

GENERAL CERTIFICATE OF SECONDARY EDUCATION 2382 & 2385
SPANISH

Speaking Foundation Tier

Teacher/Examiner Booklet

7 MARCH – 15 MAY 2007

F



- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available this confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/examiners must ensure sufficient time to familiarise themselves with the materials and procedures. Materials must not be removed from the Centre.
- Great care should be taken that the confidential information given to teacher/examiners in this booklet does not reach any candidates directly or indirectly.

This document consists of **37** printed pages and **3** blank pages.

RANDOM ORDER SHEET

Candidates should be examined in accordance with the random order below. The card is changed after every candidate. If a break in examining occurs (e.g. overnight, lunch, etc.) during the sequence, start again after the break with the next card in order to maintain security.

Candidate Order	Card Number
1	9
2	8
3	6
4	7
5	10
6	2
7	1
8	4
9	5
10	3
11	1
12	9
13	7
14	8
15	10
16	2
17	3
18	6
19	4
20	5
21	9
22	8
23	7
24	10
25	1
26	3
27	2
28	5
29	4
30	6
(if 30+ candidates, start the sequence again)	

PLEASE READ THE FOLLOWING INFORMATION IN CONJUNCTION WITH THE SPECIFICATION FOR FRENCH, GERMAN, GUJARATI AND SPANISH AND ANY COMMENTS IN THE EXAMINER'S/MODERATOR'S CENTRE REPORT FOR LAST YEAR'S SPEAKING TESTS.

Please note that you must examine your candidates in accordance with the Random Order sheet on the inside front cover opposite.

Security of Test Material

The test material is confidential until the end of the period specified on the OCR timetable. It must be securely locked away when not being used for teacher preparation or testing. At the end of each session all items must be accounted for.

Quiet conditions

These are essential. The examination room should be free from any noise and disturbance from outside the building (e.g. lawn-mowers). It should not be close to corridors used by large numbers of students between lessons, but if movement within the building is unavoidable, steps should be taken to keep that noise to a minimum. Notices must be displayed to prevent interruptions from people entering the room unaware that an examination is in progress.

Separate preparation room

This is essential. It should be near the examination room, and must not be part of a corridor. Other students should not have access to the area. The room should be equipped with a table where the candidate can prepare the role-play tasks.

The candidate is not allowed to make written notes during the preparation time.

There should be no contact between candidates preparing and those who have finished the test.

Invigilation

OCR recommends that an invigilator supervise the candidates while they are preparing for the test.

Dictionaries

No access to dictionaries is allowed during the preparation time or during the examination.

Supporting material

For the Presentation candidates may take into the preparation room and examination a cue card with up to five **short** headings on it. No other written notes are allowed and candidates must not make any notes during the preparation time. Illustrations may be used to support the Presentation (e.g. a family photograph). However, no hieroglyphics are allowed.

The Conduct of the Speaking Test

The Foundation Tier test will last 10-12 minutes.

The first candidate at each session should be given a maximum of 12 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

Unit 2382F (Externally Assessed Speaking)

Centres which have entered for external assessment (Unit 2382) must record all candidates and send all the recordings to the external Examiner.

Unit 2385F (Internally Assessed Speaking)

Centres which have chosen to assess their own candidates (Unit 2385) must record all candidates and compile a sample to send to the Moderator. The remaining recordings should be retained in case any samples go missing or the Moderator needs a further sample.

Sample Size for Unit 2385F

Centres should send a sample of **8** candidates covering the mark range **9-39**. The sample should include recordings of candidates examined by each of the teacher/examiners involved, if possible. The marks of candidates in the sample should be representative of the whole entry and should be evenly spread. The whole of a candidate's test should be sent, i.e. Role plays for both Section 1 and Section 2, Presentation, Discussion and General Conversation.

Recording the Tests

Recording should start on Side A and continue on Side B. At the beginning of each side teacher/examiners should identify the name of the teacher and Centre number. The name of each candidate should be identified by the **teacher/examiner** at the start of each test – this should **not** be left to the candidates themselves. After the last recording on each side, teacher/examiners should say '**no more recordings on this side**'.

Centres **must not** record Foundation and Higher Tier candidates on the same cassette; please use separate cassettes for each of the two Tiers. Foundation and Higher Tier cassettes **must** be packed and sent in separate envelopes.

Both the candidate and the teacher/examiner should be clearly audible. Teachers' voices tend to be louder than those of most candidates. The microphone should therefore be placed facing the candidate, approximately 60 cm from his/her face. Small, portable cassette recorders with integral microphones should be avoided, unless an external microphone can be used.

Please note the pause button should not be used during a test.

Teachers are asked to check that each test has been recorded properly by reviewing the last few seconds of the test.

Before submitting cassettes to the Moderator or Examiner, teacher/examiners are asked to ensure that cassettes are rewound to the beginning of Side A and that the cassette labels provided are completed. Cassettes should also be clearly identified.

Completion of Mark Sheets

(a) Assessment by External Examiner (Unit 2382F)

The teacher/examiner must complete an individual mark sheet for **each** candidate with:

- candidate number and name
- Centre number
- name of teacher/examiner
- date of test
- number of card used
- Presentation topic
- titles of topics for General Conversation

When the tests are complete, you must send the following to the Examiner:

- all Attendance Registers for Unit 2382F
- all individual mark sheets
- the clearly labelled recordings of all candidates' tests

NB Please ensure that all cassettes are enclosed when sending them to the Examiner and that **all** candidates have been recorded.

It is essential that cassettes be packed securely to ensure safe delivery.

