

Paper Reference(s)

1246

Edexcel GCSE

Spanish

Paper 2F – Foundation Oral and 2H – Higher Oral

Teacher-Examiner's Handbook

Summer 2009

Time per candidate:

Foundation Oral: 8-9 minutes

Higher Oral: 11-12 minutes

This packet contains:

- (1) one Teacher-Examiner's Handbook
- (2) two sets of Candidate's Role-play Cards.

This packet may be opened **3 WORKING DAYS** before the examination by the person officially entrusted with the conduct of the examination. Security and confidentiality of the material must be maintained and **UNDER NO CIRCUMSTANCES** may the material be removed from the premises.

Foundation Tier candidates must be allowed 10 minutes preparation time and Higher Tier candidates must be allowed 12 minutes preparation time. Candidates may **NOT** use a dictionary during the preparation time. **They must not write on the cards.** They may make notes on paper for the role-plays during the preparation time, but these notes must be handed in to the teacher before the examination begins and must be kept by the centre until December 2009. Candidates may take notes (up to half a side of A4) on their first conversation topic into the examination room.

***The enclosed information and instructions are for the use of Teacher-Examiners only.
The contents of the Handbook may under no circumstances be revealed to candidates.***

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Teacher-Examiner Instructions

The format of the test is the same for Foundation and Higher Tiers as all candidates will carry out two role-play tasks and take part in two conversations, each on a different topic. Speaking tests must last between **8-9 minutes (Foundation)** and **11-12 minutes (Higher)**.

Role-plays

The role-play tasks will be presented in the form of instructions in English together with visual stimuli or short prompts. All role-plays will be marked for communication and content only. Candidates will be allocated preparation time (without dictionary access) immediately in advance of the test.

Role-play A is a simple transaction requiring the student to convey four basic pieces of information. It will usually be a task related to shopping, tourist requirements, café/restaurant or accommodation situations that will involve a limited range of vocabulary and structure. (Foundation Tier only)

Role-play B is a transaction that will involve a limited amount of unpredictability (one element) and will occur in a wider range of settings. (Foundation and Higher Tiers)

Role-play C will involve two unpredictable elements and will cover a different topic area. (Higher Tier only)

Conversations

Candidates must undertake two conversations and will be assessed globally on the basis of their overall performance across both topics.

Conversation 1:

- Candidates will have a free choice of first conversation topic.
- This will be agreed with the teacher in advance of the speaking test and must relate to **one** of the five main topic areas prescribed in the specification.

Conversation 2:

- The second conversation topic must relate to a different main topic area prescribed in the specification.
- Teacher-Examiners will choose the second conversation topic from two alternatives prescribed by Edexcel.
- These alternatives will be printed at the foot of the right hand column for each Role-play B in the Teacher-Examiner's Handbook. These alternatives are for the eyes of the Teacher-Examiner only and are confidential. They must not be communicated to the candidate prior to completion of Conversation 1. They will therefore appear in the Handbook only and **not** on the candidate's role-play card.
- Teacher-Examiners may choose **either** of these alternatives, **unless the candidate has already used one of them for Conversation 1**.
- If the candidate has already used one of the alternatives for Conversation 1, it is not permissible for the Teacher-Examiner to choose the same main topic area and to focus on a different sub-topic.
- The Teacher-Examiner will announce either in English or in the target language the chosen topic for Conversation 1 and for Conversation 2 at the beginning of each conversation. The candidate will not know the topic for Conversation 2 until this announcement.

This form is for Teacher-Examiners' reference only. It does not need to be returned to Edexcel.

Candidates should not be aware of the title of their second conversation topic in advance of the examination.

For the second topic conversation, Teacher-Examiners should choose from the two conversation topics printed on the relevant B role play card in the oral handbook.

Centre Name	Centre N°
Teacher-Examiner Name	Language

Candidate Name	Candidate Number	Candidate's chosen conversation topic	Second conversation topic chosen by Teacher-Examiner from choice of two on B role-play card

Candidate Name				Candidate N°					
Centre Name				Centre N°					
Language		Spec. N°		Tape N°		Side (A/B)			
Teacher-Examiner's Name (Block capitals please)									
FOUNDATION TIER				OR	HIGHER TIER				
Paper Number 2F A/B ← Teachers please write A or B (2FA = Centre/Teacher marked, 2FB = Edexcel examiner marked)				Paper Number 2H A/B ← Teachers please write A or B (2HA = Centre/Teacher marked, 2HB = Edexcel examiner marked)					
Role Play A Card No		Conversation 1 Topic		Role Play B Card No		Conversation 1 Topic			
Role Play B Card No		Conversation 2 Topic		Role Play C Card No		Conversation 2 Topic			
		For Edexcel AA Use Only				For Edexcel AA Use Only			
		Teacher-Examiner Marks	Examiner/Moderator Marks	Senior Exam./Mod. Marks			Teacher-Examiner Marks	Examiner/Moderator Marks	Senior Exam./Mod. Marks
		↓	↓	↓			↓	↓	↓
Role Plays					Role Plays				
Role Play A (max 10)					Role Play B (max 10)				
Role Play B (max 10)					Role Play C (max 10)				
Role Play A+B Total (max 20)					Role Play B+C Total (max 20)				
Conversation					Conversation				
Comm. + Content (max 10)					Comm. + Content (max 10)				
Application of Lang. (max 10)					Application of Lang. (max 10)				
Accuracy (max 10)					Accuracy (max 10)				
Conversation total (max 30)					Conversation total (max 30)				
Total marks for paper (max 50)					Total marks for paper (min 100, max 150)		1	1	1
NB: For administrative reasons 100 is added to all Higher Tier marks.									
Moderator's / Examiner's Name (Block capitals please)							AA N°		
Senior Moderator's / Examiner's Name (Block capitals please)							AA N°		

CASSETTE INSERTS

* delete as appropriate

GCSE 1246 SPANISH ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE 1246 SPANISH ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

GCSE 1246 SPANISH ORAL EXAM SUMMER 2009		
Centre Name.....		
Centre No..... Teacher-Examiner Name.....		
Foundation / Higher*	Tape No.	Side A / B*
	Candidate Name	Cand. No.
1.		
2.		
3.		
4.		
5.		
6.		

STRUCTURE AND TIMING OF TESTS – FOUNDATION TIER

ELEMENT	DURATION	NOTES
Role-play A	2 mins	Printed on numbered cards.
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Conversation	4-5 mins	<p>First topic chosen and introduced by candidate.</p> <p>Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher’s notes for each B role-play card.</p> <p>The 4-5 minute conversation should be evenly split between the two topics.</p> <p>Teacher-Examiner to provide questions.</p> <p>Sample questions are provided in the oral handbook.</p>
Total: (Role-plays A+B & Conversation)	8-9 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates’ responses.

STRUCTURE AND TIMING OF TESTS – HIGHER TIER

ELEMENT	DURATION	NOTES
Role-play B	2 mins	Printed on numbered cards. Four utterances with prompts in English and symbols. One unpredictable element.
Role-play C	3 mins	Printed on numbered cards. Five utterances prompted in the target language. Two unpredictable elements.
Conversation	6-7 mins	First topic chosen and introduced by candidate. Second topic chosen by Teacher-Examiner from a choice of two, printed on the teacher's notes on the B role-play card. The 6-7 minute conversation should be evenly split between the two topics. Teacher-Examiner to provide questions. Questions for guidance are given in handbook.
Total: (Role-plays B+C & Conversation)	11-12 mins	Do not increase conversation time if candidate completes role-plays quickly.

