

General Certificate of Secondary Education

Spanish (Modular) 2007 *Specification B*

This Specification should be read in conjunction with:
Specimen Papers and Mark Schemes (Module 2)
Past Papers and Mark Schemes (Module 4)
Examiners' Reports
A Teacher's Guide

The specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. In the case of any difference between the printed and the website version of the specification, the version with the highest number, as currently published on the AQA website, is the definitive one.

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Background Information

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The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies revised their GCSE syllabuses for examination in 2003.

1.1 Changes at GCSE

Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Tiering

In most subjects the scheme of assessment must include question papers targeted at two tiers of grades, i.e. A* - D and C - G.

A safety net of an allowed Grade E will be provided for candidates entered for the higher tier who just fail to achieve Grade D. The questions will still be targeted at A* - D.

Citizenship

From 2002 onwards, students in England are required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

1.2 Changes to the Modern Foreign Languages Criteria

The main changes brought in for the revised GCSE Criteria for Modern Foreign Languages for the specifications for first examination in 2003 were as follows:

- Specifications must specify topic areas which must be consistent with the requirements for the National Curriculum orders for Modern Foreign Languages. The orders no longer require the study of five areas of experience for the full course and two areas of experience for the short course;
- Specifications must include the grammar and linguistic structures as set out in the subject criteria for French, German and Spanish. For other languages the grammar and structures are expected to be comparable with what is expected for French, German and Spanish;
- For each of AO2 (Speaking) and AO4 (Writing), at least 10% of the total marks for the subject must be allocated to knowledge and accurate application of the grammar and structures of the language presented in the specification;
- The use of dictionaries is not be permitted in any external assessment.

Specification at a Glance

Spanish (Modular)

- This is one of three specifications in the subject offered by AQA, the others being a Linear specification and a Linear Short Course specification;
- There are four modules and two tiers of Assessment: Foundation (G-C) and Higher (D-A*).

GCSE Spanish (Modular)											
Module 1 Untiered	<table border="1"> <tr> <td>Module 1</td> <td>12.5%</td> </tr> <tr> <td colspan="2">Coursework (centre-assessed)</td> </tr> <tr> <td>Speaking</td> <td>12.5%</td> </tr> </table>	Module 1	12.5%	Coursework (centre-assessed)		Speaking	12.5%				
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Speaking	12.5%										
Module 2 Foundation Tier Higher Tier	<table border="1"> <tr> <td>Module 2</td> <td>25%</td> </tr> <tr> <td colspan="2">Listening 12.5% - 40 minutes including 5 minutes reading time</td> </tr> <tr> <td colspan="2">Reading 12.5% - 40 minutes</td> </tr> </table>	Module 2	25%	Listening 12.5% - 40 minutes including 5 minutes reading time		Reading 12.5% - 40 minutes					
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Listening 12.5% - 40 minutes including 5 minutes reading time											
Reading 12.5% - 40 minutes											
Module 3 Untiered	<table border="1"> <tr> <td>Module 3</td> <td>12.5%</td> </tr> <tr> <td colspan="2">Coursework (centre-assessed)</td> </tr> <tr> <td>Writing</td> <td>12.5%</td> </tr> </table>	Module 3	12.5%	Coursework (centre-assessed)		Writing	12.5%				
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Coursework (centre-assessed)											
Writing	12.5%										
Module 4 Foundation Tier Higher Tier	<table border="1"> <tr> <td>Module 4</td> <td>50%</td> </tr> <tr> <td colspan="2">Listening 12.5% 30 minutes including 5 minutes reading time</td> </tr> <tr> <td colspan="2">Reading 12.5% 30 minutes</td> </tr> <tr> <td colspan="2">Speaking 12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes</td> </tr> <tr> <td colspan="2">Writing 12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes</td> </tr> </table>	Module 4	50%	Listening 12.5% 30 minutes including 5 minutes reading time		Reading 12.5% 30 minutes		Speaking 12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes		Writing 12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes	
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Listening 12.5% 30 minutes including 5 minutes reading time											
Reading 12.5% 30 minutes											
Speaking 12.5% Foundation Tier 5 minutes, Higher Tier 8 minutes											
Writing 12.5% Foundation Tier 40 minutes, Higher Tier 50 minutes											

3

Availability of Assessment Units and Entry Details

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- 3.1 Availability of Assessment Units** Module 1 is available in the January series only.
Module 2 is available in the June series only (normally Year 10).
Module 3 is available in the January series only.
Module 4 is available in the June series only (normally Year 11).
-
- 3.2 Entry Codes** Normal entry requirements apply, but the following information should be noted. The **Subject Code** for the GCSE award is 4692.
-
- 3.3 Prohibited Combinations** Candidates entering for this examination are prohibited from entering any other GCSE Spanish specifications in the same examination series. Each specification is assigned to a national classification code, indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 5750.
-
- 3.4 Private Candidates** This specification is only available for private candidates where they attend an AQA centre which will supervise and assess the coursework. Private candidates should write to AQA for a copy of “*Supplementary Guidance for Private Candidates*”.
-
- 3.5 Access Arrangements and Special Consideration** AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:
Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCE, VCE, GCSE, GNVQ, Entry Level & Key Skills
This document can be viewed via the AQA site (www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.
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3.6 Language of Examinations

All components will be provided in English. Assessment material will not be provided in Welsh or Gaeilge.

Scheme of Assessment

4

Introduction

4.1 National Criteria

This GCSE Spanish Specification complies with the following:

- The GCSE Subject Criteria for Modern Foreign Languages;
- The GCSE and GCE A/AS Code of Practice;
- The GCSE Qualification Specific Criteria;
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

4.2 Rationale

In developing this specification to meet the needs of the revised National Curriculum, every effort has been made to build on the success of the GCSE and to maintain the philosophy of enabling candidates to show what they “know, understand and can do”.

Candidates who have followed this specification will be well prepared to use the language for practical communication and to continue with further study of the language.

All four skills are equally weighted: Listening and Reading are externally assessed; Speaking and Writing are assessed by both coursework and externally assessed components.

This specification forms part of a suite which includes a linear examination and short course provision. The short course specification is based on the subject content of Modules 1 and 3, but is in all other ways identical to the full linear course.

The modular and linear specifications share the same subject content in terms of topics, language tasks, communication strategies, vocabulary and the nationally-agreed grammar whilst offering centres the choice of following either a modular approach which includes staged assessment during the course, or a linear approach of teaching to a set of examinations at the end of the course. Additionally where the same abilities are being assessed, the same criteria for assessment will be used in both modular and linear specifications.

By basing these two distinctive approaches on the same subject content AQA is responding to the needs of teachers by simplifying the burden of preparation and by facilitating the transfer of candidates between groups, as well as between centres, whilst preserving the essential differences of the two approaches to the teaching, learning and assessment of modern foreign languages.

4.3 Prior level of attainment and recommended prior learning

Whilst no prior learning or level of attainment is necessary for candidates to undertake a course of study based on this specification, the specification does build on the knowledge, skills and understanding acquired by candidates following the National Curriculum programme of study for Key Stage 3, including knowledge and understanding of the language, language skills, language learning skills and cultural awareness.

4.4 Progression

This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from Key Stage 3 to post-16 studies.

It lays an appropriate foundation for further study of Spanish or related subjects.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

Aims

A course based on this specification should encourage candidates to:

- a. develop understanding of the spoken and written forms of Spanish in a range of contexts;
- b. develop the ability to communicate effectively in Spanish, through both the spoken and written word, using a range of vocabulary and structures;
- c. develop knowledge and understanding of the grammar of Spanish, and the ability to apply it;
- d. apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity;
- e. develop knowledge and understanding of countries and communities where Spanish is spoken;
- f. develop positive attitudes to Spanish learning;
- g. provide a suitable foundation for further study and/or practical use of Spanish.

6

Assessment Objectives

6.1 Assessment objectives

The scheme of assessment will require candidates to demonstrate their ability to:

- a. understand and respond to spoken language;
- b. communicate in speech, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification;
- c. understand and respond to written language;
- d. communicate in writing, showing knowledge of, and applying accurately the grammar and structures prescribed in the specification.

6.2 Knowledge, skills and understanding

Candidates at Foundation Tier will be required to:

- a. listen and respond to different types of spoken language;
- b. express themselves in speech using a range of vocabulary, syntax and structures;
- c. read and respond to different types of written language, including texts from ICT-based sources;
- d. express themselves in writing using a range of vocabulary, syntax and structures;
- e. understand and apply the grammar of Spanish, as detailed in the specification for Foundation Tier;
- f. respond to materials from countries and communities where Spanish is spoken.

In addition, candidates at Higher Tier will be required to:

- g. listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
- h. speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
- i. read and respond to longer and more complex written texts including some unfamiliar material;
- j. write at greater length, using a wider range of vocabulary and more complex syntax and structures;
- k. understand and apply the grammar of Spanish, as detailed in the specification for Higher Tier.

Scheme of Assessment

7.1 Assessment Units

The Scheme of Assessment comprises 4 modules.

Module 1 – My World

Speaking 12.5% 56 marks

Module 1 is assessed in the winter of the first year of the course, normally Year 10. It may be retaken in the second year of the course.

Speaking is centre-assessed and is untiered.

The Speaking assessments must be completed and marked by the specified date, at which time sample tapes must be submitted for postal moderation in accordance with AQA procedures.

For the Speaking assessment candidates produce a short tape-recorded monologue in Spanish on some of the prescribed content of Module 1, as set out in Section 21 of this specification. Candidates record the tape on a single occasion, under supervision by the teacher. Full details are given in Section 21. The work must be authenticated as the candidate's own.

Module 2 – Holiday Time and Travel

Listening 12.5% – 40 minutes including 5 minutes reading time
40 marks

Reading 12.5% – 40 minutes 40 marks

General

Module 2 is externally assessed by means of an end-of-module test set in the June series. The test also assesses the subject content of Module 1. The test is normally taken in the first year of the course (Year 10), but it may be retaken in the following summer. Candidates take **either** the Foundation Tier paper **or** the Higher Tier paper. There are separate tests for Listening and Reading but these are taken in one session.

Candidates are **not** allowed to refer to dictionaries in any Module 2 component. In the Module 2 tests, the vocabulary may be drawn from the General Notions and the vocabulary lists for Modules 1 and 2.

The arrangements for each skill are as follows:

Listening

Pre-recorded audiocassette tapes are provided for centres for the Listening tests, with Foundation Tier on one side and Higher Tier on the other side. The texts are recorded by native speakers, and use material appropriate to the spoken language. Candidates hear each text twice and write their answers in the question and answer booklet provided. At the beginning of the test candidates have 5 minutes to read the questions before they hear the recorded material for the test itself.

The first section of the Foundation Tier paper will consist of questions in English requiring responses in English. The last section of the Higher Tier paper will likewise consist of questions in English requiring responses in English.

Reading

The remainder of the papers will consist of questions in Spanish, requiring non-verbal answers or responses in Spanish. A range of question types will be used in both papers.

The Reading test is based on a variety of written texts including texts from ICT-based sources. Candidates are provided with a question and answer booklet in which they write their answers.

The first section of the Foundation Tier paper will consist of questions in English requiring responses in English. The last section of the Higher Tier paper will likewise consist of questions in English requiring responses in English.

The remainder of the papers will consist of questions in Spanish, requiring non-verbal answers or responses in Spanish. A range of question types will be used in both papers.

Module 3 – Work and Lifestyle

Writing 12.5% 40 marks

Module 3 is assessed through coursework in the winter of the second year of the course, normally Year 11. It may be retaken in the following year, in which case Module 4 must also be retaken.

Writing is centre-assessed and is untiered.

Candidates submit two written assignments which are to be chosen from the list set out in Section 21 of this specification. Sections 21 and 22 also contain detailed instructions and guidance for the coursework assignments.

The Writing tasks need not be completed under controlled conditions, but the work must be authenticated as the candidate's own.

All assignments must be completed and marked by the specified date, at which time sample work must be submitted for postal moderation in accordance with AQA procedures.