The Examinations Officer at your Centre will receive the name and address of the Examiner. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. **All materials must be received by the Examiner no later than May 15.**

(b) Internal assessment by teacher/examiner with moderation by OCR (Unit 2385F)

The teacher/examiner must complete an individual mark sheet for **each** candidate in accordance with the instructions provided. The mark must be transferred to the appropriate summary computer mark sheet (MS1/EDI), in accordance with the 'Instructions Relating to the Moderation of Marks'.

When the tests are complete:

- Send the marks to OCR.
- Send to the Moderator:
 - the sample of recordings clearly labelled and rewound to the beginning (It is essential that cassettes be packed securely to ensure their safe delivery)
 - the individual mark sheets for **all** candidates entered for Unit 2385F
 - the completed Moderator copy of the MS1/EDI form
 - copies of any correspondence with OCR relating to requests for special consideration
- The Centre copy of the MS1/EDI form should be retained in the Centre.

The Examinations Officer at your Centre will receive the name and address of the Moderator. If you have carried out the tests before this arrives, please keep the cassettes secure in the meantime. **All materials must be received by the Moderator no later than May 15.** Any subsequent requests from the Moderator (e.g. to reconsider the Centre's order of merit or to supply further samples of work) should be acted upon with the minimum of delay.

Absent Candidates

If any candidates are absent on the day(s) set aside by the Centre for the Speaking tests, they may be tested at another time **within the specified period** and the following items must be despatched immediately with a covering letter:

either to the Moderator – the candidate's completed individual mark sheet
or to the external Examiner – the candidate's mark sheet and the recording of the test

If a candidate remains ill beyond the specified period, they must be tested later and the recording of the test must be sent with the documents listed above to OCR along with a request for special consideration.

Elements of the Test (10-12 minutes approx)

It is essential that candidates do all parts of the test as set out below. Candidates cannot be compensated for any part that is omitted.

Section 1 Role play
Section 2 Role play
Presentation (1 minute)
Discussion of candidate's presentation (2 minutes)
General Conversation on 2 topics (4-5 minutes)

SPEAKING MARK SCHEME**Foundation Tier**

Section 1 Role play	Communication	8 marks
Section 2 Role play	Communication	8 marks
Presentation	Communication	4 marks
Discussion and conversation	Communication	10 marks
Overall linguistic quality	Accuracy	20 marks
Total		50 marks

Section 1 Role play 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner. Incorrect use of the 'you' form overlooked at this level.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the teacher/examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 2 Role play 4 items, marked 2, 1, 0

2	Candidate successfully communicates the message without ambiguity and with little assistance from the examiner, using the appropriate tense. Inappropriate use of the 'you' form qualifies for a maximum of 1 mark on the first occurrence only.
1	Candidate partially communicates the message. OR Candidate eventually communicates the message after considerable assistance from the examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Presentation – Communication 4 marks

4	Excellent, well-organised preparation and delivery of material. All main points communicated very clearly. A range of opinions and justifications expressed with ease.
3	Good preparation and delivery of material. All main points communicated without ambiguity. Straightforward opinions routinely expressed with some justifications.
2	Fairly good preparation and delivery of material. All main points communicated with little ambiguity. Straightforward opinions expressed.
1	Performance needs considerable examiner assistance to elicit material.
0	Absolutely nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 3 marks.

Discussion of Presentation and Conversation – Communication 10 marks

10	Mature Discussion of the Presentation. Both Conversation topics handled very impressively. Spontaneous interchange with examiner, shows initiative. A wide range of opinions and justifications expressed with ease. Takes the initiative in conversation. Outstanding.
9/8	Discussion of the Presentation and both Conversation topics handled well. Examiner has little need to rephrase. A range of opinions and justifications expressed with ease. Can take the initiative in conversation.
7/6	Discusses the Presentation reasonably well. Develops both Conversation topics reasonably well OR has one strong and one weak topic. Expresses opinions. Communicates clearly, despite errors.
5/4	Discussion of the Presentation pedestrian, with the examiner leading questioning a good deal. Conversation topics dealt with in a straightforward but limited way. Examiner may need to rephrase questions before they are understood. Communicates obvious points, despite a good number of errors.
3/2	Discussion of the Presentation laboured, with the examiner doing most of the work. Conversation topics only work with considerable input from the examiner, and generally only understands simple questions when they are rephrased. Only some points clearly communicated, and many errors.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 7 marks.

Linguistic quality – 20 marks – covers the whole examination except the Presentation

20/19	Confident and very accurate use of a variety of tenses appropriate to subject matter. Wide range of structures and vocabulary with occasional isolated errors in more complex language. Responds at considerable length to open questions. Pronunciation and intonation extremely accurate for a non-native speaker.
18/17/16	Very good and consistent use of a variety of tenses appropriate to subject matter. Very good range of structures and vocabulary. Consistent use of more complex language features. Pronunciation and intonation very accurate for a non-native speaker.
15/14	Good consistent use of tense appropriate to subject matter with only occasional errors. Good range of structures and vocabulary. Some errors in more complex language. Pronunciation and intonation mostly accurate with only occasional slips.
13/12/11	Use of past, present and future tenses appropriate, but with some inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate with occasional hesitation.
10/9	General awareness and some use of tenses appropriate to subject matter, but many inaccuracies. Adequate range of structures and vocabulary. Pronunciation and intonation generally accurate, but some errors. Hesitant at times.
8/7	Some awareness and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

For Foundation Tier it will be unusual for candidates to be awarded more than 13 marks.

General Notes (Role plays, Sections 1 and 2)***General marking principles***

The basic principle is that marks are to be awarded when the candidate's utterance would communicate a correct, relevant meaning to a sympathetic native speaker of the target language who does not speak English. A short utterance that conveys **the full message of the task** may be awarded the full marks available for that particular task. Examples given in this booklet, particularly for Section 2 Role plays, are not exhaustive and teacher/examiners should use their professional judgement when the candidate provides an alternative, acceptable answer.

