

---

# GCSE

# SPANISH

(8698)

---

## Specification

For teaching from September 2016 onwards  
For exams in 2018 onwards

---

Version 1.0 26 November 2015



# Contents

<b>1</b>	<b>Introduction</b>	<b>5</b>
1.1	Why choose AQA for GCSE Spanish	5
1.2	Support and resources to help you teach	5
<b>2</b>	<b>Specification at a glance</b>	<b>7</b>
2.1	Subject content	7
2.2	Assessments	8
<b>3</b>	<b>Subject content</b>	<b>10</b>
3.1	Themes	10
3.2	Scope of study	11
3.3	Grammar	13
3.4	Communication strategies	16
3.5	Vocabulary	21
<b>4</b>	<b>Scheme of assessment</b>	<b>80</b>
4.1	Aims and learning outcomes	80
4.2	Assessment objectives	81
4.3	Assessment weightings	81
4.4	Paper 1: Listening	82
4.5	Paper 2: Speaking	83
4.6	Paper 3: Reading	84
4.7	Paper 4: Writing	85
4.8	Assessment criteria	87
<b>5</b>	<b>General administration</b>	<b>103</b>
5.1	Entries and codes	103
5.2	Overlaps with other qualifications	103
5.3	Awarding grades and reporting results	103
5.4	Re-sits and shelf life	104
5.5	Previous learning and prerequisites	104
5.6	Access to assessment: diversity and inclusion	104
5.7	Working with AQA for the first time	105
5.8	Private candidates	105

---

## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8698](https://www.aqa.org.uk/8698)
- We will write to you if there are significant changes to this specification.

# 1 Introduction

---

## 1.1 Why choose AQA for GCSE Spanish

### A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

### Comprehensive support

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help.

You can find out about all our Spanish qualifications at [aqa.org.uk/spanish](https://www.aqa.org.uk/spanish)

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

Visit [aqa.org.uk/8698](https://www.aqa.org.uk/8698) to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- online progress tests to provide effective means of monitoring individual student progress
- resources to support teaching of grammar, translations and the exploitation of literary texts
- text book and digital resources endorsed by AQA
- training courses to help you deliver AQA Spanish qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

---

## Preparing for exams

Visit [aqa.org.uk/8698](https://www.aqa.org.uk/8698) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- exemplar student answers with examiner commentaries.

## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://www.aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://www.aqa.org.uk/results)

## Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://www.coursesandevents.aqa.org.uk)

## Help and support available

Visit our website for information, guidance, support and resources at [aqa.org.uk/8698](https://www.aqa.org.uk/8698)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformedmfl](https://www.aqa.org.uk/keepinformedmfl)

Alternatively, you can call or email our subject team direct.

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

T: 01423 534 381

---

## 2 Specification at a glance

---

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

### 2.1 Subject content

#### Core content

Students study all of the following themes on which the assessments are based.

[Theme 1: Identity and culture](#) (page 10)

[Theme 2: Local, national, international and global areas of interest](#) (page 10)

[Theme 3: Current and future study and employment](#) (page 11)

## 2.2 Assessments

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening	Paper 2: Speaking
<p><b>What's assessed</b></p> <p>Understanding and responding to different types of spoken language</p>	<p><b>What's assessed</b></p> <p>Communicating and interacting effectively in speech for a variety of purposes</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Non-exam assessment</li> <li>• 7–9 minutes (Foundation Tier) + preparation time</li> <li>• 10–12 minutes (Higher Tier) + preparation time</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul>
<p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Section A – questions in English, to be answered in English or non-verbally</li> <li>• Section B – questions in Spanish, to be answered in Spanish or non-verbally</li> </ul>	<p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> <li>• Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</li> <li>• Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</li> <li>• General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</li> </ul>

Paper 3: Reading	+	Paper 4: Writing
<p><b>What's assessed</b></p> <p>Understanding and responding to different types of written language</p>		<p><b>What's assessed</b></p> <p>Communicating effectively in writing for a variety of purposes</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> <li>• 25% of GCSE</li> </ul>		<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li> <li>• 25% of GCSE</li> </ul>
<p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Section A – questions in English, to be answered in English or non-verbally</li> <li>• Section B – questions in Spanish, to be answered in Spanish or non-verbally</li> <li>• Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)</li> </ul>		<p><b>Questions</b></p> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"> <li>• Question 1 – message (student produces four sentences in response to a photo) – 8 marks</li> <li>• Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</li> <li>• Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks</li> <li>• Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li> </ul> <p><b>Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li> <li>• Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</li> <li>• Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks</li> </ul>

---

# 3 Subject content

---

## 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

### 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

#### Topic 2: Technology in everyday life

- Social media
- Mobile technology

#### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

#### Topic 4: Customs and festivals in Spanish-speaking countries/communities

### 3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:

#### Topic 1: Home, town, neighbourhood and region

#### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

#### Topic 3: Global issues

- The environment
- Poverty/homelessness

#### Topic 4: Travel and tourism

### 3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics:

**Topic 1: My studies**

**Topic 2: Life at school/college**

**Topic 3: Education post-16**

**Topic 4: Jobs, career choices and ambitions**

## 3.2 Scope of study

### 3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### 3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

---

### 3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Spanish into English.

### 3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

## 3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Spanish grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

### 3.3.1 Foundation Tier

#### 3.3.1.1 Nouns

gender

singular and plural forms

#### 3.3.1.2 Articles

definite and indefinite

*lo* plus adjective (R)

#### 3.3.1.3 Adjectives

agreement

position

comparative and superlative: regular and *mayor, menor, mejor, peor*

demonstrative (*este, ese, aquel*)

indefinite (*cada, otro, todo, mismo, alguno*)

possessive, short form (*mi*)

possessive, long form (*mío*) (R)

interrogative (*cuánto, qué*)

#### 3.3.1.4 Adverbs

formation

comparative and superlative: regular

interrogative (*cómo, cuándo, dónde*)

adverbs of time and place (*aquí, allí, ahora, ya*)

common adverbial phrases

---

### 3.3.1.5 Quantifiers/intensifiers

(*muy, bastante, demasiado, poco, mucho*)

### 3.3.1.6 Pronouns

subject

object (R)

position and order of object pronouns (R)

reflexive

relative: *que*

relative: *quien, lo que* (R)

disjunctive (*conmigo, para mí*)

demonstrative (*éste, ése, aquél, esto, eso, aquello*)

indefinite (*algo, alguien*)

interrogative (*cuál, qué, quién*)

### 3.3.1.7 Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla*)

uses of *ser* and *estar*

Tenses:

- present indicative
- present continuous
- preterite
- imperfect: in weather expressions with *estar, hacer*
- imperfect (R)
- immediate future
- future (R)
- perfect: most common verbs only
- conditional: *gustar* only in set phrases
- pluperfect (R)
- gerund (R)
- imperative: common forms including negative
- subjunctive, present (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)

- subjunctive, imperfect: *quisiera*
- impersonal verbs: most common only.

### 3.3.1.8 Prepositions

common, including personal *a*

*por* and *para*

### 3.3.1.9 Conjunctions

common, including *y*, *pero*, *o*, *porque*, *como*, *cuando*

### 3.3.1.10 Number, quantity, dates

### 3.3.1.11 Time

Use of *desde* *hace* with present tense (R)

## 3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

### 3.3.2.1 Articles

*lo* plus adjective

### 3.3.2.2 Adjectives

comparative and superlative

possessive, short and long forms (*mi*, *mío*)

relative (*cuyo*)

### 3.3.2.3 Adverbs

comparative and superlative

### 3.3.2.4 Pronouns

object

position and order of object pronouns

relative: all other uses including *quien*, *lo que*, *el que*, *cual*

possessive (*el mío*, *la mía*)

### 3.3.2.5 Verbs

Tenses:

- future
- imperfect
- imperfect continuous
- perfect

- pluperfect
- conditional
- passive voice (R)
- gerund
- present subjunctive: imperative, affirmation and negation, future after conjunctions of time (*cuando*), after verbs of wishing, command, request, emotion, to express purpose (*para que*)
- imperfect subjunctive (R).

### 3.3.2.6 Time

- use of *desde hace* with present tense
- use of *desde hace* with imperfect tense (R).

## 3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Spanish, or which they themselves might need to use. For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

### 3.4.1 Strategies for understanding

#### 3.4.1.1 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

#### 3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. For example, someone who did not know the word *camioneta* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *La camioneta salió de la carretera y chocó con un árbol.*

#### 3.4.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the way verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

### 3.4.1.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible to anticipate words, and their meaning, in a given context. This is one reason why it is important for a Spanish course to develop awareness and understanding of countries and communities where Spanish is spoken.

For example, the student who knows that the *Día de Reyes* is the 6 January will be able to deduce from *día 5 de enero, víspera de Reyes* that *víspera* means 'the eve of' or 'the day before'.

### 3.4.1.5 Using common patterns within Spanish

Knowledge of the following patterns of word formation in Spanish can help to understand a text.