Module 4 – The Young Person in Society

Speaking 12.5% – Foundation Tier up to 5 minutes 56 marks

– Higher Tier up to 8 minutes 70 marks

Listening 12.5% – 30 minutes including 5 minutes reading time
30 marks

Reading 12.5% – 30 minutes 30 marks

Writing 12.5% – Foundation Tier 40 minutes 26 marks

Higher Tier 50 minutes 40 marks

General

Module 4 is externally assessed by a terminal examination, which also assesses the subject content of Modules 1-3. It is taken in the summer series, normally in the second year of the course (Year 11). Candidates take **either** four Foundation Tier papers **or** four Higher Tier papers.

Candidates take:

- a Speaking test, conducted by their teacher, recorded on tape, and marked by AQA;

- separate examinations testing Listening, Reading and Writing (total duration approximately 1 hour 40 minutes at Foundation Tier 1 hour 50 minutes at Higher Tier).

Candidates are **not** allowed to refer to dictionaries in any Module 4 component.

The format of the tests is as follows:

Listening

Pre-recorded audiocassette tapes are provided for centres for the Listening tests, with Foundation Tier on one side and Higher Tier on the other side. The texts are recorded by native speakers, and use material appropriate to the spoken language. Candidates hear each text twice and write their answers in the question and answer booklet provided. A range of question types is used, requiring responses in the target language or in some non-verbal form. No questions requiring responses in English will be set in Module 4. At the beginning of the test candidates have 5 minutes to read the questions before they hear the recorded material for the test itself.

Reading

The Reading test is based on a variety of written texts including texts from ICT-based sources. Candidates are provided with a question and answer booklet in which they write their answers to a range of question types, requiring responses in the target language or non-verbal responses. No questions requiring responses in English will be set in Module 4.

Writing

Candidates produce two pieces of written work in Spanish. There is no choice of question.

Foundation Tier

Candidates produce two pieces of writing in Spanish:

- a task involving listing items and writing short sentences in response to a stimulus;
- a task involving a response to a stimulus using different verb tenses.

Higher Tier

Candidates produce two pieces of writing in Spanish:

- a task involving a response to a stimulus using different verb tenses;
- a task involving a response to a stimulus using different verb tenses.

Speaking

The Speaking tests may be conducted at any time during a five week period identified by AQA in April – May.

The tests are conducted by a teacher-examiner appointed by the centre (normally the candidate's own teacher). The tests are recorded on blank audiocassettes provided by AQA and marked by an examiner appointed by AQA.

Detailed instructions for the teacher-examiner are issued before the examination. In order to prepare for conducting the tests, teachers may open the examination material up to three working days before the examination period.

Foundation Tier

The duration of the test is approximately 5 minutes.

Candidates perform one role-play and conduct a conversation with the teacher-examiner on two topics. Sets of role-play cards and sets of topic cards for the conversation are provided by AQA, together with instructions on how cards are to be allocated to candidates.

Candidates have 5 minutes to prepare, during which time they may make notes. The notes may be taken into the examination room.

Higher Tier

The duration of the test is approximately 8 minutes.

Candidates perform one role-play and conduct a conversation with the teacher-examiner on two topics. Sets of role-play cards and sets of topic cards for the conversation are provided by AQA, together with instructions on how cards are to be allocated to candidates. Candidates have 8 minutes to prepare, during which time they may make notes. The notes may be taken into the examination room.

The topics for the conversation in the Speaking test are in two groups, which are the same for both Foundation and Higher Tiers.

Group A

Self, Family and Friends

Education

Career and Future Plans

Group B

The Environment

Health

Youth Culture

Foundation Tier and Higher Tier candidates are tested on one topic from Group A and one topic from Group B.

Candidates are given a card indicating the topics they must cover in the conversation. At Foundation Tier the topics on the card are given in English. At Higher Tier, they are given in Spanish. Instructions are issued to centres on how to allocate cards to candidates.

7.2 Weighting of Assessment Objectives

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)				Overall Weighting of AOs (%)
	Listening	Reading	Writing	Speaking	
AO1 understand and respond to spoken language	25				25
AO2 communicate in speech, showing knowledge of and applying accurately the grammar and structures prescribed in the specification				25	25
AO3 understand and respond to written language		25			25
AO4 communicate in writing, showing knowledge of and applying accurately the grammar and structures prescribed in the specification			25		25
Overall Weighting of Units (%)	25	25	25	25	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

7.3 Criteria for Assessment

The assessment criteria for the externally assessed components appear in this section. The assessment criteria for the coursework components, Module 1 Speaking and Module 3 Writing, appear in Section 22.

Listening & Reading (Modules 2 & 4)

The Listening and Reading tests consist of a number of discrete items and are marked according to a detailed marking scheme.

The candidate's performance is assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard or read.

Where the response is in Spanish, the appropriate mark(s) will be awarded if the candidate has satisfactorily communicated his or her understanding, even though the response may contain some errors. However, marks will not be awarded where errors in spelling, punctuation and grammar lead to a failure to communicate the required information without ambiguity.

Speaking The marks for Module 4 Speaking are allocated in the following way.

Foundation	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	8	-	-	8
Conversation A	8	8	24	48
Conversation B	8			
Total	24	8	24	56

Higher	Communication	Spontaneity and Fluency	Quality of Language	Total
Role-play	6	-	4	10
Conversation A	8	8	36	60
Conversation B	8			
Total	22	8	40	70

Role-play The following criteria are used for the role-playing situations in Module 4.

The Foundation Tier role-play is marked out of 8 as follows:

Foundation Tier Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8 marks	

The Higher Tier role-play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

Higher Tier Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error.
4 tasks x 4 = 16 marks	

Each response to an intervention question from the teacher-examiner is marked out of 2.

Higher Tier Interventions - Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier role-play. (Half marks are rounded up at the end).

Conversation The following criteria will be used for the conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1-2	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
3-4	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
5-6	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
7-8	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1-2	Sometimes hesitant; little natural flow of language.
3-4	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
5-6	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
7-8	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

The mark for Quality of Language is limited by the mark for Communication.

Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

The mark for Spontaneity and Fluency is not limited by the Communication mark band at either tier.

The conversation as a whole is marked for Quality of Language using the criteria below.

Marks	Range & Complexity	Pronunciation & Accuracy
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 - 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3 - 4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable as Spanish but with quite frequent error. Messages usually communicated but errors quite frequent.
5 - 6	Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
7 - 8	Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
9 - 10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11 - 12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate Spanish using a variety of tenses.

Marks are given out of 12 for Range & Complexity, and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up at the end).

Module 4 Writing Marks are awarded for Communication and Quality of Language, as follows.

	Communication	Quality of Language	Total
Foundation	14	12	26
Higher	16	24	40

Communication **Foundation Tier Question 1**

The first task is in three parts. Each part is marked on a 0-1-2 scale for Communication, according to a marking scheme specific to the question paper.

Foundation Tier Question 2 and Higher Tier Questions 1 and 2

The following criteria are used for the assessment of Communication in all tasks:

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The mark for Quality of Language is limited by the mark for Communication.

Maximum Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	6	6
3-4	8	8
5-6	10	10
7-8	12	12

Quality of Language At both Foundation Tier (Question 2) and Higher Tier (Questions 1 and 2), marks for Quality of Language are awarded **per question**, according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1 - 2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3 - 4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5 - 6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7 - 8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9 - 10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11 - 12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks out of 12 are given for Range & Complexity and Accuracy. For each question the resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. Half marks are rounded up at the end of the process.

Subject Content

8

Summary of Subject Content

Modules and Topics

The modules and topics on which the assessment material will be based, under the following module titles:

My World

Holiday Time & Travel

Work & Lifestyle

The Young Person in Society

Language Tasks

The tasks which candidates will be expected to perform, grouped according to module and topic.

Grammar and Linguistic Structures

The grammatical structures which candidates will be expected to demonstrate, grouped by tier.

Communication Strategies

Strategies to help candidates cope with unknown words.

Vocabulary

Common words for rubrics and instructions, general vocabulary, vocabulary for Foundation Tier, grouped by module and an alphabetical vocabulary list.

A suggested vocabulary list for Higher Tier will be included in support material.

Modules and Topics

Module 1 My World

- 1A Self, Family and Friends
- 1B Interests and Hobbies
- 1C Home and Local Environment
- 1D Daily Routine
- 1E School and Future Plans (up to age 18)

Module 2 Holiday Time & Travel

- 2A Travel, Transport and Finding the Way
- 2B Tourism
- 2C Accommodation
- 2D Holiday Activities
- 2E Services

Module 3 Work & Lifestyle

- 3A Home Life
- 3B Healthy Living
- 3C Part-Time Jobs and Work Experience
- 3D Leisure
- 3E Shopping

Module 4 The Young Person in Society

- 4A Character and Personal Relationships
- 4B The Environment
- 4C Education
- 4D Careers and Future Plans (post age 18)
- 4E Social Issues, Choices and Responsibilities

Language Tasks

10.1 Relationship to topics

The language tasks are presented according to the modules and topics in which they may occur. It will be possible for candidates to perform these tasks using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The tasks are not defined by tier and all tasks should be seen as available, at differing levels of fulfilment, at both Foundation and Higher Tier. Some tasks assume situations where requirements and responses are generally predictable and use familiar language. Other tasks involve general issues and opinions which can be treated in more or less complex ways with different groups of learners and allow for differentiated levels of response from mixed ability groups. In all tasks, candidates will be expected, as they progress linguistically, to;

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

10.2 Relationship to Skills

The way in which the tasks relate to the four skills is described below.

Listening

Candidates will be expected to understand

- others performing the tasks listed;
- announcements, instructions, requests, interviews, monologues and conversations between two or more people on the topics listed.

Speaking

Candidates will be expected

- to perform the tasks listed;
- to participate in a conversation on the topics listed.

Reading

Candidates will be expected to understand

- others performing the tasks listed where these could reasonably be expected to be communicated in writing;
- written material associated with, and on the subject of, the topics listed.

Writing

Candidates will be expected

- to perform the tasks listed where these could reasonably be expected to be communicated in writing;
- to write on the subject of the topics listed.

11

Module 1: My World

-
- 11.1 1A Self, Family and Friends** Exchange information about self, family, friends and pets: name, age & birthday, nationality, likes & dislikes, physical appearance, jobs
- Spell out own name, street and town
 - Greet someone and respond to greetings
 - Ask how someone is and respond to similar enquiries
 - Make and understand informal introductions
 - Welcome and receive a visitor
 - Thank someone for hospitality
 - Exchange information about gender, marital status
 - Exchange opinions about and feelings towards members of family
-
- 11.2 1B Interests and Hobbies** State weekend and evening activities
- Understand and respond to an invitation to participate
 - Exchange information about hobbies and interests (when, where, with whom, how often), opinions and preferences
-
- 11.3 1C Home and Local Environment**
- State own address
 - Exchange information about own house or flat, its location, details of rooms, garage, garden: location, colour, size, contents
 - Exchange information about having own room or sharing
 - Exchange information about travel into town and duration of journey
 - Give and seek description of your/other's town, neighbourhood and region: location, character, amenities, features of interest
 - Make comparisons between home country and Spanish-speaking country or community: towns, regions, climate and geographical features
 - Exchange information and opinions about where you and others live, advantages and disadvantages of the local environment

11.4 1D Daily Routine

Exchange information about daily routine on weekdays and at weekends

Exchange information and opinions about meals at school and at home

11.5 1E School and Future Plans
(up to age 18)

Make requests and understand instructions in the classroom

Exchange details about school routine, travel to and from school, extra-curricular activities

Exchange information and opinions about your school (size, location, facilities, etc)

Exchange information and opinions about school subjects, school timetables, terms and holidays

Exchange information about future plans in the coming months

Module 2: Holiday Time & Travel

12.1 2A Travel, Transport and Finding the Way

Attract the attention of a passer-by

Exchange information about the location of a place and of facilities such as bus stops, toilets, platforms

Understand simple signs, announcements and notices in street, in shops, stores, supermarkets

Obtain and understand information from maps, street plans and timetables

Buy tickets, or a booklet of tickets, specifying details: destination, single or return, class, day of travel

Exchange information about a journey including means of transport, directions, times of departure and arrival, cost, travel conditions, problems

12.2 2B Tourism

Ask for information about a region, town or area, including lists of hotels, restaurants

Describe weather conditions and give simple predictions

Exchange information about a holiday: where, with whom, how long, when

Exchange information and opinions about a particular holiday region, town or area, including what there is to do and see, excursions, visits

