

GCSE (9-1) Spanish



Specification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish (1SP0)

First teaching from September 2016

First certification from 2018

Issue 1

Contents

1 Introduction	2
Why choose Edexcel GCSE Spanish?	2
Supporting you in planning and implementing this qualification	3
Qualification at a glance	4
2 Subject content and assessment information	6
Themes and topics	7
Paper 1: Listening and understanding in Spanish	9
Paper 2: Speaking in Spanish	11
Paper 3: Reading and understanding in Spanish	36
Paper 4: Writing in Spanish	38
Assessment Objectives	62
3 Administration and general information	63
Entries	63
Access arrangements, reasonable adjustments, special consideration and malpractice	63
Student recruitment and progression	66
Appendix 1: Candidate speaking examination record form (CS2)	69
Appendix 2: Grammar list	70
Appendix 3: Vocabulary list	73
Appendix 4: The context for the development of this qualification	156
Appendix 5: Transferable skills	158
Appendix 6: Codes	159

1 Introduction

Why choose Edexcel GCSE Spanish?

We believe languages should be accessible for all students. Our new Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

We've listened to feedback from the languages community - subject associations, academics and advisors, together with hundreds of teachers and students - and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment.

Engaging and popular topics

Our specification includes both familiar and new topics that you have told us you like and that motivate your students.

Manageable content

Our content has been structured across five themes. This flexible programme of study allows time for a focused revision period at the end of the course.

Content and assessments that provide an engaging real-world focus

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations.

Straightforward assessments that are accessible to all students

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Reading and listening papers are structured so that questions set in the target language are in a separate section from those questions requiring responses in English. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

Carefully selected texts

We have worked closely with teachers and expert practitioners to ensure we include interesting and relevant texts at the right level for students at each tier and that will encourage the use of a wide range of texts in the classroom.

Clear and precise assessment criteria

Our mark schemes have been trialled with sample student answers to ensure they reward students appropriately and that it is clear what is expected of students at each band.

Continuous progression

Our content builds on the understanding developed at KS2 and KS3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A Level.

Supporting you in planning and implementing this qualification

Planning

- To support you in delivering this specification, our **Getting Started Guide** available on our website gives you an overview of the new GCSE qualification to help you to get to grips with the changes to content and assessment and to help you understand what these changes mean for you and your students.
- We will give you an editable **course planner** and **scheme of work** that you can adapt to suit your department.
- **Our mapping documents** highlight key differences between the new and 2012 qualification.

Teaching and learning

There are lots of free teaching and learning support to help you deliver the new qualification, including:

- translation and literary text booklets
- a guide to questions in the target language
- a network of leading practitioners across the country
- student guide
- online and face-to-face training events.

Published resources and CPD events will also be available to help you deliver the new qualification.

Preparing for exams

We also provide a range of resources to help you prepare your students for the assessments, including:

- additional assessment materials to support formative assessments and mock exams
- marked exemplars of student work with examiner commentaries
- **ExamWizard**, our exam preparation tool, containing sample assessment materials for each skill.

ResultsPlus

ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students.

Get help and support

Our subject advisor service, led by Alistair Drewery, and online community will ensure you receive help and guidance from us and that you can share ideas and information with other teachers. You can sign up to receive e-newsletters to keep up to date with qualification updates and product and service news.

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.

Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

The use of dictionaries is not permitted. For Paper 2 this includes during the preparation time.

Paper 1: Listening and understanding in Spanish *(Paper code: 1SP0/1F and 1H)

Written examination

Foundation tier: 35 minutes including 5 minutes reading time; 50 marks

Higher tier: 45 minutes including 5 minutes reading time; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

Assessment overview

Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Spanish speakers.

Students must answer all questions in both sections.

There is no requirement for students to produce written responses in Spanish.

Foundation tier

- Section A is set in English. The instructions to students are in English.
- Section B is set in Spanish. The instructions to students are in Spanish.

Higher tier

- Section A is set in Spanish. The instructions to students are in Spanish.
- Section B is set in English. The instructions to students are in English.

Paper 2: Speaking in Spanish *(Paper code: 1SP0/2F and 2H)

Internally conducted and externally assessed

Foundation tier: 7–9 minutes plus 12 minutes preparation time; 70 marks

Higher tier: 10–12 minutes plus 12 minutes preparation time; 70 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings.

Paper 2: Speaking in Spanish *(Paper code: 1SP0/2F and 2H) (continued)

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Spanish *(Paper code: 1SP0/3F and 3H)**Written examination**

Foundation tier: 45 minutes; 50 marks

Higher tier: 1 hour; 50 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

Assessment overview

Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students in English.

Section B is set in Spanish. The instructions to students in Spanish.

Section C includes a translation passage from Spanish into English with instructions in English.

Paper 4: Writing in Spanish *(Paper code: 1SP0/4F and 4H)**Written examination**

Foundation tier: 1 hour 10 minutes; 60 marks

Higher tier: 1 hour 20 minutes; 60 marks

25% of the total qualification

Content overview

This paper draws on vocabulary and structures across all the themes and topics (see pages 7–8).

Assessment overview

Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in Spanish. Word counts are specified for each question. Students must answer all questions.

Foundation tier – three open response questions and one translation into Spanish.

Higher tier – two open response questions and one translation into Spanish.

*See *Appendix 6: Codes* for a description of this code and all codes related to this qualification

2 Subject content and assessment information

The Pearson Edexcel Level 1/Level 2 GCSE in Spanish (9-1) allows students to develop their ability to communicate with Spanish native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of Spanish-speaking communities and countries. These contexts are listed under *Themes and topics* on pages 7 and 8.

Students will need to develop and use their knowledge and understanding of Spanish grammar progressively through their course of study. Grammar requirements are contained in the grammar list (see *Appendix 2: Grammar list*).

To help students build on their range of vocabulary, a list is provided of words that students are expected to use and understand (see *Appendix 3: Vocabulary list*). These lists are not exhaustive but are intended as a guide; students at both tiers will be required to understand and respond to familiar words (appropriate to the tier) that are not on the lists.

Subject aims and learning objectives

The aims and objectives of this qualification are to 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 in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of 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 the language is spoken
- be encouraged to 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 to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Spanish-speaking countries throughout the course.

Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences; experiences; and destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events; exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers; professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Paper 1: Listening and understanding in Spanish

Content

Students are assessed on their understanding of standard spoken Spanish in a variety of scenarios.

Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

This paper draws on vocabulary and structures across all the themes (outlined on pages 7–8).

Students are presented with recorded scenarios involving one or more speakers in public and social settings. Recordings include authentic sources addressing the themes. Recorded material features both male and female voices and represents different age groups.

Students should be given the opportunity to become accustomed to hearing the Spanish language spoken in a range of styles and registers.

Recordings for individual questions within the assessment vary in length, including both short and longer spoken passages, using both familiar language and, where appropriate, more complex language and abstract material, as appropriate to the tier.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Key Stage 3 Programme of Study, where appropriate.

Assessment information

- First assessment: May/June 2018.
- The assessment is out of 50 marks.
- Students must be allocated five minutes in which to read through the paper before the first extract of the recording starts. This gives students an opportunity to familiarise themselves with the length and the layout of the paper and to read the questions before hearing the first extract.
- Students will listen to the recording featuring Spanish-language speakers who will speak at a rate appropriate to the expected level of student understanding.
- Each passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played.
- Recordings will be issued on CD ROM audio format or as digital sound files accessed via a secure download.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must answer all questions in both sections.
- *Foundation tier*
 - The assessment is 35 minutes, including 5 minutes' reading time.
 - Section A contains 12 questions set in English. Question types will comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
 - Section B contains two questions set in Spanish. Question types comprise of multiple-response questions. The instructions to students are in Spanish.
- *Higher tier*
 - The assessment is 45 minutes, including 5 minutes' reading time.
 - Section A contains two questions set in Spanish. Question types comprise of multiple-response questions. The instructions to students are in Spanish.
 - Section B contains eight questions set in English. Question types comprise of both multiple-response and short-answer open response questions. The instructions to students are in English.
- Four of the questions will be common to both tiers.
- For both tiers, there is no requirement for students to produce written responses in Spanish.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish Sample Assessment Materials (SAMs)* document.

Paper 2: Speaking in Spanish

Content

Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes.

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, 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 in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of Spanish.

These are assessed through a series of three consecutive tasks.

Task 1 - Role play

The role play is an interaction requiring the student to ask and answer questions, to exchange information and to use different registers. The role play relates to either formal or informal scenarios, in turn inviting the student to use either formal or informal register relevant to the scenario. The task is set in the register that the student is required to use, so students should use that register in their responses.

The role plays are set and are provided by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish Sample Assessment Materials (SAMs)* document - *Paper 2: Speaking in Spanish, General instructions to the teacher* section.

Scenarios require an exchange of information. Some scenarios are transactional in nature.

The scenarios are based on any of the topics from Themes 1 to 4 (listed on pages 7 and 8) i.e. **not** on the Theme International and global dimension as this Theme lends itself better to the picture-based task and the conversation.

Task 2 - Picture-based task

The assessment scenario is based on any of the topics (listed on page 8). The topic is allocated by Pearson at the time of assessment together with a sequencing grid and instructions. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish Sample Assessment Materials (SAMs)* document - *Paper 2: Speaking in Spanish, General instructions to the teacher* section.

This assessment allows students to:

- describe and narrate events
- give information
- express, justify and exchange opinions.

Students are required to refer to past, present and future events in this assessment at both Foundation and Higher tiers, using different time frames.

Task 3 - Conversation

The conversation allows students to cover all of the requirements outlined in the *Contents* section on page 11, including conveying information, giving points of view, developing and initiating conversation and discussion and producing extended sequences of speech.

The conversation is based on any two themes (listed on pages 7 and 8) and is in two parts.

For the first part of the conversation, the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.

The second part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs)* document - *Paper 2: Speaking in Spanish, General instructions to the teacher* section.

This part of the conversation may focus on one or more topics from within the selected theme (see pages 7 and 8).

Students are required to refer to past, present and future events in this assessment, using a range of tenses and timeframes.

Assessment information

General information

- First assessment: April/May 2018.
- The entire assessment must be conducted in Spanish.
- Students complete three tasks.
 - Task 1 – a role play based on one topic. This is allocated by Pearson at the time of assessment.
 - Task 2 – a task containing a picture and questions drawn from one topic. This is allocated by Pearson at the time of assessment.
 - Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is selected by the teacher from a choice of two themes allocated by Pearson.
- Task 1 is set in the register which the student is required to use.

At the time of assessment, Pearson will issue a prescribed order per student for their role play, picture-based task and two themes for the second part of the conversation. The teacher does not choose the order of the cards. Pearson will provide instructions on sequencing and a sequencing grid. For an example, please see the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish Sample Assessment Materials (SAMs)* document - *Paper 2: Speaking in Spanish, General instructions to the teacher*, section.

This grid has been designed to help ensure each student covers a broad range of themes from this specification.

- The assessment materials provided by Pearson for all tasks may be accessed by the teacher no more than three days before the student takes the assessment. This is to enable the teacher to prepare for the assessment.
- Students are presented with instructions in English but must communicate entirely in Spanish for the duration of the assessment.
- Assessments are conducted by teachers in one session within a prescribed assessment window and then submitted to Pearson for external marking.
- Assessments are conducted by centres within a five-week assessment period in April and May in any single year. Dates for the assessment period will be confirmed in the *UK Information Manual* at the start of each academic year. The assessment period will not always be continuous or be the same period each year, for example it will need to accommodate the Easter break which changes each year.
- Complete, unedited recordings of all assessments must be submitted to Pearson examiners for external marking on USB or CD.
- Each question is set in a context drawn from the topics. The assessment tasks will feature general content that is familiar and accessible to all students.
- Students must be permitted 12 minutes' preparation time to consider the questions and stimulus for tasks 1 and 2.
- Students are assessed on the quality of responses rather than length of assessment; however the assessment times are different to reflect the demand of each tier.
- All assessments are marked against assessment criteria, please see Marking Guidance for Paper 2 (below).
- All role plays are marked for communication only.
- Centres must have procedures in place to verify the identity of all students at the time of the assessment and confirm this on the *Candidate speaking examination record form (CS2)* (see *Appendix 1*). Centres are required to submit to Pearson one completed CS2 form for all students for each tier.

- The use of dictionaries is not permitted during the preparation time or during the assessment.

Foundation tier assessment time and marks

- The total assessment for the three tasks is 7 to 9 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
 - Task 1 – one role play recommended to last between one to one-and-a-half minutes for 12 marks
 - Task 2 – one picture-based task recommended to last between two-and-a-half to three minutes for 24 marks
 - Task 3 – a conversation recommended to last between three-and-a-half to four-and-a-half minutes for 36 marks.

Higher tier assessment time and marks

- The total assessment for the three tasks is 10 to 12 minutes plus 12 minutes' preparation time.
- The assessment is worth 70 marks.
- The assessment consists of the following three tasks which must be conducted in the following order:
 - Task 1 – one role play recommended to last between two to two-and-a-half minutes for 12 marks
 - Task 2 – one picture-based task recommended to last between three to three-and-a-half minutes for 24 marks
 - Task 3 – a conversation recommended to last between five to six minutes for 36 marks.

Preparation time

Students are allocated 12 minutes' preparation time, under supervised conditions, immediately prior to the assessment for tasks 1 and 2. The purpose is to consider the questions and stimulus for the role play and picture-based scenarios allocated.

Students are permitted to make notes (up to a maximum of one side of A4 for both tasks 1 and 2) during this period and they can refer to them during the role play and picture-based assessment, but not during the conversation task. Students must return their notes to the teacher before commencing task 3 (conversation).

The notes should be for reference only and students must not read out whole, prepared sentences in answer to questions.

Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.

Students cannot have access to a dictionary, or any other resource, during the preparation time.

Task 1 - Role play

Pearson will set and provide ten different sets of role plays for each tier. Each role play consists of two cards – one for the teacher and one for the student.

Teacher card

The teacher cards contain instructions on how to conduct the role play and the exact questions to ask.

Each role play opens with an introduction from the teacher, who then asks the first question.

Candidate card

The candidate cards include prompts as a guide and highlights where the candidate needs to ask a question (indicated by the symbol '?') and where an unpredictable question is posed to them by the teacher (indicated by the symbol '!').

Students have access to this during their preparation time to help in preparing for the assessment.

The candidate cards each contain instructions in English and the task in Spanish. The context of the role play is provided in both sections. Candidates must read both sections fully to support understanding each bullet point.

At the Foundation tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask one question and respond to one unpredictable question. Students are required to speak only in the present tense or they may use a familiar conditional tense where it is more natural to do so, e.g. 'me gustaría.'

