

**GENERAL CERTIFICATE OF SECONDARY EDUCATION 2382 & 2385**  
**SPANISH**

Speaking Higher Tier

Teacher/Examiner Booklet

**7 MARCH – 15 MAY 2007**

**H**



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

### **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 Higher Tier test will last 12-15 minutes.

The first candidate at each session should be given a maximum of 15 minutes to prepare. Each subsequent candidate should be given the same amount of time to prepare while the previous candidate is being examined.

### Unit 2382H (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 2385H (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 2385H

Centres should send a sample of **8** candidates covering the mark range **17-47**. 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 play for Section 2 and Narrative Role play for Section 3, 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 the 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 2382H)

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 2382H
- 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 2385H)

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 2385H
  - 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 (12-15 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 2 Role play  
Section 3 Narrative Role play (3 minutes)  
Presentation (1 minute)  
Discussion of candidate's presentation (2 minutes)  
General Conversation on 2 topics (4-5 minutes)

**SPEAKING MARK SCHEME****Higher Tier**

|                               |               |                 |
|-------------------------------|---------------|-----------------|
| Section 2 Role play           | Communication | 8 marks         |
| Section 3 Narrative Role play | Communication | 8 marks         |
| Presentation                  | Communication | 4 marks         |
| Discussion and conversation   | Communication | 10 marks        |
| Overall linguistic quality    | Accuracy      | 20 marks        |
| <b>Total</b>                  |               | <b>50 marks</b> |

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

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

**Section 3 Narrative role play**

|            |                                                                                                                                                                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8</b>   | All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.                                                                   |
| <b>7/6</b> | Conveys all the main points with little ambiguity. Little guidance needed. Easy interchanges with examiner. Gives opinions and justifications. Quite fluent. Maintains reasonably good pace.                                                      |
| <b>5/4</b> | Communicates most of the main points. Some guidance needed from the examiner. Responds to queries from the examiner about ambiguities. Gives limited range of opinions and justifications when prompted. Pace varies somewhat. Reasonably fluent. |
| <b>3/2</b> | Communicates some of the main points, but the overall picture is somewhat unclear. Needs much guidance from the examiner, and responds hesitantly. Pace slow. Lacks fluency.                                                                      |
| <b>1/0</b> | Communicates isolated points only. No overall picture communicated. Has difficulty in responding to examiner. Pace very slow. Little fluency.                                                                                                     |

This is a "best fit" exercise. Where some qualities are lacking, the lower of two marks in the mark band will be appropriate.

**Presentation – Communication 4 marks**

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

**Discussion of Presentation and Conversation – Communication 10 marks**

|            |                                                                                                                                                                                                                                                                                                      |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>10</b>  | 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.                              |
| <b>9/8</b> | 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.                                                                                 |
| <b>7/6</b> | 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.                                                                                                        |
| <b>5/4</b> | 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. |
| <b>3/2</b> | 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.         |
| <b>1/0</b> | Little or nothing of merit.                                                                                                                                                                                                                                                                          |



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

|                 |                                                                                                                                                                                                                                                                                                                      |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>20/19</b>    | 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. |
| <b>18/17/16</b> | 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.                                                              |
| <b>15/14</b>    | 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.                                                                      |
| <b>13/12/11</b> | 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.                                                                                             |
| <b>10/9</b>     | 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.                                                                                     |
| <b>8/7</b>      | 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.                                                                                  |
| <b>6/5/4</b>    | Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.                                                                                                                                   |
| <b>3/2</b>      | 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.                                                                                                                     |
| <b>1/0</b>      | Little or nothing of merit.                                                                                                                                                                                                                                                                                          |

**General Notes (Role play Section 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 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: Section 2 Role play, with a copy of the candidate’s card at the top. Below, 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.

At the bottom, topics to be used for the General Conversation.

Right hand page: a copy of the candidate’s Section 3 Narrative Role play.

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



## Higher Tier Booklet 1

## 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



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

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?*

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

Home life  
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.**

Higher Tier Booklet 1

Section 3

**Situation** The notes and pictures below give an outline of a skiing holiday last year.

**EL VIAJE**

¿Cuándo saliste ?  
¿Con qué destino?  
¿Tu opinión de la comida?

