

Sample Assessment Materials

Edexcel GCSE in Spanish (2SP01) (3SP0S) (3SP0W)

Inside this Sample Assessment Materials pack you'll find:

- Accessible papers to help you and your students prepare for the assessment
- Clear and concise mark schemes to let you know what the examiners are looking for
- Supported controlled assessment information including sample tasks and assessment criteria to share with students.



español

Welcome to the GCSE 2009 Spanish Sample Assessment Materials

These sample assessment materials have been written to accompany the specification. They have been developed to give you and your students a flavour of the actual exam papers and mark schemes so they can experience what they will encounter in their assessments. They feature:

- **Accessible papers** using a mixture of question styles. We've worked hard to ensure the papers are easy to follow and encourage all students to achieve their full potential.
- **Clear and concise mark schemes** for each paper outlining what examiners will be looking for in the assessments, so you can use the sample papers with students to help them prepare for the real thing.
- **Supported controlled assessment**, including sample controlled assessment materials to show you the sort of activity students that students can undertake. Used in conjunction with the guidance in the Teacher's Guide, these samples will help you manage the controlled assessment in your centre and help students to do their best.

Our GCSE 2009 Spanish qualification will be supported better than ever before. Keep up to date with the latest news and services available by visiting our website:

www.edexcel.com/gcse2009

Contents

General Marking Guidance	2
Unit 1: Listening and understanding in Spanish	
1F: Sample Assessment Material	3
Sample Mark Scheme	15
1F Transcript	19
1H: Sample Assessment Material	29
Sample Mark Scheme	41
1H Transcript	45
Unit 2: Speaking in Spanish	
Sample Controlled Assessment Material	53
Assessment Criteria	69
Unit 3: Reading and understanding in Spanish	
3F: Sample Assessment Material	71
Sample Mark Scheme	87
3H: Sample Assessment Material	91
Sample Mark Scheme	107
Unit 4: Writing in Spanish	
Sample Controlled Assessment Material	111
Assessment Criteria	119

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Spanish

Paper 1F: Listening and understanding

in Spanish

Foundation Tier

Sample Assessment Material

Time: 25 minutes and 5 minutes reading

Paper Reference

5SP01/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35732A

©2008 Edexcel Limited.

3/3/3/



edexcel 
advancing learning. changing lives

On holiday

Answer ALL questions.

Indicate which question you are answering by marking the box . If you change your mind, put a line through the box and then indicate your new question with a cross .



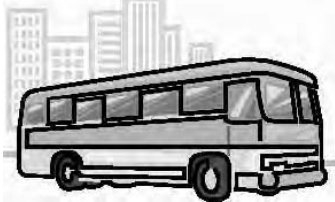
1 Miranda is talking about her holidays.

Put a cross in the correct box.

Example: Miranda is staying ...

(i) In the mountains	(ii) By the sea	(iii) In the country
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>




(a) She travelled by ...

(i) 	(ii) 	(iii) 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




(b) She is with ...

(i) Her mother	(ii) Her parents	(iii) Her friends
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(c) Every day she ...

(i) 	(ii) 	(iii) 
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(d) The weather is ...

(i) 	(ii) 	(iii) 
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

My town

2 Antonio is talking about his town.

What places does he refer to?

A	B	C
Museum	Stadium	Cathedral

D	E	F
Railway station	Park	Cinema

Write the correct letter in each box.

Example:	C
(i)	
(ii)	
(iii)	
(iv)	

(Total for Question 2 = 4 marks)

Working in a hotel



(Source: Demetrio Carrasco © Dorling Kindersley)

3 You are working at the reception desk of a busy hotel in Madrid.

Three clients give their requirements.

Put a cross ☒ in the appropriate boxes on the grid. Put **two** crosses in column **A** and **two** crosses in column **B**.

	Example	A	B
Name	Sr. López	Sr. Artal	Sra. Blasco
Date	12/05/08	12/05/08	12/05/08
Double room	☒	☒	☒
Single room	☒	☒	☒
Shower	☒	☒	☒
Balcony	☒	☒	☒
Swimming pool	☒	☒	☒
Internet	☒	☒	☒
TV	☒	☒	☒
Breakfast	☒	☒	☒

(Total for Question 3 = 4 marks)

Talking about school

4 Pablo and Teresa are talking about their school.

Put a cross ☒ in the correct box.

Example: Pablo has lots of...

(i) homework

(ii) friends

(iii) lessons

(a) Teresa's teachers are...

(i) strict

(ii) young

(iii) kind

(b) Pablo's school is...

(i) old

(ii) mixed

(iii) big

(c) Teresa's school has many...

(i) computers

(ii) laboratories

(iii) classrooms

(d) Pablo wants to do...

(i) cookery

(ii) swimming





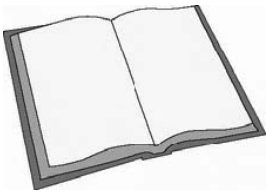
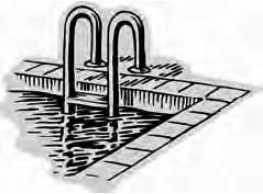

(iii) photography

(Total for Question 4 = 4 marks)

Fernando's week

5 Listen to Fernando talk about some of his activities.

Put a cross ☒ in the correct box.

			
A	B	C	D
			
E	F	G	

	A	B	C	D	E	F	G
Example: Monday	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 5 = 4 marks)

Lost property

6 Listen to Enrique. What items are his friends missing?

- A suitcase
- B passport
- C money
- D sunglasses
- E camera
- F mobile phone

Put a cross ☒ in the correct box.

	A	B	C	D	E	F
Example: Ana	☒	☒	☒	☒	☒	☒
(i) Miguel	☒	☒	☒	☒	☒	☒
(ii) Carmen	☒	☒	☒	☒	☒	☒
(iii) Juan	☒	☒	☒	☒	☒	☒
(iv) Pili	☒	☒	☒	☒	☒	☒

(Total for Question 6 = 4 marks)

A job interview

7 Paco is being interviewed for a job.

Put a cross in the **four** correct boxes.

Example: Paco is good at ICT.	<input checked="" type="checkbox"/>
(a) Paco has no previous work experience.	<input type="checkbox"/>
(b) Paco speaks French and English.	<input type="checkbox"/>
(c) Paco will have to work a night shift.	<input type="checkbox"/>
(d) Paco has a good CV.	<input type="checkbox"/>
(e) Paco will have opportunities to travel.	<input type="checkbox"/>
(f) Paco will be trained.	<input type="checkbox"/>
(g) Paco is learning to drive.	<input type="checkbox"/>
(h) Paco will work on Saturdays.	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

What things are important?

8 Some young people are talking about the things they think are important.

Read the following list.

What are they talking about?

Put a cross ☒ in the correct box.

	Music	Fashion	Money	Fame	Health	Friendship
Example: Andrés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(a) Vanessa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Juan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Mari Carmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Alfredo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 8 = 4 marks)

Future plans

9 Alfonso and his friends are talking about their future plans.

Complete the grid below with the required information in English.

	NAME	PROFESSION	REASON
Example:	Alfonso	mechanic	interesting
(a)	Isabel		
(b)	Carlos		

(Total for Question 9 = 4 marks)

Laura's family

10 Laura is talking about her family.

Put a cross in the correct box.

Example: Laura's dad

i) He is 38 years old.

ii) He is 46 years old.

iii) He is short.

(a) Laura's mum

i) Her name is Lina.

ii) She has blue eyes.

iii) She is brunette.

(b) Laura's sister

i) She has green eyes.

ii) She has black hair.

iii) She is tall.

(c) Laura's brother

i) He has curly hair.

ii) He has blue eyes.

iii) His name is Juan.

(d) Laura's grandfather

i) He has grey hair.

ii) He is tall.

iii) He is thin.

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

Sample Mark Scheme

Unit 1F: Listening and understanding in Spanish

Question Number	Answer	Mark
1(a)	(ii)	1

Question Number	Answer	Mark
1(b)	(ii)	1

Question Number	Answer	Mark
1(c)	(iii)	1

Question Number	Answer	Mark
1(d)	(i)	1

Question Number	Answer	Mark
2(i)	E	1

Question Number	Answer	Mark
2(ii)	A	1

Question Number	Answer	Mark
2(iii)	F	1

Question Number	Answer	Mark
2(iv)	B	1

Question Number	Answer	Mark
3A	Single room Internet	2

Question Number	Answer	Mark
3B	Shower Balcony	2

Question Number	Answer	Mark
4(a)	(iii)	1

Question Number	Answer	Mark
4(b)	(i)	1

Question Number	Answer	Mark
4(c)	(i)	1

Question Number	Answer	Mark
4(d)	(ii)	1

Question Number	Answer	Mark
5(i)	A	1

Question Number	Answer	Mark
5(ii)	C	1

Question Number	Answer	Mark
5(iii)	D	1

Question Number	Answer	Mark
5(iv)	E	1

Question Number	Answer	Mark
6(i)	A	1

Question Number	Answer	Mark
6(ii)	F	1

Question Number	Answer	Mark
6(iii)	C	1

Question Number	Answer	Mark
6(iv)	E	1

Question Number	Answer	Mark
7	(b) (c) (d) (f)	1 mark for each correct answer

Question Number	Answer	Mark
8(a)	Health	1

Question Number	Answer	Mark
8(b)	Fashion	1

Question Number	Answer	Mark
8(c)	Money	1

Question Number	Answer	Mark
8 (d)	Fame	1

Question Number	Acceptable Answers	Reject	Mark
9(a)	Teacher Easy / Not difficult	Professor Fun	2

Question Number	Acceptable Answers	Reject	Mark
9(b)	Doctor Well paid / earns a lot (of money)	Nurse	2

Question Number	Answer	Mark
10(a)	(i)	1

Question Number	Answer	Mark
10 (b)	(ii)	1

Question Number	Answer	Mark
10 (c)	(ii)	1

Question Number	Answer	Mark
10 (d)	(iii)	1

Unit 1F Transcript

1. ON HOLIDAY

Example:

F1 Este verano estoy en el campo.

Pause and repeat.

Question number 1(a)

F1 Viajamos en coche.

Pause and repeat.

Question number 1(b)

F1 Estoy con mis padres.

Pause and repeat.

Question number 1(c)

F1 Cada tarde juego al tenis.

Pause and repeat.

Question number 1(d)

F1 Hace sol todos los días. ¡Es estupendo!

Pause and repeat.

2. MY TOWN

Example:

M1 Hay una catedral.

Pause and repeat.

