

GCS in

Spanish

S P E C I F I C A T I O N

Amended Version

For first teaching from Autumn 2001
For first examination in Summer 2003

Subject Code 5750

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FOREWORD

This booklet contains CCEA's GCSE Spanish specification for teaching from September 2001. This specification has been developed to take account of the revised Subject Criteria for Modern Languages, the Common Criteria and the revised GCSE General Criteria published by the regulatory authorities in March 2000. The first award based on this specification will be made in 2003.

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KEY FEATURES

- The course provides a sound base for further study of Spanish at a more advanced level.
- There is a flexible pattern of entry enabling candidates to take either one of two tiers appropriate to their level of ability in each skill area.
- The course is assessed through a combination of written papers and a speaking test. There is no coursework requirement.
- Opportunities to develop and generate assessment evidence for Key Skills are provided in the Appendix to the specification.

SUMMARY OF ASSESSMENT INFORMATION

The following table summarises some of the key information concerning the assessment arrangements for the GCSE Spanish examination.

Tiers	Foundation	Higher
Grades Available	C–G	A*–D
Assessment Components	4	4
Paper 1: Listening AO1 Percentage: 25%	Stimulus material in Spanish, recorded using native speakers. Responses include selection, gap filling and short answers in Spanish and in English. Time: 35 mins (including five mins reading time before the CD starts).	Stimulus material in Spanish, recorded using native speakers. Responses include selection, gap filling, short and longer answers in Spanish and in English. Time: 45 mins (including five mins reading time before the CD starts).
Paper 2: Speaking Test AO2 Percentage 25% <i>(Communication = 15%</i> <i>Knowledge and Application of Grammar and Structures = 10%)</i>	Two Role Play Situations: Presentation (one min) Conversation (four mins) Time: 10 mins approx (plus 10 mins preparation)	Two Role Play Situations: Presentation (two mins) Conversation (five mins) Time: 15 mins approx (plus 15 mins preparation)
Paper 3: Reading Test AO3 Percentage: 25%	Stimulus material of various lengths on a range of topics in Spanish. Responses include selection, gap filling and short answers in Spanish and in English. Time: 40 mins.	Stimulus material of various lengths on a range of topics in Spanish. Responses include selection, gap filling, short and longer answers in Spanish and in English. Time: 50 mins
Paper 4: Writing Test AO4 Percentage: 25% <i>(Communication = 15%</i> <i>Knowledge and Application of Grammar and Structures = 10%)</i>	A list and two short pieces of writing, the second approx 90–100 words in length. Time: 40 mins.	A short piece of writing (approx 90–100 words) and a longer writing task (approx 120–150 words). Time: 60 mins

1 INTRODUCTION

1.1 RATIONALE

The study of Spanish within the framework of the CCEA GCSE Specification can contribute to the development of a young person by enhancing and encouraging the development of the communicative processes and awareness of self and others. It promotes language awareness, thereby enhancing literacy and facilitating future independent language learning.

It engenders in a young person a disposition towards empathy, respect, tolerance and mutual understanding and develops in him/her a linguistic competence, through which he/she may contribute to a more cohesive society. It creates a context for the exploration of social issues, with a view to developing a young person's critical awareness.

It fosters in a young person openness towards occupational mobility, simultaneously developing the linguistic competence and self-reliance to allow him/her access to this mobility, and maximising his/her contribution to a competitive, international economy.

1.2 PROGRESSION AND PRIOR LEARNING

This specification is designed to promote continuity, coherence and progression within the study of Spanish. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 Common Curriculum Programme of Study for Modern Languages.

This specification has been designed to meet the requirements of the UK GCSE Regulations and the Programme of Study for Key Stage 4 Modern Languages.

A course based on this specification and accompanying specimen papers should help to facilitate the study of Spanish at a more advanced level, including GCE Advanced Subsidiary and GCE Advanced Level in Spanish.

This specification has been designed to be as free as possible from ethnic, gender, religious, political or other forms of bias.

1.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The study of Spanish within the framework of the CCEA GCSE specification offers candidates opportunities for the exploration of spiritual, moral, ethical, social and cultural issues on many levels, through both subject content and assessment styles and materials.

In communicating through Spanish, candidates have opportunities to engage with feelings and contexts experienced by others, to share and question viewpoints, and thereby to gain an appreciation of diversity, interdependence and democracy.

In covering specific areas of the subject content, such as (1a) Self, Family and Friends, (1b) Home Life and Daily Routine or (3e) On Holiday, candidates have opportunities to develop insights into life in Spanish-speaking countries, and in so doing, to consider different cultural and linguistic traditions, attitudes and behaviour, and to reflect on their own.

1.4 ENVIRONMENTAL ISSUES

The study of Spanish within the framework of the CCEA GCSE specification contributes to an awareness of environmental issues, by offering candidates opportunities to consider them, and to evaluate their own contribution to sustaining the environment, through coverage of (2c) The Environment from the subject content language and tasks.

1.5 HEALTH AND SAFETY ISSUES

The study of Spanish within the framework of the CCEA GCSE specification contributes to an awareness of health and safety issues, by offering candidates opportunities to consider issues such as healthy eating or exercise, through coverage of (1e) Health from the subject content language and tasks.

1.6 EUROPEAN ISSUES

The study of Spanish within the framework of the CCEA GCSE specification contributes to an awareness of European issues since it is the language of a member state. The subject content specifically addresses European issues in areas such as (3e) On Holiday, (2b) Town and Countryside and (4c) Careers.

1.7 ICT

In studying a course based on this specification, candidates should be encouraged to make appropriate use of ICT, for example, through the use of the Internet, email and other electronic media. Accompanying specimen assessment materials incorporate ICT generated stimulus material and future operational examination papers will be required to do so.

Further exemplification of opportunities for the use of ICT in Spanish is provided in the Appendix to this specification which signposts opportunities to develop Key Skills, including that of Information Technology.

1.8 AIMS

A course based on this specification should give students opportunities to:

- develop understanding of the spoken and written forms of the modern foreign language in a range of contexts;

- develop the ability to communicate effectively in the modern foreign language, through both the spoken and written word, using a range of vocabulary and structures;
- develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it;
- apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- develop knowledge and understanding of countries and communities where the modern foreign language is spoken;
- develop positive attitudes to modern foreign language learning;
- provide a suitable foundation for further study and/or practical use of the modern foreign language.

1.9 ASSESSMENT OBJECTIVES

The assessment objectives provide an indication of the skills and abilities which the assessment components are designed to assess, together with the knowledge and understanding specified in the subject content.

Candidates are required to:

- understand and respond to spoken language (**AO1**);
- communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification (**AO2**);
- understand and respond to written language (**AO3**);
- communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification (**AO4**).

The assessment objectives in the Scheme of Assessment are equally weighted as shown in Table 1 on page 7. Assessment will be conducted in accordance with the relevant Code of Practice developed by the regulatory authorities and agreed with the awarding bodies.

1.10 SPECIFICATION STRUCTURE

The subject content is divided into four contexts with associated topics. Subject content remains consistent with the Northern Ireland Curriculum Programme of Study.

1 Myself and Others

- (a) Self, Family and Friends
- (b) Home Life and Daily Routine
- (c) Hobbies and Interests
- (d) School
- (e) Health

2 My Locality

- (a) Weather
- (b) Town and Countryside
- (c) The Environment

3 Travel and Holidays

- (a) Getting Around
- (b) Accommodation
- (c) Public Services
- (d) Shopping
- (e) On Holiday

4 Work and Continuing Education

- (a) Part-time Jobs/Work-experience
- (b) Continuing Education
- (c) Careers

The order in which the subject content is presented is not intended to imply a proposed teaching order. Teachers are free to organise the teaching of the content as they think appropriate, but should emphasise the interrelationship of the different themes, and the transferability of language and skills involved. The subject content is described in detail in Section 3 of this specification.

