

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

SPANISH

1928

Speaking (Foundation Tier)

Role Play Section 1 – Cards 1-4

Role Play Section 2 – Cards 1-4

SPECIMEN PAPER

INSTRUCTIONS TO CANDIDATES

You must carry out the tasks specified in the situations overleaf by giving the information required. The roles to be played by the Examiner and you are indicated. You must assume that the Examiner speaks no English.

INFORMATION FOR CANDIDATES

You are not allowed to make written notes.

No dictionaries are allowed.

This question paper consists of 9 printed pages and 1 blank page.

Section 1

CARD 1

You are in a café with a friend.

You will need to:

- say coffee with milk or another hot drink
- say mineral water or another cold drink
- ask for crisps or something else to eat
- ask for the toilets

Your teacher will play the part of the waiter/waitress and will start the conversation.

Section 1

CARD 2

You call into a youth hostel.

You will need to:

- ask for beds
- say for how many people (e.g. 2 people)
- say for how long (e.g. 1 night)
- ask the price

Your teacher will play the part of the hostel worker and will start the conversation.

Section 1

CARD 3

You are in a tobacconist's.

You will need to:

- say postcards or another item of stationery
- say 2 stamps or something else you would find in a post office
- say for France or another European country
- ask the price

Your teacher will play the part of the shopkeeper and will start the conversation.

Section 1**CARD 4**

A Spanish friend 'phones.

You will need to:

- answer the 'phone
- ask how your friend is
- suggest the cinema or another place of leisure
- say at what time (e.g. 7 o'clock)

Your teacher will play the part of your Spanish friend. You start the conversation by answering the 'phone.

Section 2**CARD 1**

You work in a restaurant at the weekend. You are talking to a Spanish friend about your job. You mention what time you start and what you do.

You will need to:

- mention the time you start
- say **2** things about the restaurant
- say what you do
- answer a question

Your teacher will play the part of your Spanish friend and will start the conversation.

Section 2**CARD 2**

While driving with your family in Spain, you have had an accident. You are on the N-110 road near Navafría. You telephone the emergency services.

You will need to:

- say who you are and why you are calling
- give the make and colour of your vehicle
- say that one person is injured
- answer the question

Your teacher will play the part of the garage worker and will start the conversation.

Section 2**CARD 3**

Your Spanish friend has just arrived to stay for a few days. You tell him/her that his/her room is upstairs. Ask what he/she likes to eat and if he/she wants to go to the disco tonight.

You will need to:

- tell your friend where his/her room is (e.g. upstairs)
- ask what he/she likes to eat
- ask if he/she wants to go to the disco
- answer a question

Your teacher will play the part of your Spanish friend and will start the conversation.

Section 2**CARD 4**

You left a jacket at the hotel you stayed in two days ago. You telephone to ask about your jacket.

You will need to:

- give the date you arrived at the hotel
- mention 2 items in the pockets
- answer the question
- say you are going home on Saturday

Your teacher will play the part of the receptionist and will start the conversation.

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

SPANISH

Speaking (Foundation Tier)

TEACHER'S INSTRUCTIONS

SPECIMEN 2003

1928

Great care should be taken that any confidential information given does not reach the candidates either directly or indirectly.

These instructions consist of 9 printed pages and 1 blank page.

Section 1

CARD 1 Teachers' notes

Situation: The candidate is in a café with a friend. The teacher will play the part of the waiter/waitress, start the conversation and set the scene, e.g. *Estás en un café. Yo soy el/la camarero/a.*

Teacher: **Greet the candidate. Ask what you can get for them, e.g.**
Hola. ¿Qué vais a tomar?

Candidate: Say coffee with milk or another hot drink.

Teacher: **Ask what else, e.g.**
¿Algo más?

Candidate: Say mineral water or another cold drink.

Teacher: **Ask if they want anything to eat, e.g.**
¿Y de comer?

Candidate: Ask for crisps or something else to eat.

Teacher: **Say fine, e.g.**
Muy bien.

Candidate: Ask for the toilets.

Teacher: **Say where they are, e.g.**
Al fondo, a la derecha.