Question number 2(i)

M1 El parque es bonito.

Pause and repeat.

Question number 2(ii)

M1 Hay un museo.

Pause and repeat.

Question number 2(iii)

M1 Me gusta el cine.

Pause and repeat.

Question number 2(iv)

M1 El estadio es grande.

Pause and repeat.

3. WORKING IN A HOTEL

Example:

M1 Buenos días

F1 Buenos días Señor López ¿qué desea?

M1 Quisiera una habitación doble con televisión.

F1 Muy bien.

Pause and repeat.

Question number 3A

F1 ¿Sí Señor Artal?

M2 Quiero una habitación individual con acceso a Internet.

F1 Sin problemas.

Pause and repeat.

Question number 3B

F2 Buenas noches.

F1 Buenas noches Señora Blanco. ¿En qué puedo ayudarle?

F2 Me gustaría una habitación con ducha.

F1 ¡No hay problema señora!

F2 Ah, pero también la necesito con balcón.

F1 Sí, claro.

F2 ¡Excelente!

Pause and repeat.

4. TALKING ABOUT SCHOOL

Example:

F 1 Hola Pablo. ¿Qué tal te va por tu nuevo instituto?

M 1 Muy bien porque estoy con mis amigos. ¿Y tú?

Pause and repeat.

Question number 4(a)

F1 Yo no conozco a nadie, pero hay un buen ambiente y los profesores son muy simpáticos.

M1 ¡Qué suerte! Los míos son muy aburridos.

Pause and repeat.

Question number 4(b)

F1 Mi instituto es muy moderno y los edificios son bastante agradables.

M1 Pues mi instituto es muy viejo y todas las aulas son muy, muy pequeñas.

Pause and repeat.

Question number 4(c)

F1 ¿De verdad? Tenemos de todo, una piscina climatizada y campos de deporte también. Pero lo mejor para mi es que todos tenemos ordenadores.

F2 ¡Qué me dices!

Pause and repeat.

Question number 4(d)

M1 ¿Tenéis actividades después del colegio?

F1 Sí, tenemos clubes de informática, cocina, natación y música.

M1 ¿Verdad? A mi me gustaría participar en el club de natación, pero mi instituto no tiene piscina.

Pause and repeat.

5. FERNANDO'S WEEK

Example:

M1 El lunes veo la televisión.

Pause and repeat.

Question number 5(i)

M1 El martes voy al gimnasio.

Pause and repeat.

Question number 5(ii)

M1 El miércoles prefiero hacer ciclismo.

Pause and repeat.

Question number 5(iii)

M1 El jueves ceno en mi restaurante favorito.

Pause and repeat.

Question number 5(iv)

M1 El viernes me gusta leer.

Pause and repeat.

6. LOST PROPERTY

Example:

M2 Ana ha perdido su pasaporte.

Question number 6(i)

M2 La maleta es de Miguel.

Pause and repeat.

Question number 6(ii)

M2 Aquí está el móvil de Carmen.

Pause and repeat.

Question number 6(iii)

M2 Juan ha perdido su dinero.

Pause and repeat.

Question number 6(iv)

M2 Pili olvidó su cámara.

Pause and repeat.

7. A JOB INTERVIEW

Question number 7

F1 ... ¿Cuál es tu asignatura más fuerte?

M1 La informática.

F1 Muy bien, aquí vas a usar el ordenador todos los días. ¿Y los idiomas?

M1 Hablo francés e inglés.

F1 ¡Excelente! Tendrás que hablar con Estados Unidos. Por eso deberás trabajar por las noches.

M1 No será mucho problema, pero prefiero trabajar por el día.

F1 Paco, con tu excelente currículum vas a tener posibilidades de promoción en la empresa.

M1 Me alegro. Una pregunta: ¿Hay formación interna?

F1 Sí, tenemos un buen programa de formación.

M1 Creo que me va a encantar trabajar aquí.

Pause and repeat.

8. WHAT THINGS ARE IMPORTANT?

Example:

M1 Andrés, ¿Qué cosas son importantes para ti?

M2 Solo quiero tener buenos amigos, nada más.

Pause and repeat.

Question number 8(a)

M1 Y tú, Vanessa, ¿qué me puedes decir?

F1 Para mi lo más importante es tener buena salud.

Pause and repeat.

Question number 8(b)

M1 Juan, ¿y tú qué piensas?

M2 Creo que es importante vestir bien. Me gusta ir siempre a la moda.

Pause and repeat.

Question number 8(c)

M1 Mari Carmen, ¿qué me dices?

F2 Pienso que es importante tener dinero suficiente para vivir bien.

Pause and repeat.

Question number 8(d)

M1 Y tú Alfredo, ¿qué piensas?

M2 Solo pienso en ser famoso. ¡Nada más!

Pause and repeat.

9. FUTURE PLANS

Example:

M1 Soy Alfonso, quiero ser mecánico porque es interesante.

Pause and repeat.

Question 9(a)

F1 Me llamo Isabel, me gustaría ser profesora porque en mi opinión es muy fácil.

Pause and repeat.

Question 9(b)

M1 Me llamo Carlos. Quiero ser médico porque está bien pagado.

Pause and repeat.

10. LAURA'S FAMILY

Example:

F1 Mi padre se llama José, tiene 46 años y es muy alto y delgado.

Pause and repeat.

Question 10(a)

F1 Mi madre se llama Lina y es muy guapa: rubia y con los ojos verdes.

Pause and repeat.

Question 10(b)

F1 Mi hermana Rosa es baja pero tiene un pelo muy bonito: negro, largo y rizado.

Pause and repeat.

Question 10(c)

F1 Mi hermano Pedro tiene el pelo liso y moreno y tiene los ojos azules.

Pause and repeat.

Question 10(d)

F1 Mi abuelo se llama Luis, ya no tiene mucho pelo y es delgado.

Pause and repeat.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Spanish

**Paper 1H: Listening and understanding
in Spanish**

Higher Tier

Sample Assessment Material

Paper Reference

Time: 35 minutes and 5 minutes reading

5SP01/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before your teacher starts the CD.
- You will hear the extract twice. You may write whilst the CD is playing. There will be a pause between each question.
- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35733A

©2008 Edexcel Limited.

3/2



edexcel 
advancing learning, changing lives

Working in a hotel

Answer ALL questions

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .



(Source: Demetrio Carrasco © Dorling Kindersley)

1 You are working at the reception desk of a busy hotel in Madrid.

Three clients give their requirements.

Put a cross in the appropriate boxes on the grid. Put **two** crosses in column **A** and **two** crosses in column **B**.

	Example	A	B
Name	Sr. López	Sr. Artal	Sra. Blasco
Date	12/05/08	12/05/08	12/05/08
Double room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balcony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming pool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TV	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Talking about school

2 Pablo and Teresa are talking about their school.

Put a cross ☒ in the correct box.

Example: Pablo has lots of...

(i) homework

(ii) friends

(iii) lessons

(a) Teresa's teachers are...

(i) strict

(ii) young

(iii) kind

(b) Pablo's school is...

(i) old

(ii) mixed

(iii) big

(c) Teresa's school has many...

(i) computers

(ii) laboratories

(iii) classrooms

(d) Pablo wants to do...

(i) cookery

(ii) swimming

(iii) photography

(Total for Question 2 = 4 marks)

What things are important?

3 Some young people are talking about the things they think are important.

Read the following list.

What are they talking about?

Put a cross ☒ in the correct box.

	Music	Fashion	Money	Fame	Health	Friendship
Example: Andrés	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(a) Vanessa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Juan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Mari Carmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Alfredo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

A job interview

4 Paco is being interviewed for a job.

Put a cross ☒ in the **four** correct boxes.

Example: Paco is good at ICT.	<input checked="" type="checkbox"/>
(a) Paco has no previous work experience.	<input type="checkbox"/>
(b) Paco speaks French and English.	<input type="checkbox"/>
(c) Paco will have to work a night shift.	<input type="checkbox"/>
(d) Paco has a good CV.	<input type="checkbox"/>
(e) Paco will have opportunities to travel.	<input type="checkbox"/>
(f) Paco will be trained.	<input type="checkbox"/>
(g) Paco is learning to drive.	<input type="checkbox"/>
(h) Paco will work on Saturdays.	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Living in the countryside

5 Beatriz lives in a village in the country.

Answer the following questions in English.

(a) How long has Beatriz lived in the countryside? (1)

(b) According to her, what are the main advantages of living in the country? Give **four** details. (4)

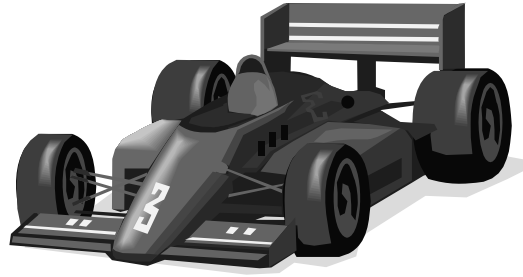
(c) According to her, what are the main disadvantages of country life? Give **three** details. (3)

(Total for Question 5 = 8 marks)

Interview with a racing driver

- 6 You are listening to a radio interview with a famous racing driver.

Put a cross in the correct box.



Example: He has been world champion...

(i)	once	<input checked="" type="checkbox"/>
(ii)	twice	<input checked="" type="checkbox"/>
(iii)	three times	<input checked="" type="checkbox"/>

- (a) He won his first race when he was...

(i)	three years old	<input checked="" type="checkbox"/>
(ii)	seven years old	<input checked="" type="checkbox"/>
(iii)	thirteen years old	<input checked="" type="checkbox"/>

- (b) His family had...

(i)	no money	<input checked="" type="checkbox"/>
(ii)	lots of money	<input checked="" type="checkbox"/>
(iii)	little money	<input checked="" type="checkbox"/>

- (c) His father was his...

(i)	coach	<input checked="" type="checkbox"/>
(ii)	engineer	<input checked="" type="checkbox"/>
(iii)	mechanic	<input checked="" type="checkbox"/>

- (d) Fernando's life is...

(i)	happy	<input checked="" type="checkbox"/>
(ii)	stressful	<input checked="" type="checkbox"/>
(iii)	relaxed	<input checked="" type="checkbox"/>

(Total for Question 6 = 4 marks)

Holidays

7 What did these people do during their holidays?

Read the following sentences:

- A Stayed at home.
- B Toured different towns in Spain.
- C Went to theme parks.
- D Visited a castle.
- E Went sailing and swimming.
- F Went camping.
- G Went to a summer school.