1.11 AWARDING AND CERTIFICATION

GCSE awards will be conducted in accordance with the relevant Code of Practice developed by the regulatory authorities and agreed with the awarding bodies.

This specification enables candidates from a wide ability range to demonstrate achievement. There are two tiers of entry: Foundation and Higher. In each of the four skill areas it is intended that candidates enter the tier appropriate to their level of ability. Candidates must be entered for one tier only at the time of entry. In judging which is the more appropriate tier of entry for a candidate, centres should consider the candidate's performance throughout the course.

Candidates entering for the Foundation Tier are eligible for the award of Grades C–G. Candidates achieving less than the minimum mark required for a Grade G on the Foundation Tier will be recorded as unclassified and will not receive a certificate.

The Higher Tier is intended for candidates in the Grade range A*–D. However a “safety net” is provided for candidates entered for the Higher Tier by means of an allowed Grade E which is awarded to those candidates just failing to achieve a Grade D. Candidates achieving less than the minimum mark required for a Grade E on the Higher Tier will be recorded as unclassified and will not receive a certificate.

Differentiation is therefore achieved in the examinations through the use of distinctive papers for candidates of differing levels of ability. An incline of difficulty within and across questions in a tiered paper is provided to differentiate between candidates within a particular tier.

In order to obtain an award, candidates must normally complete all assessment components. The award will be based on the aggregation of the outcomes from each of the assessment components weighted accordingly.

1.12 CANDIDATES WITH PARTICULAR REQUIREMENTS

Details of arrangements for candidates with particular assessment requirements are provided in the Joint Council for General Qualifications GCSE and GCE Regulations and Guidance for Candidates with Special Assessment Needs.

Copies of these regulations can be obtained from CCEA on request.

1.13 KEY SKILLS

This specification provides opportunities for developing and generating evidence for assessing the following nationally specified Key Skills at the levels indicated:

- Communication – Levels 1 and 2;
- Information Technology – Levels 1 and 2;
- Working with Others – Levels 1 and 2;
- Improving Own Learning and Performance – Levels 1 and 2.

Please note that the evidence for communication must be in English, Irish or Welsh.

The opportunities provided are referenced to the relevant Key Skills specifications and exemplified in the Appendix on page 40.

1.14 OVERLAP AND EQUIVALENCE WITH OTHER QUALIFICATIONS

The following is an indication of the broad equivalence of GCSE and the General National Vocational Qualification (GNVQ).

- Two GCSEs at grades D–G are equivalent to one three-unit GNVQ at foundation level.
- Two GCSEs at grades A*–C are equivalent to one three-unit GNVQ at intermediate level.
- Four GCSEs at grades D–G are equivalent to one six-unit GNVQ at foundation level.
- Four GCSEs at grades A*–C are equivalent to one six-unit GNVQ at intermediate level.

1.15 RESTRICTIONS ON CANDIDATE ENTRY

In any one series of examinations a candidate may not take examinations on this specification together with examinations on another specification of the same title.

1.16 LANGUAGE OF SPECIFICATION AND ASSESSMENT MATERIALS

The specification and associated specimen assessment materials are provided in English. Requests for live assessment materials in Irish will be available from CCEA on request.

2 SCHEME OF ASSESSMENT

2.1 RELATIONSHIP BETWEEN ASSESSMENT COMPONENTS AND ASSESSMENT OBJECTIVES

The relationship between the assessment components and the assessment objectives is set out in Table 1. Please note that candidates must take four components in total at Foundation and/or Higher Tier.

Table 1: Assessment Weightings

Assessment Component	Nature of Assessment	Assessment Objectives				Component Weighting %
		AO1 %	AO2 %	AO3 %	AO4 %	
Foundation Listening	External	25%				25%
Foundation Speaking	External		25%			25%
Foundation Reading	External			25%		25%
Foundation Writing	External				25%	25%
Higher Listening	External	25%				25%
Higher Speaking	External		25%			25%
Higher Reading	External			25%		25%
Higher Writing	External				25%	25%
	Totals	25%	25%	25%	25%	100%

2.2 NATURE OF ASSESSMENT COMPONENTS

The assessment components which make up the GCSE award are described overleaf.

Set out overleaf for each component of the examination are details of the assessment techniques which will be used. In view of the overlapping grade structure each skill area will be assessed using question(s) common to both tiers as specified overleaf.

It should be noted that it is a provision of Subject Criteria that dictionaries may not be used in any externally assessed component. Since all of the above speaking components in this examination are externally assessed, dictionaries are therefore prohibited.

Listening

Total Marks: 40

Percentage Weighting: 25%

Time: 35 minutes (including five minutes reading time) at Foundation Tier
45 minutes (including five minutes reading time) at Higher Tier

This paper comprises a variety of stimulus material recorded on CD using native speakers. Candidates have five minutes to read through the paper before the CD is started. Each item of stimulus is heard twice. Writing time is built into the paper, so the teacher must not stop the CD between items.

At Foundation Tier, stimulus items may take the form of short announcements, messages, and dialogues from a range of contexts. Candidates' responses may require selection, gap filling, sequencing or providing short answers in Spanish. Where the nature of the task demands, answers may be required in English. Some stimulus items will refer to past, present and future events and include some unfamiliar language. Candidates will be required to identify main points and extract details and points of view.

At Higher Tier, stimulus items may take the form of longer dialogues and narratives of various types from a range of contexts. Candidates' responses may require selection, gap filling, sequencing or providing answers of various lengths in Spanish. Where the nature of the task demands, answers may be required in English. Candidates will be required to understand gist, identify main points and details, recognise points of view, attitudes and emotions and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

Speaking

Total Marks: 80

Percentage Weighting: 25%

*(Communication = 15%
Knowledge and Application of Grammar and
Structures = 10%)*

Time: 10 minutes (plus 10 minutes preparation time) at Foundation Tier
15 minutes (plus 15 minutes preparation time) at Higher Tier

Speaking Tests are conducted by the candidates' own teacher, recorded on cassette and submitted to CCEA for marking by an external examiner. They take place over a timetabled three-day period, with a retrieval session later.

Candidates are required to take part in two Role Play Situations, Presentation (one minute at Foundation Tier/two minutes at Higher Tier) and Conversation (four minutes at Foundation Tier/five minutes at Higher Tier).

Candidates are free to choose the content of their Presentation from the topics listed in the Specification Structure. In the interests of fairness and confidentiality, there are three timetabled sessions per day, and for each of these CCEA provides one set of two Foundation Role Plays and one set of two Higher Role Plays. One task is common to both Foundation and Higher Tier sets. Centres must adhere to the Role Play tasks timetabled for each session. Certain of the tasks are common to both Foundation and Higher. The context of the Role Play Situations will be set in English, and the Foundation Tier task will also be set in English. The Higher Tier Role Play task will be set in Spanish. For each Role Play Session, CCEA will provide a list of four Conversation topics, from which the teacher is required to choose two for each candidate. To avoid overlap, teachers must ensure that the two topics chosen have not been addressed by the candidate in the Presentation element.

Guidance in the form of a Teachers' Booklet containing standardised inputs and responses to candidates' Role Play tasks is provided for each examination session, and may only be opened at the beginning of the session. Suggested questions for Conversation Topics will also be provided. Further guidance in the form of a set of administrative instructions on the conduct of the Speaking Test is published separately. This is issued to centres in March of each year.

Reading

Total Marks: 40

Percentage Weighting: 25%

Time: 40 minutes at Foundation Tier
50 minutes at Higher Tier

This paper comprises a variety of items of stimulus material in Spanish. This may take the form of short items, such as notices, announcements, advertisements, extracts from letters, magazine or newspaper articles and forms of imaginative writing. Some items will be selected from ICT based sources, such as email or the Internet.

