

**GENERAL CERTIFICATE OF SECONDARY EDUCATION
SPANISH**

2382 & 2385

Speaking (Higher Tier)

TEACHER/EXAMINER BOOKLET

7 MARCH – 15 MAY 2008

**To be opened four working days before the first day of the Speaking tests at the Centre
To be completed between 7 March and 15 May 2008**



INSTRUCTIONS TO TEACHERS/EXAMINERS

- Materials must **not** be removed from the Centre.
- Four working days before the first day of Speaking tests at the Centre, the Examinations Officer should make available the confidential Teacher/Examiner Booklet to the Head of Languages or appropriate specialist teacher.
- Teacher/Examiners must ensure that they have sufficient time to familiarise themselves with the materials and procedures.
- Teacher/Examiners must take great care to ensure that the confidential information 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 disturbances 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 on to cassette

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.

Recording the Tests on to CD

- Record the candidates in the order of the attendance register.
- If that is not possible, complete the CD insert with candidate details in recording order.
- Each recording should indicate candidate number and name.
- Each recorded **file** on the CD must be clearly named using the following convention: Centre number – candidate number – unit number – component number.
- Each CD should be labelled with the centre number and unit number.
- To label CDs use CD friendly marker pens. The use of biro, for example, may make the contents of the CD unreadable.
- Centres should complete each CD insert.

For more technical information go to the OCR website and the document

Digital Audio Technology: Guidance to Centres and Assessment Personnel

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/CDs are enclosed when sending them to the Examiner and that **all** candidates have been recorded.

It is essential that cassettes/CDs 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/CDs 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 any tapes rewound to the beginning (it is essential that cassettes/CDs 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/CDs 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
Total		50 marks

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 teacher examiner, without being fed the answer.
0	Candidate fails to communicate the message or is fed the answer by the examiner.

Section 3 Narrative role play

8	All main points communicated. Some imaginative detail added. Responds readily to interjections. Confident. Gives opinions and justifications. Very fluent. Maintains good pace.
7/6	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.
5/4	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.
3/2	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.
1/0	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

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.

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.

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.

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” *¿Quieres hablar español?* Candidate replies *Quiero estudiar español* and gets the mark. Feed: *¿Quieres estudiar español?* Candidate replies *Quiero estudiar español* 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.

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Higher Tier Booklet 1

Section 2

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

You will need to:

- 1 say you worked in a restaurant
- 2 give **two** details about the uniform
(e.g. trousers and a shirt / black trousers / red tee-shirt etc)
- 3 answer the question
- 4 say you want to work this year



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

HABLAMOS DE TU TRABAJO

¿Qué hiciste el año pasado?

- 1 **Trabajé en un restaurante**

¿Qué tipo de uniforme llevabas?

- 2 (Llevaba / llevé) **pantalones** (y una) **camisa / pantalones negro/a/os/as** (etc)

¿Cuántas horas trabajabas?

- 3 **Dos / Cinco / Muchas** (al día / a la semana) (etc)

¡Vaya!

- 4 **Quiero / quisiera / me gustaría trabajar este año / verano.**

Buena suerte.

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

Home life
Free time
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 1

Section 3

Situation The notes and pictures below give an outline of a trip to New York you won as a prize in a cycling competition last year.

¡PREMIO!

CLUB DE CICLISMO



¿En qué tipo de concurso participaste?

↓



¿Qué ganaste? ¿Cómo celebraste?

EL VIAJE







¿Adónde fuiste? ¿Con quién? ¿Triste / Feliz?

¿Cuándo? ¿Durante el viaje? ¿Tu opinión? ¿Por qué?


LA VISITA: LOS DÍAS



¿Qué actividades?



¿Qué compraste?
¿Para quiénes?



¿Viste el fútbol americano?

LA VISITA: LAS NOCHES







¿Cómo pasaste las noches?
¿Quién cantó en el concierto?
¿Tu opinión de esta persona famosa?

LA ÚLTIMA NOCHE




¿Cenaste con la cantante famosa del concierto? ¿Descripción?




¿Qué tal el restaurante? ¿Tu opinión de la visita?
¿Qué tomaste? ¿Por qué?

Higher Tier Booklet 2

Section 2

Situation You are interested in studying in Costa Rica. You telephone a college there. Your teacher will play the part of the secretary and will start the conversation.

You will need to:

- 1 say you want to study Spanish
- 2 give your name and age
- 3 say you visited Spain last year
- 4 answer the question



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

LLAMAS POR TELÉFONO A COSTA RICA

Instituto Cervantes. ¿Dígame?