NB

- The timings given for the role-plays are only approximate. Many candidates will complete the tasks in considerably less time. The Teacher-Examiner should not increase the conversation time if the candidate completes the role-plays quickly.
- The timing of the conversation elements of the oral tests must be respected and a stop-watch is useful for this. **Excessively long or short tests may adversely affect the marks awarded.**
- Teacher-Examiners should not slavishly follow the conversation questions given in this handbook but should respond appropriately to candidates' responses.

CHECKLIST FOR CONDUCT

WHEN CONDUCTING ORAL EXAMINATIONS:

AT THIS POINT	RECORD THIS	DO THIS
At the start of each new tape	“GCSE Examination, 2009. Teacher-Examiner _____ Centre Name _____ Centre Number _____ Paper 2F / 2H”	<ul style="list-style-type: none"> On the cassette label, write your centre name and number, the language and specification number, and the tier of examination (F/H).
At the start of each candidate’s test	“Candidate Number _____, _____ (Name of candidate). Role-plays _____ and _____”	<ul style="list-style-type: none"> On the photocopiable cassette insert, write the candidate’s name and number. Make sure L3 form is complete with relevant details. Start the test. Do not stop or pause the tape during the recording.
At the start of each conversation topic	“ Conversation 1 / 2 _____ (Topic title in English or the target language)”	
At the end of each candidate’s test	“End of test”	<ul style="list-style-type: none"> Check that the test has been recorded clearly and audibly.
After the last candidate on side A	“End of Side A”	<ul style="list-style-type: none"> Reset the controls ready to record the next candidate.
After the last candidate on side B of each tape.	“End of Side B. The tests continue on tape number _____”	<ul style="list-style-type: none"> Wind to the start of side A. Check that all the details on the cassette label are filled in. Place the tape back in the tape-box before you get the next tape out of its box.

EDEXCEL

GCSE Spanish

Role-play Examining Sequences

Summer 2009

To avoid duplication of Topic Areas, candidates must be given role-plays in the sequence and combination prescribed in this booklet.

1246 / 2F & 2H GCSE Spanish Role-play Sequence – Summer 2009

2F FOUNDATION

Candidate	1st role-play	2nd role-play
1	A 5	B 4
2	A 1	B 5
3	A 2	B 3
4	A 6	B 1
5	A 4	B 5
6	A 5	B 8
7	A 3	B 1
8	A 4	B 7
9	A 2	B 7
10	A 3	B 5
11	A 1	B 8
12	A 6	B 4
13	A 3	B 7
14	A 1	B 3
15	A 5	B 2
16	A 2	B 4
17	A 1	B 6
18	A 2	B 5
19	A 4	B 8
20	A 6	B 6

2H HIGHER

Candidate	1st role-play	2nd role-play
1	B 5	C 3
2	B 3	C 1
3	B 4	C 2
4	B 1	C 6
5	B 2	C 1
6	B 8	C 7
7	B 7	C 5
8	B 6	C 8
9	B 1	C 2
10	B 2	C 4
11	B 4	C 5
12	B 2	C 7
13	B 7	C 6
14	B 6	C 5
15	B 5	C 8
16	B 4	C 3
17	B 7	C 4
18	B 8	C 4
19	B 3	C 7
20	B 1	C 3

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Foundation Speaking

Role-play A – Teacher-Examiner Instructions

Role-play A is the first role-play for the Foundation Tier. The role-play assesses a simple transaction and the candidate's ability to interact with a speaker of the target language. Each role-play involves four tasks, eg a greeting, asking for one (or two) items, stating the colour, size or quantity needed, asking the price, saying thank you or goodbye. Teacher-Examiners must select a role-play card for role-play A according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and visuals to indicate what the candidate should say. Where there is a choice of two or three visuals, the candidate must choose **one** of the items shown.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction. The suggested scenario should be followed as closely as possible as any tasks or key vocabulary supplied by the Teacher-Examiner cannot be credited.

The candidate should be given the opportunity to attempt every task.

The Teacher-Examiner must not rephrase any of the questions.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers.

An example on an A role-play card might be: **I'd like a (coffee) [please].**

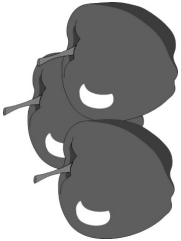
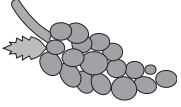
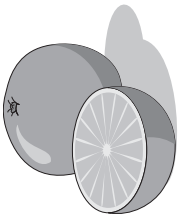
Assessment Criteria – *Role-play A*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play A	Communication and Content
9-10	Conveys all information required Interacts extremely well No prompting necessary.
7-8	Conveys most information required (At least 3 significant items) Little or no prompting necessary.
5-6	Conveys half the required information (At least two significant items) Little prompting necessary.
3-4	Conveys less than half of the required information (At least one significant item) Some prompting necessary.
1-2	One significant item conveyed Extremely hesitant, reliant on prompting.
0	No effective communication.

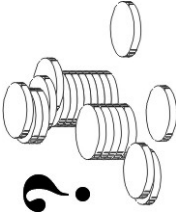
A 1 En la frutería


You are in a fruit shop in Spain. Say what fruit you want, say the quantity, ask the cost and say goodbye. The examiner will play the part of the shop assistant and will begin the conversation.

		
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1. Say you would like **one** of the following items

<p>2. Say what quantity you want</p> <p style="text-align: center;">Quantity</p>

<p>3. Ask the price</p> 
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<p>4.</p> 

A 1 En la frutería

Estás en la frutería donde trabajo. Yo soy el frutero / la frutera.

Exam : ¿Sí, señor / señorita?

Cand : [Quiero] (naranjas) [por favor].

Exam: ¿Cuántas quieres?

Cand : (Un kilo) [por favor].

Exam : Aquí tienes.

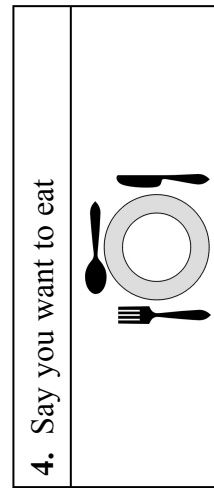
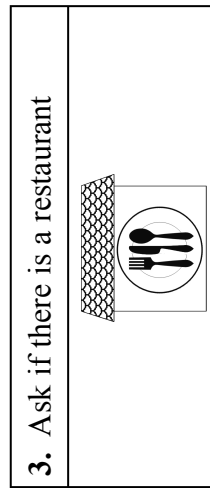
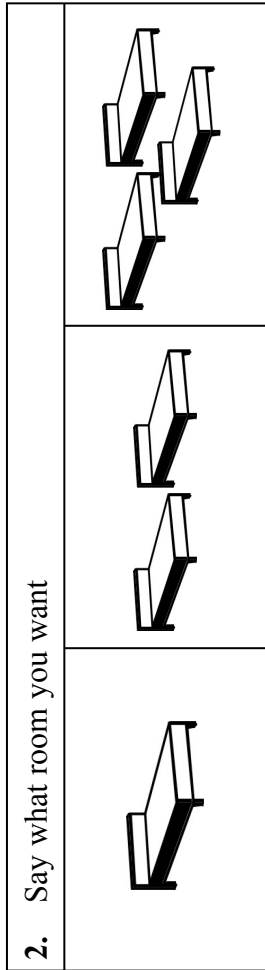
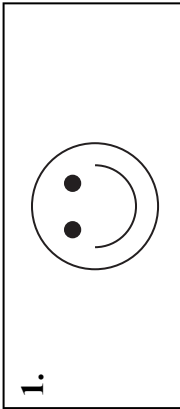
Cand : ¿Cuánto es?