Section 1

CARD 2 Teachers' notes

Situation: The candidate is at a youth hostel. The teacher will play the part of the hostel worker, start the conversation and set the scene, e.g. *Estás en un albergue juvenil. Hablas con el/la empleado/a.*

Teacher: **Greet the candidate, e.g.**
Hola, buenas tardes.

Candidate: Ask for beds.

Teacher: **Ask for how many people, e.g.**
¿Para cuántas personas?

Candidate: Say for how many people.

Teacher: **Ask for how many nights, e.g.**
¿Para cuántas noches?

Candidate: Say for how long.

Teacher: **Say that you have beds, e.g.**
Sí, tenemos.

Candidate: Ask the price.

Teacher: **Give the price, e.g.**
Son novecientas pesetas la noche.

Section 1

CARD 3 Teachers' notes

Situation: The candidate is in a tobacconist's. The teacher will play the part of the shopkeeper, start the conversation and set the scene, e.g. *Yo trabajo en el estanco.*

Teacher: **Greet the candidate and ask what he/she wants, e.g.**
Hola, buenos días. ¿Qué quieres?

Candidate: Ask for postcards or another item of stationery.

Teacher: **Say here they are and ask if he/she wants anything else, e.g.**
Aquí están. ¿Algo más?

Candidate: Ask for 2 stamps or something else you would find in a post office.

Teacher: **Ask where they are for, e.g.**
¿Para dónde?

Candidate: Say for France or another European country.

Teacher: **Say fine, e.g.**
Muy bien.

Candidate: Ask the price.

Teacher: **Give the price, e.g.**
Son ciento ochenta pesetas.

Section 1

CARD 4 Teachers' notes

Situation: The candidate receives a 'phone call from a Spanish friend. The teacher will play the part of the friend and set the scene, e.g. *Un/a amigo/a te llama por teléfono. Contesta.*

Candidate: Answer 'phone.

Teacher: **Greet the candidate and introduce yourself, e.g.**
Hola. Soy Martín/Marta.

Candidate: Ask how your friend is.

Teacher: **Say fine thanks, and ask what you're doing this evening, e.g.**
Muy bien, gracias. ¿Qué hacemos esta tarde?

Candidate: Suggest the cinema or another place of leisure.

Teacher: **Ask what time you will meet, e.g.**
¿A qué hora nos encontramos?

Candidate: Say at what time.

Teacher: **Say you'll see him/her at seven o'clock, e.g.**
Bueno. Hasta las siete.

Section 2

CARD 1 Teachers' notes

Situation: The candidate works in a restaurant. S/he is talking to a Spanish friend about his/her job. S/he mentions what time s/he starts and what s/he does. The teacher will play the part of the friend, start the conversation and set the scene, e.g. *Trabajas en un restaurante. Hablas con un/a amigo/a. Yo soy el/la amigo/a.*

Teacher: **Ask the candidate about his/her job, e.g.**
Bueno. Háblame de tu trabajo de fin de semana.

Candidate: Mention the time you start.

Teacher: **Ask what the restaurant is like, e.g.**
¿Cómo es el restaurante?

Candidate: Say two things about the restaurant.

Teacher: **Ask what s/he does exactly, e.g.**
¿Qué haces exactamente?

Candidate: Say what you do.

Teacher: **Ask how much s/he earns a week, e.g.**
En tu trabajo, ¿cuánto ganas por semana?

Candidate: Answer the question.

Teacher: **Comment appropriately, e.g.**
No está mal.

General Conversation Topics: (Candidates to be examined on 2 of the following).

- Home life
- Free time
- Careers, work, work experience
- Holidays

Section 2

CARD 2 Teachers' notes

Situation: The candidate is travelling with his/her family in Spain. They have had an accident. He/she telephones the emergency services. The teacher will play the part of the telephonist, start the conversation and set the scene, e.g. *Estás con tu familia en España y tenéis un accidente. Llamas a los servicios de urgencia. Yo trabajo allí.*

Teacher: **Answer the 'phone, e.g.**
Urgencias. Dígame.

Candidate: Say who you are and why you are calling.

Teacher: **Ask the make and colour of car, e.g.**
¿Qué marca de coche tienes? ¿De qué color es?

Candidate: Give the make and colour of your vehicle.

Teacher: **Ask if the passengers are alright, e.g.**
¿Los pasajeros están bien?