- 1 **Quiero / quisiera / me gustaría estudiar español**

¿Me puede decir algo de usted?

- 2 **Me llamo Amy / Alex** (etc) (y) (tengo) **quince años** (etc)

Muy bien.

- 3 **Visité / estuve** (en) / **fui** (a) **España** (el) **año / verano** (etc) **pasado**

¿Cuándo quiere estudiar aquí?

- 4 (En) **agosto** / (el) **verano** / (etc)

Bueno, tenemos cursos durante todo el año.

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

School life
 Self, family & 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 2

Section 3

Situation The notes and pictures below give an outline of a job you had in a family home in Spain last summer.

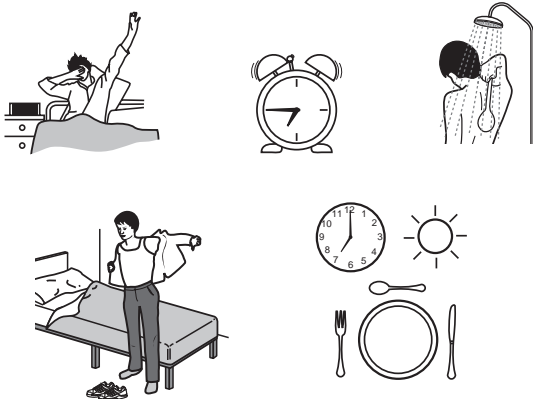
LA LLEGADA



¿Cómo era la familia? ¿Cuántos hijos?
 ¿Una descripción del piso?
 ¿Tu opinión? ¿Por qué?



LA PRIMERA MAÑANA



¿A qué hora te levantaste? ¿Qué hiciste?
 ¿Qué tomaste para el desayuno?



TU TRABAJO



¿Qué tareas tuviste que hacer? ¿Tu opinión? ¿Cuántas horas al día trabajaste?




UN FIN DE SEMANA



¿Adónde fuisteis? ¿Qué hiciste con los hijos?
 ¿Qué tal el tiempo? Más tarde, ¿dónde cenasteis?



UN DÍA LIBRE



¿Cómo pasaste el día?
 ¿Con quién? ¿Compraste algo?
 ¿😊/☹️?
 ¿Tu opinión de tu experiencia en España?
 ¿Por qué?

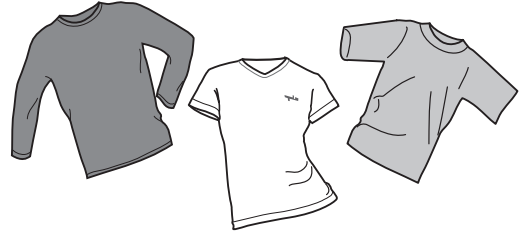
Higher Tier Booklet 3

Section 2

Situation You are in a shop in Peru.
Your teacher will play the part of the shopkeeper and start the conversation.

You will need to:

- 1 say you want to buy a tee-shirt
- 2 mention **two** details (e.g. colour / size / design)
- 3 say you arrived yesterday
- 4 answer the question



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

ESTÁS EN UNA TIENDA DE ROPA

¡Hola!

- 1 **Quiero / quisiera / me gustaría** (comprar una) **camiseta**

¿Qué tipo buscas?

- 2 (Quiero una) **azul** (y) **grande / negro/a / con el coche** (etc)

Bueno, aquí tienes. ¿Estás de visita?

- 3 (Sí) **Llegué ayer**

¿Cuánto tiempo vas a pasar aquí?

- 4 **Una semana / dos días** (etc)

¡Bienvenido a nuestro pueblo!

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

School life
Free time
Home life
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 3

Section 3


Situation The notes and pictures below give an outline of your visit to Spain last year to take part in an international singing competition for school choirs. You stayed with a Spanish family.

PREPARATIVOS PARA EL CONCURSO



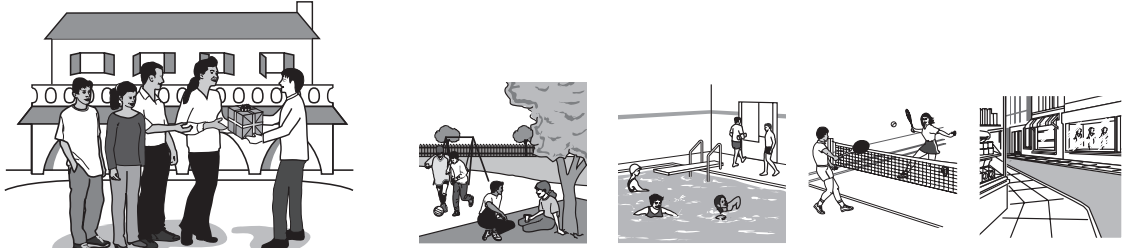
¿Adónde fuiste? ¿Con quiénes?
 ¿Qué ropa pusiste en la maleta?
 ¿Un regalo especial? ¿Para quién?