**LA LLEGADA**

¿Cómo era el hotel? ¿Qué instalaciones?  
¿Y el pueblo? ¿Tiendas?

**EL PRIMER DÍA**

¿A qué hora? ¿Clases de esquí? ¿Qué tiempo hacía? ¿Qué hiciste más tarde?

**POR LA TARDE**

¿Adónde fuiste? ¿Viste algo interesante?  
¿Qué hiciste después?

**EL ÚLTIMO DÍA**

¿Participaste en un concurso?  
¿Fuiste de compras?

¿☹️/☺️?

¿Tu opinión de las vacaciones? ¿Por qué?

## Higher Tier Booklet 2

## 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



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

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.*

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

Careers, work, work experience  
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.**

Higher Tier Booklet 2

Section 3


**Situation** The notes and pictures below give an outline of one day during a school exchange visit to Spain last year.

**POR LA MAÑANA**



¿A qué hora? ¿Qué hiciste?  
¿El desayuno?


**EL INSTITUTO**



¿Cómo fuiste?  
¿A qué hora llegaste?  
¿Tu opinión del instituto?

¿Qué clases?  
¿Cómo eran?  
¿Los profesores?

**AL MEDIODÍA**



¿Cómo era la familia? ¿Qué comiste? ¿Qué tal la comida? ¿Ayudaste?

**POR LA TARDE**



¿Qué hiciste?

Y después, ¿qué hiciste? ¿Qué tal la película?  
¿Tus amigos españoles?

**EL FIN DE SEMANA**



¿Fuiste de compras? ¿Qué compraste?  
¿Para quién(es)?

¿☹️/☺️?

¿Tu opinión del intercambio? ¿Por qué?

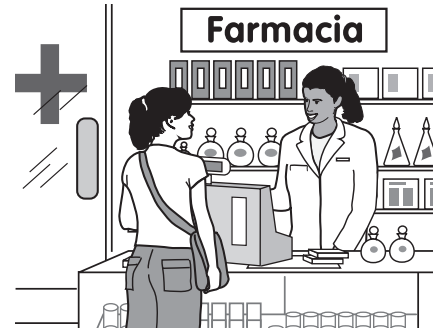
## Higher Tier Booklet 3

## 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



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

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.*

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

Local area  
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.**



## Higher Tier Booklet 3

## Section 3

**Situation** The notes and pictures below give an outline of your trip to take part in a swimming competition in Spain last year. You stayed with a Spanish friend.

**PREPARATIVOS**




¿En qué participaste? ¿Por qué?  
¿Tus amigos/as también?



¿Qué ropa pusiste en la maleta?

**EL VIAJE**






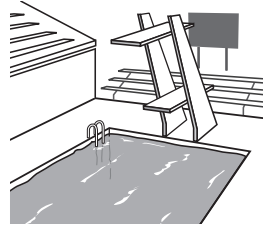

¿Cómo viajaste? ¿Cuántas horas? ¿Durante el viaje?  
¿Qué tal la comida?


↓

**EL CONCURSO**


¿A qué hora?  
¿El desayuno?





¿Dónde estaba la piscina? ¿Ganaste? ¿Qué tal la experiencia?


↓

**LA FAMILIA**



¿Con quiénes te quedaste? ¿Cómo eran?  
¿Dónde vivían? ¿Tu amigo/a español/a?

**LA NOCHE**




¿Una fiesta? ¿Qué tomaste?  
¿Qué tal los españoles?

¿☹️/😊?

¿Tus impresiones de la visita? ¿Por qué?

## Higher Tier Booklet 4

## 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



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

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.*

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

Holidays

Free time

Careers, work, work experience

School life

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

Higher Tier Booklet 4


Section 3

**Situation** The notes and pictures below give an outline of your birthday celebrations last year.

**POR LA MAÑANA**



¿Cuándo celebraste tu cumpleaños?  
¿A qué hora te levantaste?