Candidate: Say that one person is injured.

Teacher: **Say the ambulance will be there soon. Ask who the injured person is, e.g.**
Bueno. La ambulancia estará pronto. ¿Quién es la persona herida?

Candidate: Answer the question

Teacher: **Finish the conversation, e.g.**
Hasta pronto. Adiós.

General Conversation Topics: (Candidates to be examined on 2 of the following).

- School life
- Self, family and friends
- Your local area
- Holidays

Section 2

CARD 3 Teachers' notes

Situation: The candidate's Spanish friend has just arrived to stay for a few days. S/he tells him/her that his/her room is upstairs. S/he asks what s/he likes to eat and if s/he wants to go to the disco tonight. The teacher will take the part of the Spanish friend, start the conversation and set the scene, e.g. *Yo soy el/la amigo/a español/a.*

Teacher: **Ask where you will sleep, e.g.**
¿Dónde voy a dormir?

Candidate: Say where his/her room is.

Teacher: **Thank him/her, e.g.**
Ah, gracias.

Candidate: Ask what s/he likes to eat.

Teacher: **Say you eat anything, e.g.**
Como de todo.

Candidate: Ask if s/he wants to go to the disco.

Teacher: **Say you would really like to go and ask what time s/he usually goes to bed, e.g.**
¡Sí, me gustaría mucho! ¿A qué hora vas a la cama normalmente?

Candidate: Answer the question

Teacher: **Respond appropriately, e.g.**
¡Vale!

General Conversation Topics: (Candidates to be examined on 2 of the following).

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

Section 2

CARD 4 Teachers' notes

Situation: The candidate left a jacket at a hotel. H/she telephones to ask about the jacket. The teacher will take the part of the hotel receptionist, start the conversation and set the scene, e.g. *Llamo por teléfono al hotel. Yo soy el/la recepcionista.*

Teacher: **Ask when the candidate arrived at the hotel, e.g.**
¿Cuándo llegó aquí, al hotel?

Candidate: Give the date you arrived at the hotel.

Teacher: **Ask what was in the jacket, e.g.**
¿Qué tenía en la chaqueta?

Candidate: Mention 2 items that were in the pockets.

Teacher: **Ask where he/she left the jacket, e.g.**
¿Qué número de habitación tenía?

Candidate: Answer the question.

Teacher: **Say that you have the jacket and ask if he/she would like to collect it, e.g.**
¡Sí! Tenemos su chaqueta, señor/ita. ¿Quiere venir a recogerla?

Candidate: Say you are going home on Saturday.

Teacher: **Comment appropriately, e.g.**
Entonces, podemos mandarle la chaqueta.

General Conversation Topics: (Candidates to be examined on 2 of the following).

- School life
- Free time
- Careers, work, work experience
- Holidays

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SPANISH

Speaking (Higher Tier)

Role Play Section 2 – Cards 1-4

Role Play Section 3 – Cards 1-4

SPECIMEN PAPER

1928

INSTRUCTIONS TO CANDIDATES

You must carry out the tasks specified in the situations overleaf. You must assume that the Examiner speaks no English. Be prepared to respond to any questions or comments from the Examiner.

INFORMATION FOR CANDIDATES

You are not allowed to make written notes.

No dictionaries are allowed.

This question paper consists of 9 printed pages and 1 blank page.

Section 2**CARD 1**

You work in a restaurant at the weekend. You are talking to a Spanish friend about your job. You mention what time you start and what you do.

You will need to:

- mention the time you start
- say **2** things about the restaurant
- say what you do
- answer a question

Your teacher will play the part of your Spanish friend and will start the conversation.

Section 2**CARD 2**

While driving with your family in Spain, you have had an accident. You are on the N-110 road near Navafría. You telephone the emergency services.

You will need to:

- say who you are and why you are calling
- give the make and colour of your vehicle
- say that one person is injured
- answer the question

Your teacher will play the part of the garage worker and will start the conversation.

Section 2**CARD 3**

Your Spanish friend has just arrived to stay for a few days. You tell him/her that his/her room is upstairs. Ask what he/she likes to eat and if he/she wants to go to the disco tonight.