EL VIAJE



¿Cómo viajaste? ¿Cuántas horas?
 ¿Qué tiempo hizo?
 Durante el viaje, ¿qué hiciste?
 ¿Qué tal el viaje en barco? ¿Por qué?


LA FAMILIA Y EL PUEBLO



¿Una descripción de la familia?
 ¿Cómo era su casa? ¿El regalo?

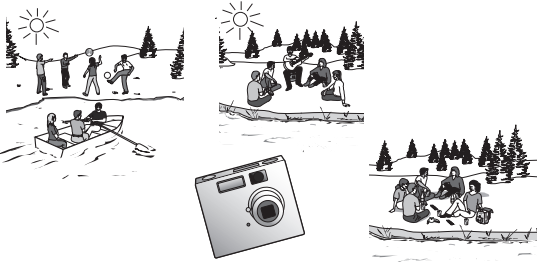
¿Qué había en el pueblo?

EL CONCURSO



¿En qué participaste?
 ¿Dónde? ¿A qué hora llegasteis?
 ¿Los otros participantes?
 ¿Qué tuvisteis que hacer?
 ¿Cómo eran los jueces*? ¿Ganasteis?

AL DÍA SIGUIENTE



¿Cómo pasaste el día? ¿Qué tiempo hizo?
 ¿Qué comiste más tarde?
 ¿Conociste a un/a nuevo/a amigo/a?
 ¿Una descripción?
 ¿☹️/☺️? ¿Tu opinión de la visita?
 ¿Por qué?

*jueces = judges

Higher Tier Booklet 4

Section 2

Situation You are at a theme park in Spain.
Your teacher will play the part of the employee and will start the conversation.

You will need to:

- 1 say you have lost your brother / sister
- 2 describe him / her.
Give **two** details (e.g. short / dark / blue eyes etc)
- 3 answer the question
- 4 say you want to speak to your parents



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

ESTÁS EN UN PARQUE DE ATRACCIONES

¿Te puedo ayudar?

- 1 **He perdido / Perdí** (a mi) **hermano / hermana**

¿Cómo es tu hermano / a?

- 2 (Es) **bajo/a** (y) **moreno/a** / (tiene los) **ojos azules** (etc)

¿Cuántos años tiene tu hermano / a?

- 3 (Tiene) **ocho** (etc) (años)

No te preocupes. Vamos a buscarlo / la.

- 4 **Quiero / quisiera / me gustaría hablar** (con) **mis padres**

Por supuesto.

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

Self, family & friends
Free time
School life
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 4

Section 3

Situation The notes and pictures below give an outline of a few days in Spain last year when you helped your parents move into the house they had just bought.

EL MIÉRCOLES

¿Adónde viajaste? ¿Cómo?
 ¿Qué hiciste durante el viaje?
 ¿Qué tal?
 ¿Dónde estaba la casa? ¿Cómo era?
 ¿A qué hora llegasteis? ¿Cansados?

EL VIERNES: LA MAÑANA

¿A qué hora te levantaste?
 ¿Qué tomaste para el desayuno?
 ¿Qué ropa te pusiste para el trabajo?

EL VIERNES: LAS TAREAS

¿Qué tuviste que hacer? ¿pintar un dormitorio? ¿trabajar en el jardín?
 ¿limpiar? ¿Tu opinión? ¿Por qué?

EL VIERNES: MÁS TARDE

¿Qué hiciste primero?
 ¿Fuisteis a la casa de unos amigos españoles?
 ¿Qué bebiste? ¿Qué tapas tomaste?

EL SÁBADO

El pueblo, ¿a qué distancia? ¿Cómo era?
 ¿Qué había allí?
 ¿Te relajaste? ¿Cómo? ¿Dónde cenaste?
 ¿😊/☹️?
 ¿Tu opinión de la visita? ¿Por qué?

Higher Tier Booklet 5

Section 2

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

You will need to:

- 1 say you want to study history
- 2 say you worked a lot last year
- 3 mention **two** subjects you don't like
(e.g. English / geography / chemistry)
- 4 answer the question



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

HABLAS DE TUS ESTUDIOS

¿Qué planes tienes?