Put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E	F	G
Example: Daniel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Miranda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Sebastián	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Begoña	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Javier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

Tips to avoid stress

8 According to the following announcement, what can you do to avoid stress?

Put a cross ☒ in the correct boxes.

Example: To help you avoid stress there are...

(i)	two tips	<input type="checkbox"/>
(ii)	three tips	<input checked="" type="checkbox"/>
(iii)	four tips	<input checked="" type="checkbox"/>

(a) Regular sleep will...

(i)	help you to avoid oversleeping in the morning	<input type="checkbox"/>
(ii)	make you feel more relaxed	<input checked="" type="checkbox"/>
(iii)	have an impact on your physical appearance	<input checked="" type="checkbox"/>

(b) To be in good physical shape, you should...

(i)	go to the gym every day	<input type="checkbox"/>
(ii)	go swimming twice a week	<input checked="" type="checkbox"/>
(iii)	go for regular walks	<input checked="" type="checkbox"/>

(c) A healthy person should...

(i)	always have a positive attitude	<input type="checkbox"/>
(ii)	not think too much about material things	<input checked="" type="checkbox"/>
(iii)	take more care of himself or herself	<input checked="" type="checkbox"/>

(d) A healthy diet can include eating the following on a regular basis...

(Put a cross in the **two** correct boxes)

(i)	fruit	<input type="checkbox"/>
(ii)	olive oil	<input type="checkbox"/>
(iii)	vegetables	<input type="checkbox"/>
(iv)	eggs	<input type="checkbox"/>
(v)	yoghurt	<input type="checkbox"/>
(vi)	pulses	<input type="checkbox"/>
(vii)	cereals	<input type="checkbox"/>

(e) What advice are you given about eating fish and meat?

(i)	Eat more fish than meat	<input type="checkbox"/>
(ii)	Only eat oily fish and avoid red meat	<input type="checkbox"/>
(iii)	Ensure that your diet includes fish and meat	<input type="checkbox"/>

(f) You should follow the four tips...

(i)	routinely	<input type="checkbox"/>
(ii)	enthusiastically	<input type="checkbox"/>
(iii)	subject to medical advice	<input type="checkbox"/>

(g) The announcement finally recommends that you...

(i)	avoid drinking too much fruit juice	<input type="checkbox"/>
(ii)	only drink mineral water	<input type="checkbox"/>
(iii)	drink two litres of water	<input type="checkbox"/>

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 40 MARKS

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 1H: Listening and understanding in Spanish

Question Number	Answer	Mark
1A	Single room Internet	2

Question Number	Answer	Mark
1B	Shower Balcony	2

Question Number	Answer	Mark
2(a)	(iii)	1

Question Number	Answer	Mark
2(b)	(i)	1

Question Number	Answer	Mark
2(c)	(i)	1

Question Number	Answer	Mark
2(d)	(ii)	1

Question Number	Answer	Mark
3(a)	Health	1

Question Number	Answer	Mark
3(b)	Fashion	1

Question Number	Answer	Mark
3(c)	Money	1

Question Number	Answer	Mark
3(d)	Fame	1

Question Number	Answer	Mark
4	(b) (c) (d) (f)	1 mark for each correct answer

Question Number	Answer	Mark
5(a)	Three months	1

Question Number	Answer	Mark
5(b)	Any 4 of the following: It's quieter No pollution/able to breathe fresh/pure air No traffic noise More contact with nature/wake up to birdsong People speak to one another/speaks to neighbours Local products: fresh food	4

Question Number	Answer	Mark
5(c)	Any 3 of the following: Poor public transport (no train & few buses) No hospitals Not many schools Lack of night life	3

Question Number	Answer	Mark
6(a)	(ii)	1

Question Number	Answer	Mark
6(b)	(iii)	1

Question Number	Answer	Mark
6 (c)	(iii)	1

Question Number	Answer	Mark
6 (d)	(i)	1

Question Number	Answer	Mark
7(i)	C	1

Question Number	Answer	Mark
7(ii)	F	1

Question Number	Answer	Mark
7(iii)	E	1

Question Number	Answer	Mark
7(iv)	A	1

Question Number	Answer	Mark
8(a)	(ii)	1

Question Number	Answer	Mark
8(b)	(iii)	1

Question Number	Answer	Mark
8(c)	(i)	1

Question Number	Answer	Mark
8 (d)	(i) and (iii)	2

Question Number	Answer	Mark
8 (e)	(iii)	1

Question Number	Answer	Mark
8 (f)	(i)	1

Question Number	Answer	Mark
8 (g)	(iii)	1

Unit 1H Transcript

1. WORKING IN A HOTEL

Example:

M1 Buenos días

F1 Buenos días Señor López ¿qué desea?

M1 Quisiera una habitación doble con televisión.

F1 Muy bien.

Pause and repeat.

Question number 1A

F1 ¿Sí Señor Artal?

M2 Quiero una habitación individual con acceso a Internet.

F1 Sin problemas.

Pause and repeat.

Question number 1B

F2 Buenas noches.

F1 Buenas noches Señora. Blanco. ¿En qué puedo ayudarle?

F2 Me gustaría una habitación con ducha.

F1 ¡No hay problema señora!

F2 Ah, pero también la necesito con balcón.

F1 Sí, claro.

F2 ¡Excelente!

Pause and repeat.

2. TALKING ABOUT SCHOOL

Example:

F1 Hola Pablo. ¿Qué tal te va por tu nuevo instituto?

M1 Muy bien porque estoy con mis amigos. ¿Y tú?

Pause and repeat.

Question number 2(a)

F1 Yo no conozco a nadie, pero hay un buen ambiente y los profesores son muy simpáticos.

M1 ¡Qué suerte! Los míos son muy aburridos.

Pause and repeat.

Question number 2(b)

F1 Mi instituto es muy moderno y los edificios son bastante agradables.

M1 Pues mi instituto es muy viejo y todas las aulas son muy, muy pequeñas.

Pause and repeat.

Question number 2(c)

F1 ¿De verdad? Tenemos de todo, una piscina climatizada y campos de deporte también. Pero lo mejor para mi es que todos tenemos ordenadores.

F2 ¡Qué me dices!

Pause and repeat.

Question number 2(d)

M1 ¿Tenéis actividades después del colegio?

F1 Sí, tenemos clubes de informática, cocina, natación y música.

M1 ¿Verdad? A mi me gustaría participar en el club de natación, pero mi instituto no tiene piscina.

Pause and repeat.

3. WHAT THINGS ARE IMPORTANT?

Example:

M1 Andrés, ¿Qué cosas son importantes para ti?

M2 Solo quiero tener buenos amigos, nada más.

Pause and repeat.

Question number 3(a)

M1 Y tú, Vanessa, ¿qué me puedes decir?

F1 Para mi lo más importante es tener buena salud.

Pause and repeat.

Question number 3(b)

M1 Juan, ¿y tú qué piensas?

M2 Creo que es importante vestir bien. Me gusta ir siempre a la moda.

Pause and repeat.

Question number 3(c)

M1 Mari Carmen, ¿qué me dices?

F2 Pienso que es importante tener dinero suficiente para vivir bien.

Pause and repeat.

Question number 3(d)

M1 Y tú Alfredo, ¿qué piensas?

M2 Solo pienso en ser famoso. ¡Nada más!

Pause and repeat.

4. A JOB INTERVIEW

Question number 4

F1 ... ¿Cuál es tu asignatura más fuerte?

M1 La informática.

F1 Muy bien, aquí vas a usar el ordenador todos los días. ¿Y los idiomas?

M1 Hablo francés e inglés.

F1 ¡Excelente! Tendrás que hablar con Estados Unidos. Por eso deberás trabajar por las noches.

M1 No será mucho problema, pero prefiero trabajar por el día.

F1 Paco, con tu excelente currículum vas a tener posibilidades de promoción en la empresa.

M1 Me alegro. Una pregunta: ¿Hay formación interna?

F1 Sí, tenemos un buen programa de formación.

M1 Creo que me va a encantar trabajar aquí.

Pause and repeat.

5. LIVING IN THE COUNTRYSIDE

Question number 5

- F2 Hace tres meses que vivo en un pueblo pequeño en el campo y me encanta. Aquí no hay contaminación: puedo respirar aire puro todos los días. No hay mucho ruido de coches: me despierto por las mañanas con los cantos de los pájaros. También charlo con los vecinos, el contacto con la gente es más humano y agradable. Y además puedo comer productos locales frescos, como frutas, verduras, huevos, pan y carne.

Pause and repeat.

Lo malo aquí es que no tenemos un transporte público tan bueno como en la ciudad, nos faltan autobuses y no hay tren. El servicio educativo es más reducido y los hospitales están todos en la capital. Tampoco hay mucha vida nocturna. Sin embargo prefiero vivir en el pueblo y disfrutar de la tranquilidad.

Pause and repeat.

6. INTERVIEW WITH A RACING DRIVER

Question number 6

F 1 ¡Buenos días!

M 1 Hola.

F 1 Hoy tenemos en nuestro programa un doble campeón del mundo de Fórmula 1. ¿Cómo empezaste?

M 1 A los siete empecé a competir y gané mi primera carrera.

Pause and repeat.

F 1 Parece fácil...

M 1 No, fue muy difícil. No teníamos mucho dinero, así que mi padre fue mi mecánico al principio.

F 1 Ya veo, y ahora ¿cómo es tu vida?

M 1 Estoy feliz porque tengo todo lo que necesito y solo he de concentrarme en ganar las carreras.

Pause and repeat.

7. HOLIDAYS

Example:

F1 ¿Qué tal lo pasaste Daniel?

M1 Mi familia y yo fuimos a Escocia. Visitamos el castillo de Edimburgo, es espectacular.

Pause and repeat.

Question number 7(i)

F1 ¿Y tú Miranda que hiciste?

F2 Yo estuve en los Estados Unidos. Hizo un calor horroroso. Los parques temáticos allí son maravillosos.

Pause and repeat.

Question number 7(ii)

F1 Cuéntanos Sebastián ¿cómo fueron tus vacaciones?

M2 Fui a Paris con mis amigos. Dormimos en sacos de dormir en una tienda. ¡Fue estupendo!

Pause and repeat.

Question number 7(iii)

F1 ¿Y tú Begoña?

F2 Fuimos a Mallorca. Hicimos vela y nadamos en el mar. ¡Lo pasamos bomba!

Pause and repeat.

Question number 7(iv)

F1 ¿Y tú Javier qué hiciste?

M2 Yo me quedé en casa. Estuve ayudando en el jardín con mi padre. También me organicé mis estudios.

Pause and repeat.