- *-ito/-ita* and *-illo/-illa* endings used to form diminutives (eg *casa – casita, perro – perrito, mesa – mesilla*)
- *-ón/ona* suffix used to form augmentatives (eg *cuchara – cucharón, mujer – mujerona*)
- *-mente* suffix used to form adverbs (eg *rápido – rápidamente, total – totalmente*)
- *re-* prefix (eg *leer – releer, crear – recrear*)
- *-ero/-era* endings and *ería* ending (eg *reloj – relojero, fruta – frutero – frutería*)
- *des-* and *in-* *im-* prefixes (eg *hacer – deshacer, conocido – desconocido, correcto – incorrecto, posible – imposible*)
- *-able* ending applied to verbs (eg *imaginar – imaginable, admirar – admirable*)
- *-ión* and *-ción* endings applied to verbs (eg *producir – producción, animar – animación*)
- *-oso/-osa* ending applied to nouns (eg *montaña – montañoso, ruido – ruidoso, lluvia – lluvioso*)
- *-dor/-dora* ending applied to verbs to form nouns and adjectives (eg *hablar – hablador, trabajar – trabajador*)
- *-eza, -dad* and *-ura* endings applied to adjectives (eg *limpio – limpieza, pobre – pobreza, sucio – suciedad, honesto – honestidad, hermoso – hermosura, loco – locura*)
- Compound words (eg *abrelatas, abrebotellas*)
- *-ante* and *-iente* endings applied to verbs (eg *protestar – protestante, corresponder – correspondiente*).

### 3.4.1.6 Using cognates and near-cognates

A few 'false friends' (eg *largo, sensible, actual*) make it necessary to use this strategy with care and in collaboration with the strategy of using the visual and verbal context above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Spanish can make good use. These fall into two main categories: cognates and near-cognates.

#### Cognates

There are very many words which have exactly the same form, and essentially the same meaning, in Spanish and in English (eg *animal, horrible, central, principal*). When such words occur in context, students can be expected to understand them in English and Spanish.

#### Near-cognates

Students will also be expected to understand words which meet the above criteria but which differ slightly in their written form in Spanish, usually by the addition of one or more accents and/or the omission of a letter (eg *confusión, explosión, oficial*).

### 3.4.1.7 Using common patterns between Spanish and English

There are thousands of words in Spanish which, although not having exactly the same form as the English word, can easily be understood with the application of a few, simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them.

Pattern	Examples
The Spanish word adds an <i>-o</i> (and sometimes an accent) or changes a final <i>'-e'</i> in English to an <i>-o</i>	<i>aspecto, automático, económico, activo, decisivo</i>
The Spanish word adds an <i>-a</i> (and sometimes an accent)	<i>lista, idiota</i>
Words ending in <i>'-ist'</i> in English often end in <i>-ista</i> in Spanish	<i>pianista, comunista,</i>
Spanish changes a final <i>'-e'</i> to an <i>-a</i>	<i>medicina</i>
The Spanish word adds an <i>-e</i>	<i>aire, arte</i>
Words which end in <i>-ía</i> or <i>-ia</i> in Spanish and <i>'-y'</i> in English	<i>biología, economía, tragedia</i>
Words which end in <i>-or</i> in Spanish and <i>'-our'</i> in English	<i>honor, vigor, labor</i>
Verbs which add <i>-ar, -er</i> or <i>-ir</i> in the infinitive in Spanish or change a final <i>'-e'</i> in English to one of these endings	<i>admirar, confirmar, reservar, servir</i>
Verbs which end with <i>-ar</i> in the infinitive in Spanish and with <i>'-ate'</i> in English	<i>decorar, cultivar, activar</i>
Words which, in addition to the points above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling	<i>filosofía, psicología, gráfico, fotografía, cuestión</i>
Words in which <i>t</i> in Spanish corresponds to <i>'th'</i> in English	<i>teatro, catedral, auténtico, autor</i>
Spanish adverbs ending in <i>-mente</i> which end with <i>'-ly'</i> in English	<i>completamente, especialmente, generalmente</i>
Words which end in <i>-oso/-osa</i> in Spanish and <i>'-ous'</i> in English	<i>fabuloso, religioso, furioso</i>
Words where <i>'-tion'</i> in English is replaced by <i>-ción</i> in Spanish	<i>acción, inspección, integración</i>
Words ending in <i>-ante</i> or <i>-iente</i> in Spanish corresponding to English <i>'-ant'</i> and <i>'-ent'</i>	<i>protestante, correspondiente, deficiente</i>
Words where <i>'-nce'</i> in English becomes <i>-ncia</i> in Spanish	<i>evidencia, vigilancia, inteligencia, ocurrencia</i>
Adjectives where <i>'-ical'</i> in English becomes <i>ico/ica</i> in Spanish	<i>físico, óptico, fanático</i>
Words where <i>'oun'</i> in English is replaced by <i>-un</i> in Spanish	<i>anunciar, pronunciar</i>

Pattern	Examples
Words where <i>des-</i> in Spanish is replaced by 'dis-' in English	<i>desconectar, desconcertar, desembarcar</i>
Words which end in <i>-dad</i> or <i>-tad</i> in Spanish and '-ty' in English	<i>capacidad, sociedad, solemnidad, hospitalidad, libertad</i>
Adjectives ending in <i>-ense</i> which compare with English equivalents ending in '-an' or indicating a place of origin	<i>canadiense, londinense</i>
Words where an intervocalic <i>-d-</i> in Spanish is replaced by '-t-' in English	<i>senador, ecuador, operador, maduro</i>
The English word adds an extra letter or letters	<i>cine, clima, militar, avance</i>
The Spanish word adds an epenthetic <i>e-</i> before words beginning with 's' + consonant	<i>esnob, especial, estéreo</i>
Words where a single vowel in English is replaced by a diphthong in Spanish	<i>sentimiento, compartimiento, puerto</i>

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, look at unknown items at some leisure and study the context. However, the general strategies for understanding listed above can be used successfully in listening to Spanish.

In order to hear accurately, students should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

## 3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

### 3.4.2.1 Non-verbal strategies

#### Pointing and demonstration

This may be accompanied by some appropriate language (eg "*Así...*" "*¿Qué es?*" "*Me duele aquí*").

#### Expression and gesture

This may be accompanied, where appropriate, with sounds (eg "*¡Ay!*" which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

---

## Mime

This can be accompanied by appropriate sounds and language and can sometimes help communication to be maintained when it might otherwise break down (eg "*¿Le puedo ayudar?*" with a suitable mime if one has forgotten the words for the relevant action). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

## Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance a home).

### 3.4.2.2 Verbal strategies

#### Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *cuarto* for *dormitorio*, *flor* for *rosa*, *taza* for *vaso*). This is not always effective and its use would be assessed according to its effectiveness in a particular context.

#### Description of physical properties

This can be used to refer to something when the name has been forgotten (eg "*Es de cuero... La fruta amarilla... Esa cosa que está en la mesa...*"). The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

#### Requests for help

These may include requests for rewording (eg "*¿Cómo se dice ..... en español?*" "*¿Qué quiere decir eso en inglés?*") and questions; which make no reference to English (eg "*¿Cómo se llama esto en español?*" "*¿Cómo se escribe?*") as well as requests which may improve the student's chances of understanding (eg "*¿Quiere repetir?*" "*Quiere hablar más despacio?*"). It is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the tasks set.

#### Simplification

This is when a student avoids the use of a form of which he/she is unsure (eg "*Es necesario que me vaya*") by using a form he/she finds simpler (eg "*Tengo que irme*"). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.

#### Paraphrase

This is where the student uses words and messages in acceptable Spanish, avoiding the use of words which he/she has forgotten (eg "*No está casada*" for "*Es soltera*", "*es el padre de mi madre*" for "*es mi abuelo*"). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

### Reference to specific features

Reference to specific features (eg "*El animal con las orejas largas...*" "*El hombre que lleva el uniforme marrón...*") is often quite effective and its use would be assessed accordingly in an exam.

### Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg "*La cosa que se utiliza para abrir una botella...*" "*Sirve para secar las manos*") is a commonly used strategy which is usually effective in communicative terms.

### Word coinage

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Spanish words. This strategy usually produces words which do not exist in Spanish or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

### Topic avoidance

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. All language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. They are an important part of the teaching and learning process.

## 3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

### 3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

Spanish	English
Completa/Rellena la tabla/el texto/el espacio blanco en <b>español</b> .	Complete/Fill in the table/the text/the blank space in <b>Spanish</b> .
Completa la frase/las frases...	Complete the phrase(s)/sentence(s)...
Contesta a las preguntas en <b>español</b> .	Answer the questions in <b>Spanish</b> .
Da (dos) detalles...	Give (two) details...
Empareja...	Match...
Escribe la(s) letra(s) correcta(s) en cada casilla.	Write the correct letter(s) in each box.
Escibe la letra correcta/el número correcto en la casilla.	Write the correct letter/number in the box.
Escribe todos los detalles.	Write all the details/Give full details.
Escoge...	Choose...
Escucha la descripción/la opinión/la entrevista/las noticias...	Listen to the description/the opinion/the interview/the news...
Indica...	Indicate...
Indica las...frases verdaderas.	Indicate the ...true phrases/sentences.
Lee el texto / el artículo / la lista de actividades / la lista de instrucciones / la información.	Read the text/the article/the list of activities/the list of instructions/the information.
Lee lo que dicen...	Read what they say...
Menciona una ventaja/desventaja...	Mention one advantage/disadvantage...
No es necesario escribir con frases completas.	It is not necessary to write in full sentences.
Escribe: <b>P</b> si la opinión es positiva <b>N</b> si la opinión es negativa <b>P+N</b> si la opinión es positiva y negativa	Write : <b>P</b> if the opinion is positive <b>N</b> if the opinion is negative <b>P+N</b> if the opinion is positive and negative
Puedes escribir la misma letra más de una vez.	You can use the same letter more than once.
¿Quién...?	Who...?
Responde a las dos partes de la pregunta.	Answer both parts of the question.
Selecciona/Escoge el párrafo...	Select/Choose the paragraph...