You will need to:

- tell your friend where his/her room is (e.g. upstairs)
- ask what he/she likes to eat
- ask if he/she wants to go to the disco
- answer a question

Your teacher will play the part of your Spanish friend and will start the conversation.

Section 2**CARD 4**

You left a jacket at the hotel you stayed in two days ago. You telephone to ask about your jacket.

You will need to:

- give the date you arrived at the hotel
- mention 2 items in the pockets
- answer the question
- say you are going home on Saturday

Your teacher will play the part of the receptionist and will start the conversation.

Section 3

CARD 1

Situation: The notes and pictures below give an outline of events during a work experience placement in Spain last summer. Tell the examiner what happened. You need not mention every detail but you must cover the main events. Any reasonable interpretation of the icons will be accepted.

El sitio

¿Dónde trabajaste? ¿Qué tipo?
¿Qué actividades posibles?

El alojamiento

Y tú ¿dónde te alojaste? ¿Cómodo?
¿Tu rutina diaria?

El trabajo

¿Qué tipo de trabajo? ¿Interesante?
¿Duro? ¿Cuántas horas?

Problemas ?

¿Problemas? ¿Cómo ayudaste tú?

Tiempo libre


Durante tus horas y días libres ...
¿Cómo pasaste el tiempo?
¿Conociste a unos españoles?

Section 3

CARD 2

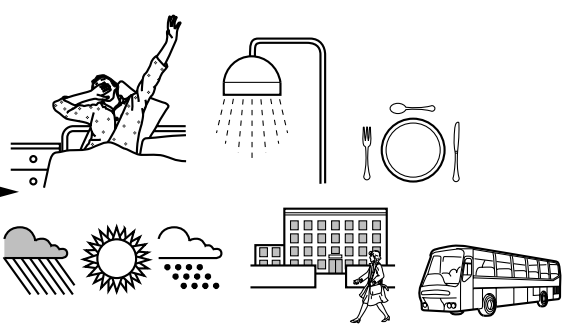
Situation: The notes and pictures below give an outline of events during an exchange visit to Spain last year. Tell the examiner what happened. You need not mention every detail but you must cover the main events. Any reasonable interpretation of the icons will be accepted.

El lugar



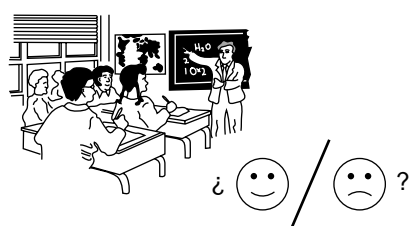
¿Adónde viajaste? ¿Dónde vivía la familia? ¿Qué tal la familia?

El primer día



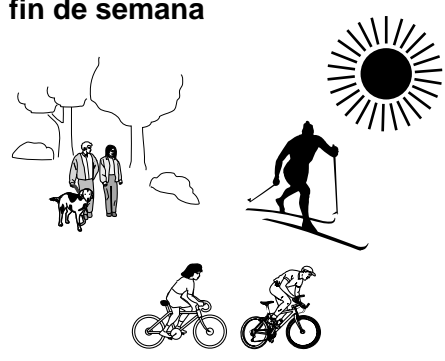
¿A qué hora?
¿Cómo fuiste al instituto?
¿Qué tiempo hacía?

Las clases



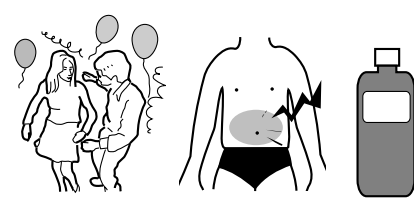
¿Qué tal las clases? ¿A qué hora empezaron?
¿Qué asignaturas? ¿Participaste en la clase de inglés?
¿Tus impresiones?

El fin de semana



¿Qué actividades?

El sábado



¿Una fiesta?
Y después, ¿enfermo/a? ¿Quién?