Exam : Son dos euros.

Cand : [Gracias] Adiós.

A 2 En el hotel

You are at a hotel in Spain. Greet the receptionist, say what room you want, ask if there is a restaurant and say you want to eat. The examiner will play the part of the receptionist and will begin the conversation.



A 2 En el hotel

Estás en el hotel donde trabajo. Yo soy el / la recepcionista

Exam : ¿Sí, señor / señorita?

Cand : ¡Hola!

Exam : ¿En qué puedo ayudarte?

Cand : [Quiero] (una habitación individual).

Exam : Muy bien.

Cand : ¿[Hay un] restaurante?

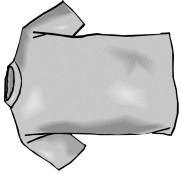

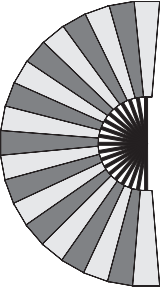
Exam : Sí, señor / señorita.

Cand : Quiero comer.

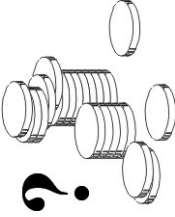
Exam : Vale.


A 3 En la tienda de regalos

You are in a gift shop. Say what you want, say what colour you want, ask the price and say thank you. The examiner will play the part of the shop assistant and will begin the conversation.

1. Say what you want			
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2. Say what colour	<h2>Colour</h2>
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3. Ask the price	
------------------	--

4.	
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A 3 En la tienda de regalos

Estás en la tienda de regalos. Yo soy el dependiente / la dependienta.

Exam : ¿En qué puedo servirte?

Cand : [Quiero] (una camiseta).

Exam : Muy bien. ¿De qué color?

Cand : (Rojo) [por favor].

Exam : Vale.


Cand : ¿Cuánto es?


Exam : Son siete euros.

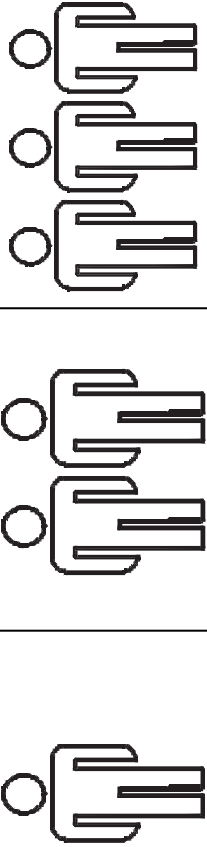
Cand : Gracias.


A 4 En el restaurante

You are at a restaurant in Spain. Greet the waiter, ask if there is a table free, say for how many people and say for what time. The examiner will play the part of the waiter and will begin the conversation.

1. 

2. Ask if there is a table free 

3. Say for how many people 

4. Say at what time 

A 4 En el restaurante

Estás en un restaurante en España. Yo soy el camarero / la camarera.

Exam : ¿Sí, señor / señorita?

Cand : ¡Hola!

Exam : ¿En qué puedo servirte?

Cand : ¿[Tiene] una mesa [libre, por favor]?

Exam : ¿Para cuántas personas?

Cand : (Dos) [por favor].

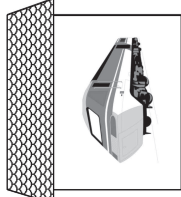
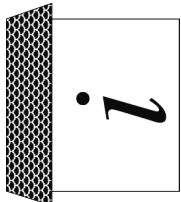
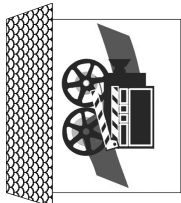
Exam : ¿Para qué hora?

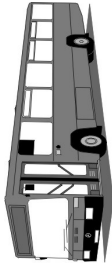
Cand : [Para] (las siete) [por favor].

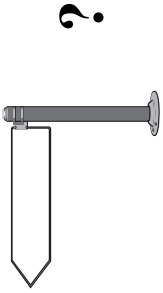
Exam : Sí, señor / señorita, no hay problema.


A 5 En la calle

You are talking to a police officer in Spain. Say where you want to go, say you will go by bus, ask if it is far and say thank you. The examiner will play the part of the police officer and will begin the conversation.

1. Say where you want to go			
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2. Say you will go by bus	
---------------------------	---

3. Ask if it is far	
---------------------	---

4.	
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A 5 En la calle

Estás en la calle hablando con un / una policía. Yo soy el / la policía.

Exam : ¿Sí, señor / señorita?

Cand : [Quiero ir a] (la estación de trenes) [por favor].

Exam : ¿Cómo vas a ir?

Cand : (En) autobús.

Exam : Vale.

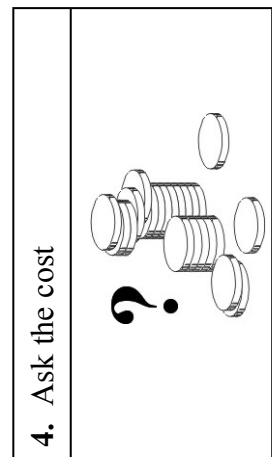
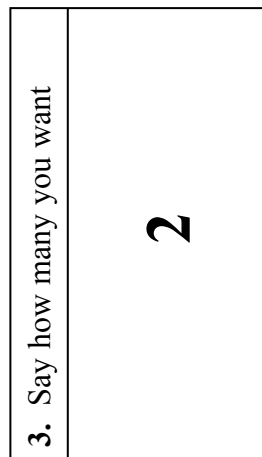
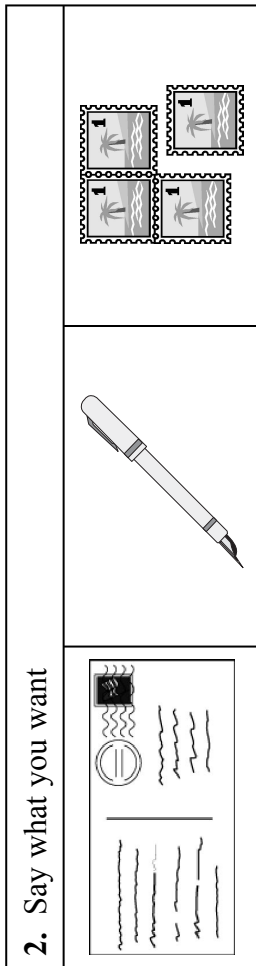
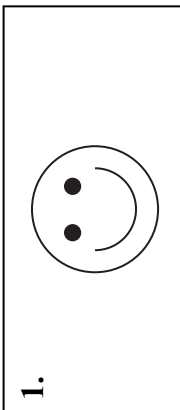
Cand : ¿[Está] lejos?

Exam : Está a dos kilómetros.

Cand : Gracias.

A 6 En el estanco

You are in a tobacconist's in Spain. Greet the shop assistant, say what you want, say you want two of them and ask the cost. The examiner will play the part of the shop assistant and will begin the conversation.



A 6 En el estanco

Estás en el estanco. Yo soy el dependiente / la dependienta.

Exam : ¿Sí, señor / señorita?

Cand : ¡Hola!

Exam : Hola. ¿En qué puedo servirte?

Cand : [Quiero] (sellos) [por favor].

Exam : Vale. ¿Cuántos quieres?

Cand : Dos [por favor].

Exam : Muy bien.

Cand : ¿Cuánto es?

Exam : Son dos euros en total.