Pronunciation

English pronunciations of words like *double* for *doble* or *polo* for *pollo* are to be regarded as errors of communication and should not be rewarded. Additionally pronunciations like *naranja* (the *j* being pronounced as the *g* in the English garage) and *servikios* for *servicios* should not be rewarded. Teacher/examiners should always query dubious pronunciation with a gentle *¿Cómo?* A correction by the candidate can still earn credit.

Prompting or “nudging”

However, if a teacher/examiner “feeds” a lexical item to the candidate, the candidate cannot receive any credit for that task. Example of a “nudge” and a “feed” in Section 2: Nudge: *¿Qué quieres?* Candidate replies: *Quiero alquilar una bici* and gets the mark. Feed: *¿Quieres alquilar una bici?* Candidate replies: *Quiero alquilar una bici* and receives no mark, as the teacher provided the lexical items.

Note that the teacher/examiner may ask for further clarification if the candidate’s initial utterance is ambiguous, incomplete or too inaccurate. However, this is likely to be worth only one mark of the two available in the Section 2 Role plays, if more than one query or paraphrasing is needed from the teacher/examiner.

Time frames

In a task which requires a verb, or in a task where the candidate offers a verb, the time frame must be correct for the award of two marks in Section 2 Role plays.

Reminder about the General Conversation Section

Candidates must be given the opportunity to use past, present and future time references in order to access the full range of marks in the Linguistic Quality assessment grid.

On the following pages you will find:

Left hand page: a copy of the candidate’s card with Section 1 Role play at the top and Section 2 Role play below. At the bottom, topics to be used for the General Conversation.

Right hand page: *In italics*, suitable introductory remarks, questions and responses for use by the teacher/examiner. These are to be regarded as mandatory in substance. Teacher/examiners should be wary of rephrasing as this may give an unfair advantage by, for example, providing a key item of vocabulary. Some possible responses by candidates, with examples **in bold** of answers that would gain the full marks for communication.

After the Role plays there are some suggested questions for the General Conversation and then a copy of the working mark sheet.

Foundation Card 1

Section 1

Situation You are talking to a Spanish friend about your school.
Your teacher will play the part of the friend and start the conversation.

You will need to:

- 1 say how you travel to school (e.g. by bus / by car / on foot)
- 2 say with friends
- 3 say something about your school (e.g. large / old / modern)
- 4 give your favourite subject



Section 2

Situation While in Mallorca, you decide to hire a bike to visit Palma.
Your teacher will play the part of the assistant and start the conversation.

You will need to:

- 1 say you want to hire a bike
- 2 give **two** details of when you want the bike
(e.g. tomorrow at ten o'clock)
- 3 answer the question
- 4 say you went to Palma last year



General Conversation Topics (Select **two** of the following)

Home life
Free time
Careers, work, work experience
Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 1

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

HABLAS CON UN/A AMIGO/A ESPAÑOL/A

¿Cómo vas al instituto?

- 1 (En) **autobús** / (en) **coche** / (a) **pie** (etc)

¿Con quién viajas?

- 2 (Con) **amigos** / **amigas**

¿Cómo es tu instituto?

- 3 (Es) **grande** / **antiguo/a** / **moderno/a** (etc)

¿Qué asignatura te gusta más?

- 4 (El) **inglés** (etc)

A mí también me gusta.

Section 2

HABLAS CON UN/A EMPLEADO/A

Hola, dime.

- 1 **Quiero** / **me gustaría** / **quisiera reservar** / **alquilar una bici(cleta)**

De acuerdo. ¿Para cuándo la quieres?

- 2 (Para) **mañana a las diez** (etc)

¿Para cuánto tiempo quieres la bicicleta?

- 3 (Para) **un día** / **dos días** (etc)

¿Conoces la ciudad?

- 4 (Sí,) **fui** / **visité** / **estuve** / **he estado** (a / en Palma) **el año pasado**

Cuidado con el tráfico, ¿eh?

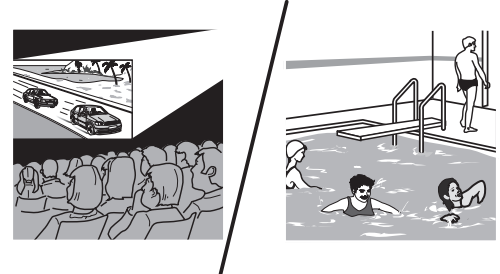
Foundation Card 2

Section 1

Situation You are making arrangements to go out with a Spanish friend.
Your teacher will play the part of the friend and start the conversation.

You will need to:

- 1 say where you want to go
(e.g. cinema / swimming pool / bowling alley)
- 2 ask the price
- 3 say Saturday
- 4 say where you want to go afterwards
(e.g. a café / a restaurant / home)



Section 2

Situation You go to a travel agency to change your flight home from Mexico.
Your teacher will play the part of the travel agent and will start the conversation.

You will need to:

- 1 say you have a ticket for a particular date
(e.g. 20 June / 5 April)
- 2 say you want to change your ticket
- 3 answer the question
- 4 say you booked a taxi yesterday



General Conversation Topics (Select **two** of the following)

School life
Your local area
Self, family and friends
Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 2

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

HABLAS CON UN/A AMIGO/A ESPAÑOL/A

¿Adónde quieres ir?

- 1 (Al) **cine** / (a la) **piscina** / (a la) **bolera** (etc)

Muy bien

- 2 **¿Cuánto** (es / son / vale(n) / cuesta(n))?