¿Qué regalos recibiste? ¿De quién?  
¿Tu opinión?

**EN EL CENTRO COMERCIAL**





¿Qué tuviste que comprar para la fiesta?  
¿Otras compras también?

**PREPARATIVOS**





¿Qué hiciste en casa? ¿Quién ayudó? ¿Qué comida preparaste?

**LA FIESTA**




¿Qué hicisteis? ¿Qué tal la fiesta?  
¿Qué tipo de música?

**MÁS TARDE**




¿Ordenaste la casa? ¿A qué hora te acostaste?

¿Tu opinión de tu cumpleaños? ¿Por qué?

## Higher Tier Booklet 5

## 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



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

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)

*¿Pasa mucho tiempo aquí?*

- 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.*

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

Holidays

Your local area

Careers, work, work experience

School life

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

Higher Tier Booklet 5

Section 3

**Situation** The notes and pictures below give an outline of a visit to Spain to attend a wedding last year.

**LOS PREPARATIVOS**



¿Compraste ropa nueva? ¿Dónde?  
¿Un regalo especial?



¿Cuándo viajaste? ¿Fuiste solo/a?  
¿Qué tal el viaje?


**EL DÍA DE LA BODA**



¿A qué hora te levantaste? ¿Qué tomaste?

¿Qué hiciste por la mañana? ¿Dónde?  
¿Con quién(es)? ¿El tiempo?

**LA BODA**



¿Dónde celebraron la boda?  
¿Lejos?

El novio / la novia  
¿Quiénes? ¿Amigos? ¿Familia?

¿El banquete de bodas? ¿Dónde?  
¿Cuántas personas? ¿Tu opinión?  
¿Por qué?

**MÁS TARDE**

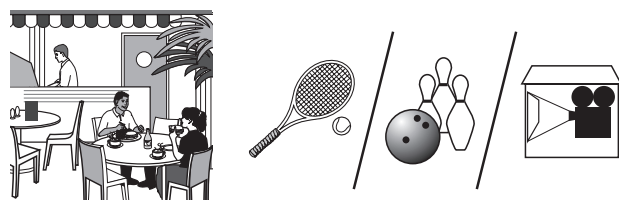


¿Qué hiciste más tarde?



¿Conociste a una persona especial?  
¿Una descripción?

**AL DÍA SIGUIENTE**



¿Adónde fuiste? ¿Qué actividades?  
¿Contento/a?

¿☹️/☺️?

¿Tu opinión de la visita? ¿Por qué?

## Higher Tier Booklet 6

## 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



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

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?*

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

Home life  
Your local area  
Self, family and friends  
Free time

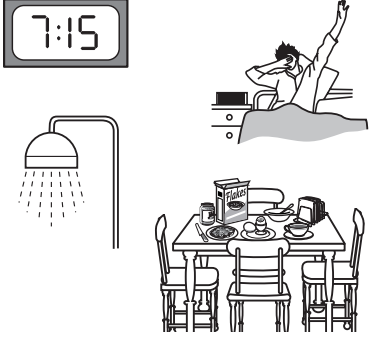
**Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.**

Higher Tier Booklet 6

Section 3

**Situation** The notes and pictures below give an outline of one day during a school exchange visit to Spain last year.

**POR LA MAÑANA**



¿A qué hora? ¿Qué hiciste?  
¿El desayuno?


**EL INSTITUTO**



¿Cómo fuiste?  
¿A qué hora llegaste?  
¿Tu opinión del instituto?

¿Qué clases?  
¿Cómo eran?  
¿Los profesores?

**AL MEDIODÍA**



¿Cómo era la familia? ¿Qué comiste? ¿Qué tal la comida? ¿Ayudaste?


**POR LA TARDE**



¿Qué hiciste?

Y después, ¿qué hiciste? ¿Qué tal la película?  
¿Tus amigos españoles?

**EL FIN DE SEMANA**



¿Fuiste de compras? ¿Qué compraste?  
¿Para quién(es)?

¿ 😞 / 😊 ?

¿Tu opinión del intercambio? ¿Por qué?