Foundation/Higher Speaking

Role-play B – Teacher-Examiner Instructions

Role-play B is the second role-play for the Foundation Tier and the first role-play for the Higher Tier.

The candidate must undertake four tasks, each of which is indicated by an English introduction and a visual.

In some cases the candidate will have a choice, which is indicated by the visual.

Either the second or third task is an unpredictable element which takes the form of a question put by the Teacher-Examiner.

Teacher-Examiners must select a role-play card for role-play B according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a context in English, followed by four visuals with instructions in English to indicate the tasks. The unpredictable element is indicated to the candidate by an exclamation mark. Where candidates are given a choice of item, they should choose only one. More than one item cannot be credited and only the first will be assessed.

Teacher-Examiner's guidelines

Teacher-Examiners are reminded that they must read out the target-language introduction.

Teacher-Examiners should follow the suggested scenario as closely as possible as any structures or key vocabulary supplied by the Teacher-Examiner cannot be credited.

Teacher-Examiners are reminded that not all the tasks are vocabulary-specific and candidates' responses might vary from those indicated.

The unpredictable element is indicated in the suggested scenario in italics. **The Teacher-Examiner's question for the unpredictable element must not be rephrased.** However, the candidate's response to the unpredictable element is a suggestion only and any appropriate response is acceptable.

Marking

Any vocabulary in **square brackets** is not essential for the candidate to say in order to gain full marks. **Round brackets** are used to indicate an example of a candidate's response when the question invites a range of different possible answers, eg: **I'd like a (coffee) [please].**

Assessment Criteria – *Role-play B*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

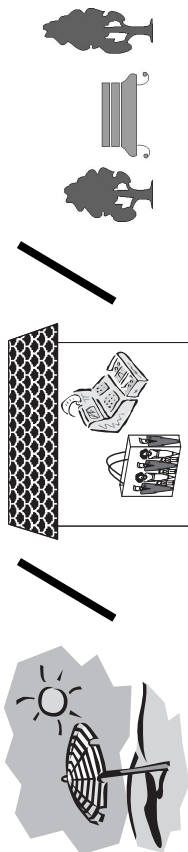
Role-play B	Communication and Content
9-10	Conveys all information required Deals with unpredictable element with success Interacts well No prompting necessary (takes the initiative).
7-8	Conveys most of the information required One element with partial success Little hesitation Little or no prompting necessary.
5-6	Conveys most essential information One element omitted or unsuccessful A degree of hesitation.
3-4	Conveys some information Does not attempt some of the tasks Some prompting necessary.
2-1	Conveys only one relevant piece of information Extremely hesitant Reliant on prompting.
0	No effective communication.

B1 En la estación de autobuses

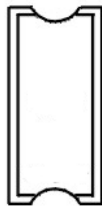
You are at a bus station in Spain talking to the person at the information desk.

The examiner will play the part of the employee and will begin the conversation. Mention the following:

1. Say you want to go to **one** of the following



2. Say you want to buy a ticket



3. Answer the question



4. Ask what time the bus leaves



B1 En la estación de autobuses

Estás en la estación de autobuses en España. Yo soy el empleado / la empleada.

Exam : ¿Sí, señor / señorita?

Cand : [Quiero ir a] la playa [por favor].

Exam : Muy bien, es el número cinco.

Cand : [Quiero comprar] un billete.

Exam : Vale. ¿Qué tipo de billete quieres?

Cand : (Ida y vuelta) [por favor].

Exam : Vale.

Cand : ¿A qué hora [sale] el autobús?

Exam : A las diez.

For second conversation topic choose between: EDUCATION, TRAINING AND EMPLOYMENT; HOUSE, HOME AND DAILY ROUTINE.

B2 Llamando por teléfono

You are telephoning your Spanish friend. The examiner will play the part of the friend and will begin the conversation. Mention the following:

1. Say you want to go to a football match



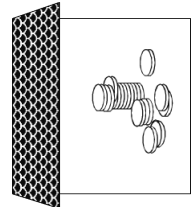
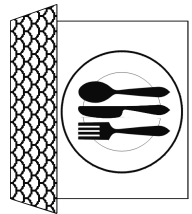
2. Ask what time the match begins



3. Answer the question



4. Say where you will meet



B2 Llamando por teléfono

Estás llamando por teléfono a tu amigo/amiga español/española. Yo soy tu amigo/amiga.

Exam : ¡Hola! ¿Adónde vamos?

Cand : [Quiero ir a un partido de] fútbol.

Exam : Buena idea.

Cand : ¿A qué hora empieza [el partido]?

Exam : A las tres. ¿Cómo vas a ir?

Cand : (En autobús).

Exam : Vale. ¿Y dónde quedamos?

Cand : (En el café).

Exam: Muy bien. Hasta luego.

For second conversation topic choose between:
**AT HOME AND ABROAD;
 EDUCATION, TRAINING AND EMPLOYMENT.**

B3 En la oficina de turismo

You are at a tourist office in Spain. The examiner is the assistant and will begin the conversation. Mention the following :

1. Say what you would like to visit

2. Ask what time it opens

3. Answer the question

4. Say you are staying for one week

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

B3 En la oficina de turismo

Estás en la oficina de turismo. Yo soy el empleado / la empleada.

Exam : ¿En qué puedo servirte?

Cand : Quiero visitar (el museo).

Exam : Muy bien.

Cand : ¿A qué hora abre?

Exam : A las diez. ¿De qué nacionalidad eres?

Cand : [Soy] (inglés/inglesa).

Exam : ¿Y cuánto tiempo vas a pasar aquí?

Cand : (Voy a quedarme) una semana.

Exam : Vale.

For second conversation topic choose between: MEDIA, ENTERTAINMENT AND YOUTH CULTURE; SOCIAL ACTIVITIES, FITNESS AND HEALTH.

B4 En el instituto

You are visiting your friend's school in Spain. The examiner will play the part of your friend and will start the conversation. Mention the following:

1. Say you like the teachers



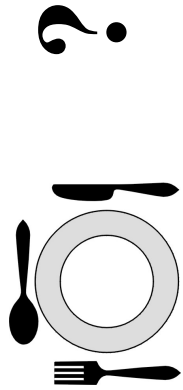
2. Say what sort of school you go to



3. Answer the question



4. Ask where you will have lunch



B4 En el instituto

Estás en el instituto de tu amigo / amiga. Yo soy tu amigo / amiga.

Exam : ¿Qué te gusta de nuestro instituto?

Cand : [Me gustan] los profesores.

Exam : Sí, son simpáticos. ¿Cómo es tu instituto?

Cand : [Es] (mixto).

Exam : ¿Y qué deporte practicas?

Cand : [Practico el] (fútbol).

Exam : Vale.

Cand : ¿Dónde comemos?

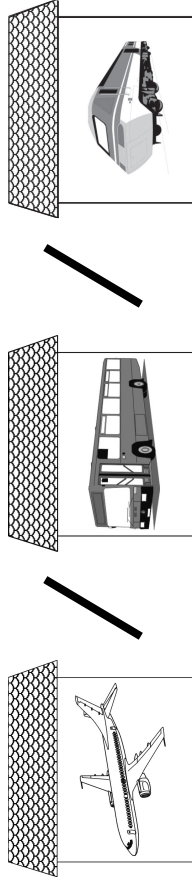
Exam : En la cantina.

