type: none"> • little or no engagement with the question • draws and expresses points which are of little relevance and are supported with little evidence from the stimulus material

0 = No response or no response worthy of credit.

Question	Answer	Marks	Guidance
12	<p>Assess against criteria in the 6-mark AO3 grid (see above).</p> <p>Answers may include: Look same:</p> <ul style="list-style-type: none"> • Same shape; • Tiered seating; • Smooth side to arena; <p>However, the amphitheatre at Pompeii looks quite simple. The Colosseum is much more complex:</p> <ul style="list-style-type: none"> • Colosseum is larger; more tiers • Below arena for holding animals and gladiators; • Inner gangways. <p>Candidates may conclude from the images that overall amphitheatres were the same.</p>	<p>AO3 6</p>	<p>Must include reference to both images shown in the source.</p> <p>There must be a counter argument for the top level.</p>

Guidance on applying the marking grids for the 12-mark extended response

Two Assessment Objectives are being assessed in this question – **AO2** (Demonstrate knowledge and understanding of ancient sources) and **AO3** (Analyse, evaluate and respond to ancient sources). The two Assessment Objectives are **equally weighted**. Examiners must use a **best fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners should carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 10 made up of AO2 = 8 and AO3 = 2.

Marks for **AO2** should be rewarded for the detail and accuracy of the knowledge of the ancient sources they deploy in their answer and the candidate's understanding of these ancient sources, including their interpretation and an understanding of their limitations. Knowledge of the modern world does *not* count towards AO2, but may be used to support and explain arguments for AO3.

Marks for **AO3** should be awarded for how well the response is addressing the question, for candidates selecting relevant examples from the ancient sources they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they make and the range and quality of the examples they have selected.

For example, in relation to the question ‘A modern audience cannot understand why the Romans enjoyed gladiator shows.’ How far do you agree with this opinion?, details drawn from sources identifying that gladiators killed animals, would be evidence of **AO2** whilst concluding that this would offend a modern audience due to the increased awareness of and distaste for animal cruelty would be evidence of **AO3**.

12-mark grid for the extended response question		
		AO2 = 6 marks = Demonstrate knowledge and understanding of ancient sources AO3 = 6 marks = Analyse, evaluate and respond to ancient sources
Level	Marks	Description
4	10–12	<ul style="list-style-type: none"> detailed knowledge with good interpretations of the ancient sources and a good understanding of their limitations (AO2) well-argued response to the question which is supported by a range of well-selected examples (AO3) <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
3	7–9	<ul style="list-style-type: none"> some knowledge with some interpretations of the ancient sources and some understanding of their limitations (AO2) a good response to the question which is supported by a range of relevant examples (AO3) <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	4–6	<ul style="list-style-type: none"> limited knowledge with limited interpretations of the ancient sources and limited understanding of their limitations (AO2) a reasonable response to the question which is supported by a few relevant examples (AO3) <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure.</i></p>
1	1–3	<ul style="list-style-type: none"> very limited knowledge with very little or no interpretation of the sources or understanding of their limitations (AO2) a very limited response to the question with very limited reference to the ancient sources (AO3) <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Indicative content	Marks	Guidance
13*	<p>‘A modern audience cannot understand why the Romans enjoyed gladiator shows.’ Using sources you have studied, explain how far you agree with this opinion.</p> <p>Assess against criteria in the 12-mark grid (see above).</p> <p><i>Possible arguments may include (AO3):</i></p> <p>Candidates may agree or not with this statement.</p> <p>Candidates may argue that a modern audience is less accustomed to, and tolerant of, violence and cruelty and therefore would be unable to understand the appeal of a gladiator show. They may make reference to a greater emphasis on the importance of human life, distaste for animal cruelty etc.</p> <p>However, they may also point to the modern obsession with celebrity to explain why a modern person may understand the enjoyment of a gladiator show. They may also mention the popularity of violent video games, films, TV shows and other media which show that modern audiences are not as squeamish as one might think.</p> <p>Comparison with the modern world should, therefore, be assessed in relation to AO3, as this will be used to explain a line of argument regarding the views of the modern world.</p> <p>Expect a counter argument for higher levels of AO3</p> <p><i>Possible supporting evidence from sources (AO2):</i></p> <p>Expect support from sources in the prescribed booklet or insert (example references given below in brackets). Credit other relevant sources also.</p>	<p>12 made up of</p> <p>AO2 = 6 & AO3 = 6</p>	<p>12 different points are not required provided that detail is given from the sources.</p> <p>For higher levels candidates should offer detail from specific sources.</p> <p>Excessive discussions of modern entertainment should not form the main focus of the argument.</p> <p>An AO2 heavy response may focus on details from the ancient sources but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p> <p>Explanation of references to sources: (B.1.v) reference to prescribed sources booklet: B – Topic B (Entertainment) 1 – Section 1 (The Amphitheatre) v – Source v (A venator)</p>