State preferences for different types of holiday

Exchange information about local customs, festivals, culinary specialities

12.3 2C Accommodation

Exchange information about the location of rooms in a house, hotel, etc and where facilities are: restaurant, toilet, shower or bathroom, garage, lift

Exchange information about accommodation including availability, when, for how long, requirements, cost, acceptability, rules and regulations, mealtimes

Make and understand complaints about inadequate accommodation, problems with accommodation

12.4 2D Holiday Activities

Accept and decline offers of food and drink

Understand signs and announcements inside and outside restaurants and cafés

Exchange information and opinions about food, drink, cafés and restaurants, including reserving a table, ordering, paying

Make a complaint, giving reasons

Exchange information and opinions about holiday activities and interests, including tourist attractions and entertainments

12.5 2E Services

Exchange information about postal services, including sending and receiving letters, faxes, e-mails, phone-calls

Exchange information about money transactions, including changing money and cheques

Exchange information about hiring things, such as bicycles, boats, sleeping bags: cost, conditions, location

Exchange information about a loss or theft, saying what has been lost, when and where it was lost or stolen and describing the item: what it is made of, size, colour, make, contents

Exchange information about how someone feels: well, ill, better, cold, hot, tired

Exchange information about consulting a doctor, dentist or chemist, including questions about common ailments and treatment

Exchange information about the location and basic details of an accident or breakdown, including calling the emergency services or garage

Module 3: Work & Lifestyle

13.1	3A	Home Life	Exchange information and opinions about meals, mealtimes and eating habits Exchange information about what you and others in the family do to help around the house Offer and ask for help to do something around the house Exchange information about important festivals
13.2	3B	Healthy Living	Express preferences in food and drink Exchange information about eating habits Understand publicity and announcements about food Exchange information about healthy meals and how to prepare them Exchange information about healthy and unhealthy lifestyles Exchange opinions about radio and TV broadcasts about food and health
13.3	3C	Part-time Jobs and Work Experience	Exchange information about travel to place of work: times, means of transport, duration of journey Make a telephone call and ask to speak to someone Leave a simple telephone message: name, telephone number, time to call back Exchange information and opinions about weekend jobs and work experience Give information about the availability of suitable work Make arrangements to contact and be contacted by phone, fax or e-mail

13.4 3D Leisure

Exchange information and opinions about TV programmes, radio, music, performers, personalities

Exchange information about leisure facilities, including times and prices

Make arrangements to go out, including invitation, location, time

Understand publicity about leisure activities and public events

Exchange opinions about leisure activities and opportunities

Exchange information and preferences about events, such as theatre, films, dances

Exchange information and opinions about sporting events including watching and participating

Narrate the main features of a book, newspaper, television or radio programme, film or play

13.5 3E Shopping

Understand signs and announcements in and around shops and advertisements about shops and shopping including opening and closing times, special offers, discounts, sales

Exchange information about particular goods, including description, price, quantity, size, availability, acceptability, payment

Exchange information and opinions about shopping facilities in a town or area

Exchange information and opinions about shopping experiences and preferences

Say you will or will not buy something, giving the reason

Make a complaint about unsatisfactory goods, giving reasons, and ask for a refund or replacement

Module 4: The Young Person in Society

14.1 4A Character and Personal Relationships

Exchange information and opinions about:

- your and others' character and personality
- feelings and problems arising out of personal relationships with parents or friends or adults
- personal feelings towards others
- the qualities of a good friend or relationship
- the character and personality of famous people
- issues about marriage and children
- why parents or friends hold different views

14.2 4B The Environment

Exchange information and opinions about:

- types of housing in your area
- transport issues in your area, traffic congestion, public transport
- reasons for pollution such as lack of recycling, too much packaging, overuse of energy
- issues concerning conservation such as recycling, wildlife, energy sources
- factors which might lead to an ideal environment
- simple ways to improve the environment

14.3 4C Education

Exchange information and opinions about:

- types of school, further education and training
- reasons for choices of study and training
- issues at school or college such as rules, uniform, choice of subjects, teaching
- the benefits of school
- difficulties encountered in study
- ideas for improving study and social facilities at school
- the pressure for good results and completing work and its effects on relationships and social life

14.4 4D **Careers and Future Plans
(post age 18)**

Exchange information and opinions about:

- plans for the time after completion of formal education
- the advantages and disadvantages of different occupations: wages, working conditions, prospects
- long-term career plans and intentions
- working abroad
- future plans relating to marriage, family, children, home, holidays
- issues relating to pressures to earn money or to study
- the advantages and disadvantages of having a break before further study
- the pressure to follow expected career or study path versus your own personal preference

14.5 4E **Social Issues, Choices
and Responsibilities**

Exchange information and opinions about:

- seeking a job
- advertisements
- problems appropriate to age, experience and interests
- different family situations
- issues associated with equal opportunities: gender or race, at school or work
- issues associated with media pressure, peer pressure and parental pressure and expectations
- unemployment and the difficulties in finding a job
- problems arising from unemployment and/or financial difficulties
- issues concerning smoking, alcohol and drugs
- issues about the consequences of addictions

Grammar and Linguistic Structures

GCSE candidates 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 in tasks appropriate to the tier for which they are entered, drawing from the following lists which are divided into Foundation and Higher Tier.

The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

15.1 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 and long forms (*mi, mío*)
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*)
demonstrative (*éste, ése, aquél, esto, eso*)
indefinite (*algo, alguien*)
interrogative (*cuál, qué, quién*)

Verbs: regular and irregular forms of 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*
 immediate future
 future (R)
 perfect
 conditional: *gustar* only in set phrases
 pluperfect (R)
 gerund (R)
 imperative: common forms including negative
 subjunctive, present: (R) in certain exclamatory phrases (*¡Viva!*
¡Dígame!), for formal positive and negative commands and for
 familiar negative commands
 subjunctive, imperfect: *quisiera*
 impersonal verbs: most common only

Prepositions: common, including personal *a*
 uses of *por* and *para*

Conjunctions:

Number, quantity, dates and

time: including use of *desde hace* with present tense

15.2 Higher Tier

All grammar and structures listed for Foundation Tier, plus:

Articles: *lo* plus adjective

Adjectives: comparative and superlative
 possessive (*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:

future
imperfect
imperfect continuous
pluperfect
conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation, future with *cuando*, after verbs of wishing, command, request, emotion, to express purpose (*para que*)

imperfect subjunctive (R)

Time: use of *desde hace* with the imperfect tense

Communication Strategies

While recognising that it is helpful to teachers and learners to have a defined syllabus, it is accepted that it would be impossible to include in the syllabus all the words which might occur in an examination which uses authentic texts. Candidates cannot be expected to have met and mastered all the linguistic elements they will come across when reading and listening to authentic Spanish in an examination. This leads to the need to develop communication strategies that can be used to cope successfully with unknown words.

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

16.1 Strategies for Understanding

- a **Ignoring words which are not needed for a successful completion of the task set.** Many tasks contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the learner may not understand a point in one form of words and understand it fully in another. Learners can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and to complete communication tasks and ignoring the rest.
- b **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures. That is why texts are presented, wherever possible, in the examination in their original format.
When reading and listening, pupils can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word *camioneta* might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: *La camioneta salió de la carretera y chocó con un árbol*
- c **Making use of grammatical markers and categories.** Learners will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features to help them recognise to which category (verb, noun, adjective, etc.) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.
- d **Making use of the social and cultural context.** Another aid to correct inferencing is for learners to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of the words, that represent these occurrences.

This is one reason why it is important for a Spanish course 'to offer insights into the culture and civilisation of Spanish-speaking countries and communities' (Aim 5e of the Specification). For example, the learner who knows that the *Día de Reyes* is the 6 January will be able to deduce from *día 5 de enero, víspera de Reyes* that *víspera* means 'the eve of' or 'the day before'.

- e Using common patterns within Spanish.** Knowledge of the following patterns of word formation in Spanish will be assumed. Candidates will be expected to be able to make use of these patterns in both directions: so, using the fifth bullet point below, a knowledge of *pastel* should permit understanding of *pastelero* and vice versa.
- *-ito/-ita* and *-illo/-illa* endings used to form diminutives (e.g. *casa - casita, perro - perrito, mesa - mesilla*);
 - *-ón/ona* suffix used to form augmentatives (e.g. *cuchara - cucharón, mujer - mujerona*);
 - *-mente* suffix used to form adverbs (e.g. *rápido - rápidamente, total - totalmente*);
 - *re-* prefix (e.g. *leer - releer, llenar - rellenar*);
 - *-ero/-era* endings and *-ería* ending (e.g. *reloj - relojero - relojería, fruta - frutero - frutería*);
 - *des-* and *in-* prefixes (e.g. *hacer - deshacer, conocido - desconocido, correcto - incorrecto, posible - imposible*);
 - *-or/-ora* ending applied to verbs (e.g. *vender - vendedor/-ora, pintar - pintor/-ora*);
 - *-able* ending applied to verbs (e.g. *imaginar - imaginable, admirar - admirable*);
 - *-ión* and *-ción* endings applied to verbs (e.g. *producir - producción, animar - animación*);
 - *-oso* ending applied to nouns (e.g. *montañoso, ruido - ruidoso, lluvia - lluvioso*);
 - *-dor/-dora* ending applied to verbs to form nouns and adjectives (e.g. *hablar - hablador, trabajar - trabajador*);
 - *-eza, -dad* and *-ura* endings applied to adjectives (e.g. *limpio - limpieza, noble - nobleza, sucio - suciedad, honesto - honestidad, hermoso - hermosura, loco - locura*);
 - Compound words (e.g. *abrelatas, abrebotellas, limpiaparabrisas*);
 - *-ante* and *-iente* endings applied to verbs (e.g. *protestar - protestante, corresponder - correspondiente*).
- f Words which have the same or a similar form in both languages.** There are, of course, a few 'false friends' (e.g. *largo, sensible, actual*) which make it necessary to use this strategy with care and in collaboration with strategy (b) above. However, for each 'false friend' there are very many 'good friends' of which anglophone learners of Spanish can, with practice, make good use. These fall into two main categories:

- (i) There are very many words which have exactly the same form, and essentially the same meaning, in Spanish and in English (e.g. *animal, horrible, central, principal*). When such words occur in a context and the learners can be expected to understand them in English, they will be expected also to understand them in Spanish.
- (ii) Learners will also be expected to understand vocabulary items which meet the criteria in (i) above, but which differ slightly in their written form in Spanish, usually by the addition of an accent and/or the omission of a letter (e.g. *confusión, explosión, oficial*).

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

- The Spanish word adds an *-o* (and sometimes an accent) or changes a final *'-e'* in English to an *-o* (e.g. *aspecto, automático, económico, activo, decisivo*);
- The Spanish word adds an *-a* (and sometimes an accent) (e.g. *lista, idiota*, and words ending in *'-ist'* in English and *-ista* in Spanish such as *pianista, comunista*, etc.) or changes a final *'-e'* to an *-a* (e.g. *medicina*);
- The Spanish word adds an *-e* (e.g. *aire, arte*);
- Words which end in *-ía* or *-ia* in Spanish and *'-y'* in English (e.g. *biología, economía, tragedia*);
- Words which end in *-or* in Spanish and *'-our'* in English (e.g. *honor, vigor, labor*);
- Verbs which add *-ar, -er* or *-ir* in the infinitive in Spanish or change a final *'-e'* in English to one of these endings (e.g. *admirar, confirmar, reservar, servir*);
- Verbs which end with *-ar* in the infinitive in Spanish and with *'-ate'* in English (e.g. *decorar, cultivar, activar*);
- Words which, in addition to the bullet points above, have minor spelling changes between English and Spanish to accord with the Spanish phonetic system of spelling (e.g. *filosofía, psicología, gráfico, fotografía, cuestión*);
- Words in which *t* in Spanish corresponds to *'th'* in English (e.g. *teatro, catedral, auténtico, autor*);
- Spanish adverbs ending in *-mente* which end with *'-ly'* in English (e.g. *completamente, especialmente, generalmente*);
- Words which end in *-oso/-osa* in Spanish and *'-ous'* in English (e.g. *fabuloso, religioso, furioso*);
- Words where *'-tion'* in English is replaced by *-ción* in Spanish (e.g. *acción, inspección, integración*);

- Words ending in *-ante* or *-iente* in Spanish corresponding to English '-ant' and '-ent' (e.g. *protestante, correspondiente, deficiente*);
- Words where '-nce' in English becomes *-ncia* in Spanish (e.g. *evidencia, vigilancia, inteligencia, ocurrencia*);
- Adjectives where '-ical' in English becomes *ico/ica* in Spanish (e.g. *físico, óptico, fanático*);
- Words where 'oun' in English is replaced by *-un* in Spanish (e.g. *anunciar, pronunciar*);
- Words where *des-* in Spanish is replaced by 'dis-' in English (e.g. *desconectar, desconcertar, desembarcar*);
- Words which end in *-dad* in Spanish and '-ty' in English (e.g. *capacidad, sociedad, solemnidad, hospitalidad*);
- Adjectives ending in *-ense* which compare with English equivalents ending in '-an' or indicating a place of origin (e.g. *canadiense, londinense*);
- Words where an intervocalic *-d-* in Spanish is replaced by '-t-' in English (e.g. *senador, ecuador, operador, maduro*);
- The English word adds an extra letter or letters (e.g. *cine, clima, militar, avance*);
- The Spanish word adds an epenthetic *e-* before words beginning with 's' + consonant (e.g. *esnob, especial, estéreo*);
- Words where a single vowel in English is replaced by a diphthong in Spanish (e.g. *sentimiento, compartimiento, fuerte [= 'fort'], puerto*).