At Foundation Tier, candidates' responses may require selection, gap filling, sequencing or providing short answers in Spanish. Where the nature of the task demands, answers may be required in English. The stimulus material will cover a range of topics and some will refer to past, present and future events and

include some unfamiliar language. Candidates will be required to identify and extract details and points of view.

At Higher Tier, candidates' responses may require selection, gap filling, sequencing or providing answers of various lengths in Spanish. Where the nature of the task demands, answers may be required in English. Candidates will be required to understand gist, identify main points and detail, recognise points of view, attitudes and emotions and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

Writing

Total Marks: 50

Percentage Weighting: 25%

(Communication = 15%

Knowledge and Application of Grammar and Structures = 10%)

Time: 40 minutes at Foundation Tier

60 minutes at Higher Tier

At Foundation Tier, candidates are required to complete three tasks: a list and two short pieces of writing, the second of these demonstrating ability to write about past, present and future events and to express personal opinions. In total, approximately 130 words are expected, 90–100 of these in the third task. Stimulus material will be of a visual nature or in Spanish, although the tasks will be set in English.

At Higher Tier, candidates are required to complete two tasks, a short piece of continuous writing as outlined above, and a longer narrative, demonstrating the use of a range of vocabulary, structures and tenses, and expressing and justifying ideas and points of view. Approximately 90–100 words are expected for the first task and 120–150 for the second. Stimulus material will be in Spanish.

One question is common to both Foundation and Higher Tier.

3 SUBJECT CONTENT

The specification requires candidates to:

- listen and respond to different types of spoken language;
- express themselves in speech using a range of vocabulary, syntax and structures;
- read and respond to different types of written language, including texts from ICT-based sources;
- express themselves in writing using a range of vocabulary, syntax and structures;
- understand and apply the grammar of the modern foreign language, as detailed in the specification for Foundation Tier;
- respond to materials from countries and communities where the modern foreign language is spoken.

In addition, GCSE specifications must require candidates at Higher Tier to:

- listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
- read and respond to longer and more complex written texts including some unfamiliar material;
- write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- understand and apply the grammar of the modern foreign language, as detailed in the specification for Higher Tier.

The subject content is organised as follows:

- four contexts with associated topics are listed, along with related tasks;
- a specified Grammar and Linguistic Structures List is provided, showing requirements for each tier;
- a Minimum Core Vocabulary List is provided for Foundation Tier only, along with key words and phrases used in rubrics for examination questions.

The content, which follows, should be read in conjunction with the relevant aims and assessment objectives set out in Section 1 of this specification.

3.1 FOCUS OF LANGUAGE CONTENT

Differentiation between Foundation and Higher Tiers will occur through the setting of tasks at differing levels, through the language employed and expected, and through outcome.

Foundation Tier candidates will be required to complete tasks within the limits of the structures and vocabulary specified. Although candidates can expect to encounter some unfamiliar vocabulary in familiar contexts, tasks will be drawn mainly from predictable contexts using familiar language. (See Grade Descriptions on pages 37–38.)

Higher Tier candidates will be required to complete tasks within the limits of the structures specified in a more developed and accurate manner, using more varied and complex language. Candidates will be expected to deal with elements of unpredictability and with unfamiliar language. (See Grade Descriptions on pages 37–38.)

Below is the list of themes and associated topics according to which the language tasks required from candidates are organised. These are consistent in content with the Programme of Study as described in the Northern Ireland Curriculum Order for Modern Languages and the English and Welsh Programme of Study for Key Stage 4 Modern Languages.

Myself and Others

(1a) *Self, Family and Friends*

- Understand and respond to a greeting.
- Understand a welcome and welcome someone.
- Understand introductions and introduce someone.
- Ask how someone is and respond to this enquiry.
- Thank someone and understand that you are being thanked.
- Understand and give the spelling of names and places.
- Understand, give and request personal details, such as name, age, date of birth, family make-up, pets, gender, marital status.
- Understand, give and request physical and personal descriptions/characteristics.
- Understand, give and request attitudes and feelings towards others and reasons for these.

(1b) *Home Life and Daily Routine*

- Describe your home and where it is, and understand and ask about someone else's.
- Understand, describe and ask about the contents of rooms.
- Describe your room and understand and ask about someone else's.
- Understand, give and request information and opinions on sharing your room.
- Describe your daily routine and understand and ask about someone else's.
- Understand, give and request information and preferences in relation to food, drink and mealtimes.
- Understand, give and request information and opinions on family celebrations.
- Understand, give and request information and opinions about housework.

(1c) *Hobbies and Interests*

- Understand, give and request information and opinions on hobbies and weekend or leisure activities.
- Understand, give and request information and opinions on television and radio programmes, books, films, concerts or sports events.
- Understand, give and request information and opinions on pocket money.
- Understand an invitation and invite someone out.
- Accept or decline an invitation and understand someone else doing this.
- Understand and make arrangements about where and when to meet someone.
- Describe what you like to wear to go out with friends, and ask for and understand this information from someone else.
- Understand, state and find out what is on at the cinema, theatre, disco, sports stadium or concert hall.
- Understand, state and find out times, ticket costs and/or availability of seats/tickets at the cinema, theatre, disco, sports stadium or concert hall.

(1d) School

- Understand and give/make classroom instructions and requests.
- Understand, give and request information on the school day.
- Describe what you do in each subject and understand and ask for this information.
- Describe how you get to school and understand and ask for this information.
- Describe your school and understand and ask about someone else's.
- Understand and make comparisons between schools.
- Understand, give and request information and opinions on schools uniform.
- Understand, give and request information on progress at school and how to improve it.
- Understand, give and request information and opinions on problems related to school, such as bullying, pressure of work.
- Understand, give and request information and opinions on what you are allowed/not allowed to do in school.

(1e) Health

- Name and understand parts of the body.
- Ask, understand and state what is wrong when someone is ill or injured.
- Understand and make arrangements for an ambulance, doctor or dentist.
- Understand, give and request remedies for common illness/injury.
- Understand, give and request information on how someone feels, such as hungry, cold.
- Understand, give and request information and opinions on issues relating to health such as exercise, healthy eating, smoking, alcohol and drugs.

My Locality

(2a) Weather

- Understand, give and request information about the weather.
- Understand and make comparisons about the weather at home and abroad.

(2b) *Town and Countryside*

- Understand, give and request names of common facilities in town.
- Name and understand common aspects of the countryside.
- Understand, give and request information and opinions on town/district, including advantages/disadvantages.
- Understand and make comparisons between your town/district and countries where Spanish is spoken.

(2c) *The Environment*

- Understand, give and request information and opinions on environmental problems, such as litter, traffic.
- Understand and give suggestions to preserve the environment, such as use a bin, walk or take your bicycle.

Travel and Holidays

(3a) *Getting Around*

- Understand signposts in countries where Spanish is spoken.
- Ask for a map/town plan and understand and explain the information contained there.
- Understand, give and request directions.
- Understand, give and request travel information, eg bus times, ticket types, prices, routes.
- Understand, give and request information on travel problems, such as delays.
- Understand, give and request opinions on preferred means of transport, with reasons.

(3b) Accommodation

- Understand, give and request information on accommodation, such as availability, price, number of people, type of accommodation, length of stay, rules.
- Understand, give and request information on mealtimes.
- Understand, give and request information on hotel/hostel facilities.
- Understand and make a complaint about accommodation and have it resolved.
- Understand and request information on paying.