8. TIPS TO AVOID STRESS

Question number 8

- F 1 Dime ¿Qué se puede hacer para evitar el estrés?
- M1 Hay cuatro consejos esenciales.
- F 1 ¿Y cuáles son?
- M1 Dormir regularmente un mínimo de ocho horas. Estar descansado es esencial para llevar una vida relajada y gozar de un aspecto saludable.
- F 1 Gracias, ¿y qué más?
- M1 Hacer ejercicio regularmente es imprescindible. No necesitas ir al gimnasio todos los días para estar en forma, pero es importante pasear habitualmente.
- F 1 En tercer lugar ¿qué nos recomiendas?
- M1 Siempre debes pensar de forma positiva, incluso de las cosas que parecen adversas. Además, siendo optimista atraerás las cosas buenas.
- F 1 ¿De verdad?
- M1 Sí, claro. También recomiendo los alimentos sanos. Todas las semanas debes comer mucha fruta y verdura, igualmente debes alternar pescado y carne.
- F 1 ¿Deseas añadir algo más?
- M1 Sí, que los cuatro consejos (descanso, ejercicio, actitud y alimentos), deben preservarse regularmente para conseguir una vida equilibrada y sin estrés.
- F 1 No has mencionado la bebida...
- M1 Gracias por recordármelo. Los médicos recomiendan beber dos litros de agua al día. Así que tratad de beber muchos zumos naturales y agua.

Pause and repeat.

Edexcel GCSE

Spanish

Unit 2: Speaking in Spanish

Sample Controlled Assessment Material

Paper Reference

5SP02/01

You do not need any other materials.

Turn over ►

N35734A

©2008 Edexcel Limited.

3/3



edexcel 
advancing learning, changing lives

Controlled assessments for speaking

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students. Alternatively, you are free to create your own stimuli.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to devise your own stimuli for the controlled assessment tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake **two different types of speaking task from the following:**

- presentation with discussion following
- picture-based free flowing discussion
- open interaction

Each task must take place in controlled conditions and last for approximately 4-6 minutes. Students must have access to notes and be afforded adequate preparation for each task as advised in the specification (a maximum of six hours over a period of no longer than two weeks). Tasks can be undertaken individually or 'back to back' if necessary and at any time. However, students' work and marks will need to be submitted to Edexcel in accordance with the submission deadlines (please refer to specification.)

Presentations

The following are **possible** presentations that students could deliver (up to a **maximum of 2-3 minutes** within a total assessment time of 4-6 minutes) before responding to related questions. Naturally, there is considerable potential for students to propose different presentations that coincide with their individual interests.

It is expected that students become familiar with preparing for and delivering presentations if they wish to deliver one as a controlled speaking assessment. Teachers may help prepare their students to undertake this test type in general terms but must refrain from offering feedback on any presentation that features in formal assessment and for which marks are claimed.

Many of the titles on the following page are quite open ended to ensure access to a range of candidates. Different students will handle the presentations in different ways. It is anticipated that, whereas some candidates will provide limited information and description possibly with a simple opinion, others will expand on these and introduce more extended language with a variety of more complex vocabulary and language structures, time references etc. It is important that follow-up questions are targeted at individual students to enable them to maximise their performance and, where appropriate, offer opportunities for stretch and challenge.

Media and culture

- An example of a useful website
- An example of a city of culture
- My favourite book/film/television programme/etc
- The ... Youth Orchestra/Youth Theatre/etc
- Why mobile phones are important
- An example of a great actor/artist/musician/etc
- Go to the cinema or watch a DVD?
- The (Glastonbury) Festival

Sport and leisure

- The best/worst match that I have played in/seen
- Why sport is important
- My local sports centre/gym
- An example of a skilled sports person
- My nomination for 'Sports personality of the year'
- Looking forward to the 2012 Olympics
- Why I enjoy Wimbledon/le Tour de France/etc
- My favourite hobby

Travel and tourism

- Exchange visits - an excellent opportunity
- Welcome to ... (presentation of resort/hotel/youth activity holiday company)
- A holiday on the beach or in the snow?
- My best/worst holiday
- Be green - holiday at home!
- Car or public transport?
- A typical day in the life of a holiday representative/flight attendant/tourist information officer
- The advantages of 'Interail'

Business, work and employment

- Work experience is/is not useful for young people
- Using languages at work
- My part time job
- My ideal/worst job
- My career plans
- An example of (presentation of a product/service/company)
- A typical day for a ...
- ... and its local economy

Picture-based discussions

The following are examples of the types of pictures and questions that students may choose and refer to in their picture-based discussion tasks Unit 2: *Speaking*.

It is intended that the use of a student's picture will give candidates a sense of task ownership and that it will facilitate free discussion. However, teachers should interject with some open ended questions to ensure that students demonstrate an ability to adapt their discussion and to respond appropriately to their questions.

Media and culture



Suggested questions

- 1 ¿Dónde fue sacada esta foto?
- 2 ¿Te gusta hacer teatro? ¿Por qué?
- 3 ¿De qué trata esta obra de teatro?
- 4 ¿Tienes planes para hacer teatro en el futuro?
- 5 ¿Prefieres ir al teatro o al cine? ¿Por qué?

Sport and leisure



Picture courtesy 55041607 - Steve Gorton © Dorling Kindersley

Suggested questions

- 1 ¿Por qué has escogido esta foto?
- 2 ¿Eres miembro de este equipo?
- 3 ¿Cuándo fue la última vez que jugaste? ¿Cómo fue el partido?
- 4 ¿Practicar otros deportes?
- 5 ¿Por qué te gusta el rugby?

Travel and tourism



Picture courtesy: AAHGRRIO - © Dorling Kindersley/De Agostini Editore Picture Library

Suggested questions

- 1 ¿Cuándo fuiste de viaje con este grupo escolar?
- 2 ¿Cuánto tiempo pasaste allí?
- 3 ¿Qué hiciste?
- 4 ¿Dónde te alojaste?
- 5 ¿Tienes planes para viajar el año que viene?

Picture of a School Awards Ceremony (to be supplied by candidate)

Suggested questions

- 1 ¿Qué tuvisteis que hacer para ganar este trofeo?
- 2 ¿Qué habilidades comerciales aprendisteis?
- 3 ¿Cuánto tiempo trabajasteis con este proyecto?
- 4 ¿Cuándo recibisteis este trofeo?
- 5 ¿Quieres ser hombre/mujer de negocios en el futuro?

Open interactions

The open interactions are designed to enable students to produce target language skills in response to stimuli related to a particular context and theme. The stimuli provide students with an unscripted, open-ended role-play type task, whilst enabling them to take greater ownership of the content. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes.

A: Media and culture

Information for candidates

Situation

You have won a competition to meet a famous Spanish-speaking personality of your choice.

(The teacher will play this role.) S/he will begin the conversation.

Task

Be prepared to ask questions and refer to the following in your discussion:

- information about his/her family
- key achievements
- his/her future plans
- interests outside their specialist area

You should also be prepared to respond to questions that the celebrity may ask you.

B: Sport and leisure



Parkhill Sports Centre

Monday to Friday 7.00 a.m. -11.00 p.m.

Saturday & Sunday 8.00 a.m. -10.00 p.m.

50m swimming pool and teaching pool

6 squash courts

4 badminton courts

2 indoor tennis courts

children's playroom

fitness suite (our qualified trainers will advise you)

Ask about our season tickets and other discounts!

Information for candidates

Situation

You have a part time job at this sports centre. A Spanish-speaking person comes in, wanting some information about the facilities.
Your teacher will play the part of the Spanish speaking person and start the conversation.

Task

Answer the questions you are asked. Make sure you also **ask at least two questions**.
You will be covering the following points:

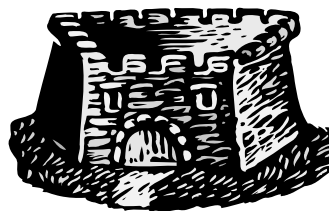
- reasons why you can speak Spanish
- swimming facilities at the centre
- other sports available
- facilities for children
- opening/closing times
- prices and enrolment possibilities.

C: Travel and tourism



Market Gates Shopping Centre

Open Mon-Sat 9.00–18.00
Sun 11.00–16.00



Caister Castle (13th Century)

Open Saturdays & Sundays
10.00–16.00

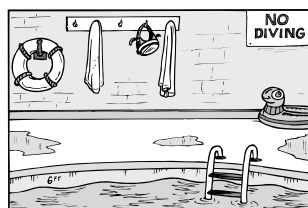


Great Yarmouth Golf Club

£20.00 per round
Club hire: £5

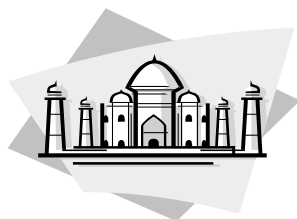
Non-members
welcome

Tel: 365809



Marina Leisure Centre

Open every day
7.30–22.00



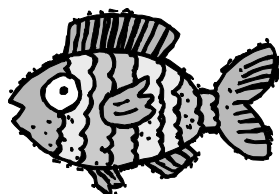
Pride of India Tandoori House

Open everyday 19.00–23.00
Tel: 361007



Jasmine Chinese Restaurant

Six till late
Tel: 361753



Tide and Time Museum

Open Tues-Sat
10.00–17.00

Seascape Gallery

Open Fri-Mon
10.00–17.00



Information for candidates

Situation

You are working in a Tourist Information Office when a Spanish-speaking visitor arrives. The visitor speaks no English and asks you questions about what there is to do in your area.

Task

Use the publicity leaflet to help explain what there is to do in your area.

Explain that you have visited some of these places and say what you think of them.

You will need to ask questions to find out what the visitor is interested in.

The person testing you will play the part of the Spanish speaking visitor and will start the conversation

D: Business, work and employment



Au pair required
Chester area

To look after 3 children, aged 3, 5 and 8

For July - August
Weekdays only - weekends free

Free accommodation and meals + pay
no smoking
1 dog

Information for candidates

Situation

You are working for an Au pair agency. You have been asked to inform a new Spanish-speaking au pair about his or her job requirements.

Task

Answer the questions you are asked. **Make sure you also ask at least two questions.**

You will be covering the following points:

- who you are and why you are here
- accommodation offered to au pair
- working hours
- pay and working conditions
- possibilities for taking an English language course
- things to do in the area.