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

Spanish	English
Escribe aproximadamente <b>40</b> palabras en <b>español</b> .	Write approximately <b>40</b> words in <b>Spanish</b> .

Spanish	English
Escribe aproximadamente <b>90</b> palabras en <b>español</b> . Responde a todos los aspectos de la pregunta.	Write approximately <b>90</b> words in <b>Spanish</b> . Write something about each bullet point.
Escribe aproximadamente <b>150</b> palabras en <b>español</b> . Responde a los dos aspectos de la pregunta.	Write approximately <b>150</b> words in <b>Spanish</b> . Write something about both bullet points.
Escribe <b>cuatro</b> frases en <b>español</b> que describen la foto.	Write <b>four</b> sentences in <b>Spanish</b> about the photo.
Escríbele sobre...	Write to him/her about...
Escríbele una carta/un email.	Write a letter/email to him/her.
Menciona...	Mention...

## 3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

### 3.5.2.1 Comparisons

Spanish	English
bastante	sufficient, enough, quite
comparar	to compare
demasiado	too, too much
igual que	same as
más (que)	more (than)
mayor	main, major, larger, bigger, greater
mayoría, la	most, majority
mejor	better, best
menor	smaller, less, least
menos (que)	less (than)
mismo	same
muy	very
parecido a	like, similar to
peor	worse, worst
poco (eg poco ruidoso)	not very
tan ... como	as ... as
tanto ... como	as much ... as

Students will also be expected to know comparatives and superlatives of the above adjectives and adverbs.

### 3.5.2.2 Conjunctions

Spanish	English
a pesar de	in spite of, despite
así que	so, therefore
aun (si)	even (if)
aunque	although, (even) though
como	as, since
cuando	when
incluso	even
mientras (que)	while, meanwhile
o/u	or
pero	but
por eso	for that reason, therefore
por lo tanto	therefore
porque	because
pues	then, since
si	if
sin embargo	however
tal vez	maybe, perhaps
también	also
ya (que)	as, since

### 3.5.2.3 Connectives

Spanish	English
además	moreover, besides
aparte de	apart from
claro que	of course
dado que	given that
es decir	in other words, that is to say
por un lado/por otro lado	on the one hand/on the other hand
por una parte/por otra parte	on the one hand/on the other hand
sin duda	obviously, certainly

### 3.5.2.4 Prepositions

Spanish	English
a	to, at
de	from, of
en	in
hacia	towards
hasta	until
para	for
por	through, by, in, for, per
según	according to
sin	without

### 3.5.2.5 Negatives

Spanish	English
jamás	never
ni...ni	neither ... nor
nada	nothing
nadie	nobody
ninguno	none, no-one
nunca	never
sino	but, except
tampoco	neither/not ... either ...
ya no	not any more

### 3.5.2.6 Important verbs

Spanish	English
acabar de + infinitive	to have just (done something)
comenzar	to begin
continuar	to continue
dar	to give
darse cuenta (de)	to realise
deber	must, have to
decidir	to decide
dejar de	to stop (doing something)
echar	to throw
empezar	to begin

Spanish	English
estar	to be
hace(n) falta	to need, to be necessary
hacer	to do, to make
hacerse	to become
hay	there is, there are
hay que	one must, one has to
ir	to go
ir a + infinitive	(to be) going to (do something)
irse	to go away, to leave
necesitar	to need
ocurrir	to happen
pasar	to happen, to go through, to spend (time)
poder	to be able, can
poner	to put
ponerse a	to start doing something
querer	to want; to love
quisiera	I'd like
saber	to know (a fact, how to do something)
seguir	to continue, to follow
ser	to be
soler	to regularly do something
tener	to have, to own
tener lugar	to take place
tener que	to have to do something
volver a	to do (something) again
volverse	to become

### 3.5.2.7 The alphabet

Students should be familiar with the Spanish alphabet and should be able to spell words and names.

### 3.5.2.8 Numbers

All cardinal numbers 0–1,000 and the word for 1,000,000 (un millón)

Ordinal numbers first-tenth (primero-décimo)

Other number expressions

Spanish	English
docena, una	dozen
número, el	number
par, un	pair, couple
unos (diez)	about (10)

### 3.5.2.9 Asking questions

Spanish	English
¿(a)dónde?	where?
¿cómo?	how?
¿cuál(es)?	which?
¿cuándo?	when?
¿cuánto?	how much?
¿cuántos ...?	how many?
¿de dónde?	where from?
¿de quién?	whose?
¿por dónde?	through where?
¿por qué?	why?
¿qué?	what?
¿quién?	who?

### Common questions

Spanish	English
¿a qué hora?	at what time?
¿cuánto cuesta(n)?	how much does it/do they cost?
¿cuánto es?	how much is it?
¿cuánto vale(n)?	how much does it/do they cost?
¿cuántos años tiene(s)?	how old are you?
¿de qué color?	what colour?
¿para/por cuánto tiempo?	for how long?
¿qué día?	what day?
¿qué fecha?	what date?
¿qué hora es?	what time is it?

### 3.5.2.10 Greetings and exclamations

Spanish	English
¡Basta ya!	That's enough!
¡Bienvenido!	Welcome!
¡Buen viaje!	Have a good trip!
¡Buena suerte!	Good luck!
¡Claro!	Of course!
¡Cuidado!	Careful! Watch out!
¡Enhorabuena!	Congratulations!
¡Felices vacaciones!	Have a good holiday!
¡Felicidades!	Best wishes! Congratulations!
¡Felicitaciones!	Congratulations!
¡Ojo!	Watch out! Careful!
¡Qué (+ adjective)!	How ...!
¡Qué (+ noun)!	What a ...!
¡Que lo pase(s) bien!	Have a good time!
¡Qué va!	Come on! Rubbish! Nonsense!
¡Socorro!	Help!
¿Cómo está(s)?	How are you?
¿De veras?	Really?
¿Qué hay?	What's happening? What's the matter?
¿Qué pasa?	What's happening? What's the matter?
¿Qué tal?	How are you? How's ...?
con permiso	excuse me
de nada	you're welcome/don't mention it
encantado	pleased to meet you
hasta el (lunes)	till/see you (Monday)
hasta luego	see you later
hasta mañana	see you tomorrow
hasta pronto	see you soon
lo siento	I'm sorry
mucho gusto	pleased to meet you
perdón	sorry
perdone	sorry
por favor	please
saludar	to greet, to say hello

Spanish	English
saludos	regards, greetings
vale	ok

### 3.5.2.11 Opinions

Spanish	English
aburrido	boring, bored
afortunado	lucky
agradable	pleasant
antiguo	old
apropiado	correct, appropriate
barato	cheap
bonito	pretty
bueno	good
calidad, la	quality
caro	expensive
decepcionado	disappointed
decepcionante	disappointing
desagradable	unpleasant
desventaja, la	disadvantage
distinto	different
divertido	amusing, entertaining
duro	hard
emocionante	exciting, thrilling, moving
encantador	charming
entretenido	entertaining, amusing
espléndido	fantastic, great, terrific
estupendo	fantastic, marvellous
fácil	easy
fatal	awful, fatal
fenomenal	great, fantastic
feo	ugly
genial	brilliant, great
guay	cool
hermoso	beautiful
horroroso	horrible

Spanish	English
impresionante	impressive, striking
increíble	incredible
inseguro	unsafe, uncertain
inútil	useless
malo	bad
maravilloso	marvellous
nuevo	new
precioso	precious, beautiful
profundo	deep, profound
raro	strange, rare
seguro	safe, certain
sencillo	simple, plain, straightforward
sorprendido	surprised
tonto	silly
tranquilo	peaceful, quiet
único	unique, only, single
útil	useful
ventaja, la	advantage
viejo	old
aburrirse	to get bored
adorar	to adore, to love
alegrar	to cheer up
alegrarse (de)	to be happy about
apreciar	to appreciate
aprovechar	to make the most
aprovecharse (de)	to take advantage (of)
creer	to believe
dar igual	to be all the same, to make no difference
decepcionar	to disappoint
decir	to say
desear	to wish
disfrutar	to enjoy
divertirse	to have a good time
dudar	to doubt
encantar	to delight

Spanish	English
esperar	to hope
estar de acuerdo	to agree
estar a favor	to be in favour of
estar en contra	to be against
estar harto de	to be fed up of
fastidiar	to annoy, to bother
interesar(se)	to interest, to be interested in
odiar	to hate
opinar	to think, to give an opinion
parecer	to seem
pasarlo bien/mal	to have a good/bad time
pensar	to think
ponerse de acuerdo	to agree
preferir	to prefer
quedar en	to agree
querer decir	to mean
razón, una	reason
reconocer	to recognise
sentir(se)	to feel
tener razón	to be right
valer la pena	to be worth the trouble

### 3.5.2.12 Expressions of time

#### The seasons

Spanish	English
estación, la	season
invierno, el	winter
otoño, el	autumn
primavera, la	spring
verano, el	summer