## Higher Tier Booklet 7

## 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



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

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.*

**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.**



Higher Tier Booklet 7

Section 3

**Situation** The notes and pictures below give an outline of a skiing holiday last year.

**EL VIAJE**

¿Cuándo saliste ?  
¿Con qué destino?  
¿Tu opinión de la comida?

**LA LLEGADA**

¿Cómo era el hotel? ¿Qué instalaciones?  
¿Y el pueblo? ¿Tiendas?

**EL PRIMER DÍA**

¿A qué hora? ¿Clases de esquí? ¿Qué tiempo hacía? ¿Qué hiciste más tarde?

**POR LA TARDE**

¿Adónde fuiste? ¿Viste algo interesante?  
¿Qué hiciste después?

**EL ÚLTIMO DÍA**

¿Participaste en un concurso?  
¿Fuiste de compras?

¿☹️/☺️?

¿Tu opinión de las vacaciones? ¿Por qué?

## Higher Tier Booklet 8

## 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



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

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.*

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

School life

Free time

Holidays

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.**

Higher Tier Booklet 8

Section 3

**Situation** The notes and pictures below give an outline of a visit to Spain to attend a wedding last year.

**LOS PREPARATIVOS**



¿Compraste ropa nueva? ¿Dónde?  
¿Un regalo especial?



¿Cuándo viajaste? ¿Fuiste solo/a?  
¿Qué tal el viaje?


**EL DÍA DE LA BODA**



¿A qué hora te levantaste? ¿Qué tomaste?

¿Qué hiciste por la mañana? ¿Dónde?  
¿Con quién(es)? ¿El tiempo?

**LA BODA**



¿Dónde celebraron la boda?  
¿Lejos?

El novio / la novia  
¿Quiénes? ¿Amigos? ¿Familia?

¿El banquete de bodas? ¿Dónde?  
¿Cuántas personas? ¿Tu opinión?  
¿Por qué?

**MÁS TARDE**

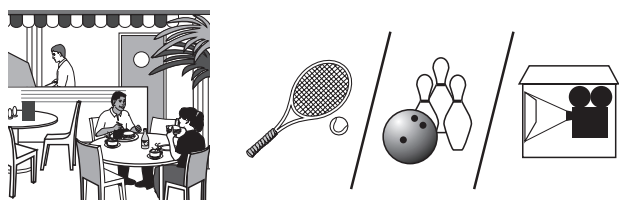


¿Qué hiciste más tarde?



¿Conociste a una persona especial?  
¿Una descripción?

**AL DÍA SIGUIENTE**



¿Adónde fuiste? ¿Qué actividades?  
¿Contento/a?

¿(Sad face) / (Happy face)?

¿Tu opinión de la visita? ¿Por qué?