At the Higher tier, the candidate cards contain five bullet points, eliciting five utterances. Students need to ask two questions and respond to one unpredictable questions. Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.

Task 2 – Picture based task

Pearson will provide ten different sets of picture-based tasks for each tier. Each task consists of two cards – one for the teacher and one for the student.

Teacher card

The teacher cards contain instructions on how to conduct this task and the five questions to ask the student. Teachers are allowed to repeat questions and use set prompts to enable students to give a developed response. They are not allowed to deviate from the set prompts.

Each task opens with the teacher asking the first question which is based on the picture.

The first question is directly based on the picture; the remaining questions extend beyond the picture, but are based on the overall topic from which the picture is drawn, inviting an exchange of views or opinions.

Candidate card

At the Foundation tier, students are provided with a picture and five bullets in Spanish to help in preparing for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

At the Higher tier, students are provided with a picture and five bullets in Spanish to help in preparing for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.

Students have access to this during their preparation time.

Task 3 - Conversation

The first part of the conversation opens with the topic chosen by the student. The student may choose to focus on any aspect(s) of the topic as each has a number of different features. For example, a student who has selected the topic *What school is like* may:

- choose to focus on "school types" and "rules and pressures", or
- choose only to focus on "rules and pressures".

To enable them to make a confident start, the teacher should allow the student to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.

The teacher continues the conversation on the chosen topic and then may move on to other topics within the same theme, if necessary, to ensure that students use the recommended time for this task most effectively.

The second part of the conversation is based on a different theme allocated by Pearson and covers any of the topics across that single theme.

Teachers must ensure that **an equal amount of time** is allocated to both parts of the conversation.

Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher should enable students to:

- answer questions freely, in turn allowing them to produce extended sequences of speech
- develop conversations and discussions
- give and justify own thoughts and opinions
- refer to past, present and future events.

Administration and general information about the conduct of the speaking assessment

Preparation time and notes for tasks 1 and 2 only

- The notes made during the preparation time should be a reference only, and students should not read out whole, prepared sentences.
- The preparation time **must** be supervised. It can take place either in the examination room with the teacher or outside of the room with an invigilator.
- Students are not permitted to write on the candidate cards.
- Students must return their notes and candidate cards to the teacher at the end of the second task (picture-based task).
- Any notes made during the preparation time must be kept securely by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- Students cannot have access to a dictionary, or any other resource, during the preparation time.

Sample assessment materials

Sample candidate and teacher cards for the role play and picture-based tasks and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish* Sample Assessment Materials (SAMs) document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 2: Speaking in Spanish

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Assessment criteria for the Foundation tier - Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs) document.

Additional guidance

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Foundation tier - Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"> • Limited response to set questions, likely to consist of single-word answers • Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond • A straightforward opinion may be expressed but without justification • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none"> • Responds briefly to set questions, there is much hesitation and continuous prompting needed • Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond • Straightforward, brief opinions are given but without justification • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
9–12	<ul style="list-style-type: none"> • Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
13–16	<ul style="list-style-type: none"> • Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none">Limited accuracy when responding to set questions; minimal success when referring to past, present and future eventsIndividual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation
3-4	<ul style="list-style-type: none">Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguitySome coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning
5-6	<ul style="list-style-type: none">Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguityResponses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
7-8	<ul style="list-style-type: none">Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguityResponses are generally coherent although errors occur that occasionally hinder clarity of communication

Additional guidance

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier - Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task which are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Communicates limited information relevant to the topics and questions • Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification • Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary • Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
4–6	<ul style="list-style-type: none"> • Communicates brief information relevant to the topics and questions • Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification • Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary • Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication
7–9	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
10–12	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Foundation tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> • Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question • Short, undeveloped responses, many incomplete • Isolated examples of ability to sustain communication, pace is slow and hesitant throughout
4-6	<ul style="list-style-type: none"> • Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question • Short responses, any development depends on teacher prompting • Limited ability to sustain communication, pace is mostly slow and hesitant
7-9	<ul style="list-style-type: none"> • Occasionally able to respond spontaneously with some examples of natural interaction although often stilted • Occasionally able to initiate and develop responses independently but regular prompting needed • Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
10-12	<ul style="list-style-type: none"> • Responds spontaneously to some questions, interacting naturally for parts of the conversation • Sometimes able to initiate and develop the conversation independently, some prompting needed • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy - Foundation tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation • Limited accuracy, minimal success when referring to past, present and future events • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation
4-6	<ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning
7-9	<ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
10-12	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive • Generally accurate grammatical structures, generally successful references to past, present and future events • Generally coherent speech although errors occur that sometimes hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier - Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication

Exemplification of how to apply the role-play mark grid can be found in Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish Sample Assessment Materials (SAMs) document.

Additional guidance

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Partially clear / Pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Assessment criteria for the Higher tier - Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task which are:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none"> • Responds to set questions with some development, some hesitation and some prompting necessary • Some effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions with occasional, brief justification • Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication
5–8	<ul style="list-style-type: none"> • Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary • Frequently effective adaptation of language to describe, narrate and inform in response to the set questions • Expresses opinions and gives justification with some development • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
9–12	<ul style="list-style-type: none"> • Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary • Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions effectively and gives justification which is mostly developed • Pronunciation and intonation are intelligible and predominantly accurate
13–16	<ul style="list-style-type: none"> • Responds to the set questions with consistently fluent and developed responses • Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions • Expresses opinions with ease and gives fully-developed justification • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1-2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
3-4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity• Responses are generally coherent although errors occur that occasionally hinder clarity of communication
5-6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication
7-8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions• Responses are coherent, any errors do not hinder the clarity of the communication

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier - Part 3

Conversation - Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content - Higher tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with occasionally extended sequences of speech • Uses language to produce straightforward ideas, thoughts and opinions with occasional justification • Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary • Pronunciation and intonation are intelligible, occasional inaccuracies affect clarity of communication
4-6	<ul style="list-style-type: none"> • Communicates information relevant to the topics and questions, with some extended sequences of speech • Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified • Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication
7-9	<ul style="list-style-type: none"> • Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech • Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions • Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes • Pronunciation and intonation are intelligible and predominantly accurate
10-12	<ul style="list-style-type: none"> • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes • Pronunciation and intonation are consistently accurate and intelligible

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity - Higher tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none"> Occasionally able to respond spontaneously with some examples of natural interaction although often stilted Occasionally able to initiate and develop responses independently but regular prompting needed Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation
4-6	<ul style="list-style-type: none"> Responds spontaneously to some questions, interacting naturally for parts of the conversation Sometimes able to initiate and develop the conversation independently, some prompting needed Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation
7-9	<ul style="list-style-type: none"> Responds to most questions spontaneously, resulting in mostly natural interaction Mostly able to initiate and develop the conversation independently Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation
10-12	<ul style="list-style-type: none"> Responds spontaneously and with ease to questions, resulting in natural interaction Consistently able to initiate and develop the conversation independently Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy - Higher tier

Mark	Descriptor
0	No rewardable material
1-3	<ul style="list-style-type: none">• Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures• Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity• Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed
4-6	<ul style="list-style-type: none">• Manipulates grammatical structures with occasional variation, complex structures used but repetitive• Generally accurate grammatical structures, generally successful references to past, present and future events• Generally coherent speech although errors occur that sometimes hinder clarity of communication
7-9	<ul style="list-style-type: none">• Manipulates a variety of grammatical structures, some variety of complex structures• Predominantly accurate grammatical structures, mostly successful references to past, present and future events• Predominantly coherent speech; errors occur but they rarely hinder clarity of communication
10-12	<ul style="list-style-type: none">• Manipulates a wide variety of grammatical structures, frequent use of complex structures• Consistently accurate grammatical structures, consistently successful references to past, present and future events• Fully coherent speech; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Paper 3: Reading and understanding in Spanish

Content

Students are assessed on their understanding of written Spanish across a range of different types of texts.

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information.

This paper draws on vocabulary and structures across all the themes (page 7–8).

Texts for individual questions within the assessment use high-frequency language and vary in length, including both short and longer written passages. Texts include authentic sources that introduce more complex language and unfamiliar materials.

The range of text types include:

- advertisements, emails, letters, articles and literary texts
- a short passage to be translated from Spanish into English.

Literary texts consist of short extracts from texts that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources. Students are also expected to translate a short passage of written Spanish into English to demonstrate an ability to transfer meaning accurately into English.

Scenarios in the texts are set either at home or, more frequently, in a Spanish-speaking country, allowing students to develop appropriate cultural awareness and understanding.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed, building on the Key Stage 3 Programme of Study, where appropriate.

Students should be presented with Spanish language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students should also be presented with different fonts and formats, for example short, printed messages, articles and email messages.

Assessment information

- First assessment: May/June 2018.
- The assessment time is:
 - Foundation tier - 45 minutes in length
 - Higher tier - 1 hour in length.
- The assessment is out of 50 marks.
- The assessment consists of 10 questions.
- Students must answer all questions from each of the three sections.
- Students are required to respond to questions based on passages of text from a range of sources. Each question is set in a context drawn from the themes.
- Section A has six questions set in English. Question types comprise both multiple-response and short-answer open response questions. The instructions to students are in English.
- Section B contains three questions set in Spanish. The instructions to students are in Spanish.
 - For the Foundation tier there are three multiple-response questions.
 - For the Higher tier, there are two multiple-response questions and one short-answer open response question.
- Section C contains one translation passage from Spanish into English. The instructions to students are in English.
- Four of the questions are common to both tiers.
- The use of dictionaries is not permitted.

Sample assessment materials

A sample paper and mark scheme for this paper can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish Sample Assessment Materials (SAMs)* document.

Paper 4: Writing in Spanish

Content

Students are assessed on their ability to communicate effectively through writing in Spanish.

Students need 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 the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Assessment information

- First assessment: May/June 2018.
- The assessment is out of 60 marks.
- Each question is set in a context drawn from the themes and topics. The assessment tasks feature general content that is familiar and accessible to all students.
- Students are required to produce responses of varying lengths and types to express facts, ideas and opinions in Spanish.
- The length of each response required and complexity of language increases across the paper. Recommended word counts are specified for each question. Students will not be penalised for writing more or fewer words than recommended in the word count or for going beyond the mandatory bullets.
- One question is a translation of a short passage from English into Spanish.
- All assessments are marked against assessment criteria, please see *Marking guidance for Paper 4: Writing in Spanish* below.
- The instructions to students are all in Spanish.
- The use of dictionaries is not permitted.

- *Foundation tier*
 - o The assessment time is 1 hour and 10 minutes in length.
 - o The paper consists of three open response questions and one translation from English into Spanish.
 - o Students must answer all questions.
 - o Question 1 assesses students on their ability to write to describe and to express opinions.
 - o Question 2 assesses students on their ability to note down key points and convey information. Students must use the formal register.
 - o Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students must use the informal register.
This question is common to the Higher tier.
 - o Question 4 is the translation question. Students are required to translate five sentences from English to Spanish. The sentences are ordered by increasing level of difficulty.
- *Higher tier*
 - o The assessment time is 1 hour and 20 minutes in length.
 - o The paper consists of two questions and one translation from English into Spanish.
 - o Students must answer all questions.
 - o Question 1 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point. Students should use the informal register.
This question is common to the Foundation tier.
 - o Question 2 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express and justify ideas and opinions, and interest or convince the reader. Students must use the formal register.
 - o Question 3 is the translation question. Students are required to translate a short paragraph from English into Spanish. The individual sentences are ordered by increasing level of difficulty.

Sample assessment materials

A sample question paper and accompanying marking guidance and assessment criteria can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish Sample Assessment Materials (SAMs)* document.

Marking guidance and assessment criteria are also provided in this document.

Marking guidance for Paper 4: Writing in Spanish

This marking guidance is for the use of Pearson-appointed external examiners. The guidance has been included for teacher reference to aid understanding of how the assessment criteria will be applied.

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- The examiner will first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level they will look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once they have decided on a band they will then need to decide on a mark within the band.
- They will decide on the mark to award based on the quality of the answer; they will award a mark towards the top or bottom of that band depending on how the student has evidenced each of the descriptor bullet points.
- They will modify the mark based on how securely the trait descriptors are met at that band.
- They will need to go back through the answer as they apply the mark scheme to clarify points and assure themselves that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance* on following page).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained

Mark	Descriptor
7-8	<ul style="list-style-type: none"> • Relevant information given appropriate to the task, basic points made with some development • Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas • Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material • Appropriate use of register and style sustained

Additional guidance

Independently selected ... vocabulary and expression: Students may use key words from the stimulus material but to demonstrate their knowledge of vocabulary and ability to express themselves independently they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Repetitive use of minimal selection of straightforward grammatical structures • Produces individual words/set phrases • Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Use of a restricted range of straightforward grammatical structures, frequent repetition • Produces simple, short sentences, which are not linked • Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces simple, short sentences; minimal linking • Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, occasional repetition • Produces predominantly simple sentences occasionally linked together • Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Communicates brief information relevant to the task with little development • Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification • Expresses straightforward thoughts and ideas; uses common, familiar language with repetition • Variable use of appropriate register and style
4–6	<ul style="list-style-type: none"> • Communicates information relevant to the task, with development of the occasional key point and idea • Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful • Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language • Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none"> • Communicates information relevant to the task, with development of some key points and ideas • Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions • Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language • Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> • Communicates information relevant to the task with expansion of key points and ideas • Effective adaptation of language to narrate, inform, interest and give convincing personal opinions • Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language • Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view which go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style - examples of informal style include colloquial, conversational language which students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures is considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question. There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance* on following page).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Uses straightforward language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none">• Communicates information relevant to the task with some expansion of key points and ideas• Effective adaptation of language to narrate, inform, interest and give convincing personal opinions• Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language• Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: Informal register and style - examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However in order to access marks in the top band students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance* on following page).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: Formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text-speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

Translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
9–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, mismatch of subject and the possessive adjective
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment Objectives

Students must:		% in GCSE
AO1	Listening – understand and respond to different types of spoken language	25
AO2	Speaking – communicate and interact effectively in speech	25
AO3	Reading – understand and respond to different types of written language	25
AO4	Writing – communicate in writing	25
Total		100%

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Listening and understanding in Spanish	25	0	0	0	25%
Paper 2: Speaking in Spanish	0	25	0	0	25%
Paper 3: Reading and understanding in Spanish	0	0	25	0	25%
Paper 4: Writing in Spanish	0	0	0	25	25%
Total for GCSE	25%	25%	25%	25%	100%

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com

Forbidden combinations and discount code

Students taking Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish must take all assessments in either the Foundation tier or the Higher tier only.

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 6: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.education.gov.uk

Students should be advised that, if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE or other Level 2 qualifications that have different discount codes but which have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English, with the exception of specific questions in the listening, reading and writing assessments.