Son cuatro euros. ¿Cuándo vamos?

- 3 (El) **sábado**

Oye, y ¿adónde vamos después?

- 4 (A un) **café** / (a un) **restaurante** / (a) **casa** (etc)

Buena idea.

Section 2

ESTAMOS EN UNA AGENCIA DE VIAJES

Hola, buenos días.

- 1 **Tengo** (un) **billete** (para el) **veinte de junio** / **cinco de abril** (etc)

Sí, ¿hay algún problema?

- 2 **Quiero** / **quisiera** / **me gustaría cambiar** (mi) **billete** / (mi) **vuelo**

¿Qué día quiere salir de Méjico?

- 3 **Mañana** / (el día) **doce** / (el) **sábado**

¿Necesita transporte al aeropuerto?

- 4 **Reservé** / **he reservado** (un) **taxi ayer**.

Bueno, está bien.

Foundation Card 3

Section 1

Situation You are talking to a Spanish friend about your favourite sport.
Your teacher will play the part of your friend and start the conversation.

You will need to:

- 1 name your favourite sport
- 2 say when you do this
(e.g. on Mondays / at the weekend / in the summer)
- 3 say who else does this sport (e.g. a friend / brother / cousin)
- 4 say you like it

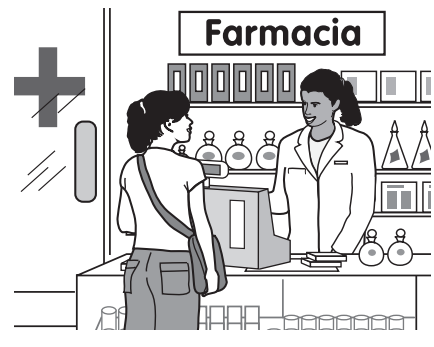


Section 2

Situation You are visiting Cuba when you become ill.
Your teacher will play the part of the chemist and start the conversation.

You will need to:

- 1 say you are not well
- 2 give a symptom of your problem
(e.g. stomach ache / headache / fever)
- 3 say what you ate yesterday
- 4 answer the question



General Conversation Topics (Select **two** of the following)

Home life
Self, family and friends
Careers, work, work experience
Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 3

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

HABLAS CON UN/A AMIGO/A

¿Cuál es tu deporte favorito?

- 1 (El) **tenis / fútbol** / (la) **natación** (etc)

¿Cuándo lo / la practicas?

- 2 (Los) **lunes** / (el / los) **fin(es) de semana** / (en el) **verano**

¿Con quién practicas?

- 3 (Un/a) **amigo/a** / (mi) **hermano/a** / (mi) **primo/a**

Y, ¿qué piensas del críquet / tenis?

- 4 **Me gusta / gustan**

¡Bueno!

Section 2

ESTAMOS EN LA FARMACIA

Hola, buenos días

- 1 **No me siento bien / no estoy bien / me encuentro mal** (etc)

¿Qué problema tiene usted?

- 2 **Me duele(n)** (el) **estómago** / (la) **cabeza** / **tengo fiebre** (etc)

¿Qué hizo ayer?

- 3 **Comí / he comido mariscos** (etc)

Bueno, ¿cuánto tiempo pasa aquí?

- 4 (Una) **semana / Diez días** (etc)

Pronto se recuperará.

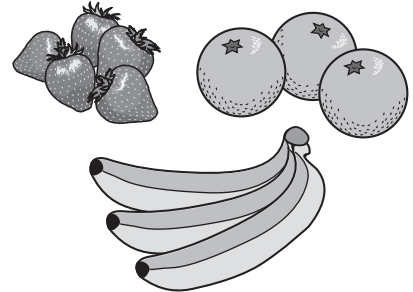
Foundation Card 4

Section 1

Situation You are in a small food store in Spain.
Your teacher will play the part of the shop assistant and start the conversation.

You will need to:

- 1 ask for a type of fruit (e.g. strawberries / oranges / bananas)
- 2 ask for a sandwich filler (e.g. cheese / ham / spicy sausage)
- 3 say 100 grams
- 4 say you like it



Section 2

Situation You are in a gift shop in Spain that sells pottery.
Your teacher will play the part of the assistant and will start the conversation.

You will need to:

- 1 say you want to buy a present
- 2 give **two** details of a plate you want to buy (e.g. colour / size / decoration)
- 3 answer the question
- 4 say you went there last year



General Conversation Topics (Select **two** of the following)

Self, family and friends
Free time
Careers, work, work experience
Local area

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 4

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

ESTAMOS EN UNA TIENDA DE COMESTIBLES

Hola. ¿Qué quieres?

- 1 (Quiero) **fresas / naranjas / plátanos** (etc)

Te pongo un kilo. ¿Algo más?

- 2 (Un bocadillo de) **queso / jamón / chorizo** (etc)

¿Cuánto quieres?

- 3 **Cien(to) gramos**

El queso / jamón / chorizo (etc) es muy bueno.

- 4 (Sí) **me gusta(n)**

Son tres euros.

Section 2

ESTAMOS EN UNA TIENDA DE REGALOS

Hola. Dime.

- 1 **Quiero / quisiera / me gustaría** (comprar) **un regalo**

Estos platos son muy típicos. ¿Cuál te gusta más?

- 2 (El plato) **azul** (y) **grande** (etc)

¿Para quién es el plato?

- 3 (Es para) **mi abuela / mi madre** (etc)

¿Sabes que hay un museo de cerámica aquí?

- 4 (Sí,) **fui / estuve / visité / he visitado** (allí) **el año pasado**

Merece otra visita.