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context. For the same reasons, use of dictionary is often a more feasible proposition when reading than when listening. However, the general strategies for understanding listed above can, with practice, be used successfully in listening to Spanish. In order to hear accurately, candidates should have the relationship between the spoken and written language brought to their attention. Words which **look** the same in Spanish and English may **sound** different and conversely, words with similar sounds may be written very differently in the two languages. For example, the Spanish word *circuito* looks very similar to its English counterpart but is pronounced quite differently while *rosbif* sounds very like the English phrase from which it is derived but looks very different when written down.

An approach to language teaching that develops the use of such strategies as those outlined above contributes to Aims 5a and 5g of the specification, i.e.

- to develop understanding of the spoken and written forms of Spanish in a range of contexts;
- to provide a suitable foundation for further study and/or practical use of Spanish;

- to develop the ability to use Spanish both imaginatively and creatively and to understand Spanish used both imaginatively and creatively;
- to develop an awareness of the nature of language and language learning;

16.2 Strategies For Production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language. In the light of Aim 5b of the specification, 'develop the ability to communicate effectively in Spanish, through both the spoken and written word, using a range of vocabulary and structures', candidates who use communication strategies which help them to express themselves successfully will be given credit.

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

The non-verbal strategies described below are clearly of limited value in the speaking tests of this examination which are recorded on tape; they may, however, prove useful to the learner.

Non-Verbal Strategies

- Pointing and demonstration**, accompanied by some appropriate language (e.g. *Así... ¿Qué es? Me duele aquí.*)
- Expression and gesture**, accompanied where appropriate with sounds (e.g. *¡Ay!* which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).
- Mime**, which again can be accompanied by appropriate sounds and language, and can sometimes help communication to be maintained when it might otherwise break down (e.g. *¿Le puedo ayudar?* with a suitable mime if one has forgotten words such as *barrer* and *fregar*). This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.
- Drawing** can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (e.g. ☺ or ☹; or a diagram showing how to get from one point, such as a station, to another, for instance a home).

Verbal strategies

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

- f **Description of physical properties** to refer to something of which the name has been forgotten (e.g. *Es de cuero... La fruta amarilla... Esa cosa que está en la mesa...*). The physical properties refer, for example, to colour, size, material, position and shape. Again, the use of this strategy in an examination would be assessed according to its communicative effectiveness.
- g **Requests for help** can include requests for translation (e.g. *¿Cómo se dice en español? ¿Qué quiere decir eso en inglés?*) and questions; which make no reference to English (e.g. *¿Cómo se llama esto en español? ¿Cómo se escribe?*) as well as requests which may improve the candidate's chances of understanding (e.g. *¿Quiere repetir? Quiere hablar más despacio?*). While these strategies are obviously useful in authentic situations, they are likely to be less helpful to the candidate in the examination. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the candidate and carrying out the tasks set.
- h **Simplification**, when a learner avoids the use of a form of which he is unsure (e.g. *Es necesario que me vaya. Le ruego que me envíe...*) by using a form he finds simpler (e.g. *Tengo que irme. ¿Quiere enviarme...?*). When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.
- A systematic use of simplified forms may reduce error, facilitate communication and increase fluency but, if overused, this strategy may result in learners failing to make full use of their capabilities.
- i **Paraphrase**, where the learner uses words and messages in acceptable Spanish, avoiding the use of words which he has forgotten (e.g. *No está casada* for *Es soltera, Se parece a..., Es el contrario de..., Es una especie de...*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an examination would be assessed accordingly.
- j **Reference to specific features** (e.g. *El animal con las orejas largas... El hombre que lleva el uniforme marrón...*). This strategy is often quite effective and effective use would be assessed accordingly in an examination.
- k **Reference to the function of an object** and the actions that can be performed with it (e.g. *La cosa que se utiliza para abrir una botella... Sirve para secar las manos*). This is a commonly used strategy which is usually effective in communicative terms.

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

Another commonly used strategy is topic avoidance, when the learner avoids or abandons a topic because of inability to deal with it. Use of this strategy in the examination is likely to lead to loss of marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire. This is, therefore, a strategy which should be discouraged though, at the same time, candidates should be encouraged to 'stick to what they know' rather than talk or write about concepts for which Spanish vocabulary or structures are not known [cf (d) and (e) above].

The availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. The most effective strategies demand some linguistic proficiency and more proficient speakers are better at using communication strategies effectively. The development of such strategies should not, therefore, be seen as an excuse to ignore the continuing development of linguistic knowledge. Although strategic competence is not a substitute for vocabulary learning, for example, it is a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed.

Vocabulary

Candidates will be expected to understand words which have the same or very similar form in the language as in English, provided that such words have essentially the same meaning in both languages.

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

The minimum core Vocabulary List for Foundation Tier is primarily intended as a guide for teachers to assist in planning of schemes of work.

The assessment tasks at Foundation Tier will be based on the minimum core Vocabulary List, but candidates should also expect to encounter some unfamiliar vocabulary.

The Vocabulary List consists of the following components.

- Rubrics and instructions;
- General vocabulary;
- Vocabulary by Themes;
- Alphabetical vocabulary.

17.1 Rubrics & Instructions

Will normally be drawn from the following list.

actividad, la	entrevista, la	opina
anuncio, el	escribe	opinión, la
añade	escoge	palabra, la
apropiado	escucha	persona, la
artículo, el	espacio (en blanco), el	pide
breve	estudia	plano, el
busca	explica	pon en orden
cambia	ficha, la	posibilidad, la
casilla(s) correcta(s), la/las	formulario, el	pregunta, la
carta, la	frase, la	prepara
cierto / falso	habla	razón, la
cinta, la	haz	reacción, la
compara	he aquí	rellena
completa	imagina	respuesta, la
contesta	incluye	según la información...
conversación, la	indica	sigue
corresponder	___ con una equis (X)	siguiente
da	___ con una marca (✓)	subraya
decide	información, la	tabla, la
describe	justifica	verdad / mentira / no se sabe
descripción, la	lee	
detalle, el	letra, la	
dibujo, el = drawing	lista, la	
diferencia, la	marca, la	
diseña	menciona	
ejemplo, por ___	mira	
empareja	noticias, las	
encuentra	número, el	

17.2 **General Vocabulary**

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

General Notions - Spanish**1. Existential****(a) Existence, non-existence**

hay
ser

(b) Presence, absence

afuera
aparecer
aquí
ausente
desaparecer
estar
faltar
presente

(c) Availability, non-availability

hacer falta
hay
necesitar
quedar
tener

(d) Occurrence, non-occurrence

a lo mejor
ocurrir
pasar = to happen
quizá(s)
tener lugar

(e) Demonstration

aquel
este, ese, aquel (m)
esta, esa, aquella (f)
esto, eso, aquello (n)

2. Space**(a) Location**

encontrarse
estar (situado)
abajo (de)
aislado
afuera
ahí

allá
allí
alrededor (de)
aquí
arriba (de)
centro, en el ___ (de)
contra
debajo (de)
delante (de)
dentro (de)
derecha, a la ___ (de)
detrás (de)
donde
en
en/por todas partes
encima (de)
enfrente (de)
entre
exterior, el
extranjero, el
final, al
fondo, el
fuera (de)
izquierda, a la ___ (de)
interior, el
lado, al ___ (de)
próximo
siguiente
sobre

(b) Distance

cerca (de)
centímetro, el
cercano
estar a (X) metros de
estar a (X) kilómetros de
estar a (X) minutos de
kilómetro, el
lejano
lejos (de)
metro, el

(c) Motion

a
a pie
andar
andando
bajar (de)

caer(se)
cambiar
coger
con destino a
correr
cruzar
de
detener(se)
dirección, la = direction
doblar
empujar
en autobús
en autocar
en avión
en coche
en metro
en tren
entrar
hacia
hasta
ir (a / en)
irse
llegar (a / de)
llevar
marcharse
para
parar(se)
pasar (por) = to go past, through
paseo, dar un ___
por
procedente de
salir (a / de)
subir (a)
tirar
tomar
torcer
traer
venir
viajar
viaje, el
volver (a / de)
vuelta, dar una ___

(d) Direction

derecha, a la ___
 derecho, todo ___
 Este, el
 izquierda, a la ___
 Norte, el
 Oeste, el
 por aquí/allí
 recto, todo ___
 Sur, el

(e) Origin

de
 ¿De dónde?
 ser de ___

(f) Motion with person or thing

acompañar
 conducir
 ir a buscar
 ir con ___
 llevar
 poner

(g) Places

afueras, las
 aldea, la
 alrededores, los
 barrio, el
 centro, el
 ciudad, la
 lugar, el
 mundo, el
 país, el
 por aquí
 por allí
 pueblo, el
 región, la
 sitio, el

(h) Dimensions

alto
 altura, la
 ancho
 bajo
 (centí)metro, el
 corto
 delgado
 estrecho
 gordo
 grande
 grueso
 largo

mediano
 medida, la
 medir
 pequeño
 pesar
 peso, el
 talla, la
 tamaño, el

3. Time

(a) Calendar

fecha, la
 ¿Qué día es hoy?
 ¿Qué fecha es (hoy)?
 Es el (primero) de ___
 día, el
 domingo, el
 lunes, el
 martes, el
 miércoles, el
 jueves, el
 viernes, el
 sábado, el
 semana, la
 año, el
 estación, la
 invierno, el
 otoño, el
 primavera, la
 verano, el
 mes, el
 enero
 febrero
 marzo
 abril
 mayo
 junio
 julio
 agosto
 se(p)tiembre
 octubre
 noviembre
 diciembre
 Año Nuevo, el
 Día de Reyes, el
 Navidad, la
 Nochebuena, la
 Nochevieja, la
 Semana Santa, la
 celebrarse
 día festivo, el
 fiesta, la = festival
 fin de semana, el

(b) Clock

¿A qué hora ...?
 ¿Qué hora es?
 a la una
 a las dos, etc.
 a medianoche
 a mediodía
 ... y/menos cinco etc.
 ... y media
 ... y/menos cuarto
 a eso de la(s) ___
 cuarto de hora, un
 de la mañana
 de la tarde
 de la noche
 en punto
 es la una
 son las dos etc.
 hora, la
 horario, el
 minuto, el