Section 3

CARD 3

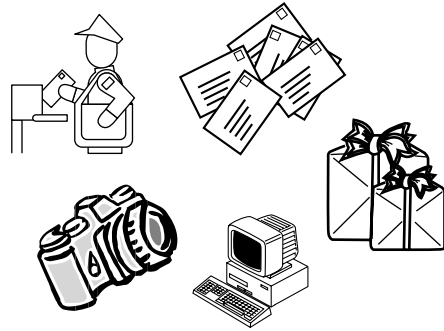
Situation: The notes and pictures below give an outline of birthday celebrations last year. Tell the examiner what happened. You need not mention every detail but you must cover the main events. Any reasonable interpretation of the icons will be accepted.

El día de cumpleaños



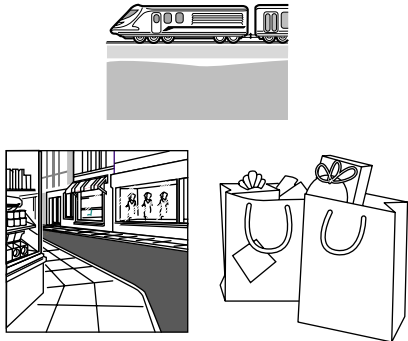
¿El cumpleaños de quién?
¿A qué hora te levantaste? ¿Qué tomaste?

Regalos



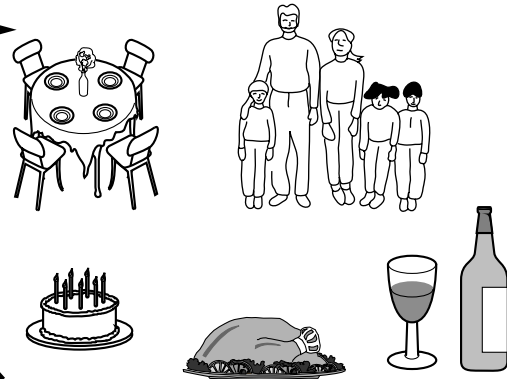
¿Quién llegó? ¿Regalos?
¿Un regalo especial?

De compras



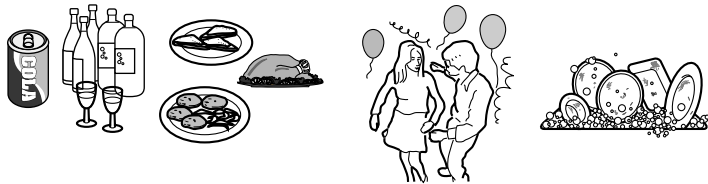
¿De compras? ¿Cómo viajaste?
¿Adónde fuiste? ¿Qué compraste?

La cena



¿Una cena especial? ¿Dónde?
¿Quiénes vinieron?

Más tarde




¿Una fiesta? ¿Dónde? ¿Quiénes vinieron?
Y, ¿después?

Section 3

CARD 4

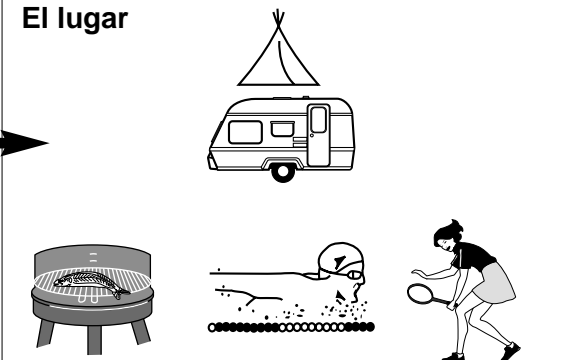
Situation: The notes and pictures below give an outline of events during a holiday in Spain last summer. Tell the examiner what happened. You need not mention every detail but you must cover the main events. Any reasonable interpretation of the icons will be accepted.