(3c) Public Services

- Understand, give and request information on the location of a post office, post box, telephone, bank.
- Understand, give and request information on opening/closing times.
- Understand and make a request for change, a phone card.
- Understand, give and request telephone numbers and the code to phone home.
- Understand, answer and make a telephone call, saying who you are and asking to speak to someone.
- Give, understand and note a telephone message.
- Understand, give and request information on posting/sending and receiving cards, letters, parcels, faxes, e-mails and making a telephone call.
- Understand how to change currency and cheques.
- Understand and give information in relation to lost property.
- Understand, give and request services at a filling station or garage, such as air, water, petrol, oil.
- Understand and request arrangements for the Emergency Services.

(3d) Shopping

- Understand announcements, notices and advertisements in shops.
- Understand information on labels on items.
- Understand, give and request information on where goods, departments or shops are.
- Make and understand a list of food items.
- Understand, give and request a description of an item, eg colour, size, quantity, cost.
- Understand and express that something is not suitable, eg it is too big or too small.
- Understand, give and request information on prices, including reductions, discounts, special offers.
- Ask and understand about availability.
- Understand and express intention to buy/not to buy, with reasons.
- Understand, give and request information on paying.
- Understand and make a complaint and have it resolved, eg by means of refund or replacement.

(3e) On Holiday

- Say that you can/cannot speak a language.
- Ask if the other person speaks a particular language.
- Understand and request tourist information.
- Understand, give and request information on planning a holiday.
- Understand, give and request a description of a holiday, with opinions.
- Reserve a table to eat out on holiday.
- Attract attention of waiting staff.
- Place and understand an order for food or drink.
- Make and understand a request for cutlery and other items.
- Understand signs and menus in restaurants.
- Request and understand the bill, including service charges/tipping.
- Understand and express an opinion on a meal.
- Understand and make a complaint about a meal while eating out, and have it resolved.
- Understand, give and request information on the availability of leisure facilities, such as swimming pool, water sports.
- Understand and request common sports equipment.
- Understand and request information on specialities of a holiday region, such as food, customs and festivals.

Work and Continuing Education

(4a) *Part-time Jobs/Work Experience*

- Understand, give and request information and opinions on part-time jobs and work experience, such as working hours, pay, tasks and colleagues.

(4b) *Continuing Education*

- Understand, give and request information and opinions on education post-16, such as staying on at school or not, subjects chosen for Year 13, going to university.

(4c) *Careers*

- Understand, give and request information and opinions on particular careers and workplaces, with reasons.
- Understand, give and request information and opinions relating to career plans at home and in Europe or wider afield with reasons.
- Understand and reply to job advertisements.

3.2 GRAMMAR AND STRUCTURES LIST

GCSE candidates will be expected to have acquired knowledge and understanding of the grammar of the modern language during their course. In the examination they will be required to apply their knowledge and understanding in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Spanish Foundation Tier

Nouns

gender
singular and plural forms

Articles

definite and indefinite
lo plus adjective (R)

Adjectives

agreement
position
comparative and superlative: regular and *mayor, menor, mejor, peor*
demonstrative (*este, ese, aquel*)
indefinite (*cada, otro, todo, mismo, alguno*)
possessive, short and long forms (*mi, mío*)
interrogative (*cuánto, qué*)

Adverbs

formation
comparative and superlative: regular
interrogative (*cómo, cuándo, dónde*)
adverbs of time and place (*aquí, allí, ahora, ya*)
common adverbial phrases

Quantifiers/Intensifiers

(*muy, bastante, demasiado, poco, mucho*)

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*)
indefinite (*algo, alguien*)
interrogative (*cuál, qué, quién*)

Verbs

regular and irregular forms of verbs, including reflexive verbs
all persons of the verb, singular and plural
modes of address: *tu* 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*
immediate future
future (R)
perfect
conditional: *gustar* only in set phrases
pluperfect (R)

gerund (R)
imperative: common forms including negative
subjunctive, present: (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*), for formal positive and negative commands and for familiar negative commands
subjunctive, imperfect: *quisiera*
impersonal verbs: most common only

Prepositions

common including personal *a*
uses of *por* and *para*

Conjunctions

Number, quantity, dates and time including use of *desde hace* with present tense

Spanish Higher Tier

All grammar and structures listed for Foundation Tier plus:

Articles

lo plus adjective

Adjectives

comparative and superlative

possessive, (*cuyo*)

Adverbs

comparative and superlative

Pronouns

object

position and order of object pronouns

relative: all other uses including *quien, lo que, el que, cual*

possessive (*el mío, la mía*)

Verbs

tenses: future

imperfect

imperfect continuous

pluperfect

conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation, future with *cuando*,

after verbs of wishing, command, request, emotion to express purpose (*para que*)

imperfect subjunctive (R)

Time: use of *desde hace* with the imperfect tense

3.3 MINIMUM CORE VOCABULARY LIST (FOUNDATION TIER)

This minimum core Vocabulary List for Foundation Tier is primarily intended as a guide for teachers to assist in the planning of work in relation to the programme of study. The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should expect to encounter unfamiliar vocabulary. Candidates should also expect to encounter numbers, placenames, nationalities and derivatives of the words listed below.

Alphabetical Vocabulary List

a, be, ce etc	afortunadamente	alumno
a	afueras	ama de casa
abajo	agencia de viajes	amable
abanico	agenda agosto	amarillo
abierto	agradable	ambulancia
abrazo	agradecer	América del Sur
abrigo	agua (-mineral, potable)	amigo
abril	ahora	amueblado
abrir (se)	ahorrar	ancho
abuelo, a	aire (-acondicionado, al-	andar
aburrido	libre)	andén
acampar	aislado	animado
accidente	ajedrez	animal
aceite	al cabo de	anoche
aceptar	albergue juvenil	anterior (el día-)
acera	aldea	antes (de)
acerca de	alegrarse	antiguo
acercarse	alegre	anunciar
acompañar	alejarse	anuncio
aconsejar	alemán	añadir
acordarse (de)	Alemania	año
acostado	alfombra	Año Nuevo
acostarse	algo	apagar
actividad	algodón	aparcamiento
activo	alguien	aparcar
actor (actriz)	alguno	aparecer
actualmente	alimentación	apartamento
acuerdo, de	allí	apellido
adelante	almacén (grandes	aprender (a)
además	almacenes)	apresurarse
adiós	almorzar	aprobar
adonde	almuerzo	aquel
¿adónde?	alojamiento	aquí
avanza	alquilar	árbol (-frutal)
adulto	alrededor (de)	arbusto
aeropuerto	alrededores	arena
aficionado (-al fútbol)	alto	armario

arreglar	balón	brazo
arriba	baloncesto	breve
arroz	banco	británico
artículo	bañarse	buenas noches (-tardes)
artista	baño	bueno
asado	bar	buenos días
ascensor	barato	buscar
aseo	barco	butaca
así	barrio	buzón
asiento	bastante	
asignatura	bastar	caballeros
asistir (a)	basura	caballito
aspiradora	basurero	caballo
aspirina	batería	cabeza
asustado	batir (se)	cabina telefónica
atención	beber	cacerola
atentamente	bebida	cada
atento	beso	caer (se)
atletismo	biblioteca	café (-solo, con leche)
atrás	bicicleta (en-)	cafetería
atravesar	bien	caja (-de ahorros)
aula	bienvenido	cajero
aumentar	biftec (bistec)	cajón
aún	billar	calamar
ausente	billete	calcetín
autobús	billete de banco	calefacción central
autocar	billete de ida (sencillo)	calidad
autopista	billete de ida y vuelta	caliente
autoservicio	billetero	calle
avenida	biología	calor
aventura	blanco	caluroso
avión	blusa	calzado (s)
ayer	boca	cama
ayudar (a)	bocadillo	cámara
ayuntamiento	boda	camarero
azúcar	bolera	cambiar de
azul	bolígrafo	cambio
	bolos (jugar a los-)	camino
	bolsillo	camión
bacalao	bolso (-de mano)	camisa
bahía	bombero	camiseta
bailar	bombón	campeón
baile	bonito	campesino
bajar	bosque	camping (hacer-)
bajo	botas	campo (-deportes)
balcón	botella	canción