For speaking and writing assessments, all student work must be in Spanish. For listening and reading, all student work must follow the instruction provided for the individual question.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More-detailed guidance on malpractice can be found in the latest version of the document *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments*, available at: www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

The raw marks for papers 1, 2, 3 and 4 in this qualification will be scaled by Pearson to represent the relative weighting of 25% for each paper.

Foundation and higher tier

Paper	Weighting	Raw marks	Scaling factor	Scaling mark
1	25%	50	1.400	70
2	25%	70	1.000	70
3	25%	50	1.400	70
4	25%	60	1.167	70

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual papers are not graded. For Foundation tier, grades 1–5 are available and for Higher tier, grades 4–9 are available, however if the mark achieved is a smaller number of marks below the 4/3 grade boundary, then a grade 3 may be awarded.

The first certification opportunity for this qualification will be 2018.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish offer a suitable progression route from Key Stages 2 and 3 focusing on the development of all four language skills, listening, speaking, reading and writing. Grammar and the mastering of linguistic features are key elements of this specification as is the inclusion of authentic written and spoken sources.

Students will be expected to be able to talk about themselves as well as matters which go beyond their immediate experience. They should be able to express and justify their own opinions in speech and writing, building on the fluency and spontaneity developed at Key Stage 3.

The skill of translation will be developed from those skills initiated from Key Stage 3. The broader range of topics promotes a clear progression in grammar and vocabulary from Key Stage 3 and will increase linguistic and cognitive demand. The grammar and vocabulary lists illustrate the level required for this qualification.

This qualification offers a suitable progression route to GCE AS and GCE A Level in Spanish language. In addition, the study of one language at GCSE can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile.

Students will be able to apply their knowledge, skills and understanding to authentic, real-life contexts. They will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish-speaking countries and their cultures.

Appendices

Appendix 1: Candidate speaking examination record form (CS2)	69
Appendix 2: Grammar list	70
Appendix 3: Vocabulary list	73
Appendix 4: The context for the development of this qualification	156
Appendix 5: Transferable skills	158
Appendix 6: Codes	159

Appendix 1: Candidate speaking examination record form (CS2)

A separate form must be submitted for Foundation tier and Higher tier candidates. Please indicate the tier below.

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish	1SP0: 2F/2H*	(*Please delete as appropriate)
Centre name:	Centre number:	

Candidate name and number	Declaration and permissions signature and date*		Role play	Picture based discussion		Conversation	
				(1)	(2)	(1)	(2)
Teacher name		Declaration and permissions signature and date*					

** I declare that the above examinations have been carried out in line with Pearson and JCQ documentation for the conduct of the examinations and agree to this work being used to support teachers and examiners.*

Please photocopy and continue on a separate sheet as necessary. Please do not write in shaded boxes – these areas are for Pearson Examiner use only. A 'Word' version of this form is available on our website to facilitate administration in centres.

Appendix 2: Grammar list

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

Spanish (Foundation tier)

Nouns:

- gender;
- singular and plural forms.

Articles:

- definite and indefinite;
- *lo* plus adjective (R).

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*).

Adverbs:

- formation;
- comparative and superlative: regular;
- interrogative (*cómo, cuándo, dónde*);
- adverbs of time and place (*aquí, allí, ahora, ya*);
- common adverbial phrases.

Quantifiers/intensifiers:

- *muy, bastante, demasiado, poco, mucho*.

Pronouns:

- subject;
- object (R);
- position and order of object pronouns (R);
- reflexive;
- relative: *que*;
- relative: *quien, lo que* (R);
- disjunctive (*conmigo, para mí*).

Pronouns (continued):

- demonstrative (*éste, ése, aquél, esto, eso, aquello*); indefinite (*algo, alguien*);
- interrogative (*cuál, qué, quién*).

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.

Prepositions:

- common including personal *a*
- *por* and *para*.

Conjunctions:

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

Number, quantity, dates**Time**

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

Spanish (Higher tier)

All grammar and structures listed for Foundation tier, as well as:

Articles:

- *lo* plus adjective.

Adjectives:

- comparative and superlative;
- possessive, short and long forms (*mi, mío*); relative (*cuyo*).

Adverbs:

- comparative and superlative.

Pronouns:

- object;
- position and order of object pronouns;
- relative: all other uses including *quien, lo que, el que, cual*;
- possessive (*el mío, la mía*).

Verbs:

- tenses;
- 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).

Time:

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

Appendix 3: Vocabulary list

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that students should refer to and build on when preparing for the duration of their study for the Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish.

However, students entered for the Foundation tier are required to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list. Similarly, students entered for the Higher tier are required 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.

Word lists

Section 1: High-frequency language

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours
- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries
- Continents
- Nationalities
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Language used in dialogue and messages

Section 2: Topic-specific language

Although words are listed under specific topic headings, the words are not exclusive to those particular headings. Many words also relate to other themes but may be listed only in one. Many common verbs are given in the verb list with a few others included under a specific topic.

Each topic has been highlighted in **bold**.

All topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.

Theme: Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- **Holidays**: preferences, experiences and destinations
- * **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

Theme: School

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips, events and exchanges

Theme: Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs, careers and professions

Theme: International and global dimension

- **Bringing the world together**: sports events; music events; campaigns and good causes
- **Environmental issues**: being 'green'; access to natural resources

Section 1: High-frequency language

Common verbs

to accept	aceptar
to accompany	acompañar
to add	añadir
to advise	aconsejar
to allow	permitir
to answer/to reply	contestar/responder
to apply	dirigirse a, solicitar, aplicar
to argue	discutir
to arrive	llegar
to ask	preguntar
to ask a question	hacer una pregunta
to ask for	pedir
to avoid	evitar
to bath, to bathe	bañarse
to be	ser, estar
to be able to	poder, ser capaz de
to be about to (do)	estar a punto de (hacer)
to be born	nacer
to be called	llamarse
to be careful	tener cuidado
to be hot/cold	tener calor/frío
to be hungry	tener hambre
to be in a hurry	tener prisa
to be interested in	interesarse en
to be keen to	tener ganas de
to be located	encontrarse, estar situado/situarse
to be lucky	tener suerte
to be sleepy, tired	tener sueño
to be sorry	sentir, lamentar
to be successful	tener éxito
to be thirsty	tener sed

Common verbs (continued)

to borrow	pedir prestado
to break	romper
to bring	traer
to brush (teeth, hair)	cepillarse
to buy	comprar
to buy tickets (for a show)	sacar entradas
to call	llamar
to cancel	cancelar
to carry	llevar
to change	cambiar
to change (trains etc.)	hacer transbordo
to chat	charlar
to check	averiguar, verificar
to choose	elegir
to clear the table	quitar la mesa
to click	cliquear, hacer clic
to climb mountains	escalar montañas
to climb/to go up	subir
to close	cerrar
to collide/to crash	chocar
to come	venir
to complain	quejarse
to contact	contactar
to cost	costar
to count	contar
to cry	llorar
to dance	bailar
to decide	decidir
to describe	describir
to deserve	merecer
to die	morir
to discuss	discutir
to dismiss	despedir

Common verbs (continued)

to do the vacuum cleaning	pasar la aspiradora
to do the washing up	fregar (los platos)
to do, to make	hacer
to download (music)	descargar (música)
to draw	dibujar
to dress	Vestirse
to drink	Beber
to drive	Conducir
to eat	Comer
to end	terminar(se)
to enjoy	disfrutar
to enjoy oneself	divertirse, pasarlo bien
to enter	entrar
to escape	escapar(se)
to fail (an exam)	suspender (un examen)
to fall	caer
to feel	sentir(se)
to fill	llenar
to fill out (a form)	rellenar (una ficha)
to find, to meet	encontrar(se)
to finish, end	acabar, terminar
to follow/to continue	seguir, continuar
to forget	olvidar
to forgive	perdonar
to get (good) marks	sacar (buenas) notas
to get angry	enfadarse
to get dressed	vestirse
to get on well with	llevarse bien con
to get up	levantarse
to give	dar
to give (presents)	ofrecer/dar (regalos)/regalar
to give orders, to send	mandar

Common verbs (continued)

to go	ir
to go along (in a car)	circular, viajar (en coche)
to go down, to get off (bus, train)	bajar
to go for a walk	pasearse, ir de paseo, dar un paseo
to go shopping	ir de compras
to go to bed	acostarse
to go up; get onto (bus, train)	subir
to go wrong/to fail	fallar, fracasar
to hand over	entregar
to hate	odiar/detestar
to have	tener
to have (auxiliary verb)	haber
to have a cold	estar resfriado/constipado
to have breakfast	desayunar
to have dinner, supper	cenar
to have lunch	almorzar
to have to; must	deber/tener que
to hear	oír
to help	ayudar
to hold	tener
to hope	esperar
to hurry	darse prisa
to hurt	doler
to imagine	imaginar(se)
to improve	mejorar
to inform	informar
to introduce	introducir
to invite	invitar
to iron	planchar
to jump	saltar
to knock, hit	llamar (a la puerta), golpear
to know (a fact)	saber
to know (be familiar with)	conocer

Common verbs (continued)

to land	aterrizar
to last	Durar
to laugh	reír
to lay the table	poner la mesa
to learn	aprender
to leave/go away	marcharse
to leave (an object), to allow	dejar
to leave, to depart; go out	salir
to lend	prestar
to lift the receiver	descolgar (el teléfono)
to light, turn on	encender
to like/to love (to be pleasing to)	gustar (a), encantar (a)
to listen	escuchar
to live	vivir
to load, to charge	cargar
to look after	cuidar
to look for, to fetch	buscar
to look like, to resemble	parecerse a
to lose	perder
to love	querer, amar
to make a mistake	equivocarse
to manage, to run, to direct	dirigir
to meet	juntarse, encontrar, conocer
to miss, be missing	echar de menos, faltar
to need	necesitar
to note	notar/darse cuenta
to open	abrir
to order	pedir (comida en el restaurante)
to organise	organizar
to park	aparcar
to pass (an exam)	aprobar (un examen)
to pass by/to go	pasar
to phone	telefonar

Common verbs (continued)

to play (game, sport)	jugar
to play (musical instrument)	tocar
to please; be pleasing to	gustar (a)
to prefer	preferir
to present/to introduce (someone)	presentar
to prevent, to warn	prevenir
to pull	tirar
to push	empujar
to put	poner
to put back/to replace	reemplazar, reponer
to put on make up	maquillarse
to rain	llover
to read	leer
to realise	darse cuenta de
to receive, to be host to	recibir, acoger
to recommend	recomendar
to refund	reembolsar
to regret, be sorry	arrepentirse, lamentar
to remember	acordarse de, recordar
to rent/to hire	alquilar
to repair	reparar, arreglar
to repeat	repetir
to research	investigar
to reserve/to book	reservar
to return	volver
to revise	repasar
to ride a horse	montar a caballo, ir a caballo
to ring	llamar (por teléfono)/sonar
to run	correr
to save	salvar
to save (money)	ahorrar
to say; to tell	decir
to say goodbye	despedirse

Common verbs (continued)

to see	ver
to seem	parecer
to sell	vender
to send	enviar, mandar
to serve	servir
to share	compartir
to shave	afeitarse
to show	mostrar/enseñar
to shower	ducharse
to sign	firmar
to sing	cantar
to sit down	sentarse
to skate	patinar
to ski	esquiar
to sleep	dormir
to smile	sonreír
to smoke	fumar
to snow	nevar
to speak	hablar
to spend (money)	gastar
to spend (time)	pasar
to start/to begin	empezar/comenzar
to stay/to remain	quedarse
to steal	robar
to stick	pegar
to stop	parar(se)
to study	estudiar
to succeed	lograr, triunfar
to sunbathe	tomar el sol
to surf the internet	navegar en Internet
to swim	nadar
to take	coger, tomar
to take advantage of	aprovechar

Common verbs (continued)

to take photographs	sacar fotos
to teach	enseñar
to tell, to recount	contar
to thank	agradecer
to think, believe	pensar, creer
to throw	tirar
to tidy	arreglar
to touch	tocar
to try	intentar
to try to	tratar de
to twist, to turn	torcer
to type	escribir a máquina, mecanografiar
to understand	entender
to use	usar, utilizar
to visit	visitar
to wait for	esperar
to walk	andar, caminar, pasear
to want	querer
to wash (oneself)	lavar(se)
to wear	llevar
to win, earn	ganar
to wish	desear
to work	trabajar
to work (i.e. to function)	funcionar
to worry	preocuparse
to write	escribir

Common adjectives

active	activo/a
all	todo/a
alone/lonely	solo/a
angry	enfadado/a
awful	horrible
beautiful	precioso/a, hermoso/a
big, tall	grande
boring	aburrido/a
brave	valiente
brief	breve
brilliant	brillante
broken	roto/a
chestnut brown	castaño
clean	limpio/a
close	cercano/a
closed	cerrado/a
comfortable	cómodo/a
cool	guay
delicious	delicioso/a, rico/a
difficult	difícil
dirty	sucio/a
disgusting	asqueroso/a
dynamic	dinámico/a
easy	fácil
excited	entusiasmado/a
exciting	emocionante
false	falso/a
fast/quick	rápido/a
fat	gordo/a
favourite	favorito/a, preferido/a
flexible	flexible
former, antique, old	antiguo/a
free (no cost)	gratis, gratuito/a

Common adjectives (continued)

free	libre
full	lleno/a
funny/entertaining/amusing	divertido/a
good	bueno/a
grateful	agradecido/a
great	estupendo/a, fantástico/a
great	gran
great, marvellous	formidable
handsome/pretty/charming	guapo/a
happy/cheerful	alegre
hard	duro/a
hardworking	trabajador/a
healthy	sano/a
heavy	pesado/a
high/tall	alto/a
hot	caliente
in a good mood	de buen humor
kind	simpático/a
last/latest	último/a
lazy	perezoso/a
light	ligero/a
lively	animado/a
local	local
locked	cerrado/a con llave
long	largo/a
lost	perdido/a
magnificent	magnífico/a
marvellous	maravilloso/a
mature	maduro/a
naughty	travieso/a
necessary	necesario/a
new	nuevo/a
next	próximo/a

Common adjectives (continued)

noisy	ruidoso/a
numerous	numeroso/a
old	viejo/a
only	único/a
open	abierto/a
other	otro/a
own	propio/a
perfect	perfecto/a
ready	listo/a
real	verdadero/a
responsible	responsable
rich	rico/a
rotten	podrido/a
same	mismo/a
satisfied	satisfecho/a
sensational	sensacional
serious	serio/a
short	corto/a
shy	tímido/a
silent	silencioso/a
silly, stupid	estúpido/a, tonto/a
small	pequeño/a
sought after	buscado/a
strict	severo/a, estricto/a
strong	fuerte
thin	delgado/a
tired	cansado/a
tiring	cansando/a
together	junto/a
traditional	tradicional
ugly	feo/a
unbelievable	increíble
unpleasant	antipático/a