El viaje



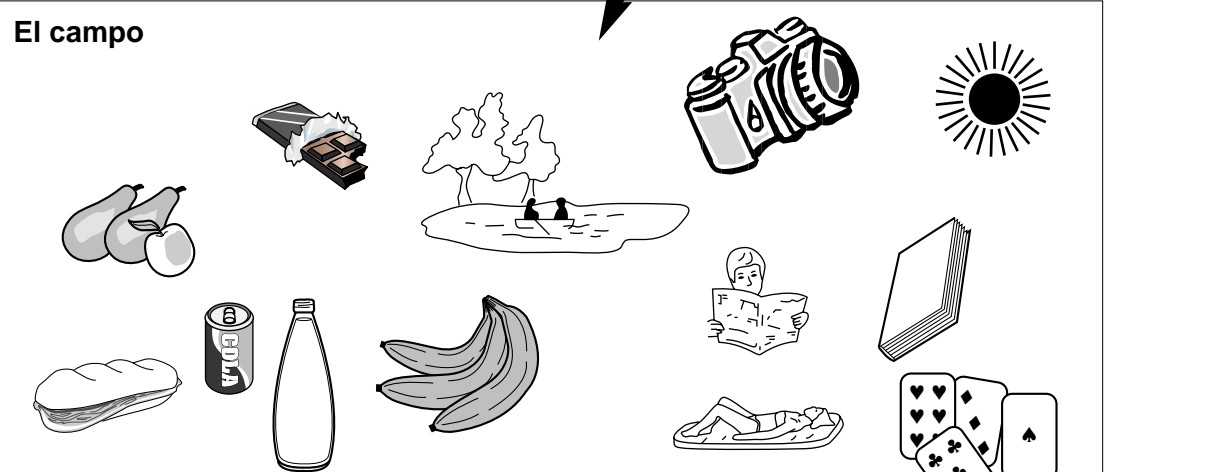
¿Cómo viajaste? ¿Con quiénes fuiste?

El lugar



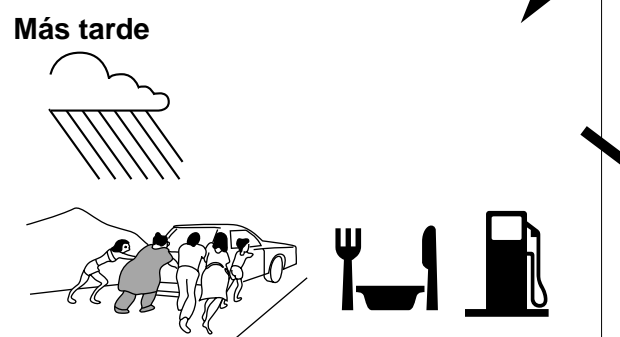
¿Dónde os alojasteis?
¿Cómo cocinasteis?
¿Actividades posibles?

El campo




¿Un día en el campo? ¿Qué hicisteis?
¿Qué comisteis? ¿El tiempo?

Más tarde



Más tarde, ¿un problema?
¿El tiempo?

Los otros días



¿qué actividades?
¿tus impresiones?

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

General Certificate of Secondary Education

SPANISH

Speaking (Higher Tier)

TEACHER'S INSTRUCTIONS

SPECIMEN 2003

1928

Great care should be taken that any confidential information given does not reach the candidates either directly or indirectly.

These instructions consist of 5 printed pages and 1 blank page.

Section 2

CARD 1 Teachers' notes

Situation: The candidate works in a restaurant. S/he is talking to a Spanish friend about his/her job. S/he mentions what time she starts and what s/he does. The teacher will play the part of the friend, start the conversation and set the scene, e.g. *Trabajas en un restaurante. Hablas con un/a amigo/a. Yo soy el/la amigo/a.*

Teacher: **Ask the candidate about his/her job, e.g.**
Bueno. Háblame de tu trabajo de fin de semana.

Candidate: Mention the time you start.

Teacher: **Ask what the restaurant is like, e.g.**
¿Cómo es el restaurante?

Candidate: Say two things about the restaurant.

Teacher: **Ask what s/he does exactly, e.g.**
¿Qué haces exactamente?

Candidate: Say what you do.

Teacher: **Ask how much s/he earns a week, e.g.**
En tu trabajo, ¿cuánto ganas por semana?

Candidate: Answer the question.

Teacher: **Comment appropriately, e.g.**
No está mal.

General Conversation Topics: (Candidates to be examined on 2 of the following).

- Home life
- Free time
- Careers, work, work experinece
- Holidays

Section 2

CARD 2 Teachers' notes

Situation: The candidate is travelling with his/her family in Spain. They have had an accident. He/she telephones the emergency services. The teacher will play the part of the telephonist, start the conversation and set the scene, e.g. *Estás con tu familia en España y tenéis un accidente. Llamas a los servicios de urgencia. Yo trabajo allí.*

Teacher: **Answer the 'phone, e.g.**
Urgencias. Dígame.