cansado	césped	completo
cantante	cesta (-para papeles)	comportarse
cantar	ciclismo	comprar
capital	cielo	comprender
cara	cien (to)	comprobar
caramelo	ciencias	con
caravana	cierto	concierto
carne (-de vaca, de cerdo, de cordero)	cigarrillo	concurrido
carnicería	cine	concurso
caro	cinturón	condición
carretera	cita	conducir
carta (jugar a las cartas)	ciudad	conductor
cartel	claro	conejo
cartera	clase	confirmar
cartero	cliente	conjunto
casa (-de campo, de un piso, independiente)	clima	conocer
casi	club	conocimiento
cassette (casete)	cobrar (-un cheque)	conseguir
castaño	coche	consejo
castellano	cocina (-eléctrica, de gas)	consigna
castillo	cocinero	constuir
catarro	coger	consulta
catedral	col (coles de Bruselas)	contar
causa (a-de)	cola	contra
cebolla	coleccionar	contener
ceda el paso	colegio (-mixto, tecnico)	contento
celebrar (se)	colgar	contestar
célebre	coliflor	contra
cena	colina	contrario (al-)
cenar	color	copa
centro (-comercial, médico, de deportes)	comedia	corazón
cepillo (-de dientes)	comedor	corbata
cerámica	comenzar (a)	cordero
cerca (de)	comer	corregir
cercano	comerciante	correo electrónico
cerdo	cómico	Correos, (oficina de-)
cereales	comida	correr
cero	comienzo	correspondiente
cerrado	comisaría	corrida de toros
cerrar (se) (-con llave)	como	cortar
certificado	¿cómo?	cortés
cerveza	cómodo	cortina
cesar (de)	compañero	corto
	compañía	cosa
	completamente	costa
		costar

coste	daño	desván
costumbre	dar	desventaja
creer	dar las gracias	detener (se)
crema	dar un paseo	detrás (de)
crystal	dar una vuelta	devolvería (al-, -festivo, laborable)
cruce	darse prisa	diario
crucigrama	de	dibujar
cruzar	¿de dónde?	dibujo
cuaderno	debajo de	dibujos animados
cuadro	deber	diciembre
¿cuál?	deberes	diente
cuando	débil	diferencia
cuándo	decidir	diferente
¿cuándo?	decir	difícil
cuarto (-de baño, de estar)	dedo	dificultad
cuarto de hora	dejar	dígame
cubo (-de la basura)	delante (de)	dinero
cuchara	delgado	Dios
cucharada	demasiado	dirección
cuchillo	dentista	director
cuello	dentro de (-8 días)	disco (-compacto)
cuenta	departamento	discoteca
cuento	depender	distancia
cuero	dependiente	distinto
cuerpo	deporte(s) (-de invierno)	distracción
cueva	derecha, (a la-)	divertido
cuidado (con-)	desagradable	divertirse
cuidar	desaparecer	doblar
cultivar	desayunar	doble
cumpleaños (feliz-)	desayuno	docena (de)
cura	descansar	doctor
curso	descripción	documental
chalet	describir	dolor (-de cabeza)
champiñones	descubrir	domicilio
chaqueta	descuento	Domingo (-de Resurrección)
charlar	desde	donde
cheque (de viajero)	desear	¿dónde?
chico, a	desempleo	dormir (se)
chimenea	desgraciadamente	dormitorio
chocar (con)	despacho (-de billetes)	droga
chocolate	espacio	ducha
chófer	despedirse (de)	dueño
chorizo	despejado	dulce
chuleta	despertarse	durante
churros	después (de)	
	destino (con-a)	

durar	equipaje (-de mano)	esto
duro	equipo	estómago
	equitación	estrecho
	equivocarse	estrella (de dos estrellas) (-del cine)
e	escalera	estudiante
echar (-una carta al buzón)	escapate	estudiar
edad	escocés	estudio
edificio	Escocia	estupendo
educación (-física)	escoger	Europa
ejemplo	escolar	europeo
ejercicio	escribir (se)	evitar
el, la, los, las	escritorio	exactamente
electricidad	escuchar	exacto
eléctrico	escuela	examen
embotellamiento	ese	examinar
emocionante	eso (a-de, por-)	excelente
empezar (a)	espalda	excursión
empleado (-de banco, de oficina)	España	existir
empleo	español	explicar
empresa	esparadrapo	expreso
encantado	espectáculo	extranjero
encantar	espectador	extraño
encargado	espejo	extraordinario
encender	esperar	
encima (de)	espeso	
encontrar (se)	esposo, a	fábrica
enero	esquí (-acuático)	fácil
enfadado	esquina	falda
enfermero, a	estación (-de autobuses, del ferrocarril, RENFE, de servicio, del año)	falso
enfermo	estadio	faltar
enfrente (de)	Estados Unidos	familia
enhorabuena	estanco	famoso
ensalada (-mixta)	estar	farmacéutico
enseñar	estar bien	farmacia
entender	estar libre	fatal
entonces	estar mal	favor (por-, hacer el -de)
entrada (-gratis)	estar muerto	favorito
entrar	estar nublado	febrero
entre	estar preocupado	fecha (-de nacimiento)
entregar	estar seguro	Felices Pascuas
entremeses	estar sentado	felicidades
entrevista	este (= east)	felicitar
enviar	este	feliz
envolver	estéreo	feo
época		ficha
		fiesta

fila	garganta	haber
filete	gas (con-, sin-)	habitación (-doble, individual)
fin (por-)	gaseosa	habitante
fin de semana	gas- oil	hablar
final (al-de)	gasolina	hace (15) días
finca	gastar	hace bueno (buen tiempo)
a fines de	gato	hace calor
firma	gazpacho	hace fresco
firmar	generalmente	hace frío
física	gente	hace malo (mal tiempo)
flan	geografía	hace sol
flauta	gerente	hace viento
flojo	gimnasia	hacer
flor (-silvestre)	gol	hacer los deberes (las compras)
folleto	golpe	hacer una pregunta
formulario	goma	hacer una visita (una excursión)
foto	gordo	hacerse (médico)
francés (franco-)	gota	hacia
Francia	gracias	hallar (se)
frase	gracioso	hamburguesa
fregar (-los platos)	gramo	hámster
frente	Gran Bretaña	hasta (-luego)
fresa	grande	hay
fresco	granja	hay que
frigo (rífico)	granjero	helado
frío	gratis	herido
fruta	gratuito	hermano, a
frutería	grave	hermoso
fuego	Grecia	hielo
fuelle	griego	hierba
fuera (de)	gripe	hierro
fuerte	gris	hijo, a (-único, a)
fumador	gritar	historia
fumar	grueso	histórico
funcionar	grupo	hogar
fútbol	guante	hoja (-de papel)
futuro	guapo	hola
	guardar (-cama)	hombre (-de negocios)
gafas (-de sol)	guardia (-civil)	hora horario
Gales	guerra	horroroso
galés	guía (-telefónica)	hospital
galleta	guisantes	hotel
gallina	guitarra	hoy
gamba	gustar	
ganar		
garaje	habas	