## Other time expressions

Spanish	English
a diario	daily, everyday
a eso de ...	at about ...
a fines de ...	at/to the end of ...
a mediados de ...	around the middle of ...
a menudo	often
a partir de	from
a veces	sometimes
ahora	now, nowadays
al mismo tiempo	at the same time
algunas veces	sometimes
anoche	last night
año, el	year
antes (de)	before
ayer	yesterday
breve	brief, short
cada (...) días/horas	every (...) days/hours
casi	nearly
de momento	at the moment, right now
de nuevo	again
de repente	suddenly
de vez en cuando	now and then, from time to time
dentro de (..) días/horas	within (..) days/hours
desde	since
desde hace	since
despacio	slowly
después (de)	after, afterwards
día, el	day
durante	during
durar	to last
en seguida/enseguida	straightaway
entonces	then
esta noche	tonight
fecha, la	date
fin de semana, el	weekend

Spanish	English
hace (+ time)	it's been ...
hoy	today
lento	slow
los lunes etc	Mondays etc
luego	then, afterwards
mañana	tomorrow
mañana, la	morning
mes, el	month
mientras tanto	meanwhile
mucho tiempo	a long time
noche, la	night
otra vez	again
pasado, el	past
pasado (adj)	past
pasado mañana	day after tomorrow
pocas veces	seldom, a few times
por año etc	per year etc
por fin	at last
por lo general	generally
porvenir, el	future
principio, al	beginning (at the)
pronto	soon
próximo	next
que viene (el mes etc)	next (month etc)
quince días	fortnight
rato, el	while, short time
semana, la	week
siempre	always
siglo, el	century
siguiente	next, following
sobre	on, around
solo (sólo)	only
tardar	to take time
tarde	late
tarde, la	afternoon, evening

Spanish	English
temporada, la	period, spell, season
temprano	early
tener prisa	to be in a hurry
tiempo, el	time
todas (las semanas)	every (week)
todavía	still, yet
todos (los días/meses)	every (day/month)
último	last
vez, una	once
veces, dos/tres etc	twice, three times

### 3.5.2.13 Location and distance

Spanish	English
a un paso (de)	a few steps away
abajo (de)	under, below
afuera (de)	outside
ahí	there
aislado	isolated
al final (de)	at the end of
allá	over there
allí	over there
alrededor (de)	around
aquí	here
arriba (de)	above, on top (of)
atrás	behind
cerca (de)	near
cercano	nearby
contra	against
debajo (de)	under
delante (de)	in front of
dentro (de)	inside
derecha, a la _	on the right, to the right
derecho, (todo _)	straight ahead
detrás (de)	behind
en/por todas partes	everywhere

Spanish	English
en las afueras	in the outskirts
encima (de)	above, on top, overhead
enfrente (de)	opposite
entre	between
este, el	east
fondo, en el/al	at the back, at the bottom
fuera (de)	outside
izquierda, a la _	on the left, to the left
lado, al _ (de)	next to
lejano	far away, distant, remote
lejos (de)	far (from)
lugar, el	place
medio (de), en (el) _	in the middle of
norte, el	north
oeste, el	west
sitio, el	place
sur, el	south
todo recto	straight ahead
estar situado	to be situated
encontrarse	to be situated

### 3.5.2.14 Colours

Spanish	English
claro	light
color, el	colour
morado	purple, violet
oscuro	dark
pálido	pale
rosa/rosado	pink
vivo	vivid, bright

### 3.5.2.15 Weights and measures

Spanish	English
alcanzar	to reach
alto	tall, high

Spanish	English
altura, la	height
ancho	wide
ancho, el	width
bajo	low, short
bolsa, la	bag
bote, el	jar
caja, la	box
cantidad, la	quantity
cartón, el	carton
cuarto, un	quarter
delgado	slim, thin
estrecho	narrow
gordo	fat
grueso	thick
lata, la	tin
lleno	full
mediano	medium
medida, la	measure
medio	half
mitad, la	half
pedazo, el	piece
peso, el	weight
poco, un	little
ración, la	portion
talla, la	size (clothes)
tamaño, el	size
trozo, el	piece
vacío	empty
bastar	to be enough
medir	to measure
pesar	to weigh

## 3.5.2.16 Shape

Spanish	English
cuadrado	square
forma, la	shape
redondo	round

## 3.5.2.17 Weather

Spanish	English
buen/mal tiempo	good/bad weather
caliente	hot
caluroso	hot, warm
chubasco, el	shower
cielo, el	sky
clima, el	climate
despejado	clear (skies)
estable	stable, steady, unchanged
fresco	fresh
grado, el	degree
hielo, el	ice
húmedo	humid
lluvia, la	rain
niebla, la	fog
nieve, la	snow
nube, la	cloud
nublado/nuboso	cloudy
pronóstico, el	forecast
relámpago, el	lightning
seco	dry
sombra, la	shade, shadow
templado	mild, temperate
tiempo, el	weather
tormenta, la	storm
tormentoso	stormy
trueno, el	thunder
viento, el	wind
hacer (frío, calor etc)	to be (cold, hot etc)

Spanish	English
helar	to freeze
llover	to rain
mojar(se)	to get wet
nevar	to snow
tener (calor, frío)	to feel (hot, cold..)

### 3.5.2.18 Access

Spanish	English
abierto	open
abrir	to open
cerrado	closed
cerrar	to close
gratis	free (of charge)
gratuito	free (of charge)
libre	free; unoccupied
ocupado	engaged; occupied
permitir	to allow
prohibido	forbidden
prohibir	to forbid, to ban

### 3.5.2.19 Correctness

Spanish	English
cierto	certain, sure, true
equivocado	wrong
falta, la	error
mal	badly
mentira, la	lie, untruth
mentiroso	liar
razón, la	reason
verdad, la	truth
verdadero	true
corregir	to correct
estar equivocado	to make a mistake, to be wrong
mentir	to tell a lie
tener razón	to be right

### 3.5.2.20 Materials

Spanish	English
algodón, el	cotton
cerámica, la	pottery
crystal, el	glass, crystal
cuero, el	leather
lana, la	wool
madera, la	wood
oro, el	gold
papel, el	paper
piel, la	leather, skin
plata, la	silver
seda, la	silk
tela, la	fabric, material
vidrio, el	glass

### 3.5.2.21 Common abbreviations

Spanish	English
Sr (señor)	Mr
Sra (señora)	Mrs
Srta (señorita)	Miss
Sta (santa)	St
c/ (calle)	street
1º/primerero (2º, 3º etc)	1st (2nd, 3rd etc)
1ª/primerera (2ª, 3ª etc)	1st (2nd, 3rd etc)
Dr (doctor)	Dr
Dra (doctora)	Dr
AVE, el	high-speed train
Renfe/RENFE	Spanish railways
IVA	VAT
Ada (avenida)	avenue
EEUU (Estados Unidos)	USA

### 3.5.3 Theme-based vocabulary (Foundation Tier)

#### 3.5.3.1 Identity and culture

##### Me, my family and friends

Spanish	English
abuelo, el	grandfather
adolescente	adolescent
adolescente, el	teenager
alegre	happy
amable	kind
amistoso	friendly
amor, el	love
anciano	(very) old
anciano, el	old person
animado	lively
antipático	unpleasant
apellido, el	last name
aspecto, el	appearance, looks
barba, la	beard
bebé, el	baby
besar	to kiss
beso, el	kiss
bigote, el	moustache
calvo	bald
cara, la	face
cariño, el	affection
cariñoso	affectionate, tender
casado	married
casamiento, el	wedding
casarse	to get married
castaño	chestnut, brown
compañero, el	friend, mate
comprender	to understand
comprensión, la	understanding
comprensivo	understanding
conocer	to know, be familiar with, get to know

Spanish	English
consejo, el	advice
corto	short
cuidar	to look after
cumplir años	to have a birthday
dar las gracias	to thank
dar un paseo/una vuelta	to go for a stroll/ride
débil	weak
deportivo	sporty
discutir	to discuss
disputa, la	argument
echar de menos	to miss someone
edad, la	age
egoísta	selfish
enamorado	in love
enamorarse	to fall in love
encontrar(se)	to meet with someone
fastidiar	to annoy, to bother
felicidad, la	happiness
feliz	happy
fiesta, la	party
formal	polite
fuerte	strong
gafas, las	glasses
gente, la	people
gracioso	funny
guapo	good-looking
hablador	talkative
hermanastro, el	stepbrother
hijo (único), el	(single) child
hijos, los	children
hombre, el	man
honrado	honest
invitado, el	guest
joven	young
joven, el	young person

Spanish	English
jubilado	retired
jubilado, el	OAP, pensioner
jubilarse	to retire
juntos	together
juventud, la	youth, young people
largo	long
liso	straight (hair)
llamarse	to be called
llevarse bien/mal con	to get on (well/badly) with someone
loco	mad
madrastra, la	stepmother
maduro	mature
maleducado	rude
marido, el	husband
matrimonio, el	marriage, married couple
miembro, el	member
molestar	to bother
moreno	dark (-haired, -skinned)
mujer, la	wife; woman
nacer	to be born
nacido	born
nacimiento, el	birth
nieto, el	grandchild
niño, el	child
nombre, el	name
novio, el	boyfriend
ocio, el	free time, leisure
ojo, el	eye
oreja, la	ear
padraastro, el	stepfather
parientes, los	relatives
pasear	to go for a walk
paseo, el	outing, stroll, walk
pecas, las	freckles
pelea, la	fight