For second conversation topic choose between:
**HOUSE, HOME AND DAILY ROUTINE;
MEDIA, ENTERTAINMENT AND YOUTH CULTURE.**


B5 En taxi

You are talking to a taxi driver in Spain. The examiner will play the part of the taxi driver and start the conversation. Mention the following :


1. Say where you want to go




2. Ask if it is far



3. Answer the question



4. Say you have one suitcase



B5 En taxi

Estás hablando con un / una taxista en España. Yo soy el / la taxista.

Exam : Dime.

Cand : [Quiero ir] (al aeropuerto) [por favor].

Exam : Vale.

Cand : ¿[Está] lejos?

Exam : A veinte minutos. ¿De qué nacionalidad eres?

Cand : [Soy] (inglés / inglesa).

Exam : Hablas bien. ¿Qué equipaje tienes?

Cand : [Tengo] una maleta.

Exam : Muy bien.

For second conversation topic choose between:
AT HOME AND ABROAD;
HOUSE HOME AND DAILY ROUTINE.

B6 En la farmacia

You are at a chemist's in Spain. The examiner will play the part of the chemist and start the conversation. Mention the following:

1. Say what is wrong with you



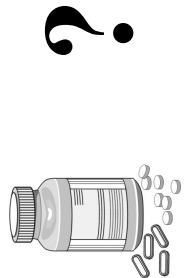
2. Say how long you have had the problem for

	T						
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

3. Answer the question



4. Ask how many tablets



B6 En la farmacia

Estás en la farmacia. Yo soy el farmacéutico / la farmacéutica.

Exam : Buenos días. ¿Qué te pasa?

Cand : [Tengo] (dolor de estómago).

Exam : ¿Desde hace cuánto tiempo tienes este problema?

Cand : [Desde hace] dos días.

Exam : ¿Cuánto tiempo vas a pasar en España?

Cand : (Dos semanas).

Exam : Toma estas pastillas cada cuatro horas.

Cand : ¿Cuántas [pastillas]?

Exam : Dos.

For second conversation topic choose between:
**SOCIAL ACTIVITIES, FITNESS AND HEALTH;
 AT HOME AND ABROAD.**

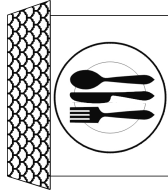
B7 En la oficina de objetos perdidos

You are at a lost property office in Spain. The examiner will play the part of the assistant and will start the conversation. Mention the following:

1. Say what you have lost



2. Say you lost it in the restaurant



3. Answer the question



4. Ask when the office closes



B7 En la oficina de objetos perdidos

Estás en una oficina de objetos perdidos en España. Yo soy el empleado / la empleada.

Exam : Buenos días. ¿Qué has perdido?

Cand : [He perdido] (un paraguas).

Exam : ¿Dónde lo / la perdiste?

Cand : (En el restaurante).

Exam : ¿Y de qué color es?

Cand : [Es] (rojo).

Exam : Lo siento, no lo / la tenemos.

Cand : ¿A qué hora cierra [la oficina]?

Exam : A las seis.

For second conversation topic choose between:
HOUSE, HOME AND DAILY ROUTINE;
SOCIAL ACTIVITIES, FITNESS AND HEALTH.

B8 En la casa de tu amigo/amiga español/española

You arrive at your Spanish friend's house. The examiner will play the part of your friend's mother or father and will start the conversation. Mention the following:

1. Say you are tired



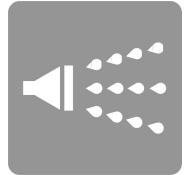
2. Say what you like to eat



3. Answer the question



4. Ask if you can have a shower



B8 En la casa de tu amigo/amiga español/española

Estás hablando con la madre / el padre de tu amigo español / amiga española. Yo soy la madre / el padre.

Exam : Bienvenido/a. ¿Qué tal?

Cand : [Estoy] cansado / cansada.

Exam : ¿Qué te gustaría cenar?

Cand: [Me gusta] (el pollo).

Exam: Muy bien. ¿A qué hora te gustaría comer?

Cand: A las (ocho).

Exam : Vale.

Cand : ¿Puedo ducharme?

Exam : Claro, ¡cómo no!

For second conversation topic choose between:
**EDUCATION, TRAINING AND EMPLOYMENT;
HOUSE, HOME AND DAILY ROUTINE.**

Foundation/Higher Speaking

Role-Play C – Teacher-Examiner Instructions

Role-play C is the second role-play for the Higher Tier.

Information is given to the candidates in the English context and in the target-language stimulus.

The elements to be covered are indicated by numbered bullet points in the target language.

There are **two** unpredictable elements, indicated to the candidate by an exclamation mark !.

Teacher-Examiners must select a role-play card for role-play C according to the correct role-play examining sequence.

Candidate's role-play card

The role-play card includes a brief context in English and a target-language stimulus.

These are followed by numbered points in the target language to indicate the elements to be covered. A question mark means the candidate is expected to ask a question.

Teacher-Examiner guidelines

The introduction must be read at the beginning of the role-play.

Two unpredictable elements are supplied. The Teacher-Examiner must introduce these as scripted in the role-play.

The unpredictable elements must not be rephrased, but may be repeated. Each unpredictable element should be expanded by the candidate as appropriate.

Teacher-Examiners are reminded that no credit can be given to candidates for key vocabulary and/or structures supplied by the teacher.

An ending is given to help Teacher-Examiners to bring the role-play to a natural close.

Assessment Criteria – *Role-play C*

Marks for role-play performances are awarded positively on a scale of 1-10 using the assessment grid below. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box which best describes the performance, it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

Role-play C	Communication and Content
9-10	All prescribed elements conveyed without ambiguity and without prompting from the Teacher-Examiner. Takes the initiative and expands. Deals with both unpredictable elements without difficulty. Very little or no hesitation.
7-8	Conveys all predictable information required and attempts unpredictable with partial success (or) conveys both unpredictable elements and conveys most of the predictable information required. Produces extended replies. Minimal hesitation evident.
5-6	One element omitted or whole role-play attempted, but not successfully. A degree of hesitation evident but not unduly reliant on the Teacher-Examiner. Some significant language error which impedes communication to some extent. Unable to deal with unpredictable elements.
3-4	Conveys some of the prescribed elements without ambiguity. Hesitant and reliant to some extent on the Teacher-Examiner. Does not attempt some of the tasks.
1-2	Conveys only one element without ambiguity. Extremely hesitant. Communication seriously impaired through poor pronunciation and language errors.
0	No effective communication.

C1

You are being interviewed for a summer holiday job as a receptionist in a hotel.

The examiner will play the part of the manager and will begin the conversation.

HOTEL EXCELSIOR

Buscamos recepcionista para los
meses de verano

1. Por qué te gustaría trabajar en el hotel.
2. ¡
3. Tu experiencia de trabajo en tu país.
4. ¿El sueldo y el horario?
5. ¡

Introduction to be read by the Examiner

Estás hablando con el gerente de un hotel en España. Vamos a empezar.