huevo	italiano	lejano
húmedo	izquierda (a la-)	lejos (de)
humo		lento
	jabón	lentamente
idioma	jamás	letra
iglesia	jamón (-de York, serrano)	letrero
igual	jarabe	levantar (se)
impaciente	jardín	libra (esterlina)
impermeable	jefe	libre
importante	jersey	librería
imposible	joven	libro
impuesto	jubilado	ligero
incendio	judías (-verdes)	limón
incidente	juego	limonada
incluido	jueves	limpiar
indicar	jugador	limpiarse los dientes
industria	jugar (a)	limpiolista (-de vinos)
infantil	juguete	listo
información	julio	litro
informar	junio	localidad
informática	junto a	lograr
ingeniero	junto (s)	Londres
Inglaterra		luego
inglés		lugar
inmediatamente	kilo	luna
insolación	kilómetro	lunes
instituto		luz (-eléctrica)
instrumento		
inteligente	lado (al-de)	llamada
intentar	ladrón	llamar (se) (-a un médico, por teléfono)
intercambio	lago	llave
interés	lámpara	llegada
interesante	lana	llegar (-con retraso)
interesar	lápiz	llenar (llénelo)
interno	largo	lleno
invierno	lástima (qué-)	llevar (-ropa, al hospital)
invitado	lata	llevarse (-bien)
invitar (a)	lavabo	llorar
ir	lavadora	llover
ir a (+ infinitive)	lavaplatos	lluvia
(-buscar)	lavar (se)	
ir (se) (-de paseo, de vacaciones)	lección	
Irlanda (-del Norte)	leche	
irlandés	lechuga	madera
isla	lectura	madre
Italia	leer	maestro, a
	legumbres	

magnetofón	mediterráneo	motor
mal	Méjico	mover (se)
maleta	mejicano	mozo
malo	mejor	muchacho, a
mamá	melocotón	muchas (-gracias, veces)
mandar	melón	mucho (-gusto, tiempo)
manera (de esta-)	menor (persona-)	muebles
mano	menos	muela
manta	menú (-del día)	muerto
mantel	mercado	mujer (-de negocios)
mantequilla	merendar	mundo
manzana	merienda (-en el campo)	muñeca
mañana	mermelada	muro
mapa	merluza	museo
máquina (-fotográfica)	mes	música (-clásica, pop, fuerte)
mar	mesa	muy
maravilloso	meter	nacer
marcamarcas (-un gol, un número)	metro	nacimiento
marchar (se)	mi, mí	nacionalidad
mareado	miembro	nada (de-)
marido	mientras	nadar
marinero	miércoles	nadie
mariscos	mínimo	naranja
marrón	minuto	naranjada
martes	mío	nariz
marzo	mirar	nata
más (-o menos)	mismo	natación
matador	mitad	naturaleza
matar	mochila	naturalmente
matemáticas	moda	Navidad (es)
matrimonio	moderno	necesario
máximo	modo	necesitar
mayo	mojar (se)	negociante
mayor (persona-)	molestar(se)	negocios
mayoría	momento	negro
mecánico	moneda	neumático
a mediados de	monedero	nevar
medianoche	montaña	nevera
medias	montar (-a caballo, en bicicleta)	ni . . . ni
medicina	monumento	niebla
médico	moreno	nieto
medio (-kilo, litro) (media hora)	morir	nieve
medio ambiente	mostrador	nilón
mediodía	mostrar	ninguno
	moto (cicleta)	

niño, a	opinión	pareja
nivel	ordenador	pariente
no	oreja	parking
noche	organizar	parque (-de atracciones, de bomberos)
Nochebuena	orilla	parte (en-, de-de)
Nochevieja	a orillas de	partidopartir (a -de)
nombre	oro	pasado (el año-)
normal	orquesta	pasajero
normalmente	oscuro	pasaporte
norte	otoño otro	pasar
norteamericano	oveja	pasarlo bien
nota		pasatiempo
noticias		pasearse
novela	paciente	paseo
noviembre	padre (s)	pasillo
novio, a	paella	paso
nube	pagar (por)	pasta de dientes
nuestro	página	pastel
nuevo	país	pastelería
número	paisaje	pastilla
nunca	pájaro	patatas (-fritas)
	palabra	patinaje
	palacio	patinar
o	pan (-tostado)	patio
obedecer	panadería	pato
obligatorio	panecillo	peatón
obra (s) obrero	pantalón (es)	pedazo
obtener	pantalla	pedir (-hora)
ocasión	pañuelo	pegar
ocio	papá	peinarse
octubre	papel (es) (-higiénico)	peine
ocupado	papelera	película (-de aventuras, de miedo, de ciencia- ficción, del oeste, de amor, policíaca)
ocurrir	papelería	peligro
odiar	paquete (-de almuerzo)	peligroso
oeste	par (un-de)	pelo
oferta	para	peluquería
oficina -de correos, de turismo)	parabrisas	pena (vale la-,es una-)
oficio	parada (-de autobús)	pendientes
ofrecer	parado	penique
oiga Vd (oye)	parador	pensar
oír (se)	paraguas	pension (media, – completa)
ojo	parar (se)	
oler	parecer	
olor	parecerse (-a)	
olvidar (olvidarse de)	parecido	
	pared	

peor	pobre	profundo
pequeño	poco (un-de)	programa
pera	pocas veces	prohibir
perder (se)	poder	prohibido
perdón	policía	prometer
perdonar	polideportivo	pronóstico
perezoso	pollo	pronto (de-)
perfectamente	polución	propietario
perfume	pomada	propina
periódico	poner (-la mesa)	propio
periodista	ponerse la ropa	proteger
permiso (-de conducir)	popular	provincia
permitir	por (-aquí)	próximo (el año-)
pero	por qué	prueba
perrito caliente	porque	publicidad
perro	portero	público
pertenecer	Portugal	pudín
pesado	portugués	pueblo
pesar	posibilidad	puente
pesca (ir de-)	posible	puerta
pescadería	postal	puerto
pescado	postre	pues
peseta (s)	practicar	puesto
peso	práctico	pulsera
pez	prado	puro
piano	precio	
pie (estar de-,ir a-)	precioso	que
pedra	preferir	¡que aproveche!
piel	pregunta	¿qué?
pierna	preguntar	¿qué hay?
pimienta	premio	¿a qué hora?
pintar	preocupado	¿qué hora es?
pintoresco	preparar	¿qué tal ?
piragüismo	presentar (se)	quedar (se)
piscina	primavera	quehaceres
piso (-amueblado, bajo, primer-)	primero	quemadura
pizarra	primeros auxilios	quemar (se)
plano	primo, a	querer
planta (-baja)	principal	querido
plástica	principio (al-)	queso
plata	a principios de	quien
plátano	probable	¿quién?
plato	probar	química
playa	problema	quince días
plaza (-de toros)	procedente de	quinto
	profesor	quiosco

quitar (-la mesa)	respuesta	sangría
quitarse la ropa	restaurante	sano
quizá (s)	resultado (s)	santo
	retraso (con-)	sarampión
ración	reunión	sardinas
radiador	reunirse	ección (-de discos)
radio	revisor	seco
rápido	revista	secretario, a
rápidamente	rico	seda
raramente	rincón	seguida (en-)
rato	río	seguir
ratón	robar	segundo
ratos libres	rodilla	seguro
razón	rogar	sello
real	rojo	semáforo
rebajas	romper	semana
recado	ropa	Semana Santa
recepción	rosa	sencillo
recepcionista	roto	sentado
recibir	rubio	sentarse
recibo	ruido	sentido
recientemente	ruidoso	sentir (lo siento)
recoger		sentirse (-bien, mal, mejor, peor)
recomendar	sábado	señal
recordar	sábana	señas
recreo	saber	señor (a)
recuerdo (s)	sabor	señorita
redondo	sacar (-una foto, una muela, entradas, buenas notas)	separado
refresco	saco de dormir	ser
regalo	sal	serio
región	sala (-de espera, de estar, de fiestas)	servicio(s)
regla	salchicha	servir
regresar	salida	sesión
regular	salir (-bien)	setiembre
Reino Unido	salón	si
reír (se)	salsa (-de tomate)	sí
reloj (-de pulsera)	saltar	siempre
rellenar	salud	sierra
remedio	saludar	siesta
RENFE	saludo(s)	siglo
repararrepente (de-)	salvar	significar
repetir	salvaje	siguiente (al día-)
reservación	sangre	¡silencio!
reservar		silla
resfriado		sillón
responder		simpático
responsable		