Common adjectives (continued)

useful	útil
valid	válido/a
valuable	valioso/a, de (gran) valor
weak	débil
wise	sabio/a
young	joven

Common adverbs

again	otra vez
(for a) long time	(por) mucho tiempo
almost	casi
already	ya
always	siempre
badly	mal
below (down)	abajo
especially	especialmente, sobre todo
fortunately	afortunadamente, por suerte
here	aquí
immediately	inmediatamente
more	más
nevertheless	no obstante, sin embargo
often	a menudo
over there	ahí
perhaps	quizás/quizá
quickly	rápidamente, de prisa
rather/quite	bastante
really	realmente
recently	recientemente
sometimes	a veces
still (yet)	todavía
straight away	en seguida
there	allí
too	demasiado

Common adverbs (continued)

unfortunately	desgraciadamente, desafortunadamente
up there	arriba
very	muy
well	bien

Prepositions

about	alrededor de/aproximadamente
above	encima de
according to	según
after	después
against	contra
among	entre
at (someone's house)	en (casa de)
at the end of	al final de
at, to	a
because of	a causa de
before	antes
behind	detrás
between	entre
during	durante
everywhere	por todas partes
except	salvo, excepto
far (from)	lejos (de)
for, in order to	para
from	de, desde
in	en, dentro de
in front of	delante de
inside	dentro (de)
near	cerca de
next to	al lado de
on	sobre, en
on the corner of	en la esquina de

Prepositions (continued)

opposite	enfrente de
outside/out of	fuera de
through	por, a través de
towards	hacia
under	bajo, debajo de
until	hasta
with	con
without	sin

Colours

black	negro/a
blue	azul
brown	marrón
chestnut brown	castaño/a
colour	color (m)
dark	oscuro/a
dark (hair, skin)	moreno/a
fair (hair, skin)	rubio/a
green	verde
grey	gris
light	claro/a
orange	naranja
pink	rosa
red	rojo/a
violet	violeta
white	blanco/a
yellow	amarillo/a

Numbers

1	uno (un/una)	31	treinta y uno (un/una)
2	dos	32 etc.	treinta y dos
3	tres	40	cuarenta
4	cuatro	50	cincuenta
5	cinco	60	sesenta
6	seis	70	setenta
7	siete	80	ochenta
8	ocho	90	noventa
9	nueve	100	cien(to)
10	diez	101	ciento uno/a
11	once	102	ciento dos
12	doce	120	ciento veinte
13	trece	200	doscientos/as
14	catorce	201	doscientos/as uno
15	quince	300	trescientos/as
16	dieciséis	400	cuatrocientos/as
17	diecisiete	500	quinientos/as
18	dieciocho	600	seiscientos/as
19	diecinueve	700	setecientos /as
20	veinte	800	ochocientos/as
21	veintiuno	900	novecientos/as
22	veintidós	1000	mil
23	veintitrés	1001	mil uno/a
24	veinticuatro	1100	mil cien(to)
25	veinticinco	2000	dos mil
26	veintiséis	100 000	cien mil
27	veintisiete	200 000	doscientos/as mil
28	veintiocho	1 000 000	millón (m), un millón de
29	veintinueve	2 000 000	dos millones (de)
30	treinta		

Ordinals

first	primer/primero/a
second	segundo/a
third	tercer/tercero/a
fourth	cuarto/a
fifth	quinto/a
sixth	sexto/a
seventh	séptimo/a
eighth	octavo/a
ninth	noveno/a
tenth	décimo/a

Quantities and measures

a bottle of	una botella de
a box of	una caja de
a dozen	una docena de
a jar of	un tarro de
a little of	un poco de
a packet of	un paquete de
a part of	una parte de
a piece of	un pedazo de
a quarter of	un cuarto de
a slice of	una rebanada de
a third of	un tercio de
tin	lata (f)
double, twice	doble
enough	bastante, suficiente
exactly	exactamente
gramme	gramo (m)
half of	mitad (f)
kilogram	kilo (m)
litre	litro (m)
maximum	máximo
minimum	mínimo

Quantities and measures (continued)

much/many	mucho/a/os/as
nothing	nada
only	solamente
several	varios/as

Some useful connecting words

also	también
and	y/e
before	antes
but	pero
first of all	lo primero (de todo)
nevertheless/however	sin embargo
or	o/u
so	pues
then/afterwards	luego, después
then	entonces
though	aunque

Time expressions

a fortnight	quince días, quincena (f)
afternoon; in the afternoon	tarde (f); por la tarde
ago	hace
always	siempre
at the start	al principio/al comienzo
day	día (m)
day after tomorrow	pasado mañana
day before yesterday	anteayer
early	temprano
evening	tarde (f)
every day	todos los días, cada día
from	a partir de
from time to time	de vez en cuando
just now, straight away	ahora mismo

Time expressions (continued)

last	pasado/a
last night	anoche
last year	año pasado
late	tarde
minute	minuto (m)
morning, in the morning	mañana (f), por la mañana
next	próximo/siguiente
night, at night	noche (f), por la noche
now	ahora
on time	puntual/a tiempo
party	fiesta (f)
since /from	desde
soon	pronto/luego
the next day	al día siguiente (m)
today	hoy
tomorrow	mañana
week	semana (f)
weekend	fin de semana (m)
year	año (m)
yesterday	ayer

Times of day

midnight	medianoche (f)
noon	mediodía (m)
at one o'clock	a la una
at two o'clock, etc.	a las dos, etc.
five past, etc.	y cinco, etc.
half past	y media
hour	hora (f)
in the evening	de la tarde
in the morning	de la mañana
it's one o'clock	es la una
it's two o'clock, etc.	son las dos, etc.

Times of day (continued)

minute	minuto (m)
quarter past	y cuarto
quarter to	menos cuarto
ten to, etc.	menos diez, etc.

Days of the week

Monday	lunes
Tuesday	martes
Wednesday	miércoles
Thursday	jueves
Friday	viernes
Saturday	sábado
Sunday	domingo
(on) Monday	(el) lunes
(on) Monday morning	(el) lunes por la mañana
(on) Monday evening	(el) lunes por la tarde
on Mondays	los lunes
every Monday	cada lunes

Months and seasons of the year

month	mes (m)
January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	agosto
September	septiembre/setiembre
October	octubre
November	noviembre
December	diciembre

Months and seasons of the year (continued)

spring	primavera (f)
summer	verano (m)
autumn	otoño (m)
winter	invierno (m)
season	estación (f)
(in) autumn	(en) otoño
(in) spring	(en) primavera
(in) summer	(en) verano
(in) winter	(en) invierno

Question words

How much?/How many?	¿Cuánto/Cuántos/as?
How?	¿Cómo?
What for?	¿Para qué?
What?	¿Qué?
When?	¿Cuándo?
Where?	¿Dónde?
Where to?	¿Adónde?
Which?	¿Cuál?
Who?	¿Quién?
Why?	¿Por qué?

Other useful expressions

all the better	todo lo mejor
good luck	buena suerte
here you are	aquí lo tienes
How do you spell that?	¿Cómo se escribe?
I don't mind	me da igual
I'm fine	estoy bien
I've had enough	he tenido bastante
in my opinion	en mi opinión
it depends	depende

Other useful expressions (continued)

it doesn't matter	no importa nada
mine	mío/a
of course	por supuesto
OK (I agree)	de acuerdo
once again	otra vez
there you are	ten (informal); tenga (formal)
thank you	gracias
too bad	demasiado mal
usually	normalmente, usualmente
what a shame	qué lástima, qué pena
with pleasure	con (mucho) gusto/placer

Other high-frequency words

as, like	como
everybody	todo el mundo, todos
figure	cifra (f)
for example	por ejemplo
if	si
middle/half	medio (m), mitad (f)
Miss	señorita
Mr	señor
Mrs	señora
no	no
number	número (m)
shape	forma (f)
someone	alguien
something	algo
that/those	eso/a/os/as
thing	cosa (f)
this/these	esto/a/os/as
time	vez (f)
type/kind/sort	género, tipo (m)
way	forma, manera (f)
yes	sí

Countries

This list includes some, but not all, countries in which Spanish is spoken. It also includes larger common European countries and non-European countries likely to be familiar to a large number of candidates in the UK. Other countries and nationalities should be taught according to the needs of the candidature.

Argentina	Argentina (f)
Austria	Austria (f)
Belgium	Bélgica (f)
Brazil	Brasil (m)
Denmark	Dinamarca (f)
England	Inglaterra (f)
France	Francia (f)
Germany	Alemania (f)
Great Britain	Gran Bretaña (f)
Greece	Grecia (f)
Holland	Holanda (f)
India	India (f)
Ireland	Irlanda (f)
Italy	Italia (f)
Mexico	México (m)
Netherlands	Países Bajos (mpl)
Pakistan	Pakistán (m)
Peru	Perú (m)
Russia	Rusia (f)
Scotland	Escocia (f)
Spain	España (f)
Sweden	Suecia (f)
Turkey	Turquía (f)
Switzerland	Suiza (f)
United Kingdom	Reino Unido (m)
United States	Estados Unidos (mpl)
Wales	País de Gales (m)

Continents

Africa	África (f)
Asia	Asia (f)
Australia	Australia (f)
Europe	Europa (f)
North America	América del Norte (f), Norteamérica (f)
South America	América del Sur (f), Sudamérica (f)
Latin America	América Latina (f), Latinoamérica (f)

Nationalities

American	americano/a
Argentinian	argentino/a
Austrian	austriaco/a
Belgian	belga
Bolivian	boliviano/a
Brazilian	brasileño/a
British	británico/a
Chilean	chileno/a
Colombian	colombiano/a
Danish	danés/a
Dutch	holandés/a
Ecuadorean	ecuatoriano/a
English	inglés/a
European	europeo/a
French	francés/a
German	alemán/a
Greek	griego/a
Irish	irlandés/a
Indian	indio/a
Italian	italiano/a
Mexican	mexicano/a
Pakistani	pakistaní
Peruvian	peruano/a
Russian	ruso/a

Nationalities (continued)

Scottish	escocés/a
Spanish	español/a
Swedish	sueco/a
Swiss	suizo/a
Turkish	turco/a
Venezuelan	venezolano/a
Welsh	galés/a

Areas/mountains/seas

Andalusia	Andalucía
Aragon	Aragón
Atlantic Ocean	Océano Atlántico, el
Autonomous Communities	Comunidades autónomas (fpl)
Basque Country	País Vasco
Cantabrian Sea	Mar Cantábrico, el
Castile	Castilla
Catalonia	Cataluña
Galicia	Galicia
Mediterranean Sea	Mar Mediterráneo,
Rioja	Rioja, La
the English Channel	Canal de la Mancha, el
the Pyrenees	Pirineos, Los

Useful acronyms

European Union	UE
fast train service	TALGO
high speed train	AVE
ID card	DNI (documento nacional de identidad)
secondary education	ESO (Educación Secundaria Obligatoria)
secondary school	CES (Colegio de Enseñanza Secundaria)
Spanish national railway company	RENFE
Spanish public radio channel	RNE
Spanish public TV and radio channel	RTVE
USA	EE. UU.

Social conventions

best wishes	saludos
enjoy yourself/selves; have a good time	¡que te diviertas!/¡que lo pases bien!
good evening	buenas tardes
goodbye	adiós
goodnight	buenas noches
hello (on the telephone)	¿diga?
hello, good day	hola, buenos días
help!	¡Socorro!
hi	hola
please (request)/please (polite)	por favor
see you later	hasta luego
see you soon	hasta pronto
see you tomorrow	hasta mañana
thank you	gracias
thank you very much	muchas gracias

Language used in dialogues and messages

area code	prefijo (m)
at the moment	de momento
call me (informal/formal)	llámame/llámeme
dial the number	marcar el número
for the attention of	a la atención de
further to/following	con relación a
I will put you through	le paso
I'll be right back	vuelvo enseguida
I'm listening	escucho; dígame
in communication with	en contacto con
in fact	de hecho
moment	momento (m)
on the line	en línea
on the line/speaking	hablando, al aparato, en la línea
receiver (telephone)	auricular (m)
sent by	enviado por

Language used in dialogues and messages (continued)

stay on the line	no cuelgue
telephone	teléfono (m)
telephone book	guía de teléfonos (f)
text	texto (m)
text message	mensaje (de texto)
tone	timbre/tono (m)
voice mail	mensaje en el contestador (m)
wait	espere
wrong number	número equivocado (m)

Section 2 – Topic-specific vocabulary

Identity and culture: daily life, food and drink, including eating out

Foundation tier

appetite	apetito (m)
apple	manzana (f)
apricot	albaricoque (m)
banana	plátano (m)
bean	alubia (f), judía (f)
beer	cerveza (f)
beef	carne de vaca (f)
bill	cuenta (f)
biscuit	galleta (f)
bottle	botella (f)
bread	pan (m)
breakfast	desayuno (m)
brussels sprouts	coles de Bruselas (fpl)
butter	mantequilla (m)
cabbage	col (f)
café	cafetería (f)
cake	pastel (m)
carrot	zanahoria (f)
cauliflower	coliflor (f)
cereals	cereales (mpl)
champagne	champán (m)
cheese	queso (m)
cherry	cereza (f)
chicken	pollo (m)
chips	patatas fritas (fpl)
chocolate	chocolate (m)
choice	elección (f), opción (f)
chop (e.g. pork/lamb)	chuleta (f)
cider	sidra (f)
closed (on Mondays)	cerrado/a (los lunes)

Identity and culture: daily life, food and drink, including eating out

Foundation tier (continued)

cocoa	cacao (m)
coffee	café (m)
cold sliced meat (e.g. salami)	carne fría cortada en lonchas (f)
cooked, boiled	cocido/a, hervido/a
cream	crema (f)
crisps	patatas fritas (fpl)
cucumber	pepino (m)
cup	taza (f)
customer	cliente (m)
delicious	delicioso/a
dessert	postre (m)
dining room	comedor (m)
dish of the day	plato del día (m)
drink	bebida (f)
egg	huevo (m)
enjoy your meal!	¡buen provecho!
euro	euro (m)
evening meal, dinner, supper	cena (f)
fish	pescado (m)
fixed price menu	menú a precio fijo (m)
food	comida (f)
food shopping	compra de comestibles (f)
fork	tenedor (m)
fruit	fruta (f)
fruit pie	tarta de frutas (f)
fruit juice	zumو de fruta (m)
full	lleno/a
glass	vaso (m)
grapefruit	pomelo (m)
grapes	uvas (f,pl)
gravy, sauce	salsa (f)
green beans	judías verdes (f, pl)