## Higher Tier Booklet 9

## 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



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

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.*

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

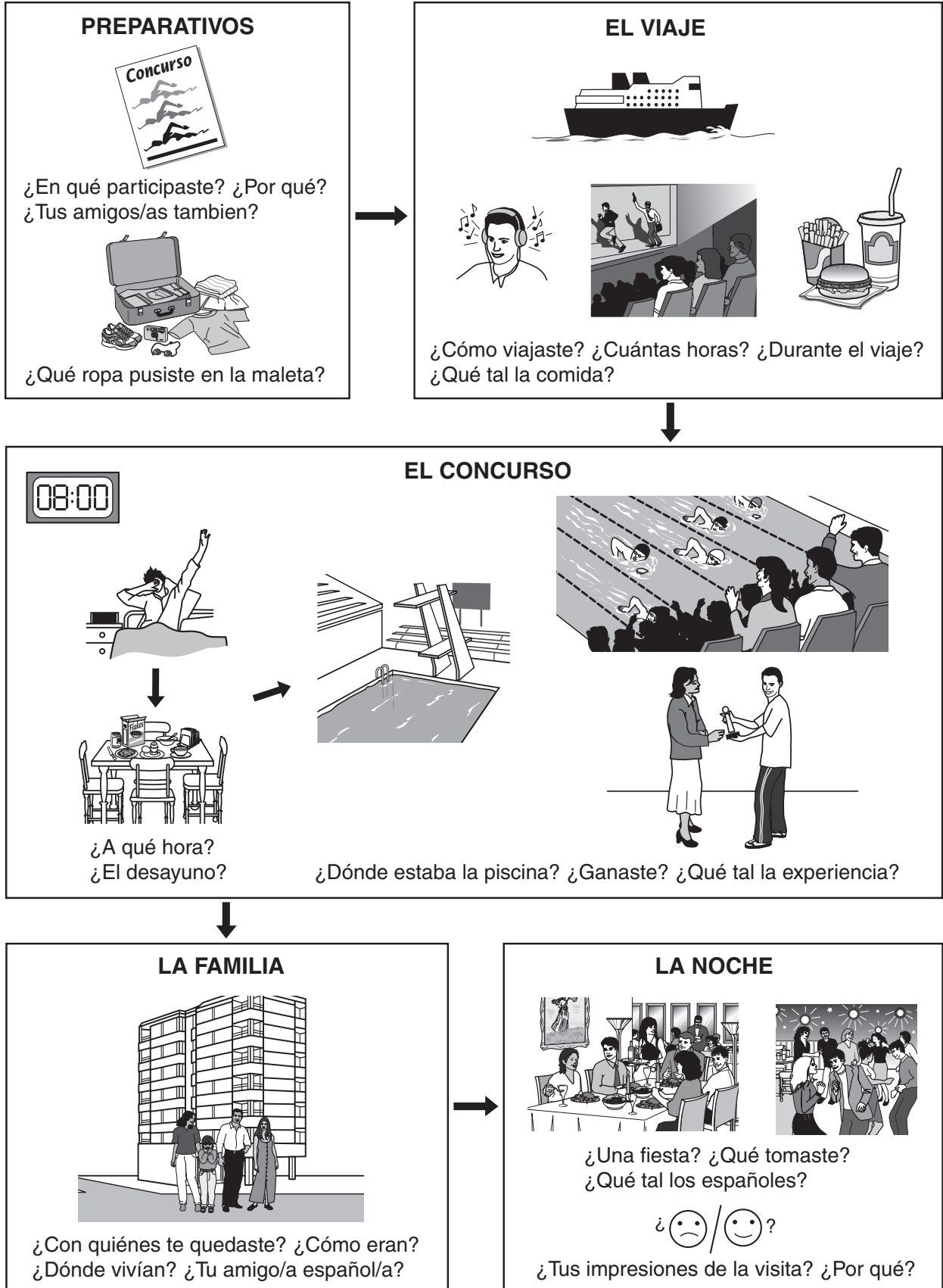
School life  
Home life  
Your local area  
Careers, work, work experience

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

Higher Tier Booklet 9

Section 3

**Situation** The notes and pictures below give an outline of your trip to take part in a swimming competition in Spain last year. You stayed with a Spanish friend.



## Higher Tier Booklet 10

## 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



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

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)

*¿Pasa mucho tiempo aquí?*

- 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.*

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

Holidays  
Your local area  
Home life  
Free time

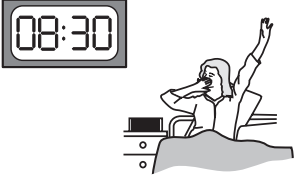
**Please ensure that candidates are given the opportunity to use past, present and future time references in this section of the examination.**

## Higher Tier Booklet 10


## Section 3

**Situation** The notes and pictures below give an outline of your birthday celebrations last year.

**POR LA MAÑANA**



¿Cuándo celebraste tu cumpleaños?  
¿A qué hora te levantaste?



¿Qué regalos recibiste? ¿De quién?  
¿Tu opinión?

**EN EL CENTRO COMERCIAL**



¿Qué tuviste que comprar para la fiesta?  
¿Otras compras también?

**PREPARATIVOS**



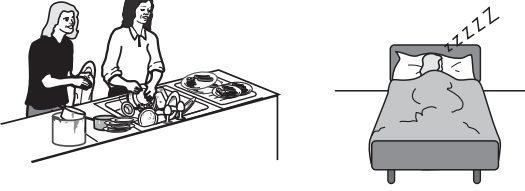
¿Qué hiciste en casa? ¿Quién ayudó? ¿Qué comida preparaste?