	<p>From the insert:</p> <ul style="list-style-type: none">• Source F shows an amphitheatre building where gladiators fought; the Romans built special buildings for these shows suggesting importance.• Source E shows that gladiators were popular and had fans <p>From the prescribed sources booklet:</p> <ul style="list-style-type: none">• Special armour was designed to do damage (B.1.iv; B.1.v)• Gladiators also killed animals (B.1.v)• Images were made of gladiators just as images are made of celebrities. (B.1.v)• Gladiators were celebrated and their victories commemorated (B.1.iii)		
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APPENDIX 1: Assessment Objective Grid

Question	Distribution of marks for each Assessment Objective		
	AO1	AO2	AO3
1	–	1	–
2	–	1	–
3	–	3	–
4	–	2	–
5*	–	4	4
6	–	–	6
7	–	1	–
8	–	2	–
9	–	3	–
10	–	2	–
11	–	–	3
12	–	–	6
13*	–	6	6
Total	–	25	25

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Oxford Cambridge and RSA

GCSE (9–1) Latin
J282/06 Literature and Culture
Insert

Accredited

Time allowed: 1 hour

INFORMATION FOR CANDIDATES

- The questions tell you which source you need to use.
- This document consists of 8 pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

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Sources A, B and C give information about Roman Myths and Beliefs.

Source A: A statue of the god Pluto and his dog



Source B: Jupiter gives a prophecy to Venus

I shall tell you more, unrolling for you the secrets of the scroll of the Fates. He [Aeneas] will wage a great war in Italy and crush its fierce tribes. He will build walls for his people and establish their way of life, until a third winter has passed after the subjection of the Rutulians. But the reign of his son Ascanius who now receives the second name Iulus (it was Ilus while the kingdom of Ilium still stood), shall last while thirty long years revolve, and he shall transfer his kingdom from its seat at Lavinium and build a city with powerful fortifications at Alba Longa. Here the rule of the race of Hector will last for three hundred years until Ilia the royal priestess, heavy with the seed of Mars, shall give birth to twin sons. Then Romulus shall receive the people, wearing with joy the tawny hide of a wolf which nursed him. The walls he builds will be the walls of Mars and he shall give his own name to his people, the Romans.

Virgil, *Aeneid* 1.261–277

Source C: An extract from the Roman writer Ovid about Parental Days

The dead want only small gifts, sense of duty pleases them more than a rich gift: the gods in the depths of the Styx are not greedy. A tile, wreathed in garlands, your offer is enough, along with sprinkled corn and a few grains of salt, and bread softened in wine and loose violets. Put these in a jar and leave in the middle of the road. I do not forbid larger gifts, but a ghost can be made happy even by these. Add prayers and appropriate words at the hearths you have set up. This was the custom which Aeneas ... brought to your lands He used to bring solemn gifts to the spirit of his father; from this the peoples learned the pious rites. But once upon a time, while they waged long wars with fighting weapons, they abandoned the Parental Days. This did not go unpunished; for it is said that it was from that omen that Rome grew hot with the funeral fires of the dead outside the city. In fact I scarcely believe this: they say that our ancestors came out of their graves and uttered groans during the silent night, and they say that through the city streets and the wide fields howled ugly spirits, a ghostly crowd. After that, the honours they had neglected were given to the tombs, and the prodigies and funerals came to an end.

Ovid, *Fasti* 2.533–556 (adapted)

Sources D, E and F give information about Roman Entertainment.

Source D: An extract from the Roman writer Vitruvius

There are three kinds of scenes, one called the tragic, second, the comic, third, the satyric. Their decorations are different and unlike each other in scheme. Tragic scenes are identified with columns, pediments, statues, and other objects suited to kings; comic scenes show private dwellings, with balconies and views representing rows of windows, after the manner of ordinary dwellings; satyric scenes are decorated with trees, caverns, mountains, and other rustic objects delineated in landscape style.

Vitruvius, *On Architecture* 5.6

Source E: An extract from the Roman writer Juvenal

But what was the beauty which inflamed Eppia, what was the youthfulness which captivated her? What did she see in him so that she put up with being called a gladiator's mistress? For her pretty Sergius had already begun to shave and to look forward to a rest thanks to the wound in his arm. Besides, many things about his face were ugly, such as a place rubbed sore by his helmet, a huge growth right on his nose, and a nasty discharge from a constantly running eye. But he was a gladiator. This turns them into Hyacinthuses. This she preferred to her children and her country, this to her sister and her husband. It's steel that they love. This same Sergius, once he retired, would have begun to look like Veiento.

Juvenal, *Satires* 6.103–113

Source F: Images of two Amphitheatres

The Amphitheatre at Pompeii.



The Colosseum, (Amphitheatre of Flavius) at Rome.



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Extract from Virgil, Aeneid, 1.261-277, in David West (trans), The Aeneid, Penguin Classics, London, 2003.

Ovid, Fasti 2.533-570

Translated from Vitruvius, On Architecture 5.6

Extract from Juvenal, Satires, 6.103.113.

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