(c) Point in time

a principios (de)
 a mediados (de)
 a fines (de)
 actualmente
 ahora (mismo)
 anoche
 antes (de)
 año pasado, el
 año próximo, el
 año que viene, el
 año siguiente, el
 ayer
 cuando
 después (de)
 día siguiente, al
 durante
 época, en la ___ de
 esta semana
 este año / mes
 fin de semana, el
 futuro, el
 hoy
 lunes, los etc.
 lunes pasado, el etc.
 mañana
 noche, la
 pasado, el
 por la(s) mañana(s)
 por la(s) noche(s)
 por la(s) tarde(s)
 principio, al

semana pasada, la etc.	entonces	(k) Change and permanence
(d) Length of time	final, al	acabar de
¿cuánto tiempo hace que ...?	finalmente	cambiar
pasar (+ time)	luego	encontrarse
quedarse (+ time)	por fin	hacerse
dentro de (diez) minutos	siguiente	ponerse
de	último	quedar(se)
desde	(g) Imminence	volverse
desde hace	a tiempo	4. Qualities and Characteristics
durante	al / en un momento	(a) Size
durar	apenas	alto
en (una) hora	en seguida	bajo
hace	pronto	grande
hasta	tarde	mediano
mucho tiempo	temprano	pequeño
ocho días	ya	profundo
quince días	(h) Rapidity	b) Age
rato, un	(cien) kilómetros por hora	¿Cuántos años tiene(s) / cumple(s)?
(e) Frequency	darse prisa	tener __ años
algunas veces	deprisa	adolescente
a menudo	de repente	adulto
a veces	despacio	antiguo
cada (diez) minutos	inmediatamente	anciano
de nuevo	lentamente	bebé, el
de vez en cuando	lento	cumpleaños, el
dos veces, etc.	rápidamente	cumplir
generalmente	rápido	edad, la
jamás	tener prisa	joven = young
los lunes, etc.	(i) Contemporaneousness	joven, el = young person
muchas veces	ahora	juventud, la
normalmente	en ese /este momento	mayor
nunca	mientras (que)	menor
otra vez	mientras tanto	moderno
pocas veces	todavía	morir
por año, _ día, _ noche, etc.	(j) Begin, continue and end	muchacho, el
por lo general	al final	muerto
raramente	a partir de	nacer
siempre	acabar	nacimiento, el
tiempo, el = time	comenzar	nuevo
todas las semanas	continuar	santo,el
todo el tiempo	dejar (de)	vida, la
todos los días / meses, etc.	desde	viejo
una vez	empezar	(c) Appearance
vez, la	final, el	aspecto, el
(f) Sequence	hasta	bello
Ordinal numbers	llevar (+ time) + gerund	bonito
primero ... décimo	parar	castaño
antes (de)	ponerse a	feo
después (de)	seguir	guapo
	terminar	

horrible
 igual
 limpio
 moreno
 pálido
 parecer
 parecerse a
 parecido
 roto
 rubio
 sucio
 típico
 tranquilo

(d) Quantity

Cardinal numbers: 0 -
 1.000.000
 bolsa, la
 bote, un
 botella, una
 cada
 caja, la = box
 cantidad, la
 cartón, el
 cuarto, un = quarter
 doble
 docena, una
 exactamente
 gramos
 kilo, el
 lata, una
 litro, el
 loncha, una
 máximo, el
 mayoría, la
 medio
 mínimo, el
 mitad, la
 nada
 nada más
 paquete, un
 par, un
 parte, la
 pedazo, un
 ración, una
 solamente
 solo
 sólo
 suficiente
 tarro, un
 taza, la
 trozo, un
 vaso, el

(e) Shape

cuadrado (el)
 redondo

(f) Temperature

calor, el
 caliente
 caluroso
 fresco
 frío, el
 grado, el
 temperatura, la
 templado
 tener calor
 tener frío

(g) Quality

bien
 bueno
 desventaja, la
 especial
 estupendo
 excelente
 extraordinario
 fantástico
 fatal
 genial
 ideal
 igual
 importante
 inconveniente, el
 mal
 malo
 mejor
 mejorar
 necesario
 peor
 perfecto
 pobre
 regular
 sobresaliente
 terrible
 único
 ventaja, la

(h) Access

abierto
 abrir
 cerrado
 cerrar
 completo
 entrada, la = entrance
 entrar
 libre

lleno
 ocupado
 paso, el
 poder
 prohibido
 prohibir
 salida, la = exit
 salir
 vacío

(i) Value

¿Cuánto cuesta(n)?
 ¿Cuánto vale(n)?
 ¿Cuánto es?
 barato
 caro
 céntimo, el
 costar
 deber = to owe
 dinero, el
 económico
 euro, el
 gratis
 gratuito
 libra (esterlina), la
 precio, el
 rico = wealthy

(j) Correctness

correcto
 dar igual
 deber = must
 estar bien/mal
 estar equivocado equivocarse
 falso
 mentir
 mentira, la
 optar
 tener razón
 ¡Vale!
 verdad, la
 verdadero

(k) Nationality

¿De dónde eres / es?
 ser + adjective
 ser de + place
 vivir
 alemán
 Alemania
 América del Sur
 Andalucía
 andaluz
 Bélgica

británico	(m) Interest	reírse
castellano	aburrido	sentirse
catalán	aburrirse	sonreírse
Cataluña	aguantar	sorprender
Escocia	animado	sorpresa, la
escocés	atención, la	susto, el
España	callado	tener miedo
español	dar igual	tolerante
Estados Unidos, los/EEUU	detestar	triste
Europa	divertido	(o) Strength
europeo	emocionante	débil
francés	encantar	durable
Francia	favorito	duro
Gales	fenomenal	enérgico
galés	gustar	flojo
Galicia	interesante	fuerte
gallego	interesar(se)	suave
Gran Bretaña	odiar	(p) Materials
Grecia	pasarlo bien	algodón, el
Inglaterra	popular	cerámica, la
inglés	preferir	crystal, el
Irlanda	raro	cuero, el
irlandés	tener ganas de	lana, la
Italia	valer la pena	madera, la
italiano	(n) Emotion	oro, el
latinoamericano	actitud, la	papel, el
Londres	afortunadamente	piel, la
mexicano (mejicano)	alegre	plástico, el
México (Méjico)	alegrarse de	plata, la
nacionalidad, la	alegría, la	seda, la
norteamericano	cansado	tela, la
país, el	celoso	vidrio, el
Portugal	contento	(q) Taste and smell
portugués	decepcionado	amargo
sudamericano or	desafortunado	dulce
suramericano	enfadado	olor, el
(l) Facility	enfadarse	picante
ayuda, la	estar a favor (de)	rico = tasty
ayudar	estar de acuerdo	sabor, el
desastre, el	estar en contra (de)	salado
difícil	feliz	(r) Colour
éxito, el	felicidad, la	¿de qué color?
fácil	gritar	amarillo
fracasar	ilusionado	azul
imposible	independiente	blanco
inútil	injusto	claro
posible	justo	color, el
problema, el	llorar	gris
suerte, la	negativo	marrón
tener éxito	nervioso	
tratar de	optimista	
útil	pesimista	
	positivo	

morado
naranja
negro
oscuro
pálido
rojo
rosa
rosado
verde
violeta
vivo

(s) Personal characteristics

¿Cómo te (se) llama(s)?

apellido, el
desobediente
dirección, la
estado civil, el
identidad, la
nombre, el
señas, las
sexo, el
activo
agradable
agresivo
alegre
amable
ambicioso
antipático
atrevido
bien educado
callado
capaz
cobarde
contento
cortés
desagradable
elegante
extrovertido
famoso
femenino
formal
generoso
goloso
gracioso
honrado
impaciente
independiente
insolente
inteligente
introverso
llamarse
mal educado
masculino

nervioso
normal
obediente
orgullosa
paciente
perezoso
práctico
responsable
sencillo
sensible
serio
simpático
tímido
tonto
trabajador
travieso
triste
valiente

(t) Audibility

alto
bajo
callar(se)
fuerte
ruido, el
ruidoso
silencio, el
silencioso
sonar
sonido, el

(u) Degree, manner

bastante
bastar
casi
demasiado
más
muy
menos
mucho
poco
poco, un
suficiente
tan
tanto
¡Qué + adjective!

5. Mental Notions

(a) Senses

buscar
escuchar
estar bueno/malo
gustar

mirar
oír
probar
sentir
tener hambre
tener sed
tocar
ver

(b) Communication

artículo, el
carta, la = letter
charlar
contar
contestación, la
contestar
conversación, la
correspondencia, la
correo electrónico, el
decir
diálogo, el
escribir
hablar
hacer una pregunta
leer
llamar (por teléfono)
mensaje, el
palabra, la
pregunta, la
preguntar
repetir
responder
respuesta, la
sugerir
telefonar

(c) Expression

acordarse
creer
decidir
desear
olvidar
opinar
pensar
querer
quisiera
recordar

6. Relations

(a) Logical

entonces
ni ... ni
o ... o
o/u

para
pero
por eso
porque
pues
si
sin
sin embargo
sino
también
tampoco
todavía
y/e

(b) Actions

andar
caminar
coger
comprar
conseguir
dar
dejar
esperar
gastar
hacer
invitar
necesitar
obtener
organizar
participar
poner(se)
practicar
preparar
recoger
sacar
sentarse
tomar
trabajar
usar
utilizar

(c) Question words

¿Adónde?
¿Cómo?
¿Cuál(es)?
¿Cuándo?
¿Cuánto(s)?
¿De dónde?
¿De quién?
¿Dónde?
¿Por dónde?
¿Por qué?
¿Qué?
¿Quién?

(d) Indefinites

algo
alguno
cada
cosa, la
cualquier(a)
demasiado
gente, la
mismo
mucho
muy
nadie
ninguno
otro
poco, un
tanto
todo
todo el mundo
uno
varios

(e) Referring to future

See 3 (c)
ir a + infinitive
Present and Future tenses

(f) Referring to the present

See 3 (c)
Present and Present
continuous

(g) Referring to the past

See 3 (c)

Past tenses

(h) Ownership

tener
pertenecer
ser de (+ person)
Possessive adjectives and
pronouns

(i) Similarity and difference

como
diferente (de)
distinto (de)
igual (a)
parecerse (a)
parecido
Comparatives and
superlatives

7. Social Activities

(a) Greetings and salutations

abrazo, un
adiós
atentamente
bienvenido
buenas noches
buenas tardes
buenos días
¿Cómo está(s)?
despedirse
estar bien/fatal/regular
estimado
hasta luego
hasta mañana
hola
¿Qué hay?
¿Qué pasa?
¿Qué tal?
querido
recuerdos
saludos

(b) Introductions

conocer
encantado
mucho gusto
presentar

(c) Please, thank you and apologies

de nada
disculpa, la
disculpase
gracias
perdón
perdona / perdone
por favor
siento, lo __ (mucho)

(d) Express good wishes

¡Buen viaje!
¡Buena suerte!
¡Enhorabuena!
¡Felicidades!
¡Feliz cumpleaños!
¡Feliz Navidad!
¡Que aproveche!
¡Que lo pase(s) bien!

(e) Express a reaction

¡Basta!
¡Olé!

¡Qué asco!
 ¡Qué bien!
 ¡Qué horror!
 ¡Qué lástima!
 ¡Qué pena!
 ¡Qué va!

**(f) Language problems/
 Linguistic activities**

The alphabet
 acento, el
 decir
 deletrear
 describir
 descripción, la
 ejemplo, el
 entender
 escribir
 explicar
 pronunciar
 querer decir

repetir
 saber
 significar

**(g) Social interactions:
 (dis)agreement,
 permission, opinions**

aceptar
 aconsejar
 con permiso
 consejo, el
 crear
 (estar) de acuerdo
 hay que
 me parece
 molestar(se)
 no
 pedir
 pedir permiso
 pedir prestado
 pensar

permitir
 poder
 prestar
 queja, la
 quejarse
 quisiera
 recomendar
 sí
 tocarle a uno

(h) Forms of address

señor
 señora
 señorita
 tú
 usted(es)
 vosotros
 caballero(s)
 Appropriate forms of verbs
 as required.

17.3 Vocabulary List – Topic Based

Vocabulary listed under a particular topic should be considered transferable, as appropriate to any other topic.