- 1 **Quiero / quisiera / me gustaría estudiar (la) historia**

¿Eres buen / a estudiante?

- 2 **Trabajé mucho el año pasado**

¿Qué asignaturas no te gustan?

- 3 (No me gustan) (el) **inglés** (ni) (la) **geografía** (etc)

¿Por qué no te gusta el inglés / la geografía (etc)?

- 4 (Es) **difícil / aburrido** (etc)

A mí tampoco no me gusta.

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

Home life
Your local area
Careers, work, work experience
Self, family & friends

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 camping weekend you spent last year with your Spanish friends.

EL SÁBADO

¿Dónde hiciste camping?
 ¿Con quiénes fuiste?
 ¿A qué hora te levantaste?
 ¿Qué hiciste después? ¿Para el desayuno?

UNA EXCURSIÓN

¿Qué hiciste? ¿Subiste la montaña?
 ¿Tu opinión? ¿Por qué?
 ¿Al mediodía? ¿Dónde comiste?
 ¿Qué tomaste? ¿Después?

MÁS TARDE

¿Qué había en el pueblo? ¿Cómo era? ¿Compraste algo? ¿El tiempo?

LA NOCHE

¿Qué hiciste por la noche? ¿Qué tal? ¿Por qué?
 ¿A qué hora te acostaste? ¿Pronto?

EL DOMINGO

¿Te levantaste temprano? ¿Qué actividades?
 ¿Dónde? ¿Todos contentos?
 😞 / 😊
 ¿Tu opinión del fin de semana? ¿Por qué?

Higher Tier Booklet 6

Section 2

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

You will need to:

- 1 say you want to study history
- 2 say you worked a lot last year
- 3 mention **two** subjects you don't like
(e.g. English / geography / chemistry)
- 4 answer the question



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

HABLAS DE TUS ESTUDIOS

¿Qué planes tienes?

- 1 **Quiero / quisiera / me gustaría estudiar (la) historia**

¿Eres buen / a estudiante?

- 2 **Trabajé mucho el año pasado**

¿Qué asignaturas no te gustan?

- 3 (No me gustan) (el) **inglés** (ni) (la) **geografía** (etc)

¿Por qué no te gusta el inglés / la geografía (etc)?

- 4 (Es) **difícil / aburrido** (etc)

A mí tampoco no me gusta.

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

Home life
Your local area
School 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 6

Section 3

Situation The notes and pictures below give an outline of a trip to New York you won as a prize in a cycling competition last year.

¡PREMIO!

CLUB DE CICLISMO



¿En qué tipo de concurso participaste?

↓



¿Qué ganaste? ¿Cómo celebraste?

EL VIAJE






¿Adónde fuiste? ¿Con quién? ¿Triste / Feliz?


¿Cuándo? ¿Durante el viaje? ¿Tu opinión? ¿Por qué?

LA VISITA: LOS DÍAS




¿Qué actividades?





¿Qué compraste?
¿Para quiénes?



¿Viste el fútbol americano?

LA VISITA: LAS NOCHES







¿Cómo pasaste las noches?
¿Quién cantó en el concierto?
¿Tu opinión de esta persona famosa?

LA ÚLTIMA NOCHE




¿Cenaste con la cantante famosa del concierto? ¿Descripción?




¿Triste / Feliz?

¿Qué tal el restaurante? ¿Tu opinión de la visita?
¿Qué tomaste? ¿Por qué?

Higher Tier Booklet 7

Section 2

Situation You are at a theme park in Spain.
Your teacher will play the part of the employee and will start the conversation.

You will need to:

- 1 say you have lost your brother / sister
- 2 describe him / her.
Give **two** details (e.g. short / dark / blue eyes etc)
- 3 answer the question
- 4 say you want to speak to your parents



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

ESTÁS EN UN PARQUE DE ATRACCIONES

¿Te puedo ayudar?

- 1 **He perdido / Perdí** (a mi) **hermano / hermana**

¿Cómo es tu hermano / a?

- 2 (Es) **bajo/a** (y) **moreno/a** / (tiene los) **ojos azules** (etc)

¿Cuántos años tiene tu hermano / a?

- 3 (Tiene) **ocho** (etc) (años)

No te preocupes. Vamos a buscarlo / la.

- 4 **Quiero / quisiera / me gustaría hablar** (con) **mis padres**

Por supuesto.