Identity and culture: daily life, food and drink, including eating out

Foundation tier (continued)

ham	jamón (m)
hamburger	hamburguesa (f)
hot chocolate	chocolate caliente (m)
hypermarket	hipermercado (m)
ice cream	helado (m)
ice cream parlour	heladería (f)
inn (traditional)	posada (f)
Jar	tarro (m)
jam	mermelada (f)
juice	zumo (m)
kebab	brocheta (f), pincho (m)
knife	cuchillo (m)
lamb	cordero (m)
lemon	limón (m)
lemonade	limonada (f)
lettuce, salad	lechuga (f), ensalada (f)
lunch	almuerzo (m)
main course	plato principal (m)
margarine	margarina (f)
meal	comida (f)
meat	carne (f)
meatball	albóndiga (f)
melon	melón (m)
menu	menú (m), carta (f)
menu of the day	menú del día (m)
milk	leche (f)
mince	carne picada (f)
mineral water	agua mineral (m)
mixed	mixto/a
money	dinero (m)
mushroom	champiñón (m), seta (f)
mustard	mostaza (f)

Identity and culture: daily life, food and drink, including eating out

Foundation tier (continued)

napkin	servilleta (f)
oil	aceite (m)
onion	cebolla (f)
omelette	tortilla (f)
orange	naranja (f)
packet	paquete (m)
pasta	pasta (f)
pâté	paté (m)
pastries	pastelitos (mpl)
peas	guisantes (m, pl)
peach	melocotón (m)
pear	pera (f)
pizza	pizza (f)
pepper	pimienta (f)
pepper (vegetable)	pimiento (m)
pineapple	piña (f)
pizzeria, pizza restaurant	pizzería (f)
place setting (sometimes charged)	cubierto (m)
plate	plato (m)
plum	ciruela (f)
pork	cerdo (m)
portion	porción (f), ración (f)
pot (of coffee, hot chocolate etc.)	cafetera (f), tetera (f)
potato	patata (f)
prepared food/ready meal	comida precocinada/ya hecha (f)
radish	rábano (m)
raspberry	frambuesa (f)
refreshments	refrescos (m, pl)
rest day, day off	día de descanso (m)
restaurant	restaurante (m)
rice	arroz (m)
roast	asado/a

Identity and culture: daily life, food and drink, including eating out

Foundation tier (continued)

roll (bread)	panecillo (m)
salt	sal (f)
salty/savoury	salado/a
salad dressing	aliño para ensalada (m)
sandwich	sándwich (m), bocadillo (m)
sausage	salchicha (f)
self-service	autoservicio (m)
service	servicio (m)
set meal	menú del día (m)
slice	rebanada (f), loncha (f)
snack	merienda (f)
snack bar	bar (m), cafetería (f)
soup	sopa (f)
speciality	especialidad (f)
spaghetti	espaguetis (m, pl)
spoon	cuchara (f)
starter	entrada (f)
strawberry	fresa (f)
steak	bistec (m), filete (m)
sweet	dulce
sweet	caramelo (m)
sugar	azúcar (m)
table	mesa (f)
table cloth	mantel (m)
tart	tarta (f)
tasty	sabroso/a
tea	té (m)
tea room	salón de té (m)
teaspoon	cucharita (f), cucharadita (f)
tip (money)	propina (f)
to ask	pedir, preguntar
to drink	beber

Identity and culture: daily life, food and drink, including eating out

Foundation tier (continued)

to eat	comer
to order	pedir
to pay	pagar
to serve	servir
to wait at table, to serve	atender una mesa, servir a la mesa
tomato	tomate (m)
tuna	atún (m)
vanilla	vainilla (f)
vegetable	verdura (f)
vegetarian	vegetariano/a
vinegar	vinagre (m)
waiter/waitress	camarero (m), camarera (f)
water	agua (m)
wine	vino (m)
yoghurt	yogur (m)

Identity and culture: daily life, food and drink, including eating out

Higher tier

artichoke	alcachofa (f)
appetizing	apetitoso/a
beer (from the pump)	cerveza de barril (f)
bitter	amargo/a
boiled egg; hard-boiled egg	huevo pasado por agua (m)
cucumber	pepino (m)
drink before meal	aperitivo (m)
duck	pato (m)
fried egg	huevo frito (m)
fruit/herbal tea	tisana (f)
full fat milk	leche entera (f)
garlic	ajo (m)
goat's cheese	queso de cabra (m)
goose	ganso (m)
homemade	hecho/a en casa
honey	miel (f)
leeks	puerros (m, pl)
lettuce	lechuga (f)
loaf	barra (de pan) (f)
medium (steak)	(un filete) a punto
noodles	fideos (m, pl)
pasta	pasta (f)
pâté	paté (m)
pistachio	pistacho (m)
rare (steak)	poco hecho
raw	crudo/a
raw vegetables (starter)	verduras (fpl)
snack	merienda (f)
salmon	salmón (m)
saucer	platillo (m)
scrambled egg	huevos revueltos (mpl)
sea food	mariscos (m, pl)

Identity and culture: daily life, food and drink, including eating out

Higher tier (continued)

(semi-)skimmed milk	leche (semi)desnatada (f)
smoked	ahumado/a
spicy	picante
spinach	espinacas (f, pl)
steak	filete (m), bistec (m)
steamed (boiled)	cocinado/a, /cocido/a al vapor
tasty	sabroso/a
tray	bandeja (f)
trout	trucha (f)
turkey	pavo (m)
veal	ternera (f)
well-cooked	bien cocido/a, muy hecho

Identity and culture – what my friends and family are like

Words relating to dress and style

Foundation tier

belt	cinturón (m)
boot	bota (f)
boxer shorts	calzoncillos (mpl)
bra	sostén (m), sujetador (m)
bracelet	brazalete (m), pulsera (f)
cap	gorra (f)
changing room	probador (m)
clothes	ropa (f)
clothes shop	tienda de modas/ropa (f)
coat	abrigo (m)
cotton (made of cotton)	(de) algodón
dress	vestido (m)
dressed in	vestido de
earring	pendiente (m)
fashion	moda (f)
fashionable	a la moda/de moda/estar en la onda
fitting room	probador (m)
glove	guante (m)
handbag	bolso (m)
hat	sombrero (m)
it fits/suits you	te va bien/te queda bien
jacket	chaqueta (f)
jeans	vaqueros (mpl)
jeweller's (shop); jewellery (craft)	joyería (f), joyas (fpl)
jewels	joyas (fpl)
leather (made of leather)	(de) cuero
leggings	leggings (mpl), leotardos (m)
linen (made of linen)	hilo (m), lino (m)
lipstick	lápiz (m)/barra (f) de labios
loose (i.e. too big)	holgado/a, amplio/a, /suelto/a
make, brand	marca (f)

Words relating to dress and style

Foundation tier (continued)

makeup	maquillaje (m)
medium (size)	mediano/de talla media
necklace	collar (m)
nightdress	camisón (m)
old fashioned	anticuado/a, pasado/a de moda
old fashioned (vintage, retro style)	de estilo retro/antiguo
pants, briefs	bragas (fpl)
perfume	perfume (m)
poloshirt	polo (m)
pyjamas	pijamas (mpl)
ring	anillo (m)
scarf	bufanda (f)
shirt	camisa (f)
shoe	zapato (m)
shoe shop	zapatería (f)
shorts	pantalón corto (m)
size (general); shoe size	talla (f), número de zapata (m)
skirt	falda (f)
slipper	zapatilla (f)
small	pequeño/a
smart	elegante
sock	calcetín (m)
sports kit	ropa de deporte (f)
sports shirt	camisa/camiseta (f) de deporte
spotted	de/a lunares
striped	de/a rayas, rayado/a
suit	traje (m)
style	estilo (m)
sweater, jumper	jersey (m), suéter (m), pulóver (m)
sweatshirt	sudadera(f)
swimming costume/trunks	traje de baño (m), bañador (m)
tattoo	tatuaje (m)

Words relating to dress and style

Foundation tier (continued)

tie	corbata (f)
tights	medias (fpl)
tracksuit	chandal (m)
trainers	zapatillas de deportes (fpl)
trousers	pantálon (m), pantalones (mpl)
umbrella	paraguas (m)
watch	reloj (m)
wool (made of wool)	(de) lana

Words relating to dress and style

Higher tier

cardigan	chaqueta de punto (f), rebeca (f)
dressing gown	bata (f)
dyed	teñido/a
model	modelo (m)
silk (made of silk)	(de) seda
slippers	zapatillas (fpl)
straw hat	sombrero de paja (m)
tight	ajustado/a, apretado/a, ceñido/a
to have one's hair cut	cortarse el pelo
to have one's hair done	peinarse
to put on makeup	maquillarse, pintarse
velvet (made of velvet)	(de) terciopelo

Identity and culture: what my friends and family are like

Words on relations, relationships, personal and physical characteristics

Foundation tier

adolescent	adolescente (mf)
adult, grown-up	adulto/a (mf), persona mayor (f)
adventurous	atrevido/a
age	edad (f)
alone	solo/a
armchair	butaca (f), sillón (m)
at home; at my/our house	en (mi/nuestra) casa,
aunt	tía (f)
baby	bebé (m), niño/a (mf)
bald	calvo
bathroom	cuarto de baño (m)
beard; bearded	barba (f), barbudo
beautiful	precioso/a, hermoso/a
bedroom	dormitorio (m)
(date of) birth	(fecha de (f))nacimiento (m)
birthday	cumpleaños (m)
birthplace	lugar de nacimiento (m)
block (of flats)	bloque (de pisos) (m)
born	nacido/a
bossy	autoritario/a, mandón/mandona
body piercing	piercing (m)
boy	chico (m), niño (m)
boyfriend	novio (m)
brother	hermano (m)
brother-in-law/sister-in-law	cuñado (m)/cuñada (f)
brothers and sisters, siblings	hermanos (mpl)
cat	gato (m)
celebrity	celebridad (mf), famoso/a (mf)
chair	silla (f)
character	carácter (m)
character, personality	personalidad (f)
charming	encantador/a

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

chatty	hablador/a
child	niño (m), niña (f)
clothes	ropa (f)
comfortable (house, furniture)	cómodo/a
cousin	primo/a (mf)
curly	rizado/a
dad	padre (m), papá (m)
daughter	hija (f)
dead	muerto/a
dining room	comedor (m)
divorced	divorciado/a
dog	perro (m)
engaged	prometido/a
eyes	ojos (mpl)
face	cara (f)
family	familia (f)
famous	famoso/a
father	padre (m)
feeling	sentimiento (m), sensibilidad (f)
first name	nombre de pila (m)
flat; apartment	piso (m), apartamento (m)
foolish, silly	tonto/a
friend	amigo/a
friendly	simpático/a
friendship	amistad (f)
furniture	muebles (mpl)
garden	jardín (m)
garage	garaje (m)
girl	chica (f), niña (f)
girlfriend	novia (f)
glasses	gafas (fpl)
goldfish	peces de colores (mpl)
grandad	abuelo (m)
grandchild	nieto/ta (mf)

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

grandfather	abuelo (m)
grandma, granny	abuela (f), abuelita (f)
grandmother	abuela (f)
grandparents	abuelos (mpl)
guinea pig	cobayo/a (mf), conejillo de Indias (m)
guy, dude, bloke	tipo (m), tío (m)
hair	pelo (m), cabello (m)
half brother	hermanastro (m)
half sister	hermanastra (f)
hamster	hámster (m)
home	casa (f), hogar (m)
honest	honrado/a, honesto/a
house	casa (f)
husband	esposo (m), marido (m)
ideal	ideal
in a good/bad mood	de buen/mal humor
in love	enamorado/a
intelligent	inteligente
invitation	invitación (f)
kitchen	cocina (f)
kiss	beso (m)
lazy	perezoso/a
life	vida (f)
lively	animado/a
living room/front room/lounge	sala (de estar) (f), salón (m)
loft	ático (m), desván (m)
man	hombre (m)
married	casado/a
mean, nasty	tacaño/a, desagradable
member of the family	miembro de la familia (m)
mood	humor (m)
mother	madre (f)
moustache	bigote (m)
mouth	boca (f)

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

multicultural	multicultural
mum	mamá (f)
naughty	malo/a, travieso/a
neighbour	vecino/a (mf)
nephew	sobrino (m)
nice, kind	simpático/a, amable
nice, likeable	simpático/a, amable
nickname	apodo (m)
niece	sobrina (f)
no sense of humour	sin sentido del humor
normal	normal
old	antiguo/a, viejo/a
old fashioned	anticuado/a, pasado/a de moda
older	mayor
oldest (brother/sister)	el mayor, la mayor
only child	hijo/a único/a (mf)
optimistic	optimista
parents	padres (mpl)
party	fiesta (f)
penfriend	amigo/a por correspondencia (mf)
people	gente (f)
person	persona (f)
pessimistic	pesimista
pet	animal doméstico (m), mascota (f)
picture	cuadro (m), pintura (f)
place of residence	lugar de residencia (m)
post code	código postal (m)
present; gift	regalo (m)
pretty	bonito/a, guapo/a, mono/a
rabbit	conejo (m)
reasonable	razonable
relationship	relación (f)
religion	religión (f)
selfish	egoísta

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

semi-detached house	casa adosada (f)
separated	separado/a
serious	serio/a
shy	tímido/a
single	soltero/a
sister	hermana (f)
sofa; settee	sofá (m)
son	hijo (m)
son-in-law/daughter-in-law	verno (m), nuera (f)
straight (hair)	lacio, liso
study (room)	estudio (m)
surname	apellido (m)
survey	encuesta (f), sondeo(m)
telephone number	número de teléfono (m)
terraced house	casa adosada (f)
thin/slim	flaco/a, delgado/a
tidy; neat	ordenado/a, arreglado/a
to annoy	molestar, irritar, fastidiar
to argue, to quarrel	discutir, reñir, pelearse
to babysit	hacer de canguro
to be called	llamarse
to be in a good/bad mood	estar de buen/mal humor
to care for, to look after	cuidar
to celebrate	celebrar, festejar
to chat, chatter	charlar
to chat (on line)	chatear
to get divorced	divorciarse
to get engaged	prometerse
to get on (well) with	llevarse bien con
to invite	invitar
to look (e.g. angry/happy etc.)	parecer

Words on relations, relationships, personal and physical characteristics

Foundation tier (continued)

to respect	respetar
to separate, to split up	separar
tortoise	tortuga (f)
tropical fish	pez tropical (m)
twin	gemelo/a (mf)
twins	gemelos (mpl)
ugly	feo/a
uncle	tío (m)
unemployed	desempleado/a, parado/a, en paro
unbearable	insoportable, inaguantable
untidy	desordenado/a
visit	visita (f)
well behaved	que se porta bien, obediente
wife, woman	esposa (f), mujer (f)
youth (i.e the time of life)	juventud (f)