**LA FIESTA**



¿Qué hicisteis? ¿Qué tal la fiesta?  
¿Qué tipo de música?

**MÁS TARDE**



¿Ordenaste la casa? ¿A qué hora te acostaste?

¿ 😞 / 😊 ?

¿Tu opinión de tu cumpleaños? ¿Por qué?

## 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, tenses and justifications in their responses, because higher marks can only be awarded for the inclusion of such features.

The suggestions start with very "open" questions, which should encourage candidates to expand on their responses. However, on the next line there are more specific questions (*in italics*), which may be more suitable as lead-in questions to the more "open" questions for less confident candidates. For instance, a topic could be introduced with two or three "closed" questions, which require a short response, leading to more "open" questioning which allows the candidate to show initiative and develop the subject matter.



## SOME IDEAS AND SUGGESTIONS

### 1 (a) Home life

Tell me about your house/home/flat.

*(How many rooms are there? Tell me about the ...)*

Describe your bedroom/garden/living room. (Colours/size/plants/furniture)

*(Do you have a garden? What is in your bedroom?)*

What do you do (to help) at home? And yesterday? And next weekend?

*(Do you do the hoovering/the washing up/help grandparents?)*

Describe your daily routine at home. (Morning/evening/weekend)

*(What time do you get up/get home/have lunch?)*

What do you like/dislike about your home/bedroom? Why?

*(What colour are the walls? Do you like them? Why (not)?)*

Who does the cooking at home? Opinions about food/meals/kitchen.

*(Does your mother/father cook the dinner? What do you like cooking?)*

What would you change about your home/bedroom? Why?

*(Do you like your bedroom? Why (not)?)*

### 1 (b) School life

Tell me about your school/college.

*(How many pupils/teachers at your school?)*

Describe your classroom/school buildings/grounds.

*(Do you have a big classroom? What is in your classroom?)*

What is your favourite lesson? Why? And least favourite? Why?

*(Do you like maths? What lesson will you have next/tomorrow/after this?)*

Describe your daily routine at school/break/morning/afternoon routine.

*(What time do/did you arrive at school/have lunch/go home?)*

What do you like/dislike about school/lessons/sports? Why?

*(What do you do at break/lunchtime? Who with?)*

What do you think of school rules? Opinions about uniform/homework.

*(Are the teachers strict? What do you think about homework?)*

What would you change about your school? How would that be better?

*(Do you like your school (uniform)? Why (not)?)*

## SOME IDEAS AND SUGGESTIONS

### 2 (a) Self, family and friends

Tell me about your family/best friend/brother/grandmother.  
*(How many sisters do you have? Tell me about your sister, Fiona.)*  
 Describe your mother/father/dog. Occupation/temperament/hair/size.  
*(Do you have a pet? What does your father/brother do?)*  
 What do you like to do with your friends? Last weekend? Next weekend?  
*(Do you go to the cinema/go to worship/play football with your friends?)*  
 What kind of person are you? Temperament/(dis)likes.  
*(Are you intelligent/friendly/obedient/sporty/hard-working?)*  
 What do you (not) like about your friends/classmates? Why?  
*(Who is your best friend? Describe him/her. Character/(dis)likes.)*  
 Do you get on well with your family/classmates/boys/girls? Opinions.  
*(Do you like your brother? Is your mum/dad nice/strict? In what way?)*  
 What would you change in your (family) life? How would that be better?  
*(What do you do: weekend/evening? What else would you like to do?)*