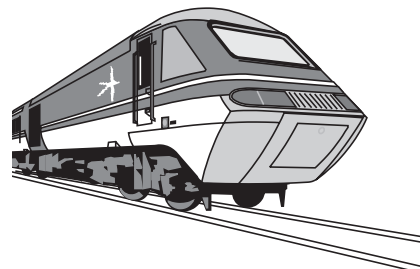
Foundation Card 5

Section 1

Situation You and two friends are buying tickets at a train station in Chile.
Your teacher will play the part of the ticket clerk and start the conversation.

You will need to:

- 1 say 3
- 2 say what type of ticket you want (e.g. single / return / first class)
- 3 say when you want to travel (e.g. Monday / tomorrow / at 10 o'clock)
- 4 ask the price



Section 2

Situation You are in the lost property office at a coach station in Argentina.
Your teacher will play the part of the employee and start the conversation.

You will need to:

- 1 say you have lost a jacket
- 2 give **two** details of the jacket (e.g. size / colour / material)
- 3 say you are in Argentina until Friday
- 4 answer the question



General Conversation Topics (Select **two** of the following)

School life
Free Time
Your local area
Self, family and friends

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 5

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

ESTAMOS EN LA ESTACIÓN

Buenos días. ¿Cuántos billetes quiere usted?

1 **Tres** (billetes / boletos etc)

¿Qué tipo quiere?

2 (Quiero de) **ida / ida** (y) **vuelta / primera clase** (etc)

¿Cuándo quiere viajar?

3 (El) **lunes / mañana / (a) las diez** (etc)

Muy bien.

4 **¿Cuánto** (es / son)?

Un minuto voy a ver.

Section 2

ESTAMOS EN LA OFICINA DE OBJETOS PERDIDOS

¿En qué puedo servirle?

1 **He perdido / Perdí** (una) / (mi) **chaqueta**

¿Me puede describir la chaqueta?

2 (Es) **grande** (y) **negra** (o) / **de cuero** (y) **talla mediana** (etc)

¿Es usted turista?

3 (Sí,) **estoy / estamos en Argentina / aquí hasta** (el) **viernes**

¿De dónde es usted?

4 (De) **Inglaterra / Oxford** (etc)

(Soy) **inglés / inglesa** (etc)

De muy lejos, entonces.

Foundation Card 6

Section 1

Situation You are talking to a Spanish friend about your school.
Your teacher will play the part of the friend and start the conversation.

You will need to:

- 1 say how you travel to school (e.g. by bus / by car / on foot)
- 2 say with friends
- 3 say something about your school (e.g. large / old / modern)
- 4 give your favourite subject

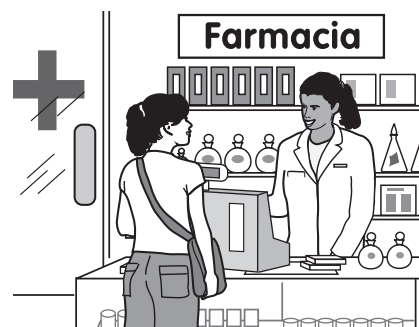


Section 2

Situation You are visiting Cuba when you become ill.
Your teacher will play the part of the chemist and start the conversation.

You will need to:

- 1 say you are not well
- 2 give a symptom of your problem (e.g. stomach ache / headache / fever)
- 3 say what you ate yesterday
- 4 answer the question



General Conversation Topics (Select **two** of the following)

Your local area
Self, family and friends
Free Time
Careers, work, work experience

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 6

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

HABLAS CON UN/A AMIGO/A ESPAÑOL/A

¿Cómo vas al instituto?

- 1 (En) **autobús** / (en) **coche** / (a) **pie** (etc)

¿Con quién viajas?

- 2 (Con) **amigos** / **amigas**

¿Cómo es tu instituto?

- 3 (Es) **grande** / **antiguo/a** / **moderno/a** (etc)

¿Qué asignatura te gusta más?

- 4 (El) **inglés** (etc)

A mí también me gusta.

Section 2

ESTAMOS EN LA FARMACIA

Hola, buenos días

- 1 **No me siento bien** / **no estoy bien** / **me encuentro mal** (etc)

¿Qué problema tiene usted?

- 2 **Me duele(n)** (el) **estómago** / (la) **cabeza** / **tengo fiebre** (etc)

¿Qué hizo ayer?

- 3 **Comí** / **he comido mariscos** (etc)

Bueno, *¿cuánto tiempo pasa aquí?*

- 4 (Una) **semana** / **Diez días** (etc)

Pronto se recuperará.

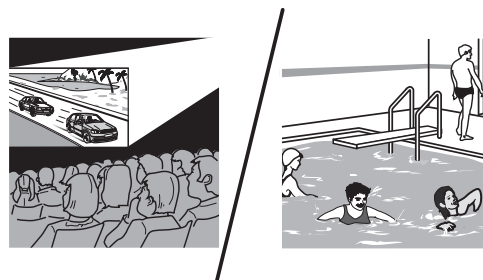
Foundation Card 7

Section 1

Situation You are making arrangements to go out with a Spanish friend.
Your teacher will play the part of the friend and start the conversation.

You will need to:

- 1 say where you want to go
(e.g. cinema / swimming pool / bowling alley)
- 2 ask the price
- 3 say Saturday
- 4 say where you want to go afterwards
(e.g. a café / a restaurant / home)



Section 2

Situation While in Mallorca, you decide to hire a bike to visit Palma.
Your teacher will play the part of the assistant and start the conversation.

You will need to:

- 1 say you want to hire a bike
- 2 give **two** details of when you want the bike
(e.g. tomorrow at ten o'clock)
- 3 answer the question
- 4 say you went to Palma last year



General Conversation Topics (Select **two** of the following)

Home life
Your local area
Careers, work, work experience
Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 7

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

HABLAS CON UN/A AMIGO/A ESPAÑOL/A

¿Adónde quieres ir?