BLANK PAGE

Assessment criteria

Content and Response	Mark
<ul style="list-style-type: none"> • Communicates comprehensive and detailed information related to chosen visual/topic/stimulus. • Interacts very well. • Speaks very confidently and with clear spontaneity. • Frequently takes initiative and develops elaborate responses. • No difficulty in expressing and explaining a range of ideas and points of view. • Very little or no hesitation. • Able to deal with unpredictable elements without difficulty. 	16-18
<ul style="list-style-type: none"> • Communicates detailed and relevant information related to chosen visual/topic/stimulus. • Interacts well. • Speaks confidently. • Takes initiative and develops more elaborate responses. • Has little difficulty expressing and explaining ideas and points of view. • Little hesitation and little or no prompting necessary. • Able to deal with unpredictable elements with some success. 	12-15
<ul style="list-style-type: none"> • Communicates relevant information related to the chosen visual/topic/stimulus but with some obvious omissions. • Some interaction. • Able to participate in familiar, straightforward discussion and conversation, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation. • Able to deal with some unpredictable elements. 	8-11
<ul style="list-style-type: none"> • Limited communication related to chosen visual/topic/stimulus. • Some coherence in unambiguous presentation of simple information and opinions, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting. • Able to deal with isolated unpredictable elements. 	4-7
<ul style="list-style-type: none"> • Minimal description of chosen visual/topic/stimulus. • Conveys very little relevant information in minimal responses (mainly one word replies). • Largely disjointed and unconnected ideas. • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting. 	1-3
<ul style="list-style-type: none"> • No rewardable content. 	0

Range of language	Mark	Accuracy	Mark
<ul style="list-style-type: none"> • Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses. 	6	<ul style="list-style-type: none"> • Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation. 	6
<ul style="list-style-type: none"> • Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination. 	5	<ul style="list-style-type: none"> • Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good. 	5
<ul style="list-style-type: none"> • Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination. 	3-4	<ul style="list-style-type: none"> • A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate. 	3-4
<ul style="list-style-type: none"> • Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. 	2	<ul style="list-style-type: none"> • Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable. 	2
<ul style="list-style-type: none"> • Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences. 	1	<ul style="list-style-type: none"> • Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language. 	1
<ul style="list-style-type: none"> • No rewardable language. 	0	<ul style="list-style-type: none"> • No rewardable language. 	0

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Spanish

**Paper 3F: Reading and understanding in Spanish
Foundation Tier**

Sample Assessment Material

Time: 35 minutes

Paper Reference

5SP03/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** the questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35735A

©2008 Edexcel Limited.

3/3



edexcel 
advancing learning. changing lives

In the town centre

Answer ALL questions.

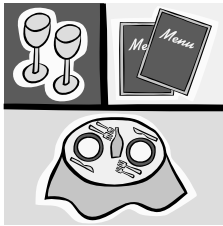



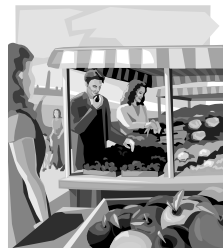
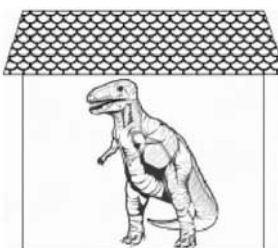
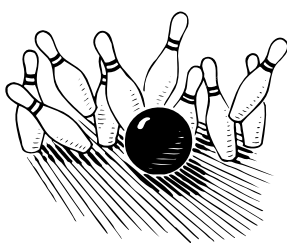


Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

1 What is there to see in the town centre?

Visite el Centro Comercial de Zaragoza:

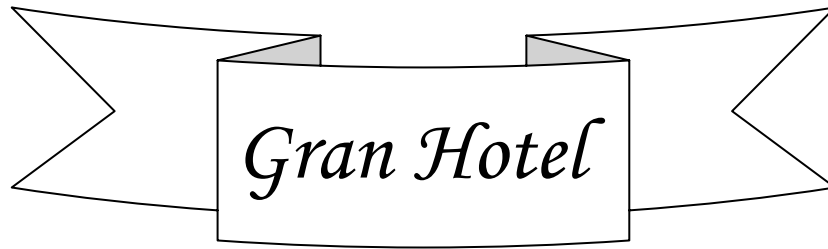
- Museo
- Farmacia
- Restaurante
- Bolera
- Iglesia

Put a cross in the **four** correct boxes.

<p>Example</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>A</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>B</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>C</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>D</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>E</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p>F</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>G</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>H</p>  <p style="text-align: center;"><input checked="" type="checkbox"/></p>

(Total for Question 1 = 4 marks)

In the hotel



Todas las habitaciones:

Restaurante:

Salas de reuniones:

Aparcamiento:

Baño, ducha, teléfono, televisión por cable

Terraza/interior, desayunos y cenas

Internet, Tel./Fax/Videoconferencia

Privado, seguridad 24 h.

2 Match the hotel facilities to those in the grid below.

Put a cross ☒ in the **four** correct boxes.

Example: Internet	<input checked="" type="checkbox"/>
(a) lift	<input type="checkbox"/>
(b) meals (breakfast & evening)	<input type="checkbox"/>
(c) playground	<input type="checkbox"/>
(d) car park	<input type="checkbox"/>
(e) shower	<input type="checkbox"/>
(f) TV	<input type="checkbox"/>
(g) balcony	<input type="checkbox"/>
(h) swimming pool	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

The weather forecast

3 Match the weather reports to the correct symbols.

Example: En el norte:

Buen tiempo previsto por la mañana: habrá un sol espléndido con temperaturas de 30° C.

A En el sur:

Del mar Mediterráneo soplarán fuertes vientos del este a 55 km/hora.

B En el este:

Lluvias generalizadas provenientes del interior del país.







C En el oeste:

Las nubes cubrirán el sol durante todo el día.

D En el centro:

Por la tarde habrá tormentas que durarán hasta la medianoche.

Put a cross ☒ in the **four** correct boxes.

	Example: North	A South	B East	C West	D Centre
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

Maria's life



4 Read this email from María.

¡Hola!

Soy una chica de Zaragoza. Allí nací el 10 de febrero de 1990. Ahora estudio arquitectura en la Universidad de Valencia. Es una carrera muy exigente. El año pasado, terminé el Bachillerato y estudié inglés y francés en el Instituto de Idiomas. Ahora no tengo tiempo. Me gusta mucho nadar en el mar y siempre que puedo me voy a la playa.

Cuando termine la carrera me gustaría montar mi propia empresa y construir villas de lujo en la costa.

What did María do, what does she do now and what will she do?

Put a cross ☒ in the **four** correct boxes.

	past	present	future
Example: Zaragoza	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) French and English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Architecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Luxury villas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Free time

5 What leisure activities do young people like best?



A	Montar a caballo	29%
B	Fútbol	14%
C	Esquiar	17%
D	Gimnasio	9%
E	Nadar	11%
F	Monopatín	20%

Put the correct letter in each box.

Example: Football	B
(i) Skateboarding	
(ii) Horse Riding	
(iii) Gym	
(iv) Skiing	

(Total for Question 5 = 4 marks)

Transport

6 How do these people get around the town of Valencia?

Marisol:

Viajo en tren todos los días.

Ángel:

Normalmente voy con mi coche. Me encanta conducir.

Ana:

Viajo siempre en metro. Es barato.

Carlos:

Monto en bicicleta. Es más ecológico.

Begoña:

Prefiero viajar en autobús. Es práctico.

Put a cross ☒ in the **four** correct boxes.

	Marisol	Ángel	Ana	Carlos	Begoña
Example: Train	☒	☒	☒	☒	☒
(i) Bus	☒	☒	☒	☒	☒
(ii) Bike	☒	☒	☒	☒	☒
(iii) Car	☒	☒	☒	☒	☒
(iv) Underground	☒	☒	☒	☒	☒

(Total for Question 6 = 4 marks)

Job opportunities



7 Which job is it?

Oferta de empleo

- A** Se busca persona joven con buenas referencias para cuidar niños los fines de semana. Preguntar por Sra. Gómez, teléfono 661 543 332.
- B** Se necesita mecánico/a con experiencia en motores diesel. Llamar mañanas al 91 444 333.
- C** Persona con experiencia en plantar flores de temporada. Trabajo a tiempo parcial (12 horas por semana) en el parque. Teléfono: 667 27 36 37.
- D** Se busca persona joven con o sin experiencia para servir comidas y bebidas en terraza de establecimiento muy popular. Turno de noche. Interesados preguntar por Paco en el 976 15 38 50.
- E** URGENTE: Se necesita conductor/a con 10 años de experiencia para acompañar a altos ejecutivos de importante empresa internacional. Excelente salario, uniforme incluido y buenas propinas. Llamar por las tardes al teléfono 651 364 889.
- F** Se busca licenciado/a en Informática para curso de verano. Disponibilidad inmediata. Contrato temporal de 3 meses y jornada completa. Salario base más incentivos. Llamar al teléfono 650 322 322.

Put a cross ☒ in **four** the correct boxes.

	A	B	C	D	E	F
Example: Mechanic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Waiter/waitress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Gardener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Babysitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 7 = 4 marks)

In the restaurant

8 La Sra. Torralba has written a letter of complaint.



Ana Torralba,
C/ Mayor, 23
Toledo - 23017

Att. Director,
Restaurante El Sol (Málaga)

Toledo, 12 de enero de 2008

Muy señor mío:

En Nochevieja reservé una mesa para seis personas al lado de la ventana en la segunda planta.

Cuando llegamos, el restaurante estaba lleno. Tuve que aceptar una mesa en la planta baja al lado de la cocina.

La cena fue un desastre: sufrimos ruidos y olores de la cocina, el servicio fue muy lento y además el precio fue carísimo.

Para finalizar, intenté hablar con el camarero ¡y no me escuchó!

Atentamente,

Ana Torralba

Put a cross ☒ in the correct box.

Example: Ana booked a table for...

(i)	December 24 th	<input type="checkbox"/>
(ii)	December 31 st	<input checked="" type="checkbox"/>
(iii)	January 12 th	<input type="checkbox"/>

(a) Ana wanted a table...

(i)	on the ground floor	<input type="checkbox"/>
(ii)	on the terrace	<input type="checkbox"/>
(iii)	next to a window	<input type="checkbox"/>

(b) The table they were given was...

(i)	much too small	<input type="checkbox"/>
(ii)	for 8 people	<input type="checkbox"/>
(iii)	next to the kitchen	<input type="checkbox"/>

(c) The area near her table was...

(i)	dirty	<input type="checkbox"/>
(ii)	noisy	<input type="checkbox"/>
(iii)	dark	<input type="checkbox"/>

(d) The food was...