### 2 (b) Free time

Tell me about your hobbies. What you do at the weekend/in the evenings?  
*(Do you play sport? Do you like music? What sort? When? Who with?)*  
 Do you like television/reading/going to concerts? Tell me about that.  
*(Do you go clubbing? What is your favourite TV programme?)*  
 What do you do in your free time? Last weekend? And next weekend?  
*(Do you go shopping/watch football/go to worship at the weekend?)*  
 Describe what you like to do in your leisure time/evening/weekend routine.  
*(What time do you get home/get up on Saturday? What do you do then?)*  
 What do you (not) like about the weekend? Why?  
*(What do you do on Saturday/Sunday am/pm/evening? Tell me about that.)*  
 Who do you spend free time with? Opinions about friends/family.  
*(Do you watch TV with your family? Do you go out with your friends?)*  
 What would you do if you didn't have to go to school or work? Why?  
*(How do you spend your money? Clothes/fashion/music/sport?)*

## SOME IDEAS AND SUGGESTIONS

### 3 (a) Your local area

Tell me about your home town/village/region. Industrial? Touristy?  
*(Where do you live? Do you like living in Xtown?)*  
 What is there in the area for young people (to do)?  
*(Is there a cinema? Are there lots of clubs nearby?)*  
 What is there in the area for tourists (to do)?  
*(Have you visited Xburgh Castle/Museum/Park? Tell me about it.)*  
 What is the area like for shopping? Did you go shopping last weekend?  
*(Do you go shopping in Xtown? Where else? When? Who with?)*  
 What do you think about your town/village/region? Why?  
*(What do you not like about Xtown? Transport/entertainment?)*  
 What are the (dis)advantages of living in the town or the country?  
*(Do you like living in Xtown? Why (not)? Would you rather live elsewhere?)*  
 If you had the choice, where would you like to live? Abroad? Why?  
*(Would you like to live in Spain? What is the weather like here/there?)*

### 4 Careers, work, work experience

Tell me about your work experience. How long? What sort of business?  
*(Did you like working at X Ltd? Why (not)? Tell me about it.)*  
 Do you work at the weekend/in the evenings? Opinions about this work.  
*(Do you work in a supermarket? Where/when do you work on Saturdays?)*  
 What do you want to do after you leave school? College/uni/work/study?  
*(Are you going to college in September? What will you study?)*  
 Describe your routine while on work experience. Am/pm. Transport/meals.  
*(What time did you arrive at X Ltd? Morning/lunchtime/afternoon?)*  
 What sort of job/profession would you like in the future? Why?  
*(After college? Do you want to work in a shop/office/garage? Why?)*  
 What does your father/brother/sister do? Would you like to do that job?  
*(What work does your mother/father do? Do you want to be an xxxx?)*  
 (Dis)advantages of different jobs/careers/study or work opportunities.  
*(What money do you earn/receive? How do you spend it?)*

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

Tell me about your summer holidays. Last year? This summer?

*(Where are you going this year (did you go last year) for your holidays?)*

Describe your holidays (weather/transport/accommodation/activities).

*(Where do you like to go on holiday? Do you stay in a caravan? Who with?)*

If you had lots of money, where would you go on holiday? Who with?

*(What do you like to do on holiday? Who with? If weather is bad?)*

Describe the Xmas/Eid/Diwali holidays. Celebrations/parties/visits/meals.

*(What do you do at Diwali/Xmas/Eid? With family? Eat/drink/go out/visit?)*

What do you (dis)like about holidays? Why? Do you go away/stay at home?

*(What do you do at home in the holidays? Do you like it? Why (not)?)*

Do you prefer holidays with family or with friends? What differences?

*(Do you go on holiday with your family? Do you like that? Why (not)?)*

(Dis)advantages of different sorts of holidays. Cost/travel/accommodation.

*(Do you like going to Spain on holiday? Why (not)?)*

# 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  |  |
| <b>TOTAL</b>        | /8 |   |   |   | <b>TOTAL</b>        | /8 |   |   |   | <b>TOTAL</b>        | /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                           |                    |   |   |   |                                                                                                                                                                                                                    |    |  |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                    |    |    |    |    |    |    |    |    |    |    |   |    |   |   |   |   |   |   |   |   |   |

|                                       |             |                           |
|---------------------------------------|-------------|---------------------------|
| <i>For Examiner's/Moderator's use</i> |             | Past<br>Present<br>Future |
| Ops<br>Just                           | Ops<br>Just |                           |

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