Exam : *¿Por qué te interesa trabajar en nuestro hotel?*

Cand : Task 1

Exam : *¿Puedes darme algunos detalles sobre tus estudios en el instituto?*

Cand : Task 2

Exam : *¿Y qué experiencia de trabajo has tenido en tu propio país?*

Cand : Task 3

Exam : *¿Quieres hacerme alguna pregunta?*

Cand : Task 4

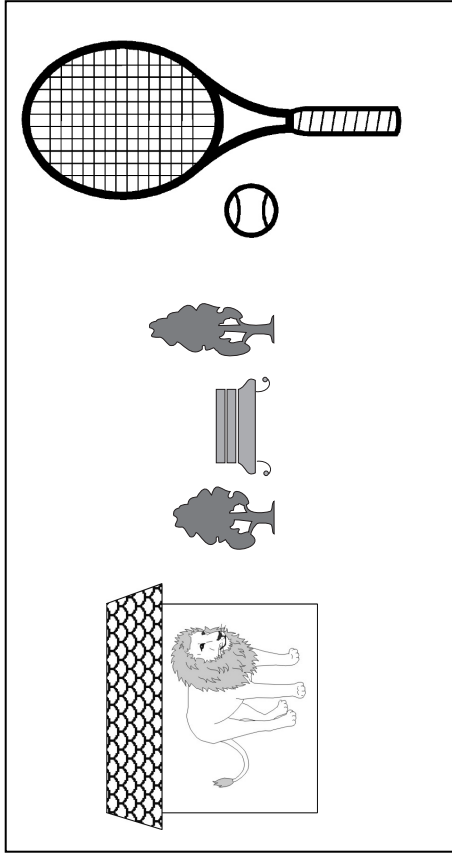
Exam : *Depende. ¿Qué planes tienes para tu estancia aquí en España?*

Cand : Task 5

Exam : **Muy bien. Nos pondremos en contacto.**

C2

You are staying with a friend in Spain and discussing what to do. The examiner will play the part of the friend and will begin the conversation.



1. Lo que te gustaría hacer y por qué.
2. !
3. Lo que hiciste la última vez que saliste con tus amigos.
4. Una descripción de tu mejor amigo o amiga.
5. !

Introduction to be read by the Examiner

Estás hablando con tu amigo / amiga en España. Vamos a empezar.

Exam : ¿Bueno, qué te apetece hacer?

Cand : Task 1

Exam : Muy bien. ¿Y qué hay para los jóvenes en tu pueblo?

Cand : Task 2

Exam : ¿Y qué hiciste la última vez que saliste con tus amigos?

Cand : Task 3

Exam : ¿Cómo es tu mejor amigo / amiga?

Cand : Task 4

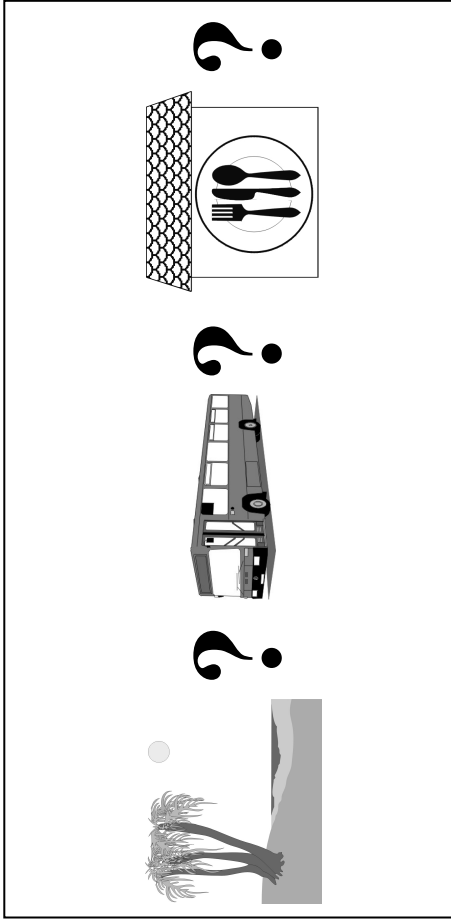
Exam : ¿Y cómo es la familia de tu mejor amigo / amiga?

Cand : Task 5

Exam : Muy interesante. Lo vamos a pasar bomba durante tu estancia aquí.

C3

Yesterday in Spain you lost your valuables but are not sure where. You go to the Police Station to report the loss. The examiner will play the part of the police officer and will start the conversation.



1. Lo que has perdido.
2. !
3. Por qué no fuiste a la comisaría ayer.
4. Tu alojamiento en España.
5. !

Introduction to be read by the Examiner

Estás en la comisaría en España. Yo soy el / la policía. Vamos a empezar.

Exam : Buenos días, señor / señorita. ¿En qué puedo ayudarle?

Cand : Task 1

Exam : Bueno, ¿y qué hacía usted cuando lo / la perdió?

Cand : Task 2

Exam : Entonces ¿por qué no vino usted a denunciar la pérdida ayer?

Cand : Task 3

Exam : ¿Dónde está usted alojado / alojada aquí en España?

Cand : Task 4

Exam : *Y si quiero ponerme en contacto, ¿qué planes tiene usted para mañana?*

Cand : Task 5

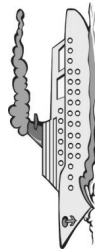
Exam : Muy bien, señor / señorita.

C4

You went on an excursion organised by the local Tourist Office in Spain but return to make a complaint. The examiner will play the part of the Tourist Office manager and will start the conversation.

OFICINA DE TURISMO

EXCURSIONES



1. Descripción de los problemas que tuviste.
2. !
3. Otra excursión que quieres escoger y cuándo.
4. ¿El transporte y el horario?
5. !

Introduction to be read by the Examiner

Estás en la Oficina de Turismo. Vamos a empezar.

Exam: Buenos días. ¿En qué puedo servirle?

Cand: Task 1

Exam: Lo siento mucho, señor / señorita. ¿Puede darme más detalles de la excursión?

Cand: Task 2

Exam: Podemos ofrecerle otra excursión gratis si quiere.

Cand: Task 3

Exam: Muy bien.

Cand: Task 4

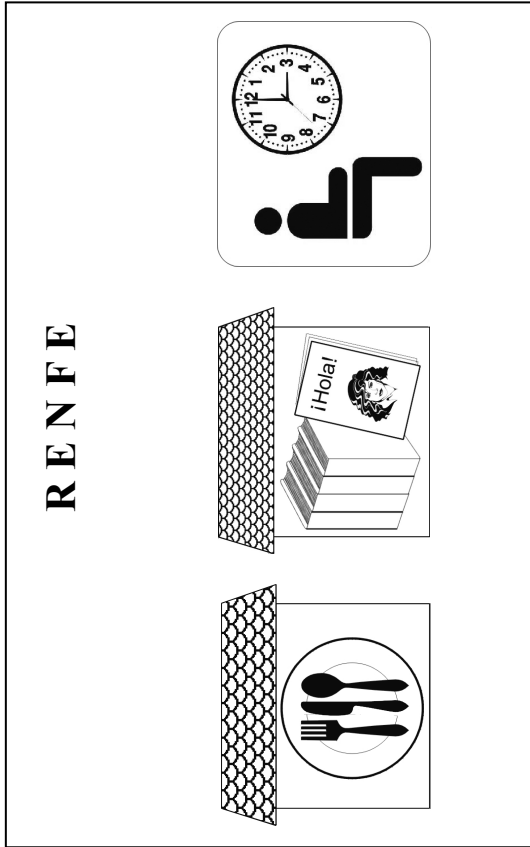
Exam: El autocar sale de aquí a las ocho y media y volverá a las siete. Pero dígame, ¿qué le ha gustado más de su estancia en España hasta ahora?

Cand: Task 5

Exam: Me alegro. Que pase bien el resto de sus vacaciones.

C5

You have just arrived in Spain and go to the railway station to catch a train to your friend's town. The examiner will play the part of the booking clerk and will start the conversation.



1. Adónde quieres ir y por qué.
2. ¡
3. Detalles de tu viaje a España.
4. Cómo es tu amigo / amiga español / española.
5. ¡

Introduction to be read by the Examiner

Estás en la estación de trenes hablando con el empleado / la empleada. Vamos a empezar.

Exam : Buenos días. ¿En qué puedo servirle?