Words on relations, relationships, personal and physical characteristics

Higher tier

a good deed	acción buena (f)
acquaintance, friend	conocido/a (mf), compañero/a (mf)
adopted	adoptado/a
adventurous	atrevido/a
annoying	irritante
argument	discusión (f), pelea (f), riña (f)
career	carrera (f)
character trait	característica (f)
cheeky	atrevido/a, fresco/a
comfortable (at ease)	cómodo/a, a gusto
conceited	engreído/a
depressed	deprimido/a
discrimination	discriminación (f)
faith (religious)	fe (f)
fiancé(e)	novio (m), novia (f)

Words on relations, relationships, personal and physical characteristics

Higher tier (continued)

furnished	amueblado/a
gang	pandilla (f)
gender, sex	género (m), sexo (m)
generous	generosos/a
humour	humor (m)
identical twins	gemelos idénticos (mpl)
independent	independiente
jealous	celoso/a
loyal, faithful	leal, fiel
mad, crazy	loco/a
meeting	reunión (f)
old age/third age	vejez (f), tercera edad (f)
old people's home	asilo de ancianos (m)
pensioner, senior citizen	pensionista (mf)
pretentious	pretencioso/a, pedante
priest	sacerdote (m), cura (m)
racist	racista (mf)
relationship	relación (f)
relative, relation	pariente (mf), familiar (m)
reliable	responsable, de confianza
role model	modelo de conducta (m)
self-confident	seguro/a de sí mismo/a
sensitive	sensible
sense of humour	sentido del humor (m)
sexist	sexista (mf)
similar	similar, parecido/a
single parent	madre soltera (f)/padre soltero (m)
single person; single	persona soltera (mf), soltero/a
spoilt	mimado/a
spot, pimple	grano (m)
stubborn	terco/a, tenaz
study; home office	estudio (m)
to be disadvantaged	estar en desventaja
to experience	experimentar

Words on relations, relationships, personal and physical characteristics

Higher tier (continued)

to look after (e.g. children)	cuidar
to pick on, to harass, to bully	acosar, intimidar
to resemble/look like	parecer
to suffer	sufrir
to support	apoyar
to thank	dar gracias a, agradecer
underage	menor de edad
understanding	acuerdo (m); comprensivo/a
well-balanced	equilibrado/a

Identity and culture: cultural life

Foundation tier

(rock) climbing	escalada (en roca) (f)
(score a) goal	(marcar) un gol
(television) programme	programa (de televisión) (m)
(to go) horse riding	(hacer) la equitación
(to) kiss	besar
activity	actividad (f)
address	dirección (f)
adventure film	película de aventura (f)
athletics	atletismo (m)
badminton	bádminton (m)
ball	balón (m), pelota (f)
band/group	banda(f), grupo (m)
basketball	baloncesto (m)
body building	culturismo (m), fisiculturismo (m)
book	libro (m)
boxing	boxeo (m)
bridegroom	novio (m)
camera	cámara(f), máquina fotográfica (f)
canoeing	piragüismo (m)
cartoon	dibujo animado (m)
cat	gato (m)
CD (compact disc)	CD (m), disco compacto (m)

Identity and culture: cultural life

Foundation tier (continued)

celebration, party	celebración (f), fiesta (f)
chess	ajedrez (m)
Christmas	Navidad (f)
Christmas Eve	Nochebuena (f)
clarinet	clarinete (m)
classical, classic	clásico/a
club	club (m)
collect	coleccionar
collection	colección (f)
comic (magazine)	tebeo m)
competition	concurso (m)
computer game	videojuego (m)
concert	concierto (m)
cycling	ciclismo (m)
dance/dancing	baile (m)
detective/police (story)	novela policíaca(f)
disco (place)	discoteca (f)
documentary	documental (m)
drums	batería (f)
Easter	Pascua (f)
Easter Monday	lunes de Pascua (m)
entertainment	entretenimiento (m)
equipment	equipo (m)
extreme sports	deportes extremos/de alto riesgo (mpl)
fanatical about	fanático de
fantasy film	película de fantasía (f)
flute	flauta (f)
folk music	música folklórica(f)
Football	fútbol (m)
free time	tiempo libre (m), ocio (m)
game	juego (m)
games console	consola de juegos (f)
Good Friday	Viernes Santo (m)
Guitar	guitarra (f)
Gymnastics	gimnasia (f)

Identity and culture: cultural life

Foundation tier (continued)

hall	salón (m)
handball	balonmano (m)
Happy birthday!	¡Feliz cumpleaños!
Happy New Year!	¡Feliz Año Nuevo!
hobby	pasatiempo (m), afición (f)
hockey	hockey (m)
horror film	película de horror (f)
ice skating	patinaje (m)
judo	judo (m)
karate	karate (m)
keyboard	teclado (m)
Leisure	ocio (m)
leisure activity/hobby	pasatiempo (m), afición (f)
Lent (period leading up to Easter)	Cuaresma (f)
life	vida (f)
magazine	revista (f)
marriage	casamiento (m), matrimonio (m)
martial arts	artes marciales (fpl)
medium sized	mediano/a, de talla media
mobile phone	móvil (m)
Mothers' day	día de la Madre (m)
mountain bike	bicicleta de montaña (f)
mountaineering	montañismo (m), alpinismo (m)
MP3 (file)	MP3
music	música (f)
New Year	Año Nuevo (m)
news	noticias (fpl)
nightclub	club nocturno (m)
orchestra	orquesta (f)
parachuting	salto con paracaídas (m)
paragliding	parapente (m)
petanque (French game similar to bowls)	petanca (f)
piano	piano (m)
play (theatre)	obra de teatro (f)
player	jugador/a

Identity and culture: cultural life

Foundation tier (continued)

pleasure/amusement	placer (m)
pocket money	dinero de bolsillo (m) / paga (f)
pop music	música pop (f)
postcode	código postal (m)
quiz show	programa concurso (m)
race/racing	carrera/s (fpl)
rap	música rap (f)
reading	lectura (f)
recorder (instrument)	flauta dulce (f)
referee	árbitro/a
rock (musical)	rock (m)
roller blading	patinaje en línea (m)
romantic	romántico/a
romantic film/love film	película romántica/de amor (f),
rugby	rugby (m)
sailing	vela (f)
saxophone	saxofón, saxófono (m)
science fiction film	película de ciencia ficción (f)
series	serie (f)
show (theatre etc.); TV show	espectáculo (m), programa (m)
singer	cantante (mf)
skate boarding	monopatinaje (m)
skiing	esquí (m)
soap (opera)	telenovela (f), culebrón (m)
song	canción (f)
sport	deporte (m)
sports ground	campo de deportes (m)
sporty	deportista
spy story	cuento de espías/de espionaje (m)/
squash (sport)	squash (m)
stage	escenario (m)
stereo system/music centre	equipo de música (m)
straight (hair)	(pelo) liso (m)
surfing	surf (m), surfing (m)
swimming	natación (f)

Identity and culture: cultural life

Foundation tier (continued)

table tennis	ping-pong (m), tenis de mesa (m)
team	equipo (m)
tennis	tenis (m)
thin (slim)	flaco/a, delgado/a
thriller	(novela/película)de misterio/suspenso
to take out for a walk (dog)	sacar a pasear (el perro)
toy	juguete (m)
trampolining	cama elástica(f)/trampolín(m)
trumpet	trompeta (f)
TV channel	canal (m)
twelfth night/Epiphany/6 th January	Epifanía (f)
violin	violin (m)
volleyball	vóleibol (m)
water skiing	esquí acuático (m)
wedding	boda (f)
Western (film etc.)	(película) del Oeste (f)
windsurfing	windsurf (m)
X box	X box
youth club (activity; place)	club de jóvenes (m)

Identity and culture: cultural life

Higher tier

archery	tiro con arco (m)
board game, electronic game	juego de mesa (m), juego electrónico (m)
cable TV	televisión por cable (f)
camcorder/video camera	videocámara (f)
championship	campeonato (m)
changing rooms	vestuarios (mpl)
detective/mystery/police (film)	película de misterio/policíaca (f)
Do it yourself; DIY	bricolaje (m)
drama (TV etc.)	drama (m)
dubbed (film)	(película) doblada
earphones	auriculares (mpl)
engagement	compromiso (m), noviazgo(m)

Identity and culture: cultural life

Higher tier (continued)

fencing	esgrima (m)
fishing rod	caña de pescar (f)
half-time	descanso (m), medio tiempo (m)
knowledge	conocimiento (m)
league; division (sports)	liga (f), división (f)
marriage ceremony; wedding	boda (f)
melody/tune	melodía (f)
musical comedy (a musical)	comedia musical (f)
original version	versión original (f)
remote control	mando a distancia (m)
rowing	remo (m)
sailing boat	barco de vela (m), velero (m)
satellite TV	televisión por satélite (f)
scuba diving	submarinismo (m)
sitcom	comedia (f)
sports equipment	artículos deportivos (mpl)
subtitles	subtítulos (mpl)
tournament	torneo (m)
viewer/audience	audiencia(f), telespectador/a,

Verbs associated with cultural life

to attend (match etc.)	asistir a
to be a member of	ser miembro de
to congratulate	felicitar
to get married	casarse
to go bowling (tenpin)	ir a la bolera
to dance	bailar
to do sport	hacer deporte
to do gymnastics	hacer gimnasia
to exercise	ejercer/hacer ejercicio
to fish/go fishing	pescar/ir de pesca
to go for a walk/stroll	ir de paseo
to hike, ramble	ir de caminata/hacer excursionismo
to roller-skate	patinar sobre ruedas

Verbs associated with cultural life (continued)

to sail	hacer vela
to score a goal	marcar un gol
to shoot	disparar
to skateboard	monopatinar
to swim	nadar
to take part (in)	tomar parte/participar (en algo)
to train	entrenar

Identity and culture: using social media

blog	blog (m)
chatroom	chat (m)
(to) chat on line	charlar en línea
computer	ordenador (m)
connection	conexión (f)
cyber bullying	acoso cibernético (m)
digital	digital
disk	disco (m)
e-mail	e-mail (m), correo electrónico (m)
forward slash	barra (f)
homepage	página frontal/inicial (f)
internet	Internet (m)
internet page	página de Internet (f)
key (of keyboard)	tecla (f)
keyboard	teclado (m)
mouse	ratón (m)
password	contraseña (f)
printer	impresora (f)
programmer	programador/a (mf)
risk	riesgo (m)
screen	pantalla (f)
security	seguridad (f)
social network	red social (f)
software	software (m)
to burn	grabar
to download	descargar
to erase, delete	borrar

Identity and culture: using social media (continued)

to load	cargar
to print	imprimir
to save, to store	guardar, almacenar
to type	escribir a máquina
to upload	cargar, subir
virus	virus (m)
web	web (m)
webcam	webcam (f), cámara web (f)
webpage	página web (f)

Local area, holiday and travel

Foundation tier

(to) rent/hire	alquilar
(to) turn/switch off	apagar
(to) turn/switch on	encender
abroad	al extranjero
accommodation	alojamiento (m)
admission/entry fee	precio de entrada (m)
admission/entry ticket	entrada (f)
adult	adulto/a
advertisement; advert	anuncio (m)
airport	aeropuerto (m)
appointment	cita (f)
arrival	llegada (f)
art gallery	galería de arte (f)
autonomous community	comunidad autónoma (f)
baker's	panadería (f)
balcony	balcón (m)
bank	banco (m)
basement	sótano (m)
bath	baño (m)
bath towel	toalla de baño (f)
bath tub	bañera (f)
bathroom	cuarto de baño (m)
beach	playa (f)
bed	cama (f)
bed and breakfast place	pensión (f)
bedlinen	ropa de cama (f)
berth/bunk (on boat or train)	litera (f)
bicycle	bicicleta (f); bici (f)
bike (motorbike)	moto (f)
bike hire	alquiler de bicicletas (m)
boat	barco (m)
book shop	librería (f)
book (of tickets)	carné (m)
bowling alley (tenpin)	bolera (f)

Local area, holiday and travel

Foundation tier (continued)

brand/make	marca (f)
bridge	punte (m)
brochure/leaflet	folleto (m)
building	edificio (m)
bull fight	corrida(f)
bull ring	plaza de toros (f)
bus	autobús (m)
bus stop	parada de autobús (f)
bus/coach station	estación de autobuses (f)
business/trade	comercio (m)
butcher's shop	carnicería (f)
café	café (m); cafetería (f)
calm/peaceful	tranquilo/a
camp site	camping (m)
capital city	capital (f)
car	coche (m)
car hire	alquiler de coches (m)
caravan	caravana (f)
car park	aparcamiento (m)
carriage (train)	vagón (m)
carry straight on	siga todo recto/derecho
castle	castillo (m)
cathedral	catedral (f)
chemist's	farmacia (f)
church	iglesia (f)
cinema	cine (m)
city	ciudad (f)
closed	cerrado/a
coach	autocar (m)
coast	costa (f)
compartment	compartimento (m)
concert	concierto (m)
connection (transport)	conexión (f)/enlace (m)
corner (of street)	esquina (f)

Local area, holiday and travel

Foundation tier (continued)

country (i.e. countryside)	campo (m)
country (i.e. nation)	país (m)
countryside, scenery	paisaje (m)
crossroads	cruce (m)
cycle path	vía para bicicletas (f)
degree (temperature)	grado (m)
delay	retraso (m)
department store	almacenes (mpl)
departure	salida (f)
diesel (fuel)	gasoil (m)
direct	directo
direction	dirección (f) , sentido (m)
disco	discoteca/disco (f)
district, part of town	barrio (m)
diversion, detour	desvío (m)
double room	habitación doble (f)
drinking water	agua potable (m)
driver	conductor(m) conductora(f)
driving licence	permiso de conducir (m)
dustbin	cubo de la basura (m)
east	este (m)
enjoy your stay	¡que lo pases bien!
entertainment, things to do	entretenimiento (m)
entrance	entrada (f)
entry, admission (to place/event)	entrada (f)
exhibition	exposición (f)
exit	salida (f)
factory	fábrica (f)
farm	granja (f)
ferry	ferry (m)
field	campo (m)
fishmonger's	pescadería (f)
flat	apartamento (m) piso (m)
floor (1st, 2nd)	(primer) piso, (segundo) piso (m)
floor; storey	piso (m) planta (f)