Spanish	English
pelear(se)	to fight
pelirrojo	red-haired
pelo, el	hair
perdonar	to forgive
perezoso	lazy, idle
primo, el	cousin
recuerdo, el	memory
reírse	to laugh
reunión, la	get-together
rico	wealthy
rizado	curly
romper	to break
roto	broken
rubio	blonde
sala de fiestas, la	dance hall, nightclub
salida, la	outing
salir	to go out
sentido del humor, el	sense of humour
sentimiento, el	feeling
serio	serious, responsible
simpático	kind, nice, pleasant
solo	alone
soltero	single (not married)
sonreírse	to smile
tener ganas	to feel like
tener...años	to be...years old
tiempo libre, el	free time
tío, el	uncle
travieso	naughty, mischievous
triste	sad
valiente	brave, bold
vecino, el	neighbour

## Technology in everyday life

Spanish	English
acceder	to access
archivo, el	file
arroba	@
borrar	to erase, delete
buzón, el	mail box
cargar	load
colgar	to put (photos on social media, etc.)
correo basura, el	spam
correo electrónico, el	email
crear	to create
descargar	to download
disco duro, el	hard drive
enviar	to send
funcionar	to work, to function
grabar	to record, to burn (a disk)
guardar	to save
hablar	to speak, talk
mandar	to send
mensaje (de texto), el	text (message)
muro, el	wall
navegar	to surf
ordenador, el	computer
pantalla, la	screen
periódico (digital), el	(digital) newspaper
portátil, el (ordenador)	laptop
publicar	to publish
punto	dot, full stop
puntocom	.com
ratón, el	mouse
recibir	to receive
red, la	network, internet
red social, la	social network
revista (digital), la	(digital) magazine, (e-magazine)
riesgo, el	risk

Spanish	English
sala de chat, la	chat room
teclado, el	keyboard
videojuego, el	video game

### Free-time activities

Spanish	English
artista, el	artist
a la plancha	grilled
aceite, el	oil
actriz, la	actress
aficionado, el	fond of/keen on/enthusiast
agua mineral (con/sin gas) (f), el	(fizzy/still) mineral water
ajo, el	garlic
al aire libre	outdoors
alimento, el	foodstuff
almorzar	to have lunch
almuerzo, el	lunch
alpinismo, el	mountain climbing
andar	to walk
anuncio (publicitario), el	advert
apto	suitable
arroz, el	rice
atún, el	tuna
azúcar, el (la)	sugar
bailar	to dance
baile, el	dancing
baloncesto, el	basketball
barra (de pan), la	(bread) loaf
batería, la	drums
beber	to drink
bebida, la	drink
bicicleta/bici, la	bicycle, bike
billar, el	billiards
bistec, el	steak
bocadillo, el	sandwich

Spanish	English
calamares, los	squid
campeón, el	winner, champion
campeonato, el	championship
canción, la	song
cantante, el	singer
cantar	to sing
caramelo, el	boiled sweet
carne, la	meat
carta, la	menu
cebolla, la	onion
cena, la	dinner
cenar	to have the evening meal
cerveza, la	beer
ciencia ficción, la	science fiction
cocina, la	cuisine, cooking
cocinar	to cook
col, la	cabbage
comer	to eat
comida (basura/rápida), la	junk/fast food
comida, la	meal, lunch
concurso, el	contest, competition
copa, la	wine glass
copa, la	cup, trophy
correr	to run
cuchara, la	spoon
cuchillo, el	knife
cuenta, la	bill
champiñones, los	mushrooms
chorizo, el	sausage
chuleta, la	chop
churros, los	fritters
de cerdo	pork
de cordero	lamb
de ternera	veal
de vaca	beef

Spanish	English
deporte, el	sport
deportista	sporty
deportista, el/la	sports person
desayunar	to have breakfast
desayuno, el	breakfast
dibujos animados, los	cartoons
diversión, la	pastime, hobby, entertainment
divertir(se)	to have a good time
documental, el	documentary
dulce	sweet
elegir	to choose
en directo	live
entrada, la	ticket
equipo, el	team; equipment
equitación, la	horse riding
escoger	to choose
espectáculo, el	show
estadio, el	stadium
estrella, la	star
filete, el	steak
flan, el	crème caramel
fresa, la	strawberry
frito	fried
galleta, la	biscuit
gambas, las	prawns
ganar	to win
gazpacho, el	cold soup
gol, el	goal
grasa, la	fat
guisantes, los	peas
heladería, la	ice cream parlour
helado, el	ice cream
hielo, el	ice
historia, la	story
huevo, el	egg

Spanish	English
incluido	included
jamón (de york), el	boiled ham
jamón serrano, el	cured ham
judías verdes, las	string beans
juego, el	game, fun, amusement
Juegos Olímpicos, los	Olympic Games
jugador, el	player
jugar	to play
leche, la	milk
lechuga, la	lettuce
legumbres, las	vegetables, pulses
letra, la	words (of song)
mantequilla, la	butter
manzana, la	apple
marcar (un gol)	to score (a goal)
mariscos, los	seafood
merienda, la	snack/picnic
mermelada, la	jam
monopatín, el	skateboard
montar (a caballo, en bici)	to ride (horse/bike)
nada más	nothing else
nadar	to swim
naranja, la	orange
nata, la	cream
natación, la	swimming
noticias, las	news
papel, el	role
partido, el	match
pastel, el	cake, pie
patata, la	potato
patinaje, el	skating
patinar	to skate
pedir	to order, ask for
película, la	film
pelota, la	ball

Spanish	English
pera, la	pear
perder	to lose
perrito caliente, el	hot dog
pesca, la	fishing
pescado, el	fish
pescar	to fish
picante	spicy
pimienta, la	pepper
pimiento, el	green pepper
piña, la	pineapple
pista de hielo, la	ice rink
pista, la	track, court, run, slope, rink
plátano, el	banana
plato (combinado), el	(set) dish
policíaco	police (adj)
pollo, el	chicken
postre, el	dessert
probar	to taste, to try
queso, el	cheese
rico	tasty
sal, la	salt
salado	salty
salchicha, la	sausage
salchichón, el	salami
salsa, la	sauce
ser aficionado a	to be very keen on/fond of (activity)
servicios, los	toilets
sopa, la	soup
tapas, las	nibbles, bar snacks
taquilla, la	box office
té, el	tea
telenovela, la	soap opera
tenedor, el	fork
tener hambre	to be hungry
tener sed	to be thirsty

Spanish	English
tocar	to play (an instrument), to touch
tomar	to have, to take
torneo, el	tournament
tortilla, la	omelette
tostada, la	toast
traer	to bring
uvas, las	grapes
vaso, el	glass
vela, la	sail, sailing
verduras, las	vegetables
vino (blanco/rosado/tinto), el	(white/rosé/red) wine
zanahoria, la	carrot
zumo (de fruta), el	(fruit) juice

### Customs and festivals in Spanish-speaking countries/communities

Spanish	English
Año Nuevo, el	New Year
castañuelas, las	castanets
corrida, la	bullfight
costumbre, la	custom, way
Día de los Muertos, el	All Souls' Day
Día de Reyes, el	Epiphany, 6 January
día festivo, el	public holiday
feria, la	fair
fiesta, la	festival
juguete, el	toy
Navidad	Christmas
Nochebuena	Christmas Eve
Nochevieja	31 December
Papá Noel	Father Christmas
Pascua, la	Easter
Reyes Magos, los	the Three Kings
santo, el	saint's day
Semana Santa, la	Easter week
Tomatina, la	tomato throwing festival

Spanish	English
tener suerte	to be lucky
torero, el	bullfighter
toro, el	bull

### 3.5.3.2 Local, national, international and global areas of interest

#### Home, town, neighbourhood and region

Spanish	English
a mitad de precio	half price
abrigo, el	coat
afueras, las	outskirts
ahorrar	to save
alfombra, la	carpet
alquilado	rented
alquilar	to rent, to hire
alquiler, el	rent
anuncio, el	advert, announcement
aparcamiento, el	parking
árbol, el	tree
armario, el	wardrobe, cupboard
arreglar	to tidy; to fix
ascensor, el	lift, elevator
aseo, el	bathroom, WC
ayuntamiento, el	town hall
bajar	to go down
bañador, el	swimming costume
baño, el	bathroom; bath
barrio, el	neighbourhood
biblioteca, la	library
billete, el	banknote
blusa, la	blouse
bolera, la	bowling alley
bolso, el	handbag
bosque, el	forest, woods
botas, las	boots
caja, la	till

Spanish	English
calcetines, los	socks
calefacción, la	heating
calle, la	street
cama, la	bed
cambio, el	change, exchange
camisa, la	shirt
camiseta, la	T-shirt
campo, el	countryside, grounds
cancha (de tenis etc), la	court
carnicería, la	butcher's
casa (adosada), la	house (semi-detached)
céntimo, el	cent
centro comercial, el	shopping centre
centro, el	centre, down town
césped, el	lawn
chalet/chalé, el	bungalow, house
chandal, el	tracksuit
cine, el	cinema
cinturón, el	belt
ciudad, la	city
club (de jóvenes etc), el	(youth) club
cocina, la	cooker; kitchen
collar, el	necklace
comedor, el	dining room
comisaría, la	police station
cómodo	comfortable, convenient, handy
compartir	to share
comprar	to buy
compras, las	shopping
construir	to build
contar	to count, to tell/recount
corbata, la	tie
Correos	Post Office
cortar	to cut, to mow
cortina, la	curtain