- 1 (Al) **cine** / (a la) **piscina** / (a la) **bolera** (etc)

Muy bien

- 2 **¿Cuánto** (es / son / vale(n) / cuesta(n))?

Son cuatro euros. ¿Cuándo vamos?

- 3 (El) **sábado**

Oye, y ¿adónde vamos después?

- 4 (A un) **café** / (a un) **restaurante** / (a) **casa** (etc)

Buena idea

Section 2

HABLAS CON UN/A EMPLEADO/A

Hola, dime.

- 1 **Quiero / me gustaría / quisiera reservar / alquilar una bici(cleta)**

De acuerdo. ¿Para cuándo la quieres?

- 2 (Para) **mañana a las diez** (etc)

¿Para cuánto tiempo quieres la bicicleta?

- 3 (Para) **un día / dos días** (etc)

¿Conoces la ciudad?

- 4 (Sí,) **fui / visité / estuve / he estado** (a / en Palma) **el año pasado**

Cuidado con el tráfico, ¿eh?

Foundation Card 8

Section 1

Situation You are talking to a Spanish friend about your favourite sport.
Your teacher will play the part of your friend and start the conversation.

You will need to:

- 1 name your favourite sport
- 2 say when you do this
(e.g. on Mondays / at the weekend / in the summer)
- 3 say who else does this sport (e.g. a friend / brother / cousin)
- 4 say you like it



Section 2

Situation You are in the lost property office at a coach station in Argentina.
Your teacher will play the part of the employee and start the conversation.

You will need to:

- 1 say you have lost a jacket
- 2 give **two** details of the jacket (e.g. size / colour / material)
- 3 say you are in Argentina until Friday
- 4 answer the question



General Conversation Topics (Select **two** of the following)

School Life
Self, family and friends
Careers, work, work experience
Your local area

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 8

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

HABLAS CON UN/A AMIGO/A

¿Cuál es tu deporte favorito?

- 1 (El) **tenis / fútbol** / (la) **natación** (etc)

¿Cuándo lo / la practicas?

- 2 (Los) **lunes** / (los) **fin(es) de semana** / (en el) **verano**

¿Con quién practicas?

- 3 (Un/a) **amigo/a** / (mi) **hermano/a** / (mi) **primo/a**

Y, ¿qué piensas del críquet / tenis?

- 4 **Me gusta / gustan**

¡Bueno!

Section 2

ESTAMOS EN LA OFICINA DE OBJETOS PERDIDOS

¿En qué puedo servirle?

- 1 **He perdido / Perdí** (una) / (mi) **chaqueta**

¿Me puede describir la chaqueta?

- 2 (Es) **grande** (y) **negra** (o) / **de cuero** (y) **talla mediana** (etc)

¿Es usted turista?

- 3 (Sí,) **estoy / estamos en Argentina** / **aquí hasta** (el) **viernes**

¿De dónde es usted?

- 4 (De) **Inglaterra / Oxford** (etc)

(Soy) **inglés / inglesa** (etc)

De muy lejos, entonces.

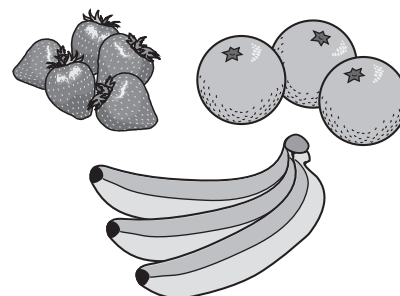
Foundation Card 9

Section 1

Situation You are in a small food store in Spain.
Your teacher will play the part of the shop assistant and start the conversation.

You will need to:

- 1 ask for a type of fruit (e.g. strawberries / oranges / bananas)
- 2 ask for a sandwich filler (e.g. cheese / ham / spicy sausage)
- 3 say 100 grams
- 4 say you like it



Section 2

Situation You go to a travel agency to change your flight home from Mexico.
Your teacher will play the part of the travel agent and will start the conversation.

You will need to:

- 1 say you have a ticket for a particular date (e.g. 20 June / 5 April)
- 2 say you want to change your ticket
- 3 answer the question
- 4 say you booked a taxi yesterday



General Conversation Topics (Select **two** of the following)

Your local area
Home life
Holidays
Free Time

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 9

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

ESTAMOS EN UNA TIENDA DE COMESTIBLES

Hola. ¿Qué quieres?

- 1 (Quiero) **fresas / naranjas / plátanos** (etc)

Te pongo un kilo. ¿Algo más?

- 2 (Un bocadillo de) **queso / jamón / chorizo** (etc)

¿Cuánto quieres?

- 3 **Cien(to) gramos**

El queso / jamón / chorizo (etc) es muy bueno.

- 4 (Sí) **me gusta(n)**

Son tres euros.

Section 2

ESTAMOS EN UNA AGENCIA DE VIAJES

Hola, buenos días.

- 1 **Tengo** (un) **billete** (para el) **veinte de junio / cinco de abril** (etc)

Sí, ¿hay algún problema?

- 2 **Quiero / quisiera / me gustaría cambiar** (mi) **billete / (mi) vuelo**

¿Qué día quiere salir de Méjico?

- 3 **Mañana / (el día) doce / (el) sábado**

¿Necesita transporte al aeropuerto?

- 4 **Reservé / he reservado** (un) **taxi ayer.**

Bueno, está bien.