Cand : Task 1

Exam : Lo siento, el tren acaba de salir. Tendrá que esperar dos horas. ¿Qué va a hacer para pasar el tiempo?

Cand : Task 2

Exam : Muy bien. ¿Y qué tal su viaje hasta ahora?

Cand : Task 3

Exam : ¿Y cómo es su amigo / amiga?

Cand : Task 4

Exam : ¿Qué planes tiene para el resto de sus vacaciones aquí en España?

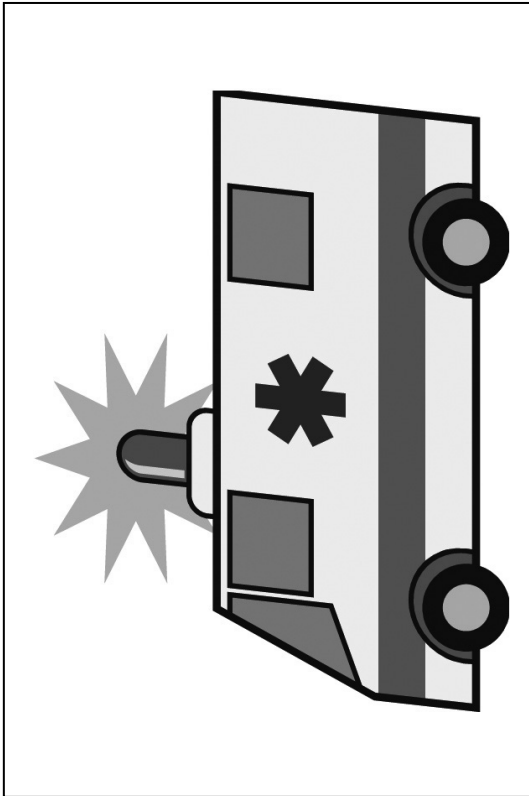
Cand : Task 5

Exam : Espero que lo pase bien.

C6

You witness a minor street accident in Spain and are talking to a police officer.

The examiner will play the part of the police officer and will start the conversation.



1. Lo que viste.
2. !
3. Una descripción de la persona responsable.
4. Los problemas de circular por el pueblo.
5. !

Introduction to be read by the Examiner

Estás en la calle hablando con un / una policía. Vamos a empezar.

Exam : ¿Puede decirme exactamente lo que vio?

Cand : Task 1

Exam : ¿Y dónde estaba usted cuando ocurrió el accidente?

Cand : Task 2

Exam : Deme una descripción de la persona responsable, por favor.

Cand : Task 3

Exam : En su opinión ¿cuáles son los problemas de circular por el pueblo?

Cand : Task 4

Exam : Y si quiero ponerme otra vez en contacto con usted, ¿adónde piensa ir mañana?

Cand : Task 5

Exam : Muchas gracias por su ayuda. Adiós.

C7

You hurt yourself on a beach in Spain and are taken to the local first aid post.

The examiner will play the part of the first aider and start the conversation.

SOCORRISTA



1. Tu problema.
2. Lo que hacías cuando ocurrió el accidente.
3. !
4. Lo que haces normalmente en la playa.
5. !

Introduction to be read by the Examiner

Estás hablando con el socorrista en la playa. Vamos a empezar.

Exam : ¡Hola! ¿Qué te pasa?

Cand : Task 1

Exam : Dime, ¿cómo ocurrió el accidente?

Cand : Task 2

Exam : ¿Puedes darme tus datos personales por favor?

Cand : Task 3

Exam : ¿Y qué haces normalmente en la playa?

Cand : Task 4

Exam: ¿Qué planes tienes para el resto del día?

Cand : Task 5

Exam : Que lo pases bien.

C8

You see a pickpocket operating on an underground train in Spain and decide to report the incident to a transport police officer. The examiner will play the part of the police officer and will start the conversation.



1. Lo que viste.
2. Una descripción del ladrón.
3. !
4. Tus datos personales.
5. !

Introduction to be read by the Examiner

Estás en la estación del metro hablando con el / la policía. Vamos a empezar.

Exam: Buenos días, señor / señorita. ¿En qué puedo ayudarle?

Cand: Task 1

Exam: ¿Puede describir al ladrón por favor?

Cand: Task 2

Exam: ¿Puede describir su viaje esta mañana?

Cand: Task 3

Exam: ¿Y quiere darme sus datos personales, por favor?

Cand: Task 4

Exam: ¿Y qué planes tiene para el resto del día?

Cand: Task 5

Exam: Vale. Nos pondremos en contacto.

1246 Spanish GCSE
Paper 2: Oral
Suggested Conversation Questions

N33714A

A selection of topic-based questions for the conversation element of the speaking test is included.

The questions are not in sequence; nor are they mandatory, and they may be rephrased or substituted by others within the same topic area. Teacher-Examiners may also use their own questions or variations on the questions provided.

Closed questions may be used to introduce a new line of questioning but the candidates should be encouraged to expand on their answers.

Questions using a range of tenses and questions eliciting personal opinions should be included in the Foundation Tier conversation to ensure that candidates are given the opportunity to fulfil the grade descriptions for all the available grades at Foundation Tier.

Communication and Content		Application of language		Accuracy	
9-10	Responds very well indeed to a wide range of question-types. Extremely responsive, expands and develops relevant interchange on own initiative. Clearly expresses wide range of opinions and attitudes. Frequently justifies opinions.	9-10	Deploys a very wide range of structures and lexis as appropriate to questions. Use of some more complex lexical items. Very competent use of present, past and future modes.	9-10	Very accurate indeed although isolated, usually insignificant errors, may occur. Pronunciation and intonation of a consistently good standard.
7-8	Responds well to a wide range of question types although occasional prompting required. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.	7-8	Generally at ease with subordination. Uses reasonably wide and mostly appropriate range of structure and lexis. Unambiguous use of tenses other than the present.	7-8	Generally accurate in straightforward language but errors made (possibly basic) in more complex language. Pronunciation and intonation generally good.
5-6	Responds well to familiar, straightforward questions but experiences problems with more complex question forms. Conveys simple opinions. Deals with open questions but rarely expands. Dependent on Teacher-Examiner's structured language.	5-6	Offers some examples of subordination. Uses tenses without ambiguity. Mostly predictable lexical items deployed.	5-6	Generally accurate in simple, basic language despite a fair number of significant errors. Less accurate in more unfamiliar language situations. Some inconsistency. Pronunciation generally accurate.
3-4	Responses restricted to very straightforward questions. Answers invariably limited, short and very hesitant. Very dependent on Teacher-Examiner's language and prompts. Opinions limited to basic likes and dislikes.	3-4	Short main clause structures predominantly used. Little or no awareness of tense concept other than the present. Inappropriate lexical items may impede communication at times. Deploys a very limited/repetitive range of structure and lexis.	3-4	Communicates main points despite high incidence of errors. Some 'pre-learned' stereotypes correct but frequent and basic inaccuracy in manipulated language. Pronunciation inconsistent.
1-2	Produces minimal responses (mainly one word replies or very short phrases). Limited comprehension of basic questions and limited response. Totally reliant on Teacher-Examiner's structured questions.	1-2	Operates only in most basic structures. Rarely offers complete sentences. Resorts frequently to non-target language.	1-2	Consistently inaccurate language. Pronunciation impedes basic communication most of the time. Offers only isolated examples of accurate language. Pronunciation very poor.
0	No rewardable communication/content.	0	No rewardable language.	0	No rewardable language.