MODULE 1 – MY WORLD

1A - Self, family and friends

abogado, el
 abuelo, el
 albañil, el
 amigo, el
 animal, el
 aprendiz, el
 azafata, la
 barba, la
 bigote, el
 boda, la
 bombero, el
 caballo, el
 cajero, el
 calvo
 camarero, el
 cara, la
 carácter, el
 carpintero, el
 cartero, el
 casado
 chico, el
 cobaya, la
 coche, el
 cocinero, el
 comerciante, el
 compañero, el

comportamiento, el
 comportarse
 conductor, el
 conejo, el
 confianza, la
 contable, el
 cualidad, la
 dentista, el
 dependiente, el
 divorciado
 egoísta
 electricista, el
 empleado, el
 enfermero, el
 en paro
 esposo, el
 estúpido
 familia, la
 gafas, las
 gato, el
 gemelo, el
 granjero, el
 hablador
 hermanastro, el
 hermano, el
 hijo (único), el
 hombre, el

hombre de negocios, el
 ingeniero, el
 jardinero, el
 jubilado
 lentes de contacto, las
 llevarse bien/mal con
 liso
 loco
 madrastra, la
 madre, la
 mamá, la
 marido, el
 matrimonio, el
 mecánico, el
 médico, el
 militar, el
 mujer, la
 nieto, el
 niño, el
 novio, el
 obrero, el
 ojos, los
 orejas, las
 padrastro, el
 padre, el
 pájaro, el
 parado

papá, el	campo, el	moto, la
parado	canción, la	nadar
pareja, la	cantante, el	natación, la
parientes, los	cantar	novela, la
pecas, las	cartas, las = playing cards	ordenador, el
pelirrojo	ciclismo, el	parque, el
pelo, el	cine, el	parque de atracciones, el
peluquero, el	club, el	parque infantil, el
periodista, el	club de jóvenes, el	parque temático, el
periquito, el	colección, la	participar
perro, el	concierto, el	partido, el
personalidad, la	copa, la = cup, trophy	pasatiempo, el
pez, el	corrida de toros, la	pasar
policía, el	deporte, el	patinaje, el
primo, el	deportista	patinar
programador, el	descansar	patines, los
prudente	disco (compacto), el	película, la
ratón, el	discoteca, la	pelota, la
repcionista, el	divertirse	perder
rizado	entrada la = ticket	pesca, la
secretario, el	equipo, el = team	pescar
sentido del humor, el	equipo de música, el	piano, el
separado	equitación, la	ping-pong, el
severo	espectáculo, el	piscina, la
sincero	esquí, el	pista de hielo, la
sobrino, el	esquiar	plaza de toros, la
soldado, el	estadio, el	polideportivo, el
soltero	estéreo personal, el	practicar
técnico	fiesta, la = party	premio, el
técnico, el	flamenco, el	programa, el
tío, el	flauta, la	público (adj.)
tortuga, la	footing, el	radio, la
trabajador, el	fútbol, el	ratos libres, los
vecino, el	ganar = to win	revista, la
veterinario, el	gimnasia, la	sala de fiestas, la
voz, la	gol, el	serie, la
	grupo, el	socio, el
1B - Interests and Hobbies	guitarra, la	teatro, el
actor, el	instrumento, el	tebeo, el
aficionado, el	internet, la	televisión, la
ajedrez, el	juego, el	tenis, el
ambiente, el	Juegos Olímpicos, los	tiempo libre, el
aprender (a)	jugador, el	tocar = to play (an instrument)
atletismo, el	jugar	torero, el
bailar	juguete, el	torneo, el
baloncesto, el	lectura, la	toro, el
batería, la = drums	lotería, la	vela, la
bicicleta / bici, la	marcar = to score	videoclub, el
billar, el	medalla, la	videojuego, el
bolera, la	miembro, el	windsurf, el
boxeo, el	monitor, el	zoo, el or parque zoológico, el
campeón, el	monopatín, el	
campeonato, el	montar a caballo	

1C - Home and local environment

aeropuerto, el
afueras, las
aire acondicionado, el
alfombra, la
alquilado
amueblado
aparcar
aparador, el
aparato, el
aparcamiento, el
apartamento, el
árbol, el
armario, el
aseo, el
aspiradora, la
autobús, el
autopista, la
avión, el
avenida, la
ayuntamiento, el
balcón, el
banco, el
barrio, el
biblioteca, la = library
bloque, el
bonobús, el
bosque, el
butaca, la
cafetería, la
calefacción, la
calle, la
cama, la
campo, el
capital, la
carretera, la
casa, la
casa adosada, la
castillo, el
catedral, la
céntrico
centro, el
centro comercial, el
césped, el
chalet / chalé, el
chimenea, la
clima, el
cinturón de seguridad, el
coche, el
cocina, la = kitchen
cocina (de gas), la = cooker
cocina eléctrica, la

comedor, el
comisaría, la
cómoda, la
cómodo
compartir
concurrido
conductor, el
congelador, el
copa, la
correo, el
Correos
cortina, la
costa, la
cruce, el
cuadro, el
cuarto de baño, el
cuchara, la
cuchillo, el
desván, el
dirección, la = address
discoteca, la
domicilio, el
dormitorio, el
ducha, la
edificio, el
enseñar
escalera, la
escritorio, el
espejo, el
esquina, la
estación, la
estación de autobuses, la
estación de servicio, la
estanco, el
estante, el
estantería, la
finca la
flor, la
fregadero, el
frigorífico, el
fuente, la
galería (de arte), la
garaje, el
granja, la
habitación, la
habitante, el
hierba, la
histórico
hospital, el
iglesia, la
industria, la
industrial
jardín, el

lago, el
lámpara, la
lavabo, el
lavadora, la
lavaplatos, el
librería, la, = bookcase
llave, la
luz, la
manta, la
mantel, el
máquina, la
mar, el
mesa, la
metro, el
montaña, la
monumento, el
moqueta, la
moto, la
mudarse (de casa)
muebles, los
museo, el
nevera, la
oficina de turismo, la
paisaje, el
palacio, el
papelera, la
parada, la
pared, la
pasillo, el
patio, el
pintado
piso, el = floor; flat
planta baja, la
platillo, el
plato, el
playa, la
plaza, la
póster, el
precioso
propio
puente, el
puerta, la
puerto, el
radiador, el
radio, la
Renfe/RENFE (or estación de tren, la/estación de ferrocarril, la)
residencial
río, el
sala de estar, la
salón, el
servilleta, la

sierra, la
silla, la
sillón, el
sofá, el
sótano, el
suelo, el
supermercado, el
taxi, el
taza, la
techo, el
tenedor, el
tejado, el
terraza, la
tienda, la = shop
tocador, el
tren, el
turístico
valle, el
vaso, el
ventana, la
vídeo, el
vista, la = view
zona, la

1D - Daily routine

acostarse
afeitarse
agua, el (f)
almorzar
almuerzo, el
arreglar
arreglarse
bañarse
bañera, la
bebida, la
cepillo (de dientes), el
cena, la
cenar
champú, el
comer
comida, la
desayunar
desayuno, el
despertador, el
despertarse
diente, el
dormir(se)
 ducharse
jaboón, el
lavarse
levantarse
limpiarse los dientes
merendar
merienda, la

papel higiénico, el
pasta de dientes, la
peinarse
peine, el
quitarse
vestirse

1E - School and Future Plans

agenda, la
alemán, el
alumno, el
apagar
aprender
aprobar
apuntes, los
arte dramático, el
asignatura, la
asistir
aptitud, la
aula (f.), el
biología, la
bolígrafo/boli, el
campo de deportes, el
cancha /pista de (tenis), la
cantina, la
carpeta, la
casete, la = cassette
casete, el = cassette player
ciencias, las
cinta, la
clase, la
cocina, la = food technology
colegio, el
comercio, el = business studies
corregir
cuaderno, el
curso, el
deberes, los = homework
despacho, el
dibujar
dibujo, el = art
diccionario, el
director, el
diseñar
educación física, la
ejercicio, el
encender
encuesta, la
enseñanza, la
entrevista, la
escuela, la
español, el
estuche, el
estricto

estudiante, el
estudiar
estudios, los
ética, la
examen, el
física, la
francés, el
ganar
geografía, la
gimnasia, la
gimnasio, el
goma, la
guardar
historia, la
idioma, el
impresora, la
informática, la
inglés, el
insignia, la
instalaciones, las
instituto, el
intercambio, el
laboratorio, el
lápices de colores, los
lápiz, el
lección, la
lengua, la
levantar la mano
libro, el
literatura, la
matemáticas, las
mensaje, el
mochila, la
música, la
nota, la
obligatorio
opción, la
pagar (bien/mal)
página, la
pantalla, la
pasar (la) lista
pasillo, el
patio, el
pizarra, la
presentación (oral), la
profesor, el
prueba, la
química, la
recreo, el
regla, la
religión, la
repasar
respetar
resumen, el

rotulador, el
sacapuntas, el
sacar buenas/malas notas
salón de actos, el
ser bueno en ...
subrayar
suspender
taller, el

teclado, el
tecnología, la
texto, el
tijeras, las
tiza, la
trabajo, el
trabajos manuales, los
tutor, el

uniforme, el
vacaciones, las
vocabulario, el

MODULE 2 – HOLIDAY TIME AND TRAVEL

2A - Travel, Transport and Finding the Way

aeropuerto, el
andén, el
aparcar
autocar, el
autobús, el
autopista, la
avión, el
barco, el
billete, el
(billete) sencillo, el
(billete) de ida, el
(billete) de ida y vuelta, el
bonobús, el
carretera, la
cinturón de seguridad, el
coche, el
conductor, el = driver; motorist
consigna, la
despacho de billetes, el
destino, el
directo
expreso, el
(no) fumador
informarse
llegada, la
mapa, el
metro, el
moto, la
parada, la
parking, el
pasajero, el
paso subterráneo, el
plano, el
(primera) clase
rápido, el
retraso, el
revisor, el
sacar
sala de espera, la

salida, la = departure
semáforo, el
suplemento, el
taquilla, la = ticket office
Talgo (train)
taxi, el
transbordo, el
transporte (público), el
tranvía, el
tren, el
vía, la
viajero, el
vuelo, el
+ see 1C

2B - Tourism

acampar
acondicionado
aduana, la
bañarse
camping, el
caravana, la
climatizado
Costa Brava, la
Costa del Sol, la
Costa Verde, la
descansar
divertirse
DNI (National Identity card)
documento, el
equipaje, el
estar de vacaciones
excursión, la
ferry, el
folleto, el
foto(grafía), la
gafas de sol, las
guía (turística), la = guidebook
guía, el = guide
hotel, el
intercambio, el

lista, la
maleta, la
máquina de fotos, la
Mediterráneo, el
pasaporte, el
Pirineos, los
el regalo
sacar fotos
sombra, la
tomar el sol
turismo, el
turista, el
turístico
vacaciones, las
visita, la
visitar
Weather
cielo, el
estar nublado/despejado
haber tormenta/hielo/niebla
hacer buen/mal tiempo
hacer calor/frío
hacer sol/viento
llover
lluvia, la
nevar
nieve, la
nube, la
pronóstico, el
tiempo, el = weather

2C - Accommodation

albergue juvenil, el
alojarse
apartamento, el
ascensor, el
balcón, el
baño, el
caravana, la
cepillo (de dientes), el
champú, el

desayuno, el
 desodorante, el
 ficha, la
 firmar
 funcionar
 habitación doble, la
 habitación individual, la
 hotel, el
 jabón, el
 lavandería, la
 libre = available
 llave, la
 luz, la
 media pensión
 parador, el
 papel higiénico, el
 pasta de dientes, la
 peine, el
 pensión, la = boarding house
 pensión completa
 persona, la
 recepción, la
 reserva, la
 reservar
 saco de dormir, el
 secador de pelo, el
 sitio, el = place, space, room
 tienda, la = tent

2D - Holiday Activities

copa, la = wine glass
 cuchara, la
 cuchillo, el
 mantel, el
 platillo, el
 plato, el = plate
 servilleta, la
 taza, la
 tenedor, el
 vaso, el
 + See 1B, 3B

2E - Services

Post Office

buzón, el

cambiar
 carta, la = letter
 cartero, el
 enviar
 estanco, el
 mandar
 paquete, el
 postal, la
 sello, el
Getting help in an emergency

accidente, el
 ambulancia, la
 andar
 aspirina, la
 avería, la
 boca, la
 bomberos, los
 brazo, el
 cabeza, la
 cansado
 catarro, el
 comprimido, el
 consultorio, el
 consulta, la
 crema, la
 cuello, el
 cuerpo, el
 ¡Cuidado!
 Cruz Roja, la
 dedo, el
 doler
 dolor, el
 encontrarse bien/mal
 enfermedad, la
 enfermo
 espalda, la
 estómago, el
 fiebre, la
 funcionar
 garganta, la
 gasolinera, la
 gripe, la
 hambre, el
 herida, la
 herido
 incendio, el

insolación, la
 inyección, la
 jarabe, el
 ladrón, el
 mano, la
 mareado
 mareo, el
 medicamento, el
 medicina, la
 muela, la
 nariz, la
 oídos, los
 ojo, el
 ¡Ojo!
 pastilla, la
 perder
 picadura, la
 pie, el
 pierna, la
 policía, la
 primeros auxilios, los
 quemadura, la
 resfriado, el
 robar
 robo, el
 romperse
 rueda, la
 sed, la
 sentirse
 socorrista, el
 ¡Socorro!
 sueño, tener ___
 tirita, la
 urgencias, las
Other
 alquilar
 billete, el = bank note
 cajero automático, el
 cambio, el
 cheque de viaje, el
 equipo, el = equipment
 introducir
 moneda, la
 oficina de cambio, la
 tarjeta de crédito, la