(i)	cold	<input type="checkbox"/>
(ii)	expensive	<input type="checkbox"/>
(iii)	salty	<input type="checkbox"/>

(Total for Question 8 = 4 marks)

Online booking services

9 You read this booking confirmation.

Fax: 0034 965 326 358
Email: reservas@alicante.es

De: Oficina de Reservas de Alicante

A: D. Jaime Rodero

Confirmamos la reserva nº 378 en Torrevieja para los días 1 al 15 de agosto.

Precio: 3.000 €

Situación: Campo de golf La Marina

La villa incluye:

- 4 dormitorios
- 3 baños
- salón/comedor
- amplia cocina
- piscina
- garaje para dos coches

Gastos (todos incluidos en el precio)

- electricidad
- agua

Servicios extras (no incluidos en el precio actual):

- Tarjeta/bono de golf para dos personas: 10 € por día
- Uso del teléfono fijo: 1 € por día + coste de llamadas
- Entrada al gimnasio/sauna: 1 € por persona y día

Por favor confirme la recepción de la reserva.

Javier Artal
Director de la Oficina de Reservas

Put a cross ☒ in the correct boxes.

Example: Date	June	July	August
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(a) Location	at the beach	in the mountains	near a golf course
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) Facilities	tennis court	swimming pool	games room
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(c) Price includes	electricity	internet connection	gas
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(d) Additional costs	car hire	telephone	cleaning service
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 9 = 4 marks)

Curriculum vitae



10 Read Benito's letter.

Me llamo Benito Hernández. Nací el 13 de abril de 1994 en Salamanca.

Soy alumno del Instituto Público de Ciudad Rodrigo. Mi asignatura preferida es el arte.

Me encanta la fotografía y estoy haciendo una colección de fotos de los monumentos más importantes de Salamanca. También me encanta leer libros de historia.

Hice mis prácticas de trabajo en la biblioteca de Ciudad Rodrigo y me divertí mucho.

Complete Benito's CV in English with information from his letter.

CURRICULUM VITAE

NAME:	Benito Hernández
DATE OF BIRTH:	13.04.94
PLACE OF BIRTH:	Salamanca

(a) FAVOURITE SUBJECT: (1)

.....

(b) INTERESTS/HOBBIES: (2)

.....

.....

(c) WORK EXPERIENCE: (1)

.....

(Total for Question 10 = 4 marks)

TOTAL FOR PAPER = 40 MARKS

BLANK PAGE

BLANK PAGE

Sample Mark Scheme

Unit 3F: Reading and Understanding in Spanish

Question Number	Answer	Mark
1	E F G H	1 mark for each correct answer

Question Number	Answer	Mark
2	(b) (d) (e) (f)	1 mark for each correct answer

Question Number	Answer	Mark
3A	Wind	1

Question Number	Answer	Mark
3B	Rain	1

Question Number	Answer	Mark
3C	Cloud	1

Question Number	Answer	Mark
3D	Storm	1

Question Number	Answer	Mark
4(a)	present	1

Question Number	Answer	Mark
4(b)	past	1

Question Number	Answer	Mark
4(c)	present	1

Question Number	Answer	Mark
4(d)	future	1

Question Number	Answer	Mark
5(i)	F	1

Question Number	Answer	Mark
5(ii)	A	1

Question Number	Answer	Mark
5(iii)	D	1

Question Number	Answer	Mark
5(iv)	C	1

Question Number	Answer	Mark
6(i)	Begoña	1

Question Number	Answer	Mark
6(ii)	Carlos	1

Question Number	Answer	Mark
6(iii)	Ángel	1

Question Number	Answer	Mark
6(iv)	Ana	1

Question Number	Answer	Mark
7(i)	D	1

Question Number	Answer	Mark
7(ii)	C	1

Question Number	Answer	Mark
7(iii)	F	1

Question Number	Answer	Mark
7(iv)	A	1

Question Number	Answer	Mark
8(a)	(iii)	1

Question Number	Answer	Mark
8(b)	(iii)	1

Question Number	Answer	Mark
8(c)	(ii)	1

Question Number	Answer	Mark
8(d)	(ii)	1

Question Number	Answer	Mark
9(a)	near a golf course	1

Question Number	Answer	Mark
9(b)	swimming pool	1

Question Number	Answer	Mark
9(c)	electricity	1

Question Number	Answer	Mark
9(d)	telephone	1

Question Number	Answer	Mark
10(a)	Art	1

Question Number	Answer	Mark
10(b)	Photography Reading	2

Question Number	Answer	Mark
10(c)	Library	1

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCSE

Spanish

**Paper 3H: Reading and understanding in Spanish
Higher Tier**

Sample Assessment Material

Time: 50 minutes

Paper Reference

5SP03/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

N35736A

©2008 Edexcel Limited.

3/3/3



edexcel 
advancing learning. changing lives

The weather forecast

Answer ALL questions.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

1 Match the weather reports to the correct symbols.

Example: En el norte:

Buen tiempo previsto por la mañana: habrá un sol espléndido con temperaturas de 30° C.

A En el sur:

Del mar Mediterráneo soplarán fuertes vientos del este a 55 km/hora.

B En el este:

Lluvias generalizadas provenientes del interior del país.

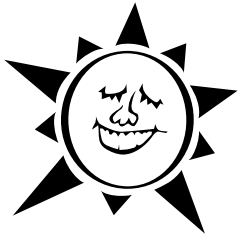





C En el oeste:

Las nubes cubrirán el sol durante todo el día.

D En el centro:

Por la tarde habrá tormentas que durarán hasta la medianoche.

Put a cross ☒ in the **four** correct boxes.

	Example: North	A South	B East	C West	D Centre
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 1 = 4 marks)

Maria's life



2 Read this email from María.

¡Hola!

Soy una chica de Zaragoza. Allí nací el 10 de febrero de 1990. Ahora estudio arquitectura en la Universidad de Valencia. Es una carrera muy exigente. El año pasado, terminé el Bachillerato y estudié inglés y francés en el Instituto de Idiomas. Ahora no tengo tiempo. Me gusta mucho nadar en el mar y siempre que puedo me voy a la playa.

Cuando termine la carrera me gustaría montar mi propia empresa y construir villas de lujo en la costa.

What did María do, what does she do now and what will she do?

Put a cross ☒ in the **four** correct boxes.

	past	present	future
Example: Zaragoza	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(a) Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) French and English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Architecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Luxury villas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 2 = 4 marks)

Job opportunities



3 Which job is it?

Oferta de empleo

- A** Se busca persona joven con buenas referencias para cuidar niños los fines de semana. Preguntar por Sra. Gómez, teléfono 661 543 332.
- B** Se necesita mecánico/a con experiencia en motores diesel. Llamar mañanas al 91 444 333.
- C** Persona con experiencia en plantar flores de temporada. Trabajo a tiempo parcial (12 horas por semana) en el parque. Teléfono: 667 27 36 37
- D** Se busca persona joven con o sin experiencia para servir comidas y bebidas en terraza de establecimiento muy popular. Turno de noche. Interesados preguntar por Paco en el 976 15 38 50
- E** URGENTE: Se necesita conductor/a con 10 años de experiencia para acompañar a altos ejecutivos de importante empresa internacional. Excelente salario, uniforme incluido y buenas propinas. Llamar por las tardes al teléfono 651 364 889
- F** Se busca licenciado/a en Informática para curso de verano. Disponibilidad inmediata. Contrato temporal de 3 meses y jornada completa. Salario base más incentivos. Llamar al teléfono 650 322 322.

Put a cross ☒ in the **four** correct boxes.

	A	B	C	D	E	F
Example: Mechanic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) Waiter/waitress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Gardener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Babysitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 4 marks)

In the restaurant

4 La Sra. Torralba has written a letter of complaint.



Ana Torralba,
C/ Mayor, 23
Toledo - 23017

Att. Director,
Restaurante El Sol (Málaga)

Toledo, 12 de enero de 2008

Muy señor mío:

En Nochevieja reservé una mesa para seis personas al lado de la ventana en la segunda planta.

Cuando llegamos, el restaurante estaba lleno. Tuve que aceptar una mesa en la planta baja al lado de la cocina.

La cena fue un desastre: sufrimos ruidos y olores de la cocina, el servicio fue muy lento y además el precio fue carísimo.

Para finalizar, intenté hablar con el camarero ¡y no me escuchó!

Atentamente,

Ana Torralba

Put a cross ☒ in the correct box.

Example: Ana booked a table for ...

(i)	December 24th	<input type="checkbox"/>
(ii)	December 31st	<input checked="" type="checkbox"/>
(iii)	January 12th	<input type="checkbox"/>

(a) Ana wanted a table ...

(i)	on the ground floor	<input type="checkbox"/>
(ii)	in the terrace	<input type="checkbox"/>
(iii)	next to a window	<input type="checkbox"/>

(b) The table they were given was ...

(i)	much too small	<input type="checkbox"/>
(ii)	for 8 people	<input type="checkbox"/>
(iii)	next to the kitchen	<input type="checkbox"/>

(c) The area near her table was...

(i)	dirty	<input type="checkbox"/>
(ii)	noisy	<input type="checkbox"/>
(iii)	dark	<input type="checkbox"/>

(d) The food was ...

(i)	cold	<input type="checkbox"/>
(ii)	expensive	<input type="checkbox"/>
(iii)	salty	<input type="checkbox"/>

(Total for Question 4 = 4 marks)

Higher education

5 Read the following article.

Begoña (19):

El sueño de Begoña es convertirse en una periodista de actualidad de El País (el periódico con más lectores en España). Siempre le gustó escribir pero ella sabe que tiene que estudiar mucho para estar bien preparada.

Antes de comenzar el curso académico se matriculó en el Instituto de Idiomas. Ella sabe que es muy importante tener acceso directo a la prensa internacional.

Begoña estudia ahora Literatura Española en la Universidad de Salamanca. Quiere educarse en esta excelente universidad y aprender de los grandes autores de nuestra literatura, le encanta leerlos. La entrada en Salamanca no es fácil, tienes que sacar muy buenas notas en la ESO (Enseñanza Secundaria Obligatoria).

La vida universitaria no es fácil. Begoña no tiene tiempo para nada. Los fines de semana, generalmente tiene que preparar trabajos escritos sobre literatura y además estudiar para los exámenes. Cuando puede se va al cine con sus amigos o corre en bicicleta por el campo.

Su objetivo es terminar sus estudios en Salamanca en cuatro años y marcharse a Estados Unidos a hacer un Master en Ciencias Políticas.

Answer these questions in English.