Spanish	English
cosa, la	thing
costar	to be difficult/hard
cuarto de baño, el	bathroom
dar a	to look onto
deber	to owe
descuento, el	discount
devolver	to return
dinero, el	money
dirección, la	address
dormitorio, el	bedroom
ducha, la	shower
edificio, el	building
entrada, la	entrance
entrar	to go in, to enter
escalera, la	stairs
espacio, el	space
estanco, el	tobacconist's
estante, el	shelf
estantería, la	shelves
estar de moda	to be in fashion
fábrica, la	factory
falda, la	skirt
flor, la	flower
fregadero, el	kitchen sink
gastar	to spend money, to use (energy)
gorra, la	cap
grandes almacenes, los	department store
granja, la	farm
guantes, los	gloves
habitación, la	room
habitante, el	inhabitant
hacer cola	to queue
hacer la(s) compra(s)	to do the shopping
iglesia, la	church
joyería, la	jeweller's

Spanish	English
juguetería, la	toy shop
lado, el	side
lago, el	lake
lavabo, el	washbasin
lavadora, la	washing machine
lavaplatos, el	dishwasher
lavar	to wash
libra (esterlina), la	pound (sterling)
librería, la	bookcase
librería, la	bookshop
limpio	clean
llave, la	key
llevar (puesto)	to wear
luz, la	light
maquillaje, el	make-up
máquina, la	machine
mercado, el	market
mesa, la	table
mezquita, la	mosque
microondas, el	microwave oven
moda, la	fashion
monedero, el	purse
mostrar	to show
muebles, los	furniture
museo, el	museum
nevera, la	fridge
paga, la	pocket money
pagar	to pay
panadería, la	bakery
pantalón corto, el	shorts
papelera, la	wastepaper basket
papelería, la	stationery shop
paraguas, el	umbrella
pared, la	wall
parque infantil, el	playground

Spanish	English
pasillo, el	corridor
pastelería, la	pastry shop
peluquería, la	hairdresser's
pendientes, los	earrings
pescadería, la	fish monger's
pintado	painted
piso, el	floor; flat
planta baja, la	ground floor
planta, la	floor
planta, la	plant
plaza de toros, la	bull ring
plaza, la	square
población, la	population
polideportivo, el	sports centre
ponerse	to put on (clothes)
precio, el	price
propio	own
pueblo, el	village; people, nation
puente, el	bridge
puerta, la	door
puerto, el	port, harbour
rebajar	to reduce (price; weight)
rebajas, las	sales
recibo, el	receipt
regalar	to give a present
regalo, el	present, gift
reloj, el	watch
repartir	to deliver
río, el	river
ropa (de marca), la	(designer) clothes
ruido, el	noise
ruidoso	noisy
salón, el	lounge
sentarse	to sit down
sierra, la	mountain range

Spanish	English
silla, la	chair
sillón, el	armchair
subir	to go up
suelo, el	floor
sugerir	to suggest
talla, la	size (clothes)
tarjeta de crédito, la	credit card
teatro, el	theatre
terrazza, la	terrace
tienda de comestibles, la	grocery store
tienda de ropa, la	clothes shop
tienda, la	shop
vaqueros, los	jeans
vendedor, el	sales assistant
vender	to sell
venta, la	sale
ventana, la	window
vestido, el	dress
vestirse	to get dressed, to dress
zapatería, la	shoe shop
zapatillas de deporte, las	trainers
zapatos, los	shoes
zona peatonal, la	pedestrian zone/area

## Social issues

Spanish	English
acostarse	to go to bed
activo	active
borracho	drunk
caer(se)	to fall down
cansado	tired, tiring
cansar(se)	to get tired
cigarrillo, el	cigarette
contribuir	to contribute
corazón, el	heart

Spanish	English
cuerpo, el	body
despertarse	to wake up
doler	to hurt
dolor, el	pain, ache
dormir(se)	to sleep; to fall asleep
droga (blanda/dura), la	(soft/hard) drug
drogarse	to take drugs
ejercicio (físico), el	(physical) exercise
emborracharse	to get drunk
encontrarse bien/mal	to feel well/ill
enfermedad, la	illness
enfermo	ill
entrenamiento, el	training
entrenar(se)	to train
equilibrado	balanced
estar bien / mal	to be well/ill
estar en forma	to be fit
estrés, el	stress
estresante	stressing, stressful
evitar	to avoid
formar parte	to be part of
fumador (pasivo), el	(passive) smoker
fumar	to smoke
humo, el	smoke
levantarse	to get up
malsano	unhealthy
mantenerse en forma	to keep fit/in shape
mejorar(se)	to get better
morir	to die
muerto	dead
necesidad, la	need
obra benéfica, la	charity
oler	to smell
olor, el	smell
organización benéfica, la	charitable organisation

Spanish	English
organizar	to organise
participación, la	participation, taking part
poco sano	not healthy
posibilidad, la	possibility
propósito, el	aim, purpose, objective
pulmones, los	lungs
residencia (para ancianos), la	old people's home
respirar	to breathe
salud, la	health
saludable	healthy
sano	healthy, wholesome
sida, el	AIDS
tener dolor (de) ...	to have a pain (in) ...
tener sueño	to feel sleepy
tentación, la	temptation
tienda con fines benéficos, la	charity shop
tienda solidaria, la	charity shop
vida, la	life
vivo	alive
voluntario	voluntary
voluntario, el	volunteer

## Global issues

Spanish	English
augmentar	to increase
basura, la	rubbish, garbage
belleza, la	beauty
beneficiar	to benefit
cambio climático, el	climate change
campana, la	campaign
cartón, el	cardboard
combustible, el	fuel
contenedor, el	container
culpa, la	fault, blame, guilt
cultivar	to till, to grow, to cultivate

Spanish	English
cultivo, el	crop
dañar	to harm, to damage
daño, el	harm, damage
derechos, los	rights
desaparecer	to disappear
desarrollo, el	development
ducharse	to have a shower
encender	to turn on (lights, TV etc)
encuesta, la	poll, survey
escaso	scarce, meagre
extranjero, el	foreigner
falta, la	lack
faltar	to be missing
fuego, el	fire
gobierno, el	government
grave	serious
injusto	unjust, unfair
inquietante	worrying, disturbing
inquietar(se)	to worry, to upset oneself
justo	just, fair
ladrón, el	thief
ley, la	law
libertad, la	liberty, freedom
luchar	to fight, to struggle
malgastar	to waste, to misuse, to squander
matar	to kill
medio ambiente, el	environment
medioambiental	environmental
mundial	global, world-wide
mundo, el	world
naturaleza, la	nature
necesitados, los	needy people
pájaro, el	bird
peligro, el	danger
peligroso	dangerous

Spanish	English
petróleo, el	oil
pila, la	battery
pobre	poor
pobreza, la	poverty
preocupación, la	worry, anxiety
preocupado	worried, anxious
preocupante	worrying
productos químicos, los	chemicals
proteger	to protect
químico (adj)	chemical
recargable	rechargeable
reciclaje, el	recycling
reciclar	to recycle
recoger	to collect, to gather, to pick up
recurso, el	resource
renovable	renewable
reutilizar	to reuse
robar	to steal
robo, el	theft, burglary
salvar	to save
solucionar	to solve, to resolve
sucio	dirty
Tierra, la	Earth
tirar	to throw (away)
utilizar	to use
ventaja, la	advantage
violencia, la	violence

## Travel and tourism

Spanish	English
(no) fumador	(non) smoking
a mano derecha/izquierda	on the right-/left-hand side
a pie	on foot, walking
aeropuerto, el	airport
agencia (de viajes), la	travel agent's

Spanish	English
aire acondicionado, el	air-conditioning
albergue juvenil, el	youth hostel
alemán	German
Alemania	Germany
alojamiento, el	accommodation
alojarse	to lodge, to stay
ambiente, el	atmosphere
andén, el	platform
aparcar	to park
asiento, el	seat
autocar, el	coach
autopista, la	motorway
avión, el	airplane, aeroplane
bañarse	to bathe, to swim
barco, el	boat
billete (de ida/de ida y vuelta), el	(single/return) ticket
británico	British
buscar	to look for
cama de matrimonio, la	double bed
cambiar	to change
caminar	to walk
camino, el	path, route
camping, el	camp site; camping
Canarias, las Islas	Canary Islands
carnet de conducir, el	driving licence
carnet de identidad, el	identity card
carnet, el	pass; card
carretera, la	highway
coche, el	car
coger	to take, to catch
conducir	to drive, to lead
conductor, el	driver
consigna, la	left luggage office
crema solar, la	suncream
crucero, el	cruise

Spanish	English
cruzar	to cross
cheque (de viaje), el	travellers' cheque
deportes acuáticos, los	water sports
descansar	to rest
descanso, el	rest, pause
dirección, la	management
disponible	available
doblar	to turn
equipaje, el	luggage
escocés	Scot, Scottish
Escocia	Scotland
España	Spain
español	Spanish
esperar	to wait
esquí, el	skiing
esquiar	to ski
estación (de autobuses/trenes), la	(bus/coach/train) station
estación de servicio, la	service station
Estados Unidos, los	United States
estar de vacaciones	to be on holiday
Europa	Europe
europeo	European
excursión, la	trip, excursion
extranjero (en el _, al _)	abroad
ferrocarril, el	railways
ficha, la	registration form
folleto, el	leaflet, pamphlet
francés	French
Francia	France
Gales	Wales
galés	Welsh
gasolina (sin plomo), la	(unleaded) petrol
Gran Bretaña	Great Britain
Grecia	Greece
griego	Greek