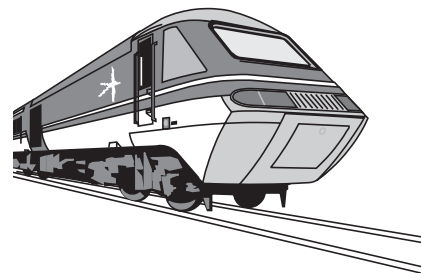
Foundation Card 10

Section 1

Situation You and two friends are buying tickets at a train station in Chile.
Your teacher will play the part of the ticket clerk and start the conversation.

You will need to:

- 1 say 3
- 2 say what type of ticket you want
(e.g. single / return / first class)
- 3 say when you want to travel
(e.g. Monday / tomorrow / at 10 o'clock)
- 4 ask the price



Section 2

Situation You are in a gift shop in Spain that sells pottery.
Your teacher will play the part of the assistant and will start the conversation.

You will need to:

- 1 say you want to buy a present
- 2 give **two** details of a plate you want to buy
(e.g. colour / size / decoration)
- 3 answer the question
- 4 say you went there last year



General Conversation Topics (Select **two** of the following)

School life
Careers, work, work experience
Self, family and friends
Holidays

Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.

Foundation Card 10

Words in **bold** are answers which will gain the full two marks for successful communication.

Section 1

ESTAMOS EN LA ESTACIÓN

Buenos días. ¿Cuántos billetes quiere usted?

- 1 **Tres** (billetes / boletos etc)

¿Qué tipo quiere?

- 2 (Quiero de) **ida / ida** (y) **vuelta / primera clase** (etc)

¿Cuándo quiere viajar?

- 3 (El) **lunes / mañana / (a) las diez** (etc)

Muy bien.

- 4 **¿Cuánto** (es / son)?

Un minuto voy a ver.

Section 2

ESTAMOS EN UNA TIENDA DE REGALOS

Hola. Dime.

- 1 **Quiero / quisiera / me gustaría** (comprar) **un regalo**

Estos platos son muy típicos. ¿Cuál te gusta más?

- 2 (El plato) **azul** (y) **grande** (etc)

¿Para quién es el plato?

- 3 (Es para) **mi abuela / mi madre** (etc)

¿Sabes que hay un museo de cerámica aquí?

- 4 (Sí,) **fui / estuve / visité / he visitado** (allí) **el año pasado**

Merece otra visita.

INTRODUCTION TO THE TOPIC-BASED QUESTIONS

A selection of questions now follows. These are for use in the General Conversation section of the Speaking Test, although they may also prove fruitful in discussing the candidate's Presentation.

Each bank of questions contains ideas for topic-based conversations. These questions are not in any mandatory sequence. They may be re-phrased or varied as appropriate to each candidate. These lists do not preclude other appropriate questions, which the teacher/examiner may choose to introduce on a particular topic.

These are suggestions of areas to be explored in the course of a natural conversation between teacher/examiner and candidate. **On no account should any conversation be a mere recitation of these lists of questions.**

These banks of questions have been drawn up to serve as a reminder that it is advisable to offer candidates opportunities to use a variety of opinions and tenses in their responses, because higher marks can only be awarded for the inclusion of such features.

SOME IDEAS AND SUGGESTIONS**1 (a) Home life**

Tell me about your home. Do you live in a house/caravan/flat?
How many rooms are there? What is in the dining room?
Do you have a garden? Size? Plants? Flowers? Trees?
Do you help at home? What did you do yesterday to help at home?
Do you do the Hoovering/the washing up/help grandparents?
What time do you get up/get home/have lunch?
What is your daily routine at home. (Morning/evening/weekend)?
What do you like about your home/bedroom? Why?
What colour are the walls? Do you like them? Why (not)?
Who will cook dinner tonight? Your mother? Father? You?
What do you like to eat? Opinions about food/meals.
What would you change about your home? Why?

1 (b) School life

What is your school called? How many pupils in your class?
How many teachers at your school?
Describe your classroom/school buildings/grounds.
Is it a big classroom? What is in your classroom?
What is your favourite lesson? Why? Which lesson do you not like? Why?
Do you like maths? What lesson will you have after break/lunchtime?
What time did you arrive at school this morning?
When will you have lunch/go home (this afternoon)?
Describe your daily routine at school (morning/lunchtime).
What do you do at break/lunchtime? Who with?
What do you (not) like about school/lessons/sports? Why?
Describe your school uniform. What do you think of school rules? Opinions about uniform/
homework.
Do you like your school (uniform)? Why (not)?
What would you change about your school?

SOME IDEAS AND SUGGESTIONS

2 (a) Self, family and friends

How many sisters do you have? Tell me about your sister, Sharon.
 Tell me about your best friend/grandmother.
 Have you a cat or a dog? Describe your dog/cat/horse/fish.
 Tell me about your father/brother. Job/temperament/hair/size.
 Do you go to the cinema/go to church/play football with your friends?
 What do you like to do with your friends? Last weekend? Next weekend?
 What kind of person are you? Intelligent/friendly/sporty/hard-working?
 What do you (not) like about your friends/classmates? Why?
 Who is your best friend? Describe him/her. Likes/dislikes.
 Do you like your brother? Are your parents nice/strict?
 When is your birthday? How do you celebrate it?
 What do you do at the weekend/in the evening?
 What did you do last weekend? And next weekend?

2 (b) Free time

What you do at the weekend/in the evenings? What are your hobbies?
 Do you play sport? Do you like listening to music? What sort? Who with?
 Do you go clubbing? What is your favourite TV programme?
 Do you like reading/skateboarding/riding? What books? When?
 Do you go shopping/watch football/go to church at the weekend?
 What do you do in your free time? Last weekend? And next weekend?
 What time do you get up on Saturday/Sunday? What do you usually do?
 What do you like to do in the evening/at the weekend?
 What do you do on Saturday/Sunday? (morning? afternoon? evening?)
 What do you (not) like about the weekend? Why?
 Do you watch TV with your family? Do you go out with your friends?
 Opinions about friends/family.
 How much pocket money do you get? Do you have a Saturday job?
 What do you buy with your (pocket) money? Clothes/fashion/music/sport?