(a) What does Begoña want to be in the future? (1)

(b) What did she do immediately before starting the course at Salamanca University? (1)

(c) Why is it difficult to get a place at this university? (1)

(d) What aspect of the university course does she like best? (1)

(e) Why is university life difficult? Write **three** reasons given in the text. (3)

(f) What does Begoña plan to do after leaving university? (1)

(Total for Question 5 = 8 marks)

Las Vegas II

- 6 Read this article in a newspaper about the biggest tourist resort in Europe, to be built in Spain.



“Las Vegas II” en España

En el desierto de los Monegros (Aragón, España) se va a construir el mayor complejo de ocio y juego de Europa. Se llamará “Las Vegas II”.

Este complejo turístico incluirá las siguientes infraestructuras:

- Parques temáticos dedicados al Espacio (viajes de astronautas), al Mundo de los Espías y al Agua.
- Multitud de casinos, hoteles, tiendas y restaurantes.
- Dieciséis áreas temáticas basadas en la Historia del Hombre con pequeños museos.
- Uno de los mejores campos de golf de Europa.
- Un excelente servicio de comunicación con el aeropuerto, estación para el AVE (tren de alta velocidad) y entradas a la autopista A-2.

Los trabajos de construcción van a comenzar a finales de 2008. La primera fase abrirá las puertas al público en 2010.

What facilities will be available at the “Las Vegas II” tourist resort?

Put a cross ☒ in the **four** correct boxes.

Example: Casino	<input checked="" type="checkbox"/>
(a) Shops	<input type="checkbox"/>
(b) Theatre	<input type="checkbox"/>
(c) Train station	<input type="checkbox"/>
(d) Theme park	<input type="checkbox"/>
(e) Football stadium	<input type="checkbox"/>
(f) Museum	<input type="checkbox"/>
(g) Skate park	<input type="checkbox"/>
(h) Beach	<input type="checkbox"/>

(Total for Question 6 = 4 marks)

Youth club

- 7 Read about the summer events at the youth club. Match each paragraph to the correct headline.
- A "La Ventana" ofrecerá todo tipo de información juvenil publicada en revistas, periódicos y también en Internet.
 - B El torneo de voleibol mixto en la playa durará tres semanas: desde la última semana de julio a la segunda de agosto.
 - C La promoción de la educación medioambiental de los jóvenes con la práctica: campos de trabajo para la limpieza de las playas.
 - D ¿Conoces bien los mejores cantantes del momento? No lo dudes, participa en nuestra programa de radio "En vivo y en directo".
 - E Las sesiones de cineclub se dedican este año a Pedro Almodóvar. Tendrán lugar en el salón de actos los sábados a las 8 de la tarde.
 - F El concurso de fotografía: "Paisajes Urbanos III" tiene como tema principal nuestras escuelas.
 - G El seminario de poesía va a comenzar en agosto, al final se publicará un folleto con los trabajos de los alumnos.
 - H El curso de iniciación al dibujo artístico (con lápiz) será dirigido este año por nuestro artista local Jaime Herrera.

Example: Photography	F
(i) The Environment	
(ii) General Information	
(iii) Writing	
(iv) Music	

(Total for Question 7 = 4 marks)

BLANK PAGE

Public transport

8 This extract is from a forum about public transport in Spain.



Usuario:

Carlos Rodríguez

Hora: 13.24

Fecha: 12.01.08

Entrada: 96

Me gustaría destacar hoy que, aunque el transporte público en España se ha desarrollado de forma adecuada en las grandes ciudades, todavía queda un largo camino para cubrir las necesidades de las ciudades medianas y pequeñas.

Es cierto que el AVE (tren de alta velocidad) ya une la capital de España con Sevilla (Eje Sur) y con Zaragoza y Barcelona (Eje Noreste), pero el resto del país carece del servicio.

Se puede decir que las líneas de autobús cubren prácticamente todo el territorio. El trazado de las carreteras nacionales ofrece una distribución adecuada en general y muy buena en nuestras zonas turísticas, como sucede en la cuenca mediterránea, accesos a las zonas de esquí y a los parques naturales.

No sucede lo mismo con las autopistas y las autovías: las Comunidades Autónomas de la España interior sufren retraso respecto de otras que disfrutan de un buen o excelente servicio de estas vías de comunicación rápida.

Ir a Madrid en avión es ahora muy cómodo. La nueva terminal de Barajas incluye un servicio excelente de metro que permite llegar al centro de la ciudad en unos minutos. Desgraciadamente es un caso aislado en el panorama nacional.

Put a cross ☒ in the correct box.

Example: Hoy es el....

(i)	diez de enero	<input type="checkbox"/>
(ii)	doce de enero	<input checked="" type="checkbox"/>
(iii)	dos de enero	<input type="checkbox"/>

(a) El sistema público de transporte en las ciudades grandes es...

(i)	muy bueno	<input type="checkbox"/>
(ii)	malo	<input type="checkbox"/>
(iii)	apropiado	<input type="checkbox"/>

(b) El sistema público de transporte en las ciudades pequeñas es...

(i)	inadecuado	<input type="checkbox"/>
(ii)	excelente	<input type="checkbox"/>
(iii)	bueno	<input type="checkbox"/>

(c) El AVE conecta...

(i)	todas las ciudad grandes	<input type="checkbox"/>
(ii)	ninguna de las ciudades pequeñas	<input type="checkbox"/>
(iii)	la mayoría de las ciudades	<input type="checkbox"/>

(d) El servicio de autobús llega...

(i)	a todo el país	<input type="checkbox"/>
(ii)	solo al centro del país	<input type="checkbox"/>
(iii)	a la mitad del país	<input type="checkbox"/>

(e) Hay buenas infraestructuras para viajar en...

(i)	barco	<input type="checkbox"/>
(ii)	avión	<input type="checkbox"/>
(iii)	coche	<input type="checkbox"/>

(f) Se puede conducir mejor en...

(i)	las zonas industriales	<input type="checkbox"/>
(ii)	los lugares de vacaciones	<input type="checkbox"/>
(iii)	el extranjero	<input type="checkbox"/>

(g) En general, las regiones interiores tienen...

(i)	peores carreteras	<input type="checkbox"/>
(ii)	mejores carreteras	<input type="checkbox"/>
(iii)	iguales carreteras	<input type="checkbox"/>

(h) Hay conexión al centro de la ciudad por metro desde...

(i)	todos los aeropuertos	<input type="checkbox"/>
(ii)	ningún aeropuerto	<input type="checkbox"/>
(iii)	un aeropuerto	<input type="checkbox"/>

(Total for Question 8 = 8 marks)

TOTAL FOR PAPER = 40 MARKS

BLANK PAGE

Sample Mark Scheme

Unit 3H: Reading and understanding in Spanish

Question Number	Answer	Mark
1A	Wind	1

Question Number	<i>Answer</i>	Mark
1B	Rain	1

Question Number	Answer	Mark
1C	Cloud	1

Question Number	Answer	Mark
1D	Storm	1

Question Number	Answer	Mark
2(a)	present	1

Question Number	Answer	Mark
2(b)	past	1

Question Number	Answer	Mark
2(c)	present	1

Question Number	Answer	Mark
2(d)	future	1

Question Number	Answer	Mark
3(i)	D	1

Question Number	Answer	Mark
3(ii)	C	1

Question Number	Answer	Mark
3(iii)	F	1

Question Number	Answer	Mark
3(iv)	A	1

Question Number	Answer	Mark
4(a)	(iii)	1

Question Number	Answer	Mark
4(b)	(iii)	1

Question Number	Answer	Mark
4(c)	(ii)	1

Question Number	Answer	Mark
4(d)	(ii)	1

Question Number	Answer	Mark
5(a)	Journalist/work for a newspaper	1

Question Number	Answer	Mark
5(b)	She studied languages	1

Question Number	Answer	Mark
5(c)	You have to get good/high marks (in the ESO)	1

Question Number	Answer	Mark
5(d)	Any one of the following: Reading the greatest Spanish authors Reading Spanish literature	1

Question Number	Answer	Mark
5(e)	She has no time at all/spare time She has to study literature She has to study for her exams	3

Question Number	Answer	Mark
5(f)	Any one of the following: Going to the USA Do a Master's (degree)	1

Question Number	Answer	Mark
6	(a) (c) (d) (f)	1 mark for each correct answer

Question Number	Answer	Mark
7(i)	C	1

Question Number	Answer	Mark
7(ii)	A	1

Question Number	Answer	Mark
7(iii)	G	1

Question Number	Answer	Mark
7(iv)	D	1

Question Number	Answer	Mark
8(a)	(iii)	1

Question Number	Answer	Mark
8(b)	(i)	1

Question Number	Answer	Mark
8(c)	(ii)	1

Question Number	Answer	Mark
8(d)	(i)	1

Question Number	Answer	Mark
8(e)	(iii)	1

Question Number	Answer	Mark
8(f)	(ii)	1

Question Number	Answer	Mark
8(g)	(i)	1

Question Number	Answer	Mark
8(h)	(iii)	1

Edexcel GCSE

Spanish

Unit 4: Writing in Spanish

Sample Controlled Assessment Material

Paper Reference

5SP04/01

You do not need any other materials.

Turn over ►

N35737A

©2008 Edexcel Limited.

3/3



edexcel 
advancing learning, changing lives

Controlled assessments for writing

The following are samples of controlled assessment materials that you may use with your students. You are able to use these as they appear or you can adapt them to accommodate the specific needs of your students.

Stimuli are provided for each of the four themes identified in the specification:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

Students can focus on **one** of the above themes for both speaking (and writing) controlled assessments or, if preferred, work across more than one theme.

If your centre wishes to undertake work on a centre-devised theme, you will need to create your own stimuli for the controlled assessment speaking tasks. Such stimuli do not have to be approved in advance but if you require reassurance on the suitability of a particular approach, topic or theme, you can consult an experienced examiner through the Edexcel *Ask the Expert* service.

Students must undertake two separate writing tasks, **one task** in each of the **two required controlled assessment sessions**. Each session should last up to one hour and the task must be completed in this time. The assessment must take place in controlled conditions and students must have access to notes and a dictionary as advised in the specification.

It is possible that, for some students, it is more appropriate for them to complete two shorter tasks rather than a longer one in a single assessment session. Consequently, centres can submit more than two pieces of writing from these students as long as the work has all been produced in two separate assessment sessions (maximum of four pieces of writing).

Students may undertake more than two controlled writing assessments but only the work from two sessions must be submitted to Edexcel for marking.

Adaptation of tasks.