sin (-embargo, empleo, plomo)	también	terrace
sitio	tampoco	terreno
situación	tan tanto	tíblo
situado	tapa	tiempo (mucho-)
sobre (-todo)	taquilla	tienda (-de comestibles, de recuerdos, de campaña)
sobresaliente	tarde	tierra
sobrino, a	tarea	tímido
socorro	tarifa	tío, á
sofá	tarjeta (-postal, de crédito)	típico
sol	tarta (-de manzana)	tírar
solamente	taxi	tiza
soldado	taza	toalla
soler	té	tocadiscos
solo	teatro	tocar
sólo	tebeo	todavía
soltero	tecnología	todo (-recto, derecho, seguido, el mundo)
sombra (a la-)	techo	(todos los días)
sombrero	tejado	tomar (-una bebida, el desayuno, el sol)
sonar	telediario	tomate
sopa	telefonar	tonto
sorprender	teléfono (-móvil)	torcer
sorpresa	telenovela	torero
su	televisión	tormenta
suave	temperatura	toro
subir	temprano	torre
sucio	tendero	torta
sudamericano	tenedor	tortilla (-española)
sueldo	tener	tos
suelo	tener calor	tostada
suerte (buena-)	tener dolor de	total (en-)
sufrir	tener fiebre	trabajador
Suiza	tener frío	trabajar
suizo	tener ganas de	tradicional
súper	tener hambre	traer
supermercado	tener la intención de	tráfico
suplemento	tener lugar	traje (-de baño)
sur	tener miedo	tranquilo
suspender	tener prisa	transbordo
suyo	tener razón	transporte
	tener sed	tranvía
tabaco	tener suerte	tratar (de)
taberna	tener (15) años	travieso
tal (-vez)	tenis (-de mesa)	tren
Talgo	tercero	
talla	terminar (de)	
tamaño	ternera	

trimestre	velocidad	violín
triste	venda	visita
trozo	vendedor	visitar
turista	vender	vista
turístico	venir	viudo, a
tuyo	ventaja	vivienda
	ventana	vivir
u	ventanilla	volar
último	ver (-la televisión)	volver (se)
un, una, (os, as)	veraneante	voz
único (hijo-)	verano	vuelo
uniforme	verdad	vuelta
universidad	verdadero	vuestro
urgente	verde	wáter
usar	verduras	windsurf
útil	verdulería	
utilizar	vestido	
uva	vestirse	y
	vez (otra-, de- en cuando)	ya
vaca	vía	yogur
vacaciones	viajar	
vacío	viaje	zanahoria
vajilla	viajero	zapatería
vale	vida	zapatillas deportivas
valle	vídeo	zapatos
vaqueros	vidrio	zona (-industrial)
varios	viejo	
vaso	viento	
vecino	viernes (el Viernes Santo)	zoo
vegetariano	vino (-blanco, tinto)	zumo (-de fruta, de naranja)
vehículo		
vela		

Target Language Rubrics

In this section are listed the key words and phrases which candidates are likely to encounter in question paper rubrics. It is intended as a guide, rather than an exhaustive list, and variations may be used from year to year.

Instructions

cambia las palabras subrayadas
completa los detalles/la tabla
contesta las preguntas en español/en inglés
copia la tabla siguiente
corrige estas frases
describe el dibujo
empareja las preguntas con las respuestas
escoge la letra/el número/la palabra/el verbo/el adjetivo adecuado(a)
escribe una lista/una nota/una postal/una carta/un relato
escucha la cinta/el diálogo/el anuncio
explica en español/en unas palabras/en una frase
hay que escribir cuatro párrafos
haz preguntas/un dibujo/un resumen
imagina que . . .
indica en la tabla
lee el anuncio/la descripción/el texto
mira el plano/el mapa/el dibujo/la foto/el letrero
pon una equis (x)/una marca (v)
rellena los espacios
subraya las palabras que . . .
sustituye la palabra subrayada por otra palabra
une con una línea

Words and Phrases

la afirmación
en cada caso
cada uno(a) de
la casilla correcta/adecuada
la columna adecuada
correctamente
¿cuál(es)?
diciendo que
el formulario
la frase entera
las frases que contienen error
el horario
junto a
en el orden correcto

una palabra de significado parecido/opuesto
la palabra que corresponde (major) a
las palabras de la lista
120 palabras más o menos
para indicar
por ejemplo
el primer párrafo del texto/del artículo
según los puntos indicados abajo
siguiendo el orden en que aparecen
verdad o mentira (correcto o falso)
no se sabe

4 GRADE DESCRIPTIONS

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE level. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the specified subject content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others

Grade F

Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and, although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

Grade C

Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and including past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but, despite some errors, the writing conveys a clear message.

Grade A

Candidates understand the gist and identify the main points and details in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions, and are able to draw conclusions.

Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand the gist and identify the main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences, using a range of vocabulary, structure and tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

5 FURTHER GUIDANCE

Further guidance will be issued in the form of the following documents:

- Arrangements for the Conduct of the Speaking Test.
- Arrangements for the Conduct of the Listening Test.
- A Guide to your GCSE Speaking Test.
- A two-part course “Captado” is available from John Murray Publishers Ltd, 50 Albemarle Street, London W1X 4BD.

APPENDIX

OPPORTUNITIES FOR DEVELOPING AND GENERATING EVIDENCE FOR ASSESSING KEY SKILLS

The following table signposts and exemplifies the types of opportunity for developing and generating evidence for assessing Key Skills that may arise during a GCSE course in Spanish. The opportunities are referenced to Section B of the relevant Key Skills specifications at Levels 1 and 2. The subject exemplifications illustrate typical opportunities which may arise during the normal teaching and learning process. These are only a small selection of such opportunities and are not part of the Key Skills specifications themselves. It is for teachers and students to decide which pieces of work, if any, to use to develop and assess Key Skills.

Key Skill: Communication

The Key Skill of Communication focuses on effective and efficient use of English and, for some candidates, Irish or Welsh, and in these circumstances Spanish does not provide an appropriate means of producing evidence for Communication. Using Spanish and following a course of study based on this specification does, however, provide excellent means by which discussion, presenting, reading and synthesis and writing for a purpose, can be developed and rehearsed.

It must be clear to centres, though, that under current legislation it is only where these skills are applied using English and, for some candidates Welsh and Irish, that legitimate assessment evidence can be produced.