SOME IDEAS AND SUGGESTIONS**3 (a) Your local area**

Where do you live? Do you live in Xtown/Xthorpe?
 Is it a big town? Industrial? Is it a small village? Touristy?
 Is there a cinema (nearby)? Are there lots of clubs (nearby)?
 What (else) is there in the area for young people (to do)?
 Have you visited Xburgh Castle/Museum/Park? What did you see/do?
 What (else) is there in the area for tourists (to do)?
 Where do you go shopping? In Xtown? When?
 What will you do next weekend? Shopping? Who with?
 What do you think about your town/village/region? Why?
 Do you like living in Xtown? Why? Transport/entertainment?
 Do you prefer living in the town or the country?
 Would you like to live in Spain? What is the weather like here/there?
 If you had the choice, where would you like to live? Abroad? Why?

4 Careers, work, work experience

Will you go to college in September? What will you study there?
 What job do you want to do after you leave school (in September)?
 Do you have a job in a supermarket? Where do you work on Saturdays?
 Do you work at the weekend/in the evenings? Opinions about this work.
 Have you been on your work experience? Where?
 What is the company called? Did you like working at X Ltd? Why (not)?
 What did you do there? Am/pm. Meals.
 How did you travel there? What time did you arrive at X Ltd?
 What sort of job would you like in the future? Why?
 After college/school? Do you want to work in a shop/office/garage?
 What does your father/sister do? Would you like to do that job?
 What work does your mother/brother do? Do you want to be an xxxx?
 What money do you earn/receive? What do you buy with it?

SOME IDEAS AND SUGGESTIONS**5 (c) Holidays**

Where do you go on holiday? Blackpool? Spain? Camping? Visit family?
Where are you going this year (did you go last year) for your holidays?
Where do you like to go on holiday? Do you stay in a caravan/hotel/tent?
Who do you go on holiday with? Friends? Family?
How do you travel when you go on holiday? Plane? Train? Car?
Describe your holidays (weather/accommodation/activities).
What do you like to do on holiday? Who with? If weather is bad?
What did you do in the Xmas/Easter holidays? Celebrations/visits/meals.
At Xmas what do you do? With family? With friends? Eat/drink/go out?
What do you like about holidays? Why? Do you go away/stay at home?
What do you do on holiday? What did you do last year on holiday?
What do you do at home in the holidays? Do you like that? Why (not)?
Do you prefer holidays with family or with friends?
Will you go on holiday with your family this year? Where will you go?
If you had lots of money, where would you go on holiday? Who with?

Spanish

OCR GCSE 1928 Speaking Units 2382 and 2385

Speaking Mark Sheet

Candidate Name	Centre Number	
	Candidate Number	

- Foundation Tier: Section 1 RP and Section 2 RP.
- Higher Tier: Section 2 RP and Section 3 RP.
- 2385 only: please circle the correct mark in the boxes below.

Card Number

SECTION 1 ROLE PLAY					SECTION 2 ROLE PLAY					SECTION 3 ROLE PLAY		
TASK	1	2	3	4	TASK	1	2	3	4	8		
	2	2	2	2		2	2	2	2	6	7	
	1	1	1	1		1	1	1	1	4	5	
	0	0	0	0		0	0	0	0	2	3	
										0	1	
TOTAL	/8				TOTAL	/8				TOTAL	/8	

PRESENTATION TOPIC:	DISCUSSION AND CONVERSATION	LINGUISTIC QUALITY																																						
	TOPIC 1:																																							
	TOPIC 2:																																							
<table border="1"> <tr><td>4</td></tr> <tr><td>3</td></tr> <tr><td>2</td></tr> <tr><td>1</td></tr> <tr><td>0</td></tr> </table>	4	3	2	1	0	<table border="1"> <tr><td colspan="2">10</td></tr> <tr><td>8</td><td>9</td></tr> <tr><td>6</td><td>7</td></tr> <tr><td>4</td><td>5</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>0</td><td>1</td></tr> </table>	10		8	9	6	7	4	5	2	3	0	1	<table border="1"> <tr><td>19</td><td>20</td></tr> <tr><td>16</td><td>17</td><td>18</td></tr> <tr><td>14</td><td>15</td></tr> <tr><td>11</td><td>12</td><td>13</td></tr> <tr><td>9</td><td>10</td></tr> <tr><td>7</td><td>8</td></tr> <tr><td>4</td><td>5</td><td>6</td></tr> <tr><td>2</td><td>3</td></tr> <tr><td>0</td><td>1</td></tr> </table>	19	20	16	17	18	14	15	11	12	13	9	10	7	8	4	5	6	2	3	0	1
4																																								
3																																								
2																																								
1																																								
0																																								
10																																								
8	9																																							
6	7																																							
4	5																																							
2	3																																							
0	1																																							
19	20																																							
16	17	18																																						
14	15																																							
11	12	13																																						
9	10																																							
7	8																																							
4	5	6																																						
2	3																																							
0	1																																							

For Examiner's/Moderator's use

Ops
Just

Ops
Just

Past
Present
Future

Section 1 Role Play (max 8)	TOTAL (max. 50)	Name of Teacher conducting Test:
Section 2 Role Play (max 8)		Date of Test:
Section 3 Role Play (max 8)		
Presentation (max 4)		Name of OCR Moderator/Examiner
Discussion and Conversation (max 10)		
Linguistic Quality (max 20)		

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.