Candidate: Say who you are and why you are calling.

Teacher: **Ask the make and colour of car, e.g.**
¿Qué marca de coche tienes? ¿De qué color es?

Candidate: Give the make and colour of your vehicle.

Teacher: **Ask if the passengers are alright, e.g.**
¿Los pasajeros están bien?

Candidate: Say that one person is injured.

Teacher: **Say the ambulance will be there soon. Ask who the injured person is, e.g.**
Bueno. La ambulancia estará pronto. ¿Quién es la persona herida?

Candidate: Answer the question

Teacher: **Finish the conversation, e.g.**
Hasta pronto. Adiós.

General Conversation Topics: (Candidates to be examined on 2 of the following).

- School life
- Self, family and friends
- Your local area
- Holidays

Section 2

CARD 3 Teachers' notes

Situation: The candidate's Spanish friend has just arrived to stay for a few days. S/he tells him/her that his/her room is upstairs. S/he asks what s/he likes to eat and if s/he wants to go to the disco tonight. The teacher will take the part of the Spanish friend, start the conversation and set the scene, e.g. *Yo soy el/la amigo/a español/a.*

Teacher: **Ask where you will sleep, e.g.**
¿Dónde voy a dormir?

Candidate: Say where his/her room is.

Teacher: **Thank him/her, e.g.**
Ah, gracias.

Candidate: Ask what s/he likes to eat.

Teacher: **Say you eat anything, e.g.**
Como de todo.

Candidate: Ask if s/he wants to go to the disco.

Teacher: **Say you would really like to go and ask what time s/he usually goes to bed, e.g.**
¡Sí, me gustaría mucho! ¿A qué hora vas a la cama normalmente?

Candidate: Answer the question

Teacher: **Respond appropriately, e.g.**
Vale!

General Conversation Topics: (Candidates to be examined on 2 of the following).

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

Section 2

CARD 4 Teachers' notes

Situation: The candidate left a jacket at a hotel. H/she telephones to ask about the jacket. The teacher will take the part of the hotel receptionist, start the conversation and set the scene, e.g. *Llamo por teléfono al hotel. Yo soy el/la recepcionista.*

Teacher: **Ask when the candidate arrived at the hotel, e.g.**
¿Cuándo llegó aquí, al hotel?

Candidate: Give the date you arrived at the hotel.

Teacher: **Ask what was in the jacket, e.g.**
¿Qué tenía en la chaqueta?

Candidate: Mention 2 items that were in the pockets.

Teacher: **Ask where he/she left the jacket, e.g.**
¿Qué número de habitación tenía?

Candidate: Answer the question.

Teacher: **Say that you have the jacket and ask if he/she would like to collect it, e.g.**
¡Sí! Tenemos su chaqueta, señor/ita. ¿Quiere venir a recogerla?

Candidate: Say you are going home on Saturday.

Teacher: **Comment appropriately, e.g.**
Entonces, podemos mandarle la chaqueta.

General Conversation Topics: (Candidates to be examined on 2 of the following).

- School life
- Free time
- Careers, work, work experience
- Holidays

**SPEAKING MARK SCHEME GCSE French, German, Gujarati, Spanish 2003
on**

Scheme of assessment

Foundation Tier

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

Higher Tier

Section 2	Role play	Communication	8 marks
Section 3	Narrative RP	Communication	8 marks
Presentation		Communication	4 marks
Discussion and conversation		Communication	10 marks
Overall linguistic quality		Accuracy	20 marks
Total			50 marks

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

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

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

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

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.

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

Discussion of Presentation and Conversation – Communication 10 marks

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

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

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

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 of some use of tense 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 of and limited use of different tenses. Generally appropriate attempts at subject/verb accord. Fairly limited range of structures and vocabulary. Pronunciation and intonation fair, but inconsistent. Some hesitation.
6/5/4	Limited success in attempts at subject/verb accord. Very limited range of structures and vocabulary. Pronunciation and intonation approximate but intelligible. Hesitant delivery.
3/2	Very occasional awareness and success at subject/verb accord. Very limited range of vocabulary. Answers brief and often monosyllabic. Pronunciation very approximate and delivery very hesitant.
1/0	Little or nothing of merit.

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