Spanish	English
guía, el	guide
guía, la	guidebook
habitación (doble/individual), la	(single/double) room
informar(se)	to find out
Inglaterra	England
inglés	English
instalaciones, las	facilities
Irlanda	Ireland
irlandés	Irish
isla, la	island
latinoamericano	Latin-American
libre	available
Londres	London
llegada, la	arrival
llegar	to arrive
llevar	to take
maleta, la	suitcase
máquina (de fotos), la	camera
mar, el	sea
media pensión	half board
Mediterráneo, el	Mediterranean Sea
metro, el	underground
montaña, la	mountain
norteamericano	North American
país, el	country
papel higiénico, el	toilet paper
parada, la	stop
parador, el	state owned hotel (in Spain)
parar	to stop
parque de atracciones, el	fairground, funfair
parque temático, el	theme park
pasajero, el	passenger
pasar	to spend time; to go through; to pass
paso subterráneo, el	underpass, subway
pensión completa	full board

Spanish	English
pensión, la	boarding house
perder	to lose; to miss
perderse	to get lost
permiso de conducir, el	driving licence
playa, la	beach
postal, la	postcard
quedarse	to stay
recepción, la	reception
recordar	to remember
recuerdo, el	souvenir
regresar	to go back
regreso, el	return
relajarse	to relax
reserva, la	reservation
reservar	to book, to reserve
retraso, el	delay
sacar (fotos)	to take photos
saco de dormir, el	sleeping bag
sala de espera, la	waiting room
salida, la	exit
señal, la	sign, signal
sitio, el	space, room
sitio, el	place, site
sudamericano	South American
taquilla, la	ticket office
tardar	to take time
tarjeta, la	card, postcard
tienda, la	tent
tomar el sol	to sunbathe
torcer	to turn
tranvía, el	tram
vacaciones, las	holidays
venir	to come
ver	to see
vía, la	track, lane

Spanish	English
viajar	to travel
viaje, el	trip, journey
viajero, el	traveller
vista, la	view
volver	to return
vuelo, el	flight

### 3.5.3.3 Current and future study and employment

#### My studies

Spanish	English
alemán, el	German
arte dramático, el	drama
asignatura, la	school subject
ciencias económicas, las	economics
ciencias, las	science
cocina, la	food technology
comercio, el	business studies
dibujo, el	drawing/art
director, el	head teacher, principal
enseñar	to teach
español, el	Spanish
francés, el	French
gimnasia, la	gymnastics
idioma, el	language
informática, la	IT
inglés, el	English
lengua, la	language, tongue
nota, la	mark
química, la	chemistry
sacar buenas/malas notas	to get good/bad marks
taller, el	workshop
tarea, la	task/homework
trabajador	hard working
trabajos manuales, los	handicrafts

## Life at school/college

Spanish	English
acoso (escolar), el	(school) bullying
agenda, la	diary
alumno, el	pupil, student
aprender	to learn
aprobar	to approve, to pass (an exam)
apuntes, los	notes
aula (f), el	schoolroom
ausente	absent
ayuda, la	help
ayudar	to help
bachillerato, el	school leaving exam/baccalaureate
biología, la	biology
bolígrafo, el	pen
callar(se)	to shut up
campo de deportes, el	sports field
colegio, el	school
comportamiento, el	behaviour
comportarse	to behave
conducta, la	behaviour, conduct
contestar	to answer
charlar	to chat
chicle, el	chewing gum
deberes, los	homework
desobediente	disobedient
dibujar	to draw
diseñar	to design
educativo	educational
entender	to understand
escribir	to write
escuela, la	school
estuche, el	pencil case
evaluación, la	assessment
examen, el	examination
éxito, el	success

Spanish	English
explicación, la	explanation
explicar	to explain
falta, la	mistake; absence
faltar	to be absent
fracasar	to fail
fracaso, el	failure
gimnasio, el	gymnasium
instituto, el	secondary school, institute
intercambio, el	exchange
lápices de colores, los	colour pencils
lección, la	lesson
leer	to read
letra, la	letter of the alphabet
levantar la mano	to put your hand up
libro, el	book
masculino	masculine
mirar	to look
mochila, la	rucksack, school bag
molestar	to annoy, to bother
nivel, el	level
obligatorio	compulsory
oír	to listen, to hear
olvidar	to forget
página, la	page
palabra, la	word
pasar (la) lista	to call the register
permiso, el	permission
pizarra interactiva, la	smart board
pregunta, la	question
preguntar	to ask a question
privado	private
prometer	to promise, to show promise
prueba, la	test, proof
recreo, el	break, recess, playtime, recreation
regla, la	rule; ruler

Spanish	English
repartir	to hand out
repasar	to revise
respuesta, la	answer
resumen, el	summary
reunión, la	meeting
rutina, la	routine
sala de profesores, la	staffroom
salón de actos, el	hall, assembly room
sobresaliente	outstanding
suspender	to fail (exam/subject)
tema, el	topic, theme
tener miedo	to be afraid
terminar	to finish
trabajo, el	work
trimestre, el	(school) term, three month period
vestuarios, los	changing rooms

## Education post-16

Spanish	English
a tiempo completo	full time
a tiempo parcial	part time
aprendiz, el	apprentice
aprendizaje, el	apprenticeship, training, learning
calificado	competent, skilled, qualified
carrera, la	career; profession
comienzo, el	beginning, start
conocimientos, los	knowledge
conseguir	to get, to achieve
dejar	to leave
esperar	to hope; to expect
experiencia laboral, la	work experience
tomar un año libre/sabático	to take a gap year
útil	useful

## Jobs, career choices and ambitions

Spanish	English
ama de casa, el (f)	housewife
bombero, el	firefighter
cajero, el	bank-teller, cashier
camarero, el	waiter
carnicero, el	butcher
carta, la	letter
cita, la	appointment
cocinero, el	cook
comerciante, el	merchant, retailer, shop owner
comercio, el	commerce, trade
contrato, el	contract
correo, el	post
dependiente, el	shop assistant
ejecutivo, el	executive, officer
electricista, el	electrician
empleado, el	employee, worker
empleo, el	job, employment
empresa, la	company
encontrar	to find
enfermero, el	nurse
entrevista, la	interview
escritor, el	writer
estar en paro	to be unemployed
ganar	to earn
hombre de negocios, el	businessman
horas de trabajo flexibles, las	flexitime
ingeniero, el	engineer (civil/mechanical)
jardinero, el	gardener
jefe, el	boss
laboral	working
línea, la	line
llamada, la	call
llamar por teléfono	to telephone
llegar a ser	to become

Spanish	English
militar, el	serviceman, soldier
objetivo, el	aim, objective
obrero, el	workman
obtener	to get, to obtain
panadero, el	baker
parado	unemployed
paro, el	unemployment
peluquero, el	hairdresser
periodismo, el	journalism
periodista, el	journalist
pintor, el	painter, artist
policía, el	police officer
pronto	ready
sello, el	stamp
sobre, el	envelope
soldado, el	soldier
teletrabajo, el	work from home
título, el	university degree
trabajador, el	worker
trabajar	to work
traductor, el	translator
triunfar	to triumph, to succeed
veterinario, el	veterinary surgeon

### 3.5.4 Theme-based vocabulary (Higher Tier)

#### 3.5.4.1 Identity and culture

##### Me, my family and friends

Spanish	English
acoger	to receive, to welcome
aconsejar	to advise
acordar	to agree on
agradecer	to thank
aguantar	to bear, to put up with
anillo, el	ring

Spanish	English
apodo, el	nickname
atrevido	cheeky, insolent, bold, daring
avaro	mean, miserly
barrera generacional, la	generation gap
boda, la	wedding
callado	quiet, reserved
celoso	jealous
cobarde	coward
comprometerse	to get engaged
compromiso, el	engagement
confianza, la	trust
confiar	to trust
cortés	polite
cuidadoso	careful
demás, los	other people
despedir(se)	to say goodbye
disculpar(se)	to apologise
educado	polite
esposo, el	husband, spouse
estado civil, el	marital status
gemelo, el	twin
género, el	gender
glotón	greedy
hogar, el	home
huérfano, el	orphan
llorar	to cry
maltratar	to mistreat, abuse
maltrato, el	mistreatment, abuse
muchacho, el	lad
ocuparse de	to look after
orgullosa	proud
parecerse a	to look like
pareja, la	couple; partner
relacionarse con	to make contact with, to get on with (people)
seguro de sí mismo	self-assured

Spanish	English
sensible	sensitive
sobrino, el	nephew
torpe	clumsy
tratarse (de, con)	to treat each other, to have dealings with
vago	idle, lazy
viudo, el	widower

### Technology in everyday life

Spanish	English
adjuntar	to attach
buscador, el	search engine
contraseña, la	password
desactivar	to block (screen)
guión, el	hyphen
guión bajo, el	underscore
herramienta, la	tool
inalámbrico	wireless
internauta, el	Internet user
marcador, el	bookmark
navegador, el	browser
portada, la	homepage
reproductor, el	widget
servidor de seguridad, el	firewall
usuario, el	user