Local area, holiday and travel

Foundation tier (continued)

forbidden to	prohibido
foreigner	extranjero/a
form	ficha (f)
free, available, vacant	libre
fruit shop	frutería (f)
full board (in hotel)	pensión completa (f)
games room	sala de juegos (f)
garage	garaje (m)
grocer's shop	tienda de comestibles (f)
ground floor	planta baja (f)
guest (in a hotel)	cliente (mf)
half board (in hotel)	media pensión (f)
heating	calefacción (f)
hill	colina (f)
historic	histórico/a
holiday, fair, fête; festival	fiesta (f)
hospital	hospital (m); clínica (f)
hotel	hotel (m)
household goods shop (cleaning etc.)	droguería (f)
hypermarket	hipermercado (m)
ice rink	pista de patinaje (f)
identity card	carné/carnet de identidad (m)
in advance	por adelantado/anticipado
in the open air	al aire libre
included, inclusive of	incluido/a
indoor swimming pool	piscina cubierta (f)
industrial	industrial
industry	industria (f)
information (office)	(oficina de) información (f)
inhabitant	habitante (m,f)
island	isla (f)
journey	viaje (m)
key	llave (f)
lake	lago (m)
launderette	lavandería automática (f)

Local area, holiday and travel

Foundation tier (continued)

left luggage (locker)	consigna (automática) (f)
leisure centre	centro de ocio; polideportivo (m)
library	biblioteca (f)
lift	ascensor (m)
line/route	línea (f)
litter/rubbish bin	cubo de basura (m)
lorry	camión (m)
luggage	equipaje (m)
main road	autovía (f); carretera (f)
map (of the town)	plano (de la ciudad) (m)
map	mapa (m)
market	mercado (m)
market square, marketplace	plaza del mercado (f)
means of transport	medio de transporte (m)
media	medios de comunicación(mpl)
metro/underground (train)	metro (m)
meeting place	lugar de encuentro/reunión(m)
metro/underground railway	metro (m)
monument	monumento (m)
moped	ciclomotor (m)
motorbike	moto (f)
motorway	autopista (f)
mountain	montaña (f)
museum	museo (m)
nature	naturaleza (f)
newspaper	periódico (m)
newspaper stall; kiosk	quiosco de periódicos (m)
night club	club nocturno (m)
nightlife	vida nocturna (f)
occupied; taken (seat etc.)	ocupado/a
office	oficina (f)
on foot	a pie
one way street/system	dirección única (f);sentido único (m)
open	abierto/a
opening hours/times	horas de apertura (f pl)/horario (m)

Local area, holiday and travel

Foundation tier (continued)

outing	excursión (f)
outside	fuera
outskirts (of town/city)	afueras (f pl)
owner	dueño/a
palace	palacio (m)
park	parque (m)
part of town	parte (f), zona (f)
passenger	pasajero/a
passport control	control de pasaportes (m)
pavement	acera (f)
pedestrian	peatón/ona (m,f)
pedestrian area	zona peatonal (f)
pedestrian crossing	paso de peatones (m)
petrol	gasolina (f)
petrol station	gasolinera (f); estación de servicio(f)
picturesque	pintoresco
pillow	almohada (f)
place	sitio (m) lugar (m)
plane	avión (m)
platform	andén (m)
playground	área de recreo
police	policía (f);guardia civil (f)
police station	comisaría de policía (f)
policeman/woman	policía (m/f); guardia civil (m/f)
port	puerto (m)
post office	correos (m); oficina de correos (f)
postcard	postal (f), tarjeta postal (f)
poster/notice	póster (m), cartel (m)
press	prensa (f)
price list	lista de precios (f)
priority (to the right)	prioridad (a la derecha) (f)
problem	problema (m)
province	provincia (f)
public holiday	día de fiesta(m) fiesta nacional (f)

Local area, holiday and travel

Foundation tier (continued)

public/municipal	municipal, público
reception	recepción (f)
receptionist	repcionista (m/f)
reduction	reducción (f) rebaja (f)
region, area	región (f) zona (f)
rent	alquiler (m)
reservation	reserva (f)
return ticket	billete de ida y vuelta (m)
river	río (m)
road (main road)	carretera (f)
road map	mapa de carreteras (m)
road/street	calle (f)
room (e.g. hotel room)	habitación (f)
roundabout (traffic)	glorieta (f)
sea	mar (m)
seat (train, plane)	asiento (m)
seat; bench	banco (m)
service station	estación de servicio (f)
sheet	sábana (f)
shop	tienda (f)
shopping centre	centro comercial (m)
shower	ducha (f)
sight, place of interest	lugar de interés (m)
sign (road sign)	señal (f)
single room	habitación individual (f)
single ticket	billete de ida (m)
sleeping bag	saco de dormir (m)
sleeping car (on train)	coche-cama (m)
snack bar, buffet	cafetería (f);
soap	jabón (m)
souvenir	recuerdo (m)
sports centre	polideportivo (m)
square (in a town)	plaza (f)
stadium	estadio (m)
staircase	escalera (f)

Local area, holiday and travel

Foundation tier (continued)

station (railway)	estación de trenes/de ferrocarril (f)
suburb	suburbio (m), zona residencial (f)
suitcase	maleta (f)
summer camp	colonia de vacaciones/de verano (f)
supplement	suplemento (m)
swimming pool	piscina (f)
taxi	taxi (m)
telephone card	tarjeta telefónica (f)
television (set)	televisión (f) , televisor (m)
tennis court	cancha de tenis (f)
tent	tienda (f)
theatre	teatro (m)
theme park, amusement park	parque de atracciones (temático) (m)
ticket	billete (m)
ticket inspector	revisor/a (mf)
ticket office (station etc.)	mostrador de billetes (m)/ventanilla de billetes (f)
till (cashier's desk)	caja (f)
timetable	horario (m)
to be situated	estar situado/a
to camp (in a tent)	acampar
to cross	cruzar, atravesar
to follow; carry on	seguir
to function, to work	funcionar
to hire, to rent	alquilar
to miss (train, bus etc.)	perder
to pack/unpack (cases)	hacer/deshacer la maleta
to park	aparcarse
to take off (plane)	despegar
to validate a ticket	confirmar un billete
toilet	aseo (m), baño (m), servicio (m)
toilet paper	papel higiénico (m)
toothbrush	cepillo de dientes (m)
toothpaste	pasta de dientes (f)
tour	gira (f) recorrido (m)

Local area, holiday and travel

Foundation tier (continued)

tour (on transport)	excursión (f) recorrido (m)
tour (walking)	excursión a pie (f)
tourist	turista (m,f)
tourist information office	oficina de turismo (f)
tower	torre (f)
tower block	bloque (de pisos) (m)
town	ciudad (f) pueblo (m)
town centre	centro ciudad (m)
town hall	ayuntamiento (m)
track; platform (railway)	via (f); andén (m)
traffic	circulación (f)
traffic jam	atasco (m)
traffic lights	semáforo (m)
train	tren (m)
tram	tranvía (m)
twin room	habitación de dos camas (f)
underground station	estación de metro (f)
unleaded (petrol)	sin plomo
view (over, of)	vista (a) (f)
village	aldea (f) pueblo (m)
visit	visita (f)
waiting room	sala de espera (f)
wardrobe	armario (m)
wash basin	lavabo (m)
way (or road)	camino (m)
welcome	bienvenido/a
well worth seeing	vale/merece la pena ver
west	oeste (m)
window	ventana (f)
(shop) window	escaparate (m)
wood, forest	bosque (m) selva (f)
youth hostel	albergue juvenil (m)

Local area, holiday and travel

Higher tier

air conditioning	aire acondicionado (m)
area	área (m)
ATM; cashpoint	cajero automático (m)
bedlinen	ropa de cama (f)
canal	canal (m)
customs (i.e. at border crossing)	aduana (f)
dry cleaner's	tintorería (f)
dry cleaning	limpieza en seco (f)
emergency exit	salida de emergencia (f)
event	acontecimiento (m) suceso (m)
experience	experiencia (f)
fireworks	fuegos artificiales (m pl)
flea market	rastro (m)
fountain	fuelle (f)
heavy goods vehicle	vehículo de gran tonelaje (m)
helicopter	helicóptero (m)
hospitality	hospitalidad (f)
ironmonger's; hardware shop	ferretería (f)
level crossing	pasaje a nivel (m)
memorial, monument	monumento (m)
memory	memoria (f)
motorway junction	salida de autopista (f)
motorway services	área de servicios (m)
no parking	prohibido aparcar
noise	ruido (m)
package holiday	viaje organizado (m)
park, green space	parque (m) zona verde (f)
procession	desfile (m)
registration/booking in	inscripción (f)
run over (traffic accident)	atropellar con
rush hour	hora punta (f)
savings bank	caja de ahorros (f)
seaside resort	centro turístico costero (m)
seatbelt	cinturón de seguridad (f)

Local area, holiday and travel

Higher tier (continued)

business (also shop)	negocio(m); comercio (m)
speed (limit)	(límite(m) de) velocidad (f)
stay	estancia (f)
surrounding area, vicinity	alrededores (m pl)
to confirm	confirmar
to board, embark (on plane, boat)	embarcar
to brake	frenar
to overtake	adelantar
to put someone up; to accommodate	alojar; hospedar
to stay (for a holiday)	alojarse
to take place	tener lugar
toll	peaje (m)
town centre	centro urbano (m) centro ciudad (m)
unleaded (fuel)	sin plomo
winter/skiing holiday	vacaciones de invierno/de esquí (fpl)
vehicle	vehículo (m)
zoo	zoo (m), parque zoológico (m)

Phrases associated with weather

Foundation tier

bad	mal tiempo (m)
bright	buen tiempo (m)
climate	clima (m)
cloud	nube (f)
cloudy	nublado
cold	frío/a
degree (temperature)	grado (m)
dry	seco
fog	niebla
foggy	hay niebla
heat	calor (m)
highest temperature	temperatura más alta (f)
hot	caluroso/a
in the east	al este, en el este
in the north	al norte, en el norte
in the south	al sur, en el sur
in the west	al oeste, en el oeste
it is freezing	está helado
it is lightning	hay relámpagos
it is raining	llueve, está lloviendo
it is snowing	nieva, está nevando
it is thundering	hay truenos
lowest temperature	temperatura mínima (f)
overcast	está nublado
rain	lluvia (f)
rainy	lluvioso
season	estación (f)
sky	cielo (m)
snow	nieve (f)
storm/thunderstorm	tormenta (f)
sun	sol (m)
sunny	soleado
the sun is shining	brilla el sol
to change	cambiar
to freeze	helar

Phrases associated with weather

Foundation tier (continued)

to rain	llover
to shine	brillar
to snow	nevar
weather	tiempo (m)
weather report	boletín meteorológico (m)
wind	viento (m)
windy	de viento, ventoso

Phrases associated with weather

Higher tier

average temperature	temperatura media (f)
bright spell	período soleado (m)
changeable	variable
hail	granizo (m)
it's freezing!	ihace un frío horrible!/que pela!
it's misty	hay neblina
low (temperature)	(temperatura) baja (f)
rainfall	precipitación (f)
shower	chubasco (m)
stormy	tormentoso
to brighten up	despejarse, mejorar
to hail	granizar
weather forecast	pronóstico meteorológico/del tiempo (m)

Asking for directions

are you going on foot/in a car?	¿vas a pie/vas en coche?
as far as	hasta
continue	sigue
cross (over)	cruza
go straight on	sigue todo recto
high street/main street	calle principal/mayor (f)
how do I get to?	¿por dónde se va a....?
it is 100 metres away	está a 100 metros
it is very close	está muy cerca
take the first road on the left	toma/coge la primera calle a la izquierda
turn left	dobla a la izquierda
turn right	dobla a la derecha

Dealing with problems

Foundation tier

accident	accidente (m)
address	dirección (f)
bill (invoice)	factura (f)
bill	cuenta (f)
breakdown	avería (f)
broken	roto/a
colour	color (m)
complaint	queja (f)
correct number	número correcto (m)
customer	cliente (m)
customer service	información y reclamaciones
damage	daño (m)
delivery	entrega (f)
email address	dirección de email/correo electrónico (f)
form	formulario (m)
guarantee	garantía (f)
mistake	error (m)
mistake/fault	error/defecto (m)
purse	monedero (m)
quantity	cantidad (f)

Dealing with problems

Foundation tier (continued)

receipt	recibo (m)
reduction	descuento (m)/rebaja (f)
repair	arreglo (m)/reparación (f)
replacement (part)	piezas de recambio (fpl)
service	servicio (m)
size	talla (f)/tamaño (m)
theft; robbery	robo (m)
to complain	quejarse/reclamar
to deliver	entregar/hacer reparto(s)
to exchange	cambiar
to guarantee	garantizar
to pay	pagar
to repair	reparar
to replace	reemplazar/cambiar
telephone number	número de teléfono (m)
to work, function	trabajar/funcionar
waiting time	período de espera (m)
wallet	billetero (m)/cartera (f)
crash/collision	colisión (f)
instructions for use	instrucciones (fpl)/modo de empleo (m)
insurance	seguro (m)
progress, improvement	mejora (f)/progreso (m)
robbery/theft	robo (m)
to bring back;take back (e.g. to shop)	devolver
to return/give back	volver
to insure	asegurar
wrong number	número equivocado (m)

School

Foundation tier

absent	ausente
A Levels (equivalent)	bachillerato (m)
achievement, performance	éxito (m), rendimiento (m)
answer	respuesta (f), contestación (f)
art	arte (m), dibujo (m)
biology	biología (f)
board (blackboard, whiteboard etc.)	pizarra (f)
book	libro (m)
break	descanso (m), recreo (m)
calculator	calculadora (f)
canteen	cantina (f), comedor (m)
careers adviser	orientador/a (mf)
caretaker	conserje (mf)
changing room	vestuario (m)
chemistry	química (f)
choir	coro (m)
class test, assessment	prueba (f), evaluación (f)
classroom	aula (f), clase (f)
clever	listo/a
comprehensive school	instituto/colegio de enseñanza secundaria (m)
copy; script (exam paper)	hoja de examen (f)
corridor	corredor (m), pasillo (m)
desk	pupitre (m), mesa de trabajo (la)
detention	castigo (m)
dictionary	diccionario (m)
drama	arte dramático(m)
drama group, acting group	grupo de arte dramático (m)
drawing	dibujo (m)
DT (design technology)	tecnología de diseño (f)
education	educación (f)
English	inglés (m)
examination	examen (m)
exchange	intercambio (m)
exercise book	cuaderno (m)
exercise, practice	ejercicio (m), práctica (f)