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.</p> <p>Provide information that is relevant to the subject and purpose of the discussion.</p> <p>Speak clearly in a way that suits the situation.</p> <p>Listen and respond appropriately to what others say.</p>	<p>C2.1a Contribute to a discussion about a straightforward subject.</p> <p>Make clear and relevant contributions in a way that suits your purpose and situation.</p> <p>Listen and respond appropriately to what others say.</p> <p>Help to move the discussion forward.</p>	<p>Students take part in a conversation in which they discuss aspects of the topic area Home and School life. This involves asking and responding to questions about how a typical day is spent.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
	<p>C2.1b Give a short talk about a straightforward subject using an image.</p> <p>Speak clearly in a way that suits your subject, purpose and situation.</p> <p>Keep to the subject and structure your talk to help listeners follow what you are saying.</p> <p>Use an image to clearly illustrate your main points.</p>	<p>Students at Higher Tier in the topic area Eating Out, could comment on the contents of a dish or the items on a menu using a photo or flashcard of the foodstuffs in question.</p>
<p>C1.2 Read and obtain information from two different types of document about straightforward subjects, including at least one image.</p> <p>Read relevant material.</p> <p>Identify accurately the main points and ideas in the material.</p> <p>Use the information to suit your purpose.</p>	<p>C2.2 Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.</p> <p>Select and read relevant material.</p> <p>Identify accurately the lines of reasoning and main points from texts and images.</p> <p>Summarise the information to suit your purpose.</p>	<p>Students could read a letter from a correspondent noting how a typical school day is spent. This could be read along with a copy of the penpal's school timetable or a set of classroom rules. The timetable or the rules should contain an image such as a school or classroom layout.</p>
<p>C1.3 Write two different types of document about straightforward subjects. Include at least one image in one of the documents.</p> <p>Present relevant information in a form that suits your purpose.</p> <p>Ensure text is legible.</p> <p>Make sure that spelling, punctuation and grammar are accurate, so your meaning is clear.</p>	<p>C2.3 Write two different types of document about straightforward subjects. One piece of writing should be an extended document and include at least one image.</p> <p>Present relevant information in an appropriate form.</p> <p>Use a structure and style of writing to suit your purpose.</p> <p>Ensure text is legible and that spelling, punctuation and grammar are accurate, so the meaning is clear.</p>	<p>Students in a writing session could draft their own letter to a penpal conveying information about themselves or where they live. This information could be accompanied by a short leaflet which they have prepared to show, for example, a list of things to do and see in their home town. This must include at least one image.</p>

Key Skill: Information Technology

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>IT1.1 Find, explore and develop information for two different purposes.</p> <p>Find and select relevant information.</p> <p>Enter and bring in information, using formats that help development.</p> <p>Explore and develop information to meet your purpose.</p>	<p>IT2.1 Search for and select information for two different purposes.</p> <p>Identify the information you need and suitable sources.</p> <p>Carry out effective searches.</p> <p>Select information that is relevant to your purpose.</p>	<p>The class group could be involved in exchanging information electronically with another group. Students within the two groups could be matched according to common or shared interests such as music, sport, reading, etc. A second purpose might be to connect students who live in particular areas such as town and country.</p>
<p>IT1.2 Present information for two different purposes.</p> <p>Your work must include at least one example of text, one example of images and one example of numbers.</p> <p>Use appropriate layouts for presenting information in a consistent way.</p> <p>Develop the presentation so that it is accurate, clear and meets your purpose.</p> <p>Save information so it can be found easily.</p>	<p>IT2.2 Explore and develop information and derive new information for two different purposes.</p> <p>Enter and bring together information using formats that help development.</p> <p>Explore information as needed for your purpose.</p> <p>Develop information and derive new information as appropriate.</p>	<p>Students might present information, for example, on tourist accommodation in and around where they live, by bringing together text and visual. A chart showing tariffs or opening times could also be incorporated.</p>
	<p>IT2.3 Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.</p> <p>Select and use appropriate layouts for presenting combined information in a consistent way.</p> <p>Develop the presentation to suit your purpose and the types of information.</p> <p>Ensure your work is accurate, clear and saved appropriately.</p>	<p>Students could compile a presentation relating to the World of Work using the target language. They could list occupations and places of work using text, visual and number (including working hours, wages, etc). One purpose could be to review the type of job they would like to do, while another could be to express an opinion about jobs in general and post this on an IT bulletin page.</p>

Key Skill: Working with Others

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>WO1.1 Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p> <p>Check that you clearly understand the objectives you have been given for working together.</p> <p>Identify what needs to be done to achieve these objectives and suggest ways you could help.</p> <p>Make sure that you are clear about your responsibilities and working arrangements.</p>	<p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p> <p>Identify the objectives of working together and what needs to be done to achieve these objectives.</p> <p>Exchange relevant information to clarify responsibilities.</p> <p>Confirm working arrangements with those involved.</p>	<p>Students could engage in pair, group or whole class activity to devise a series of simulated scenarios for language work, such as a role-play based around making arrangements to go out.</p>
<p>WO1.2 Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p> <p>Carry out tasks to meet your responsibilities.</p> <p>Work safely, and accurately follow the working methods you have been given.</p> <p>Ask for help and offer support to others, when appropriate.</p>	<p>WO2.2 Work co-operatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p> <p>Organise your own tasks so you can be effective in meeting your responsibilities.</p> <p>Carry out tasks accurately and safely, using appropriate working methods.</p> <p>Support co-operative ways of working, seeking advice from an appropriate person when needed.</p>	<p>Students could work co-operatively with others to devise an audio programme or newsletter about themselves and their class/school. The result might be sent to a different class/school as part of an educational exchange arrangement. Instances of when advice and support were enlisted should be recognised.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>WO1.3 Identify progress and suggest ways of improving work with others to help achieve given objectives.</p> <p>Identify what has gone well in working with others.</p> <p>Report any difficulties in meeting your responsibilities and say what you did about them.</p> <p>Suggest ways of improving work with others to help achieve the objectives.</p>	<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p> <p>Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work.</p> <p>Listen and respond appropriately to progress reports from others.</p> <p>Agree ways of improving work with others to help achieve the objectives.</p>	<p>In carrying out the programme suggested above, and as part of an ongoing monitoring process, students should evaluate the contributions made by themselves and other participants through listening and responding appropriately to each other and agreeing ways of improving the product.</p>

Key Skill: Improving Own Learning and Performance

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>LP1.1 Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.</p> <p>Make sure targets clearly show what you want to achieve.</p> <p>Identify clear action points and deadlines for each target.</p> <p>Identify how to get the support you need and the arrangements for reviewing your progress.</p>	<p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p> <p>Provide accurate information to help set realistic targets for what you want to achieve.</p> <p>Identify clear action points for each target.</p> <p>Plan how you will use your time effectively to meet targets, including use of support and arrangements for reviewing your progress.</p>	<p>Students could keep their own vocabulary-building notebook in which they record new items of vocabulary met at regular intervals, such as once per week. They could engage in a degree of autonomous learning and self-assessment through which they will be able to monitor their own progress.</p>
<p>LP1.2 Follow your plan, using support given by others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject; • learning through a straightforward practical activity. <p>Work through your action points to complete tasks on time.</p> <p>Use support given by others to help you meet targets.</p> <p>Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.</p>	<p>LP2.2 Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> • studying a straightforward subject; • learning through a straightforward practical activity. <p>Use your action points to help manage your time well and complete tasks, revising your plan when needed.</p> <p>Identify when you need support and use this effectively to help you meet targets.</p> <p>Select and use different ways of learning to improve your performance, working for short periods without close supervision.</p>	<p>Students could devise their own progress record, allocating time for periods of study and revision. This could involve, for example, the development of a personal cassette recording in which they practise key words and phrases from an aspect of their course which particularly interests them.</p>

Key Skills Specification Part B Reference		Subject Exemplification
Level 1 Activity and Evidence	Level 2 Activity and Evidence	
<p>LP1.3 Review your progress and achievements in meeting targets with an appropriate person.</p> <p>Say what you learned and how you learned, including what has gone well and what has gone less well.</p> <p>Identify targets you have met and provide samples of evidence of your achievements.</p> <p>Identify what you need to do to improve your performance.</p>	<p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.</p> <p>Identify what and how you learned, including what has gone well and what has gone less well.</p> <p>Identify targets you have met and evidence of your achievements.</p> <p>Identify ways to further improve your performance.</p>	<p>Students could apply the key words and phrases they have learnt in one topic area and seek to deploy these when dealing with an area that is new to them. They could show how they used their bank of stock vocabulary and how they were able to transfer this, for example, from expressing their likes and dislikes of certain food and drink (Everyday Activities (b) Food and Drink) to ordering food and drink in Everyday Activities (d) Eating Out. Students could then consider how they might apply this learning to new situations.</p>