MODULE 3 – WORK AND LIFESTYLE

3A - Home Life

aceptable
 arreglar
 cocinar
 compras, las
 costumbre, la
 faenas, las
 fregar
 lavar
 lavar los platos
 limpiar
 pasar la aspiradora
 planchar
 quehaceres, los
 quitar el polvo
 tareas, las
 tarjeta (de crédito), la
 toalla, la
 tradición, la
 tradicional
 +See 1A, 1B, 1D

3B - Healthy Living

aceite, el
 aceituna, la
 agua (f.), el
 agua mineral (con/sin gas) (f.), el
 ajo, el
 arroz, el
 asado
 atún, el
 azúcar, el
 bacalao, el
 barra (de pan), la
 beber
 bebida, la
 bistec, el or bisté, el
 bocadillo, el
 bombón, el
 borracho
 café, el = coffee
 calamares, los
 caramelo, el
 carne, la
 causar
 cebolla, la
 cena, la
 cenar
 cereales, los
 cerveza, la
 cigarillo, el

champiñones, los
 chicle, el
 chocolate, el
 chorizo, el
 chuleta, la
 churros, los
 coca-cola, la
 cocinar
 col, la
 coliflor, la
 comida, la = lunch; food
 dañar
 daño, el
 en forma
 ensalada, la
 evitar
 filete, el
 flan, el
 freír
 fresa, la
 fruta, la
 fumar
 gambas, las
 gazpacho, el
 guisantes, los hamburguesa, la
 helado, el
 huevo, el
 humo, el
 jamón (de york), el
 jamón serrano, el
 judías verdes, las
 leche, la
 lechuga, la
 legumbres, las
 limón, el
 limonada, la
 mantequilla, la
 manzana, la
 mariscos, los
 melocotón, el
 melón, el
 merluza, la
 mermelada, la
 naranja, la
 naranjada, la
 nata, la
 paella, la
 pan, el
 pastel, el
 patata, la

patatas fritas, las
 peligroso
 pera, la
 perrito caliente, el
 pescado, el
 pimienta, la
 pimiento, el
 piña, la
 plátano, el
 pollo, el
 postre, el
 preocupar (se)
 queso, el
 rellenar
 sal, la
 salchicha, la
 salchichón, el
 salsa, la
 salud, la
 saludable
 sangría, la
 sano
 sardina, la
 servicio, el
 sopa, la
 tabaco, el
 tapas, las
 tarta, la
 té, el
 tomate, el
 tortilla, la
 tostada, la
 uvas, las
 vainilla, la
 vegetariano
 verduras, las
 vinagre, el
 vino (blanco/rosado/tinto), el
 yogur, el
 zanahoria, la
 zumo (de fruta), el
 + See 1D

3C - Part-time Jobs and Work Experience

ambición, la
 banco, el
 cabina de teléfono, la
 calificación, la
 canguro, de
 clínica, la

compañía, la
 correo electrónico, el
 cuidar
 de parte de ...
 ¡Diga!
 ¡Dígame!
 dinero, el
 dueño, el
 ejército, el
 empleo, el
 empresa, la
 encargado
 encontrar
 estar comunicando
 experiencia laboral, la
 fábrica, la
 fax, el
 ganar = to earn
 guía (telefónica), la
 hacer prácticas
 hacer un aprendizaje
 jefe, el
 línea, la
 llamada, la
 marcar = to dial
 oficina, la
 pagar bien / mal
 prefijo, el
 recado, el
 repartir
 solicitador trabajo
 sueldo, el
 teléfono (móvil), el
 tomar un año libre
 + See 1A, 1B, 1C, 1D, 1E

3D - Leisure

actuar
 anuncio, el
 apto
 asiento, el
 baile, el
 bar, el
 café, el = coffee shop
 cafetería, la
 cantante, el
 carta, la = menu
 cartelera, la
 ciencia ficción, la
 clásico
 comedia, la
 concierto, el
 concurso, el

corrida de toros, la
 cuenta, la
 de acción
 de aventura
 de terror
 delicioso
 dibujos animados, los
 documental, el
 entrada, la = ticket
 entremeses, los
 especialidad, la
 estrella, la
 función, la
 hamburguesería, la
 libre = free
 menú, el
 menú del día, el
 noticias, las
 ocio, el
 ¡Oiga!
 paga, la
 pagar
 partido, el
 plato, el = dish
 plato combinado, el
 policíaco
 postre, el
 propina, la
 publicidad, la
 ración, la
 restaurante, el
 romántico
 ¡Salud!
 servicios, los
 sesión, la
 taquilla, la = box office
 telenovela, la
 tipo, el
 trabajar = to act
 Traígame ...
 + See 1A, 1B

3E - Shopping

a mitad de precio
 abanico, el
 abrigo, el
 ahorrar
 anuncio, el
 artículo, el
 bañador, el
 blusa, la
 bolso, el
 botas, las
 caja, la = till

calcetines, los
 camisa, la
 camiseta, la
 carnicería, la
 castañuelas, las
 cerillas, las
 chandal, el
 cheque, el
 cinturón, el
 cliente, el
 comprar
 confitería, la
 corbata, la
 descuento, el
 droguería, la
 estanco, el
 falda, la
 farmacia, la
 frutería, la
 gastar = to spend
 grandes almacenes, los
 guantes, los
 impermeable, el
 jersey, el
 juguete, el
 librería, la = bookshop
 medias, las
 mercado, el
 monedero, el
 muñeca, la
 oferta, la
 paga, la = pocket money
 panadería, la
 pantalón, el
 pantalón corto, el
 panty, el
 paraguas, el
 pastelería, la
 peluquería, la
 pendientes, los
 periódico, el
 pescadería, la
 probarse
 quedar
 quiosco, el
 rebajas, las
 recibo, el
 recuerdo, el
 reembolso, el
 regalo, el
 reloj, el
 ropa, la
 sandalias, las
 sección, la

servir
sombrero, el
supermercado, el
tabacalera, la
tarjeta de crédito, la
tienda de comestibles, la

traje, el
traje de baño, el
vaqueros, los
vender
vestido, el
zapatería, la

zapatillas de deporte, las
zapatos, los
+ See 1C, 1D, 3B

MODULE 4 – THE YOUNG PERSON IN SOCIETY

4A - Character and Personal Relationships

agresivo
ambicioso
amistoso
antipático
atento
atrevido
avaricioso
carácter, el
cariñoso
celoso
cobarde
comportamiento, el
comportarse
comprensivo
conducta, la
confianza, la
creativo
cruel
cualidad, la
cuidadoso
defecto, el
desobediente
egoísta
emprendedor
estúpido
extrovertido
formal
generoso
glotón
hablador
honrado
impaciente
insolente
llevarse bien / mal con
mal educado
mentiroso
mezquino
nervioso
obediente
orgullosa
paciente
perezoso
personalidad, la

prudente
seguro de sí mismo
sensible
serio
severo
sincero
tímido
torpe
travieso
valiente
+ See 1A, 3D

4B - The Environment

ahorrar
aire, el
amenazar
arruinar
atasco, el
basura, la
campaña, la
causa, la
causar
circulación, la
contaminación, la
contaminar
controlar
desastre, el
desastroso
destrucción, la
destruir
ecología, la
ecológico
estropear
evitar
gasolina (sin plomo), la
hogar, el
medio ambiente, el
peatón, el
peatonal
planeta, el
polución, la
preocupar(se)
proteger
recurso, el
salvar

selva, la
tierra, la
tráfico, el
urbanización, la
vehículo, el
vivienda, la
+ See 1C, 1D, 1E, 2A, 2C

4C - Education Issues

carrera, la
castigar
castigo, el
deberes, los = duties
derechos, los
desobedecer
empleo, el
estricto
norma, la
obedecer
obligatorio
opción, la
práctica(s), la(s) = training
regla, la = regulation
respetar
respeto, el
riguroso
universidad, la
+ See 1D, 1E

4D - Careers and Future Plans

ambición, la
aprendiz, el
aprendizaje, el
calificación, la
calificado
capacitar(se)
certificado, el
formación profesional, la
+ See 1A, 1E, 2B, 3C, 3D, 4C

4E - Social Issues, Choices and Responsibilities

aceptable
alcohol, el

alcohólico	en forma	salud, la
borracho	en paro	saludable
cigarrillo, el	fumar	sano
dañar	horroroso	tabaco, el
daño, el	humo, el	+ See 1A, 1C, 3C, 3D, 3E,
desempleo, el	mantener(se)	4A, 4B, 4C, 4D
droga, la	parado	
drogarse	peligro, el	
emborracharse	peligroso	

17.4 Alphabetical Vocabulary List

A	aceptar	albergue juvenil, el
a	acompañar	alcohol, el
¿A cuántos estamos?	aconsejar	alcohólico
a eso de la(s) ___	acordarse	aldea, la
a fines (de)	acostarse	alegrarse de
a la una	actitud, la	alegre
...menos cuarto	actividad, la	alegría, la
...y/menos cinco, etc	activo	alemán
...y media	actor, el	alemán, el
a las dos, etc.	actuar	Alemania
a lo mejor	actualmente	alfombra, la
a mediados (de)	adiós	algo
a medianoche	adolescente	algodón, el
a mediodía	¿Adónde?	algunas veces
a menudo	aduana, la	alguno
a mitad de precio	adulto	allá
a partir de	aeropuerto, el	allí
a pie	afeitarse	almorzar
a principios (de)	aficionado, el	almuerzo, el
¿A qué hora ...?	afortunadamente	alojarse
a tiempo	afuera	alquilado
a veces	afueras, las	alquilar
abajo (de)	agenda, la	alrededor (de)
abanico, el	agosto	alrededores, los
abierto	agradable	alto
abogado, el	agresivo	altura, la
abrazo, un	agua (f.), el	alumno, el
abrigo, el	agua mineral (con/sin gas) (f.), el	amable
abril	aguantar	amargo
abrir	ahí	amarillo
abuelo, el	ahora (mismo)	ambición, la
aburrido	ahorrar	ambicioso
aburrirse	aire, el	ambiente, el
acabar (de)	aire acondicionado, el	ambulancia, la
acampar	aislado	amenazar
accidente, el	ajedrez, el	América del Sur
aceite, el	ajo, el	amigo, el
aceituna, la	al / en un momento	amistoso
acento, el	al final (de)	amueblado
aceptable	albañil, el	ancho

anciano	asignatura, la	beber
Andalucía	asistir	bebida, la
andaluz	aspecto, el	Bélgica
andando	aspiradora, la	bello
andar	aspirina, la	biblioteca, la = library
andén, el	atasco, el	bicicleta / bici, la
animado	atención, la	bien
animal, el	atentamente	bien educado
añadir	atento	bienvenido
año, el	atletismo, el	bigote, el
Año Nuevo, el	atrevido	billar, el
año pasado, el	atún, el	billete, el = bank note
año próximo, el	aula (f.), el	billete, el = ticket
año que viene, el	ausente	...de ida
año siguiente, el	autobús, el	...de ida y vuelta
anoche	autocar, el	...sencillo
antes (de)	autopista, la	biología, la
antiguo	avaricioso	bistec, el or bisté, el
antipático	avenida, la	blanco
anuncio, el	avería, la	bloque, el
apagar	avión, el	blusa, la
aparador, el	ayer	boca, la
aparato, el	ayuda, la	bocadillo, el
aparcamiento, el	ayudar	boda, la
aparcar	ayuntamiento, el	bolera, la
aparecer	azafata, la	bolígrafo/boli, el
apartamento, el	azúcar, el	bolsa, la
apellido, el	azul	bolso, el
apenas	B	bomberos, los
aprender (a)	bacalao, el	bombón, el
aprendiz, el	bailar	bonito
aprendizaje, el	baile, el	bonobús, el
aprobar	bajar (de)	borracho
apropiado	bajo	bosque, el
aptitud, la	balcón, el	botas, las
apto	baloncesto, el	bote, el
apuntes, los	banco, el	botella, la
aquel	bañera, la	boxeo, el
aquella	bañador, el	brazo, el
aquello	bañarse	breve
aquí	baño, el	británico
árbol, el	bar, el	¡Buen viaje!
armario, el	barato	¡Buena suerte!
arreglar	barba, la	buenas noches
arreglarse	barco, el	buenas tardes
arriba (de)	barra (de pan), la	bueno
arroz, el	barrio, el	buenos días
arruinar	¡Basta!	buscar
arte dramático, el	bastante	butaca, la
artículo, el	bastar	buzón, el
asado	basura, la	C
ascensor, el	batería, la = drums	caballero(s)
aseo, el	bebé, el	caballo, el
asiento, el		