School

Foundation tier (continued)

experiment	experimento (m)
extracurricular	extraescolar
fair	justo/a
felt tip	rotulador (m)
first day back at school	vuelta (f)/regreso (m) al colegio
food technology	cocina (f), tecnología de alimentos (f)
foreign languages	lenguas extranjeras (fpl)
fountain pen	pluma estilográfica (f)
French	francés (m)
future plans	planes para el futuro (mpl)
GCSE equivalent	bachillerato elemental (m)
geography	geografía (f)
German	alemán (m)
glue	goma de pegar (f), pegamento (m)
gym	gimnasio (m)
gymnastics	gimnasia (f)
half-term	vacaciones de mitad de trimestre (fpl)
hardworking	trabajador/a
head teacher	director (m)
history	historia (f)
history-geography; humanities	humanidades (fpl)
(school) holidays	vacaciones (de colegio) (fpl)
homework	deberes (mpl)
ICT	informática (f)
Italian	italiano
kindergarten, nursery school	pre-escolar (m), parvulario(m)
laboratory	laboratorio (m)
(modern) languages	lenguas (modernas) (fpl)
language lab	laboratorio de idiomas (m)
latin	latín (m)
lesson (on timetable)	clase (f)
lesson, hour	hora (f)
library	biblioteca (f)
lunch break	descanso para almorzar (m)
mark, grade	nota (f)
maths	matemáticas (mpl)

School

Foundation tier (continued)

media studies	periodismo (m)
mixed	mixto/a
music	música (f)
oral	(examen) oral (m)
pad of paper	bloc de notas (m)
page	página (f)
PE	educación física (f)
pen, ballpoint pen	bolígrafo (m)
pencil	lápiz (m)
pencil case	estuche (m)
physics	física (f)
plan, project	plan (m), proyecto (m)
playground	patio (m)
present (in school)	presente
primary school	escuela de enseñanza primaria (f)
private school	colegio/instituto privado (m)
projector	proyector (m)
progress	progreso (m), desarrollo (m)
personal and social education (PSE)	educación personal, social y sanitaria (f)
pupil	alumno (m)
qualification	calificación (f)
question	pregunta (f)
religion, Religious Studies	religión (f), estudios religiosos (fpl)
report	reportaje (m)
result	resultado (m)
rubber	goma (f)
rule	norma (f), regla (f)
ruler	regla (f)
school	colegio (m), escuela (f), instituto (m)
school bag	cartera (f)
school book	libro de texto (m)
school bus	autobús escolar (m)
school day	día escolar (m)
school group/party	grupo escolar (m)
school hall	salón del colegio (m)

School

Foundation tier (continued)

school keeper; caretaker	conserje (mf)
school newspaper	periódico del colegio (m)
school office	despacho (m), oficina (f)
school report, certificate	boletín de notas (m), certificado (m)
school trip	excursión del colegio (f)
school year	año escolar (m)
sciences	ciencias (fpl)
scissors	tijeras (fpl)
serious (hardworking)	serio/a (trabajador/a)
semester	semestre (m)
sharpener	sacapuntas (m)
(sixth form) college	colegio (m)
sociology	sociología (f)
Spanish	español
sports field	campo de deportes (m)
sports hall, gym	polideportivo (m)
staff room	sala de profesores (f)
state	estado (m)
state school	escuela pública (f)
strict	estricto/a
strong, good at (subject)	fuerte
student	estudiante (mf)
subject	asignatura (f), materia (f)
success	éxito (m)
successful	de éxito, exitoso/a
summer holidays	vacaciones del verano (fpl)
team	equipo (m)
technology	tecnología (f)
term	trimestre (m)
test	prueba (f)
tie	corbata (f)
timetable	horario (m)
to answer	contestar
to attend school	asistir a colegio
to calculate	calcular

School

Foundation tier (continued)

to carry on	continuar con, seguir
to copy	copiar
to correct	corregir
to discuss	discutir
to draw	dibujar
to fail (an exam)	suspender (un examen)
to fill out	llenar, rellenar
to last	durar
to pass (exam)	aprobar (un examen)
to pay attention, to be careful	prestar atención, tener cuidado
to practise	practicar
to read	leer
to repeat	repetir
to repeat a year	repetir (un año)
to revise	repasar
to sing	cantar
to sit an exam	hacer un examen
to study	estudiar
to teach	enseñar
to work hard	trabajar duro/mucho
to understand	entender
training, education	capacitación (f), educación (f)
unfair	injusto/a
uniform	uniforme (m)
vocational school; technical college	instituto de formación profesional (m)
weak, bad at (subject)	flojo/a
work sheet	hoja de ejercicios (f)
yr 7	año siete
yr 8	año ocho
yr 9	año nueve
yr 10	año diez
yr 11	año once
yr 12	año doce
yr 13	año trece

School

Higher tier

ballpoint pen	bolígrafo (m)
biology	biología (f)
boarding school	internado (m)
business studies	empresariales (fpl)
class register	lista de clase (f)
core/compulsory subject	asignatura obligatoria (f)
degree (university)	título (m), licenciatura (f)
distance (i.e. distance learning)	a distancia
earphones	auriculares (mpl)
economics	economía (f)
essay	ensayo (m), trabajo (m)
final exam	examen final (m)
foreign language assistant	lector/a, auxiliar de lengua (mf)
gifted	dotado/a
headphones	auriculares (mpl)
ink cartridge	cartucho de tinta (m)
meeting, discussion	reunión (f), discusión (f)
necessary	necesario/a
optional (subject)	optativo/a
parents' evening	reunión de padres (f)
permission	permiso (m)
physics and chemistry	física (f) y química (f)
pressure to achieve good marks/grades	presión (f)
pronunciation	pronunciación (f)
sociology	sociología (f)
studies	estudios (mpl)
supervisor	supervisor/a (mf)
text book	libro de texto (m)
to agree (with) something	estar de acuerdo con....
to ask a question	preguntar
to be cancelled (lessons)	estar cancelado
to copy	copiar
to drop a subject	dejar
to explain	explicar
to follow	seguir

School

Higher tier (continued)

to have a detention	estar castigado
to improve (one's knowledge/skills in)	mejorar (conocimiento/habilidades)
to move up (to the next form/year)	ascender, cambiar
to pronounce	pronunciar
to skive/to skip/bunk lessons	hacer novillos
to spell	escribir, deletrear
to teach	enseñar
to translate	traducir
training centre	centro de capacitación (m)
translation	traducción (f)
university	universidad (f)
waste of time	perdida de tiempo (f)
(to do a) written punishment, lines	(hacer) un castigo escrito

Future aspirations, study and work

Foundation tier

abroad	en el extranjero
actor, actress	actor, actriz
advertisement	anuncio/aviso
air hostess/air steward	azafato(m), azafata(f)/auxiliary de vuelo
ambition	ambición
answerphone	contestador automático
apprenticeship	aprendizaje
architect	arquitecto(m), arquitecta(f)
artist	artista
badly paid	mal pagado
baker	panadero(m)panadera(f)/pastelero(m)pastelera(f)
builder	constuctor
business/shop	negocio, comercio/tienda
busy	ocupado, concurrido
butcher	carnicero(m), carnicera(f)
cashier	cajero(m) cajera(f)
charity	caridad
civil servant	funcionario
coffee (tea/lunch) break	café (té/almuerzo, comida) descanso
colleague	colega
computer science	informática (ciencia)
computer scientist	informático(m) informática(f)(profesión)
conference	conferencia
cook	cocinero(m) cocinera(f)
degree (university)	licenciatura
dentist	dentista, odontólogo(m) odontóloga(f)
designer	diseñador(m) diseñadora(f)
doctor	medico(m) médica(f), doctor
drama	teatro, obra
drama	drama, tragedia
dream	sueño
driver	conductor(m), conductor(f)
educational	educativo
electrician	electricista

Future aspirations, study and work

Foundation tier (continued)

(bank/office) employee	(banco/oficina) empleado
employer	empresario(m), empresaria(f)
engineer	ingeniero(m), ingeniera(f)
experienced	con experiencia
farmer	Agricultor(m), agrigultora(f)/granjero(m), granjera(f)
farmworker	trabajador del campo, trabajador de granja
fashion	moda
file	expediente, archivador
fireman	bomber
folder	carpeta
form	Forma
interview (job)	entrevista (de trabajo)
interview (e.g. TV or magazine)	Entrevista (de television or revista)
job	trabajo
journalist	periodista
language	lenguaje
manager	director(m), dirctora(f), gerente
marketing	mercadotecnia
mechanic	mecánico
meeting	reunion
message	mensaje
musician	músico(m), música(f)
nurse	enfermero(m), enfermera(m)
part time	tiempo parcial
per hour	por hora
pharmacist	farmacéutico(m), farmacéutica(f)
plan, project	plan, proyecto
planned	planificado
plumber	fontanero(m), fontanera(f)
poet	poeta
police officer	agente de policía, oficial de policía
programmer	programador(m), programadora(f)
representative; sales rep	representante de ventas
salary	salario, sueldo

Future aspirations, study and work

Foundation tier (continued)

sewing, tailoring	costura, sastrería
situation wanted	situación, deseado
skills	habilidades
society/company	sociedad/compañía, empresa
student	estudiante
teacher	professor(m), profesora(f)
teacher (primary)	professor(m), profesora(f)(de primaria)
technician	técnico(m), técnica(f)
telephone call	llamada telefónica
terms of employment	condiciones de empleo
to apply for a job	solicitar un trabajo
to cut/to cut off (phone)	cortar/para cortar (teléfono)
to dial the number (to 'messages')	marcar el número (para mensajes)
to do a course	hacer un curso
to fill in a form	rellenar un formulario
to file	archivar
to hang up	colgar
to organise	organizar
to study	estudiar
training	formación, instrucción
travel agency	agencia de viajes
unemployment	desempleado
university	universidad
voluntarily/without pay/as a volunteer	voluntariamente/sin salario/como voluntario
waiter/waitress	camarero/camarera
well paid	bien pagado
job	trabajo, empleo
work	trabajo, esfuerzo
work experience	experiencia laboral

Future aspirations, study and work

Higher tier

data file	archivo de datos
(to fill in the) application form	(rellenar) la solicitud
aim; goal	objetivo, propósito; meta
apply at/go to /ask at reception	solicitar en/ir a/preguntar en recepción
apply; enroll	aplicar; inscribirse
appointment	cita
apprentice	aprendiz, principiante
at (in email address: @)	arroba(en la dirección de correo electrónico: @)
charity sale (e.g. bake sale)	venta benéfica (e.j: venta de pasteles)
data base	base de datos
enclosed	adjunto
hard disk	disco duro
higher education	enseñanza superior, educación superior
impression	impresion
in aid of	a beneficio de
internship	internado
job advert; vacancy	anuncio de trabajo; vacante
job; position	trabajo, empleo; posición
law (to study law)	ley (estudiar derecho)
letter of application	carta de solicitud
link	enlace
medicine (to study medicine)	medicina (estudiar medicina)
memory card	tarjeta de memoria
profession, job, occupation	profesión, oficio, ocupación
promotion prospects	posibilidades de promoción, ascenso
qualification	título
qualified	titulado
qualified	calificado
school education	educación escolar
signature	firma
success	éxito
successful	exitoso, afortunado
teaching; education	enseñanza, docencia; educación, formación

Future aspirations, study and work

Higher tier (continued)

to apply for a job	solicitar un puesto de trabajo
to enclose	adjuntar, incluir
to introduce oneself	presentarse uno mismo
to send	mandar, enviar
touch screen	pantalla táctil
Training; education	formación, instrucción; educación
underscore	subrayar
university	universidad
voluntary work	trabajo voluntario
volunteer	voluntario
webmail	correo web
word processing	procesador de texto
work	trabajo, esfuerzo

International and global dimension: bringing the world together, environmental issues

Foundation tier

advantages/disadvantages	ventajas/desventajas (fpl)
animals	animales
campaign	campaña (f)
charity	caridad (f)
coal	carbon (m)
country	país (m)/campo (m)
disaster	desastre (el)
drinking water	agua potable (f)
drought	sequía (f)
earth	tierra (f)
electricity	electricidad (f)
energy; power	energía (f)
environment	ambiente (m)
fair trade	comercio justo (m)
(music) festival	festival (de música) (m)
flood; flooding	inundaciones (fpl)
for/against	por/contra
(rain) forest	selva tropical (f)
gas	gas (m)
global; world wide	global
hunger; famine	hambre (f)
hurricane	huracán (m)
international	internacional
lack (of)	falta(de)
natural resources	recursos naturales (mpl)
oil	aceite (m)
Olympic games	juegos olímpicos (mpl)
people	gente (f)
planet	planeta (f)
pollution	polución (f)
poverty	pobreza (f)
protection	protección (f)
recycling	reciclaje (m)
rubbish	basura

International and global dimension: bringing the world together, environmental issues

Foundation tier (continued)

to die	morir
to live	vivir
to protect	proteger
to recycle	reciclar
war	Guerra (f)
world	mundo (m)
world cup (football)	mundial (m)

International and global dimension: world events, campaigns and good causes

Higher tier

climatic (adjective)	Climático (a)
earthquake	terremoto (m)
fresh water	agua dulce (f)
global warming	calentamiento global
instant	Inmediato (a)
rights of man; peoples' rights	derechos (mpl)
salt water	agua salada (f)
security	seguridad (f)
solar power	energía solar (f)
species	especie (m)
spying	espiando
to (make) compost	convertirse en abono
to benefit	aprovechar
to lack	faltar
to pollute; to contaminate	contaminar
to save; to keep safe	cuidar
to sort/separate (e.g. rubbish)	separar
to stay in contact	mantener el contacto
to survive	sobrevivir
to threaten	amenazar
unfortunate; needy	desafortunado (a)
volcano	volcán (m)

Appendix 4: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles^[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including subject associations, academics and advisors, teachers and students to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1) Subject Level Guidance* and *GCSE Subject Level Conditions and Requirements for Modern Foreign Languages*, published in February 2015.

^[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 5*.

From Pearson's Expert Panel for World Class Qualifications

“ The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their students make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- extensive international comparability of subject content against the highest-performing jurisdictions in the world
- benchmarking assessments against UK and overseas providers to ensure that they are at the right level of demand
- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice. ”

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

Appendix 5: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.'^[1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves:^[2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate.^[3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

^[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

^[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

^[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 6: Codes

Type of code	Use of code	Code
Discount codes	Every qualification is assigned to a discount code indicating the subject area to which it belongs. This code may change. See our website (qualifications.pearson.com) for details of any changes.	FKS
National Qualifications Framework (NQF) codes	Each qualification title is allocated an Ofqual National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 601/8710/4
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1SP0
Paper codes	These codes are provided for reference purposes. Students do not need to be entered for individual papers.	Paper 1: 1SP0/1F and 1H Paper 2: 1SP0/2F and 2H Paper 3: 1SP0/3F and 3H Paper 4: 1SP0/4F and 4H

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at www.edexcel.com, www.btec.co.uk or www.lcci.org.uk. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your students at qualifications.pearson.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

Original origami artwork: Mark Bolitho

Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 446 92554 6

All the material in this publication is copyright

© Pearson Education Limited 2016

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

Edexcel is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL
VAT Reg No GB 278 537121