AT HOME AND ABROAD

- ¿Qué tipo de vacaciones prefieres? ¿Por qué?
 - ¿Qué haces normalmente durante tus vacaciones?
 - ¿Adónde fuiste de vacaciones el año pasado?
 - ¿Cómo fuiste?
 - ¿Qué hiciste?
 - ¿Dónde te alojaste?
 - ¿Qué tiempo hizo?
 - ¿Qué regalos compraste? ¿Para quién?
 - ¿Adónde vas a ir de vacaciones este año?
 - ¿Qué tiempo hace hoy?
 - ¿Qué tiempo hace en invierno/primavera etc?
 - ¿Cómo es tu barrio/ciudad/pueblo/región?
 - ¿Qué hay de interés para los jóvenes/los turistas en tu barrio/ciudad/pueblo/región?
- Si quieres ir de compras, ¿adónde vas?
- Si eres turista, ¿qué puedes visitar/ver en tu barrio/ciudad/pueblo/región?
- ¿Qué haces para celebrar las Navidades/la Semana Santa etc?

ADDITIONAL HIGHER

- ¿Qué opinas de tu barrio/ciudad/pueblo/región?
 - ¿Qué es lo bueno y lo malo de vivir en la ciudad o en el campo?
 - Si pudieras elegir, ¿dónde vivirías? ¿Por qué?
 - Si tuvieras mucho dinero, ¿adónde irías de vacaciones? ¿Por qué?
 - ¿Prefieres ir de vacaciones con tu familia o con tus amigos? ¿Por qué?
- Describe una visita escolar que hayas hecho al extranjero.
- ¿Has estado en España o en Latinoamérica? ¿Dónde?
 - ¿Qué viste allí?
 - ¿Has hecho 'camping'?

EDUCATION, TRAINING AND EMPLOYMENT

- ¿Cómo es tu colegio?
- ¿A qué hora llegas al/sales del colegio?
- ¿A qué hora empiezan/terminan las clases?
- ¿A qué hora es el recreo?
- ¿Cuántas asignaturas estudias? ¿Cuáles son?
- ¿Llevas uniforme? ¿Cómo es?
- ¿Cuál es tu asignatura favorita? ¿Por qué?
- ¿Cómo es un día típico en el colegio?
- Describe a uno de tus profesores.
- Describe un día en el colegio que te gustó mucho.
- ¿Qué vas a hacer después de dejar el colegio? ¿Vas a seguir con los estudios? ¿Dónde?
- ¿Trabajas los fines de semana/después del colegio? ¿Qué haces? ¿Dónde trabajas?
- ¿Cuánto dinero ganas?
- ¿Qué haces con el dinero que ganas?
- ¿Qué trabajo te gustaría hacer?
- ¿Qué vas a hacer el año que viene/en septiembre?
- ¿Qué hiciste durante tu experiencia laboral?
- ¿Cuánto tiempo trabajaste?

ADDITIONAL HIGHER

- ¿Crees que son importantes los deberes? ¿Por qué?
- ¿Qué opinas de tu colegio? ¿Qué cambiarías?
- Describe a un(a) profesor(a) que admires. ¿Por qué le/la admiras?
- ¿Quieres ir a la universidad? ¿A cuál? ¿Por qué has escogido esa universidad?
- ¿Qué hay que hacer para encontrar trabajo?
- ¿Cuál es el trabajo ideal para ti? ¿Por qué?
- Describe un día típico durante tu experiencia laboral.
- ¿Qué te parece?

HOUSE, HOME AND DAILY ROUTINE

- ¿Vives en una casa o en un piso?
- ¿Cómo es tu casa/piso?
- ¿Cómo es tu dormitorio?
- ¿Qué haces para ayudar a tus padres?
- ¿Cuántas personas hay en tu familia?
- ¿Cómo es tu padre/madre/hermano?
- ¿Tienes un(a) amigo(-a) preferido(-a)? ¿Cómo es?
- ¿Qué has hecho recientemente para ayudar en casa?
- ¿Qué vas a hacer con tu familia este fin de semana?
- ¿Quién cocina en casa? ¿Ayudas a preparar las comidas?
- ¿Has ido a un restaurante o a una cafetería recientemente? Describe la visita.
- ¿A qué hora te levantas?
- ¿Qué desayunas?
- ¿Qué prefieres comer y beber?
- ¿Hay algo que no te guste comer o beber?
- ¿Qué has hecho esta mañana?
- ¿Qué vas a hacer esta tarde?
- ¿Qué haces normalmente en casa por la tarde y durante los fines de semana?

ADDITIONAL HIGHER

- ¿Cómo es la casa de tus sueños?
 - ¿Te llevas bien con tus padres?
 - ¿Cuáles son las cualidades/los defectos de tu mejor amigo(-a)?
 - ¿Es una buena idea ir de vacaciones con amigos? ¿Por qué?
 - ¿Tienes una rutina diaria? ¿Te gustaría cambiarla? ¿Por qué?
- Si ganaras un gran premio en la lotería, ¿qué cambios harías en tu vida diaria?

MEDIA, ENTERTAINMENT AND YOUTH CULTURE

- ¿Cuándo haces deporte?
- ¿Qué te pones los fines de semana?
- ¿Ves la televisión o escuchas la radio a menudo?
 - ¿Cuál es tu programa favorito? ¿Por qué?
 - ¿Qué día y a qué hora lo ponen?
- ¿Qué ropa has comprado recientemente?
- ¿Qué tipo de música prefieres?
- ¿Cuál es tu grupo/tu cantante favorito? ¿Por qué?
- ¿Has ido al cine recientemente? ¿Qué película viste?
- ¿Te gusta la lectura?
 - ¿Qué has leído recientemente?
 - ¿Te gustó? ¿Fue bueno?
- ¿Adónde vas a ir este sábado por la tarde?
 - ¿Con quién?
 - ¿Cuánto costará?

ADDITIONAL HIGHER

- Describe a una persona que admires. ¿Por qué le / la admiras?
- ¿Crees que la moda es importante para los jóvenes? ¿Por qué?
 - ¿Ahorras dinero regularmente? ¿Por qué?
- Hoy en día la gente joven pasa demasiado tiempo viendo la televisión. ¿Estás de acuerdo?
- ¿Piensas que las noticias son importantes? ¿Por qué?

SOCIAL ACTIVITIES, FITNESS AND HEALTH

- ¿Cuándo es tu cumpleaños?
- ¿Qué pasatiempos te gustan?
- ¿Por qué te gustan?
- ¿Qué haces normalmente por la tarde?
- ¿Adónde fuiste el sábado pasado?
 - ¿Con quién fuiste?
 - ¿Qué hiciste?
 - ¿Qué tal lo pasaste?
 - ¿A qué hora llegaste a casa?
- ¿Adónde te gusta ir de compras?
- ¿Cuál es tu tienda preferida? ¿Por qué? ¿Qué se puede comprar allí?
- ¿Te dan dinero tus padres? ¿Cuánto dinero recibes?
- ¿Qué has comprado recientemente?
- ¿Vas a ir de compras este fin de semana? ¿Adónde vas a ir? ¿Con quién?
- ¿Cómo celebraste tu cumpleaños el año pasado?
- ¿Cómo vas a celebrar el fin de tus exámenes?

ADDITIONAL HIGHER

- Describe tu fin de semana ideal. ¿Qué harías?
- ¿Cómo se puede mantener uno en forma?
 - ¿Te preocupa tu salud?
- Si te pones enfermo(-a), ¿qué debes hacer?
- ¿Qué piensas del fumar?
 - ¿Por qué se hace la gente vegetariana?