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

Your local area
Careers, work, work experience
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.

Higher Tier Booklet 7

Section 3

Situation The notes and pictures below give an outline of a job you had in a family home in Spain last summer.

LA LLEGADA



¿Cómo era la familia? ¿Cuántos hijos?
 ¿Una descripción del piso?
 ¿Tu opinión? ¿Por qué?



LA PRIMERA MAÑANA



¿A qué hora te levantaste? ¿Qué hiciste?
 ¿Qué tomaste para el desayuno?



TU TRABAJO



¿Qué tareas tuviste que hacer? ¿Tu opinión? ¿Cuántas horas al día trabajaste?



UN FIN DE SEMANA



¿Adónde fuisteis? ¿Qué hiciste con los hijos?
 ¿Qué tal el tiempo? Más tarde, ¿dónde cenasteis?



UN DÍA LIBRE



¿Cómo pasaste el día?
 ¿Con quién? ¿Compraste algo?
 ¿😊/☹️?
 ¿Tu opinión de tu experiencia en España?
 ¿Por qué?

Higher Tier Booklet 8

Section 2

Situation You are in a shop in Peru.
Your teacher will play the part of the shopkeeper and start the conversation.

You will need to:

- 1 say you want to buy a tee-shirt
- 2 mention **two** details (e.g. colour / size / design)
- 3 say you arrived yesterday
- 4 answer the question



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

ESTÁS EN UNA TIENDA DE ROPA

¡Hola!

- 1 **Quiero / quisiera / me gustaría** (comprar una) **camiseta**

¿Qué tipo buscas?

- 2 (Quiero una) **azul** (y) **grande / negro/a / con el coche** (etc)

Bueno, aquí tienes. ¿Estás de visita?

- 3 (Sí) **Llegué ayer**

¿Cuánto tiempo vas a pasar aquí?

- 4 **Una semana / dos días** (etc)

¡Bienvenido a nuestro pueblo!

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

Holidays
Self, family and friends
Free time
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 8

Section 3

Situation The notes and pictures below give an outline of a few days in Spain last year when you helped your parents move into the house they had just bought.

EL MIÉRCOLES

¿Adónde viajaste? ¿Cómo?
 ¿Qué hiciste durante el viaje?
 ¿Qué tal?
 ¿Dónde estaba la casa? ¿Cómo era?
 ¿A qué hora llegasteis? ¿Cansados?

EL VIERNES: LA MAÑANA

¿A qué hora te levantaste?
 ¿Qué tomaste para el desayuno?
 ¿Qué ropa te pusiste para el trabajo?

EL VIERNES: LAS TAREAS

¿Qué tuviste que hacer? ¿pintar un dormitorio? ¿trabajar en el jardín?
 ¿limpiar? ¿Tu opinión? ¿Por qué?

EL VIERNES: MÁS TARDE

¿Qué hiciste primero?
 ¿Fuisteis a la casa de unos amigos españoles?
 ¿Qué bebiste? ¿Qué tapas tomaste?

EL SÁBADO

El pueblo, ¿a qué distancia? ¿Cómo era?
 ¿Qué había allí?
 ¿Te relajaste? ¿Cómo? ¿Dónde cenaste?
 ¿😊/☹️?
 ¿Tu opinión de la visita? ¿Por qué?

Higher Tier Booklet 9

Section 2

Situation You are interested in studying in Costa Rica. You telephone a college there. Your teacher will play the part of the secretary and will start the conversation.

You will need to:

- 1 say you want to study Spanish
- 2 give your name and age
- 3 say you visited Spain last year
- 4 answer the question



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

LLAMAS POR TELÉFONO A COSTA RICA

Instituto Cervantes. ¿Dígame?

- 1 **Quiero / quisiera / me gustaría estudiar español**

¿Me puede decir algo de usted?

- 2 **Me llamo Amy / Alex** (etc) (y) (tengo) **quince años** (etc)

Muy bien.

- 3 **Visité / estuve** (en) / **fui** (a) **España** (el) **año / verano** (etc) **pasado**

¿Cuándo quiere estudiar aquí?

- 4 (En) **agosto** / (el) **verano** / (etc)

Bueno, tenemos cursos durante todo el año.

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

Careers, work, work experience

Free time

Home life

Self, family & friends


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 visit to Spain last year to take part in an international singing competition for school choirs. You stayed with a Spanish family.