### Free-time activities

Spanish	English
actuación, la	performance, role
alimentación, la	food, nourishment
apetecer	to fancy, to feel like
asado	roast(ed)
bacalao, el	cod
banda sonora, la	soundtrack
carrera, la	race

Spanish	English
deportes de riesgo, los	adventure sports
función, la	show, performance
grabación, la	recording
hacer cola	to queue
hervido	boiled
melocotón, el	peach
merendar	to have a snack/picnic
merluza, la	hake
nuez, la	nut, walnut
piragüismo, el	canoeing
premio, el	prize
propina, la	tip
sabroso	tasty
selección, la	team, side
socio, el	member
trama, la	plot

### Customs and festivals in Spanish-speaking countries/communities

Spanish	English
bandera, la	flag
Día de los Inocentes	28 December (equivalent of April Fools' Day)
disfraz, el	fancy dress
disfrazarse de	to dress up as
fecha patria, la	national day to commemorate historic event
gaucho, el	cowboy
mariachi, el	Mexican musician
muñeca, la	doll
paso, el	statue paraded at Easter
villancico, el	Christmas carol

### 3.5.4.2 Local, national, international and global areas of interest

#### Home, town, neighbourhood and region

Spanish	English
aldea, la	village
bufanda, la	scarf
butaca, la	armchair
camisón, el	nightgown
cazadora, la	(leather) jacket
comunidad, la	community
concurrido	busy, crowded
de lujo	luxury
domicilio, el	address, home
electrodomésticos, los	(electrical) appliances
en efectivo	cash
enseñar	to show
espejo, el	mirror
esquina, la	corner
horno, el	oven
manta, la	blanket
medias, las	stockings
moqueta, la	fitted carpet
mudarse (de casa)	to move house
negocio, el	business
paisaje, el	landscape, scenery
panty, el	tights
persianas, las	shutters, venetian blinds
probarse	to try on
rebeca, la	cardigan
reembolso, el	refund
reparto a domicilio, el	home delivery
semáforo, el	traffic lights
sótano, el	basement, cellar
sudadera, la	sweatshirt
surtido, el	range, supply, stock
tamaño, el	size
vestíbulo, el	entrance hall, lobby, foyer

Spanish	English
vivienda, la	dwelling, housing, accommodation

## Social issues

Spanish	English
advertir	to warn
asco, el	disgust
asqueroso	disgusting
ataque cardíaco, el	heart attack
aviso, el	warning, notice
botellón, el	drinking party in the street
cerebro, el	brain
dedicar(se)	to do, to go in for, to devote oneself
dolor de oídos, el	earache
esfuerzo, el	effort
hacer daño	to injure, to harm
hígado, el	liver
ONG, la	NGO (non-governmental organisation)
porro, el	joint
primeros auxilios, los	first aid
propósito, el	aim, purpose, objective
provocar	to cause, to provoke
respiratorio	respiratory
seropositivo	HIV positive
sobrepeso, el	overweight, obesity
síndrome de abstinencia, el	withdrawal symptoms
tabaquismo, el	addiction to tobacco

## Global issues

Spanish	English
agotar	to exhaust, use up
agujero, el	hole
amenazar	to threaten
apagar	to turn off (lights, etc)
arruinar	to ruin, to destroy
atasco, el	traffic jam
aumento, el	increase
beneficio, el	benefit
calentamiento global, el	global warming
capa de ozono, la	ozone layer
combatir	to fight, to combat
cometer	to commit
consumo, el	consumption
desechos, los	rubbish, waste
desigualdad, la	inequality
desperdicio, el	waste, rubbish, squandering
echar la culpa	to blame
efecto invernadero, el	greenhouse effect
ensuciar	to make dirty, to soil, to make a mess
envase, el	wrapping, packaging; container
escasez, la	shortage, want, lack
estropear	to ruin, to spoil
gamberro, el	hooligan, lout, troublemaker
gases de escape, los	exhaust fumes
huracán, el	hurricane
igualdad, la	equality
incendio, el	fire
inundación, la	flood
lluvia ácida, la	acid rain
marea negra, la	oil spill
multa, la	fine
nocivo	harmful
petrolero, el	oil tanker
prejuicio, el	prejudice

Spanish	English
residuos, los	refuse, waste, rubbish
selva, la	jungle, tropical forest
sequía, la	drought
“sin techo”, los	homeless people
testigo, el	witness
vertedero, el	rubbish dump, tip

## Travel and tourism

Spanish	English
abanico, el	fan
aduana, la	customs
avería, la	breakdown, fault
averiado	broken down
bonobús, el	bus pass
broncearse	to get a tan
camión, el	lorry
casco, el	helmet
castellano	Castilian, Spanish spoken in Spain
cinturón de seguridad, el	seat belt
cruce, el	crossroads, intersection
decepcionar	to disappoint
detener(se)	to stop
DNI	ID card
hacer transbordo	to change, to transfer
insolación, la	sunstroke
motor, el	engine
queja, la	complaint
quejarse	to complain
rueda, la	wheel
sombrilla, la	sunshade, parasol

### 3.5.4.3 Current and future study and employment

#### My studies

Spanish	English
atento	attentive
optar	to choose, to opt for
optativo	optional
riguroso	severe, harsh
sencillo	simple, easy

#### Life at school/college

Spanish	English
apoyar	to support, to back, to help
apoyo, el	help, support, backing
carpeta, la	folder, file
castigar	to punish
castigo, el	punishment
despacho, el	office
enseñanza, la	teaching; education
entregar	to hand in
esforzarse	to make an effort
golpear	to hit
intimidación, la	bullying
lectura, la	reading
pedir prestado	to borrow
tijeras, las	scissors
traducir	to translate

#### Education post-16

Spanish	English
academia, la	academy, school post-16 (for certain careers)
derecho, el	law (at university)
formación (profesional), la	vocational training
lograr	to achieve
perspectiva, la	prospects, outlook, future developments

## Jobs, career choices and ambitions

Spanish	English
abogado, el	lawyer, solicitor
albañil, el	brick-layer, building worker
azafata, la	flight attendant
bombero, el	firefighter
camionero, el	lorry driver
carpintero, el	joiner, carpenter
cartero, el	postman
contable, el	accountant
ejército, el	army
encargado, el	person in charge
encargarse (de)	to be in charge of
estar en huelga	to be on strike
expectativa, la	hope, prospect
gerente, el	manager
granjero, el	farmer
probar	to have a go; to try
rellenar	to fill in
solicitar	to apply
solicitud, la	(job) application
sueldo, el	wages, salary

# 4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Spanish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

## 4.1 Aims and learning outcomes

Courses based on this specification should encourage students to develop their ability and ambition to communicate with native speakers in speech and writing. The study of Spanish should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Courses based on this specification should enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Spanish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Spanish specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

### 4.2.1 Assessment objective weightings for GCSE Spanish

#### 4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### 4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

### 4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

## 4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking Castilian in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

### 4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test. This will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

## 4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the General conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Spanish.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the General conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

### 4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### 4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

#### 4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

#### 4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The General conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test [assessment criteria](#).

## 4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

### 4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Spanish, requiring non-verbal responses or responses in Spanish. In Section C, there will be a translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

## 4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Spanish.

### 4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Spanish.

#### 4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

#### 4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

---

### 4.7.1.3 Question 3 (10 marks)

A translation from English into Spanish, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

### 4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

## 4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Spanish.

### 4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

### 4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

### 4.7.2.3 Question 3 (12 marks)

A translation from English into Spanish, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test [assessment criteria](#).

## 4.8 Assessment criteria

### 4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

#### 4.8.2.1 Foundation Tier

##### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

##### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

### Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

#### Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

### Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

## Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

## Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.

Level	Mark	Range and accuracy of language
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

### Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

### Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

## Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

### 4.8.2.2 Higher Tier

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for Communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

## Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

#### Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

### Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for Communication, Range and accuracy of language, Pronunciation and intonation and Spontaneity and fluency, as specified in the criteria below.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

### Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.

Level	Mark	Communication
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

### Notes

Students are required to ask the teacher/examiner a question in the General conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a student who would have received 8 marks out of 10 for Communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

### Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

## Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

## Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

## 4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

## 4.8.4 Writing

### 4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

### Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

### Question 2 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

## Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

## Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

## Question 3 (10 marks)

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

### Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

## Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

### Question 4 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

### Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

## Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

### 4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

### Question 1 (16 marks)

There are four compulsory bullet points, assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

## Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

## Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

## Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

## Question 2 (32 marks)

There are two compulsory bullet points, assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

## Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

## Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

## Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

## Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

### Question 3 (12 marks)

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

#### Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

#### Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Students can be entered for only one tier in any exam series.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Spanish	Foundation Tier	8698F	FKS
	Higher Tier	8698H	FKS

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8160/6.

## 5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

---

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who **just** fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## 5.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at [jcq.org.uk](http://jcq.org.uk)

### 5.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### 5.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice about access arrangements, reasonable adjustments and special consideration please see [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

---

## 5.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA-approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home-schooled or have private tuition, either with a tutor or through a distance learning organisation. You must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email: [privatecandidates@aca.org.uk](mailto:privatecandidates@aca.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8698](http://aqa.org.uk/8698)

You can talk directly to the Spanish subject team

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

T: 01423 534 381