As stated in the specification, teachers may use or adapt these tasks and are free to create their own. Centre-devised tasks may result from students' ideas and suggestions or could be linked to other areas of the curriculum.

Teachers may amend and edit the Edexcel tasks in a number of ways:

- to introduce a different context that is more appropriate to the needs and/or interests of particular students. (*An account of a **concert** could be changed to an account of a **film**.*)
- to alter the type of 'support' for individual students. Some students are reliant on bullet points that clearly spell out task requirements and provide some structure, whereas others (possibly more confident or creative) prefer more open-ended tasks. To accommodate these different types of learner, teachers could, for example, remove or add bullets and alter the wording of the task rubrics (e.g. change '**must refer to**' to '**may refer to**' or vice versa).
- to change the nature of the task Teachers may rewrite a task so that the requirements change. For example, it may be more appropriate for certain students to produce a poster or complete a form rather than write an article or letter. Similarly, teachers may introduce guidance on the length of the task (e.g. number of words) either to ensure that the task is feasible or, for more able students, to promote extended writing. Teachers may also wish to change the content of the bullets so that a learner is able to focus on providing simple information rather than description and opinion. With revised simpler content and fewer and/or different bullets to cover, the nature and size of the task brief can change radically. This allows for some students who encounter difficulties when writing in the target language to undertake two separate shorter tasks rather than one in a controlled assessment session.

Clearly, the facility to modify task stimuli enables teachers to target activities to the level and needs of individual students. However, as all changes to tasks can impact significantly on their overall level of demand, it is imperative that teachers do not constrain or compromise the performance of their students through an inappropriate task stimulus.

Possible writing tasks (Media and culture)

Task 1

You are writing an article for a Spanish-language website about what it is like to be a teenager in Britain today.

You could include information about the following:

- some details about your life and interests
- what you have done with friends recently
- what young people are interested in
- the difficulties of being a teenager in Britain
- how adults perceive teenagers
- your hopes for the future

Task 2

You have been asked to write an article in Spanish about your favourite TV programme.

You should include details on the following:

- name and type of programme
- when and on which channel it can be seen
- who appears in the programme
- why you like it
- what changes you would like to see
- which other programmes you watch

Task 3

Your town is preparing for a special Youth Festival and you have been asked to produce a publicity leaflet for Spanish speaking visitors.

You could include the following:

- information about key events
- comments from young people participating in the festival
- details about tickets, times and venues

Possible writing tasks (Sport and leisure)

Task 1

You have a week off school. You decide to write a blog for some Spanish e-pals, telling them about each day. Make each day different!

For example:

- Day 1: why you have a week off school
- Day 2: what you did at home
- Day 3: what you did in town
- Day 4: a quiet day, when you didn't see any friends (maybe you found it boring?)
- Day 5: your plans for the weekend

Task 2

You are on work experience at a health and fitness centre. You have been asked to produce a web page to promote the centre to Spanish speaking visitors.

It can include details on the following:

- place, day and time of the classes
- list of available activities
- benefits of regular exercise
- why it is important to keep fit
- what a healthy lifestyle is

Task 3

Write an imaginary magazine interview with a Spanish-speaking sports personality. You will need to briefly introduce the personality and include questions and answers about him or her.

You may refer to some of the following:

- early life and passion for sport
- main achievements
- leisure interests and activities
- family life – marriage, children etc
- views on fashion, politics etc
- future intentions

Possible writing tasks (Travel and tourism)

Task 1

You are on work experience at your local tourist information office. You have been asked to create a web page in Spanish to promote increased tourism.

Include details about the following:

- location
- travel
- shopping
- restaurants
- accommodation
- places of interest
- why people should visit your area

Task 2

You have recently spent a week on a school trip abroad. Write an article about your visit. You should mention the following details:

- how you travelled there
- description of a major city that you visited
- what you saw and did there
- whether you enjoyed your trip or not, and why
- where you would like to visit next

Task 3

You have been asked to produce a web page for an international travel company wishing to promote its service to potential Spanish-speaking clients.

You will need to include the following:

- dates and days of the trip
- travel arrangements
- hotel rooms and other facilities
- catering arrangements
- leisure activities

Possible writing tasks (Business, work and employment)

Task 1

While on a work placement, you are asked to email a hotel in Spanish with details of a conference that your company is organising.

You need to include the following details:

- the number and names of delegates and their job titles
- the dates of the conference at the hotel
- give details of the company and what the conference is about

You need to ask for the following information:

- details of transport links to and from the airport and train station
- a map of the town
- what other facilities are available at the hotel

Task 2

You have recently finished some work experience. Write an article in Spanish about it.

You will need to include the details on:

- what kind of job you did
- how long you did the job
- the people you worked with
- what you liked and/or disliked, and why
- what you are planning for your future career

Task 3

Your Spanish link school has asked you to write about the place of work where you spent your recent work experience for their school website.

It should include the following:

- location of the store
- opening hours
- range of products available
- special offers
- facilities, e.g. free parking, play area, restaurant etc

Example 1: Competition

A Spanish magazine is offering a prize for the best account of a dream holiday. You enter the competition.

You must mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

*The above task is structured so that students know exactly what they have to do. Although this is appreciated by many students, some may find this a constraint. Apart from the language that they produce, students will be also be assessed on content and, therefore, their ability to complete the task (and related bullet requirements). This task is best suited to those seeking grades C - A**

Example 2: Competition

A Spanish magazine is offering a prize for the best postcard received. You write a postcard

You must mention:

- where you are on holiday
- who you are with
- two holiday activities

The above illustrates how the first task has been adapted to produce a much shorter task (postcard) that is accessible to those encountering most difficulties when writing in Spanish. The bullets still provide structure but call for less complex language, opinion and description. This task would pose insufficient challenge for most GCSE candidates and could be undertaken as one of two tasks within a controlled assessment.

Example 3: Competition

A Spanish magazine is offering a prize for the best account of a dream holiday.

You could mention:

- where you went
- who you went with
- what happened
- your opinion as to why the holiday was so enjoyable
- how you would like to spend the prize money

*At first glance, this task differs only slightly from the first task but the use of the word **could** makes this task more open ended. Students would be less constrained in terms of creativity and fulfilling specific task requirements.*

Assessment criteria

Communication and content	Mark
<ul style="list-style-type: none"> • Very detailed and fully relevant response to the stimulus. • Shows a clear ability to narrate, describe, express opinions and expand, as appropriate to the task. • Communicates with no ambiguity. • Excellent linking of the piece into a whole. • Coherent and pleasant to read. 	13-15
<ul style="list-style-type: none"> • Detailed response to the stimulus but there may be minor omissions. • Provides evidence of description, opinion and expansion, as appropriate to the task. • Generally communicates clearly, with some lapses. • Reasonable attempt to link the piece into a whole. • Generally coherent. • Pedestrian or alternatively somewhat over ambitious. 	10-12
<ul style="list-style-type: none"> • Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Provides evidence of an ability to go beyond a minimal response. • Begins to expand ideas and express opinions, as appropriate to the task. • Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. • Some attempt at linking piece into a whole. 	7-9
<ul style="list-style-type: none"> • Relevant key information is given but there may be may be major omissions, irrelevance and/or repetition. • The level of response is minimal • There is no evidence of description or opinions (other than simple likes/dislikes). • Some ambiguity. • Just about comprehensible overall. • Sentences mostly written in isolation. • Not easy to read. 	4-6
<ul style="list-style-type: none"> • Little relevant information is conveyed. • Much ambiguity and omission. • The level of response is very limited. • Substantial degree of irrelevance and incoherence. • Except for isolated items, would not be comprehensible to a native speaker. 	1-3
<ul style="list-style-type: none"> • No relevant communication worthy of credit. • A mark of zero for Communication and content will mean a mark of zero for Knowledge and application of language and for Accuracy 	0

Knowledge and application of language	Mark
<ul style="list-style-type: none"> • Wide range of vocabulary and structures, fully appropriate to the task and used effectively. • Little or no repetition. • Confident use of more complex structures, such as object pronouns, negatives, superlatives and range of tenses, with very few lapses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease. 	9-10
<ul style="list-style-type: none"> • Quite a wide range of vocabulary and structures appropriate to describe and to express and justify opinions. • Some attempt to use ambitious structures (subordinate clauses, object pronouns, tenses, etc) with a fair measure of success. • Tenses are generally used correctly. • Some ability to manipulate language although not always successful. 	7-8
<ul style="list-style-type: none"> • Vocabulary and structures are generally appropriate to the task. • Correct syntax when using simple, short sentences. • Some longer sentences where syntax is not always correct. • Attempts enhancement of fact with adjectives and adverbial phrases with some success. • Some evidence of correct use of a range of tenses, with some lapses. • Attempts to use subordinate clauses/simple linking with some success. 	5-6
<ul style="list-style-type: none"> • Limited vocabulary and structures, often repetitive and stereotyped. • Language is basic and sometimes inappropriate to the task. • Pre-learnt, set phrases predominate but there are some short simple sentences, which are more or less correct. • Some attempts at tenses, but many mistakes. • Some attempt to use adjectives. • There may be some simple subordination. 	3-4
<ul style="list-style-type: none"> • Very limited vocabulary, with occasional correct words. • Very little understanding of language structures. • There may be the occasional correct phrase or short sentence pre-learnt or 'lifted'. 	1-2
<ul style="list-style-type: none"> • No language worthy of credit. 	0

Accuracy	Mark
<ul style="list-style-type: none"> • High level of accuracy, though not necessarily faultless. • Spellings, genders, agreements, verb forms mastered with the odd slip. • Secure when using more complex language with only a few minor errors. 	5
<ul style="list-style-type: none"> • Generally accurate language. • Most verb forms correct, secure in genders and agreements but the odd lapse. • Spellings mostly accurate. • When more complex structures are attempted, accuracy can be more variable. 	4
<ul style="list-style-type: none"> • Fairly accurate in straightforward language, but some lapses with more complex language. • Inconsistency in verb forms but more correct than incorrect. • Spelling of common words generally accurate. • The work is clearly more accurate than inaccurate. • Language errors do not significantly hinder communication. • Inaccuracy increases if more complex structures are attempted 	3
<ul style="list-style-type: none"> • Many basic errors which often impede communication. • Some correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. 	2
<ul style="list-style-type: none"> • Frequent basic errors and inaccuracies prevent communication. • Isolated examples of correct language. • Spellings and genders very weak. • Little or no evidence of correct verb formation. 	1
<ul style="list-style-type: none"> • No language worthy of credit. 	0