PREPARATIVOS PARA EL CONCURSO



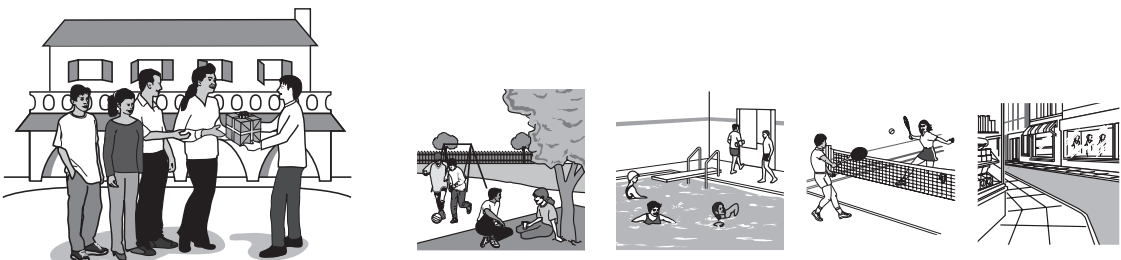
¿Adónde fuiste? ¿Con quiénes?
 ¿Qué ropa pusiste en la maleta?
 ¿Un regalo especial? ¿Para quién?

EL VIAJE



¿Cómo viajaste? ¿Cuántas horas?
 ¿Qué tiempo hizo?
 Durante el viaje, ¿qué hiciste?
 ¿Qué tal el viaje en barco? ¿Por qué?


LA FAMILIA Y EL PUEBLO



¿Una descripción de la familia?
 ¿Cómo era su casa? ¿El regalo?

¿Qué había en el pueblo?

EL CONCURSO



¿En qué participaste?
 ¿Dónde? ¿A qué hora llegasteis?
 ¿Los otros participantes?
 ¿Qué tuvisteis que hacer?
 ¿Cómo eran los jueces*? ¿Ganasteis?

AL DÍA SIGUIENTE



¿Cómo pasaste el día? ¿Qué tiempo hizo?
 ¿Qué comiste más tarde?
 ¿Conociste a un/a nuevo/a amigo/a?
 ¿Una descripción?
 ¿☹️/☺️? ¿Tu opinión de la visita?
 ¿Por qué?

*jueces = judges

Higher Tier Booklet 10

Section 2

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

You will need to:

- 1 say you worked in a restaurant
- 2 give **two** details about the uniform
(e.g. trousers and a shirt / black trousers / red tee-shirt etc)
- 3 answer the question
- 4 say you want to work this year



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

HABLAMOS DE TU TRABAJO

¿Qué hiciste el año pasado?

- 1 **Trabajé en un restaurante**

¿Qué tipo de uniforme llevabas?

- 2 (Llevaba / llevé) **pantalones** (y una) **camisa / pantalones negro/a/os/as** (etc)

¿Cuántas horas trabajabas?

- 3 **Dos / Cinco / Muchas** (al día / a la semana) (etc)

¡Vaya!

- 4 **Quiero / quisiera / me gustaría trabajar este año / verano.**

Buena suerte.

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

Careers, work, work experience
Home life
Free time
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 10

Section 3

Situation The notes and pictures below give an outline of a camping weekend you spent last year with your Spanish friends.

EL SÁBADO

7:30

¿Dónde hiciste camping?
 ¿Con quiénes fuiste?
 ¿A qué hora te levantaste?
 ¿Qué hiciste después? ¿Para el desayuno?

UNA EXCURSIÓN

¿Qué hiciste? ¿Subiste la montaña?
 ¿Tu opinión? ¿Por qué?
 ¿Al mediodía? ¿Dónde comiste?
 ¿Qué tomaste? ¿Después?

MÁS TARDE

¿Qué había en el pueblo? ¿Cómo era? ¿Compraste algo? ¿El tiempo?

LA NOCHE

¿Qué hiciste por la noche? ¿Qué tal? ¿Por qué?
 ¿A qué hora te acostaste? ¿Pronto?

EL DOMINGO

10:30

¿Te levantaste temprano? ¿Qué actividades?
 ¿Dónde? ¿Todos contentos?
 😞/😊?
 ¿Tu opinión del fin de semana? ¿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 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 are there 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		
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PRESENTATION TOPIC:	DISCUSSION AND CONVERSATION	LINGUISTIC QUALITY																																						
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	TOPIC 2:																																							
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<i>For Examiner's/Moderator's use</i>		
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)		Name of OCR Moderator/Examiner
Presentation (max 4)		
Discussion and Conversation (max 10)		
Linguistic Quality (max 20)		

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