cabeza, la	carne, la	chalet/chalé, el
cabina de teléfono, la	carnicería, la	champiñones, los
cada	caro	champú, el
cada (diez) minutos	carpeta, la	chandal, el
caer(se)	carpintero, el	charlar
café, el = coffee	carrera, la	cheque de viaje, el
café, el = coffee shop	carretera, la	cheque, el
cafetería, la	carta, la = letter	chicle, el
caja, la = box	carta, la = menu	chico, el
caja, la = till	cartas, las = playing cards	chimenea, la
cajero, el	cartelera, la	chocolate, el
cajero automático, el	cartero, el	chorizo, el
calamares, los	cartón, el	chuleta, la
calcetines, los	casa, la	churros, los
calefacción, la	casa adosada, la	ciclismo, el
caliente	casado	cielo, el
calificación, la	casi	(cien) kilómetros por hora
calificado	casilla(s) correcta(s), la/las	ciencia ficción, la
callado	casete, el = cassette player	ciencias, las
callar(se)	casete, la = cassette	cierto
calle, la	castaño	cigarrillo, el
calor, el	castañuelas, las	cine, el
caluroso	castellano	cinta, la
calvo	castigar	cinturón, el
cama, la	castigo, el	cinturón de seguridad, el
camarero, el	castillo, el	circulación, la
cambiar	catalán	ciudad, la
camisa, la	Cataluña	claro
cambio, el	catarro, el	clase, la
caminar	catedral, la	clásico
camisa, la	causa, la	cliente, el
camiseta, la	causar	clima, el
campaña, la	cebolla, la	climatizado
campeón, el	celebrarse	clínica, la
campeonato, el	celoso	club de jóvenes, el
camping, el	cena, la	club, el
campo de deportes, el	cenar	cobarde
campo, el	centímetro, el	cobaya, la
cancha/pista de (tenis), la	céntimo, el	coca-cola, la
canción, la	céntrico	coche, el
canguro, de ___	centro comercial, el	cocina (de gas), la = cooker
cansado	centro, el	cocina eléctrica, la
cantante, el	centro, en el ___ (de)	cocina, la = food technology
cantar	cepillo (de dientes), el	cocina, la = kitchen
cantidad, la	cerámica, la	cocinar
cantina, la	cerca (de)	cocinero, el
capacitar(se)	cercano	coger
capaz	cereales, los	col, la
capital, la	cerillas, las	colección, la
cara, la	cerrado	colegio, el
carácter, el	cerrar	coliflor, la
caramelo, el	certificado, el	color, el
caravana, la	cerveza, la	comedia, la
cariñoso	césped, el	comedor, el

comenzar	conversación, la	cuero, el
comer	copa, la = cup, trophy	cuerpo, el
comerciante, el	copa, la = wine glass	¡Cuidado!
comercio, el = business studies	corbata, la	cuidadoso
comida, la = food	correcto	cuidar
comida, la = lunch	corregir	cumpleaños, el
comisaría, la	correo, el	cumplir
como	correo electrónico, el	curso, el
¿Cómo?	Correos	D
¿Cómo está(s)?	correr	dañar
¿Cómo te (se) llama(s)?	correspondencia, la	daño, el
cómoda, la	corresponder	dar
cómodo	corrida de toros, la	dar igual
compañero, el	cortés	darse prisa
compañía, la	cortina, la	de
comparar	corto	de acción
compartir	cosa, la	de acuerdo
completar	costa, la	de aventura
completo	Costa Brava, la	¿De dónde?
comportamiento, el	Costa del Sol, la	¿De dónde eres/es?
comportarse	Costa Verde, la	de la mañana
comprar	costar	de la noche
compras, las	costumbre, la	de la tarde
comprensivo	creativo	de nada
comprimido, el	crear	de nuevo
con permiso	crema, la	de parte de ...
concierto, el	crystal, el	¿De qué color?
concurrido	cruce, el	¿De quién?
concurso, el	cruel	de repente
conducir	Cruz Roja, la	de terror
conducta, la	cruzar	de vez en cuando
conductor, el = driver	cuaderno, el	debajo (de)
conductor, el = motorist	cuadrado, (el)	deber = must
conejo, el	cuadro, el	deber = to owe
confianza, la	¿Cuál(es)?	deberes, los = duties
confitería, la	cualidad, la	deberes, los = homework
congelador, el	cualquier(a)	débil
conocer	cuando	decepcionado
conseguir	¿Cuándo?	decidir
consejo, el	¿Cuánto(s)?	décimo
consigna, la	¿Cuánto cuesta(n)?	decir
consulta, la	¿Cuánto es?	dedo, el
consultorio, el	¿Cuánto tiempo hace que ...?	defecto, el
contable, el	¿Cuánto vale(n)?	dejar
contaminación, la	¿Cuántos años tiene(s)/cumple(s)?	dejar de
contaminar	cuarto = fourth	delante (de)
contar	cuarto de baño, el	deletrear
ontento	cuarto de hora, un	delgado
contestación, la	cuarto, un = quarter	delicioso
contestar	cuchara, la	demasiado
continuar	cuchillo, el	dentista, el
contra	cuello, el	dentro (de)
controlar	cuenta, la	

dentro de (diez) minutos	diferencia, la	ejemplo, el
dependiente, el	diferente (de)	ejemplo, por ___
deporte, el	difícil	ejercicio, el
deportista	¡Diga!	ejército, el
deprisa	¡Dígame!	electricista, el
derecha, a la ___	dinero, el	elegante
derecho, todo ___	dirección, la = address	emborracharse
derechos, los	dirección, la = direction	emocionante
desafortunado	directo	empezar
desagradable	director, el	empleado, el
desaparecer	disco (compacto), el	empleo, el
desastre, el	discoteca, la	empresa, la
desastroso	disculpa, la	empujar
desayunar	disculparse	en
desayuno, el	diseñar	en (una) hora
descansar	distinto (de)	en autobús
describir	divertido	en autocar
descripción, la	divertirse	en avión
descuento, el	divorciado	en coche
desde	DNI (National Identity card)	en ese momento
desde hace	doblar	en forma
desear	doble	en metro
desempleo, el	docena, una	en paro
desobedecer	documental, el	en punto
desobediente	documento, el	en seguida
desodorante, el	doler	en tren
despacho de billetes, el	dolor, el	en/por todas partes
despacho, el	domicilio, el	encantado
despacio	domingo, el	encantar
despedirse	donde	encargado
despertador, el	¿Dónde?	encender
despertarse	dormir(se)	encima (de)
después (de)	dormitorio, el	encontrar(se)
destino, el	dos veces, etc.	encontrarse bien/mal
destrucción, la	droga, la	encuesta, la
destruir	drogarse	enérgico
desván, el	droguería, la	enero
desventaja, la	ducha, la	enfadado
detalle, el	ducharse	enfadarse
detener(se)	dueño, el	enfermedad, la
detestar	dulce	enfermero, el
detrás (de)	durable	enfermo ___
Día de Reyes, el	durante	enfrente (de)
día festivo, el	durar	¡Enhorabuena!
día, el	duro	ensalada, la
día siguiente, al	E	enseñanza, la
diálogo, el	ecología, la	enseñar = to show/teach
dibujar	ecológico	entender
dibujo, el = art	económico	entonces
dibujo, el = drawing	edad, la	entrada, la = entrance
dibujos animados, los	edificio, el	entrada la = ticket
diccionario, el	educación física, la	entrar
diciembre	egoísta	entre
diente, el		entremeses, los

entrevista, la	estar bien/mal	fatal
enviar	estar bueno/malo	favorito
época, en la ___ de	estar comunicando	fax, el
equipaje, el	estar de acuerdo	febrero
equipo de música, el	estar de vacaciones	fecha, la
equipo, el = equipment	estar en contra (de)	felicidad, la
equipo, el = team	estar equivocado	¡Felicidades!
equis, la	estar nublado/despejado	feliz
equitación, la	este	¡Feliz cumpleaños!
equivocarse	este año/mes	¡Feliz Navidad!
esa	Este, el	femenino
Es el (primero) de ___	estéreo personal, el	fenomenal
es la una	estimado	feo
escalera, la	esto	ferry, el
escocés	estómago, el	ficha, la
Escocia	estrecho	fiebre, la
escoger	estrella, la	fiesta, la = festival
escribir	estricto	fiesta, la = party
escritorio, el	estropear	filete, el
escuchar	estuche, el	finca, la
escuela, la	estudiante, el	fin de semana, el
ese	estudiar	final, el
eso	estudios, los	finalmente
espalda, la	estupendo	firmar
España	estúpido	física, la
español	ética, la	flamenco, el
español, el	euro, el	flan, el
especial	Europa	flauta, la
especialidad, la	español	flojo
espectáculo, el	evitar	flor, la
espejo, el	exactamente	folleto, el
esperar	examen, el	fondo, el
esposo, el	excelente	footing, el
esquí, el	excursión, la	formación profesional, la
esquiar	éxito, el	formal
esquina, la	experiencia, la	formulario, el
esta	explicar	foto(grafía), la
estación de autobuses, la	expreso, el	fracasar
estación de ferrocarril, la	exterior, el	francés
estación de servicio, la	extranjero, el	francés, el
estación de tren, la	extraordinario	Francia
estación, la	extrovertido	frase, la
estado civil, el		fregadero, el
estadio, el	F	fregar
Estados Unidos, los/ EEUU	fábrica, la	freír
estanco, el	fácil	fresa, la
estante, el	faenas, las	fresco
estantería, la	falda, la	frigorífico, el
estar	falso	frío, el
estar (situado)	faltar	fruta, la
estar a (X) (kiló)metros de	familia, la	frutería, la
estar a (X) minutos de	famoso	fuelle, la
estar a favor (de)	fantástico	fuerza (de)
estar bien/fatal/regular	farmacia, la	fuerte

(no) fumador
fumar
función, la
funcionar
fútbol, el
futuro, el

G

gafas, las
gafas de sol, las
galería (de arte), la
Gales
galés
Galicia
gallego
gambas, las
ganar = to earn
ganar = to win
garaje, el
garganta, la
gasolina (sin plomo), la
gasolinera, la
gastar
gastar = to spend
gato, el
gazpacho, el
gemelo, el
generalmente
generoso
genial
gente, la
geografía, la
gimnasia, la
gimnasio, el
glotón
gol, el
goloso
goma, la
gordo
gracias
gracioso
grado, el
gramos
Gran Bretaña
grande
grandes almacenes, los
granja, la
granjero, el
gratis
gratuito
Grecia
gripe, la
gris
gritar

grueso
grupo, el
guantes, los
guapo
guardar
guía (telefónica), la
guía (turística), la = guidebook
guía, el = guide
guisantes, los
guitarra, la
gustar

H

haber tormenta/hielo/niebla
habitación, la
habitación doble, la
habitación individual, la
habitante, el
hablador
hablar
hace = ago
hacer
hacer buen/mal tiempo
hacer calor/frío
hacer falta
hacer prácticas
hacer sol/viento
hacer un aprendizaje
hacer una pregunta
hacerse
hacia
hambre, el
hamburguesa, la
hamburguesería, la
hasta
hasta luego
hasta mañana
hay
hay que
helado, el
herida, la
herido
hermanastro, el
hermano, el
hierba, la
hijo (único), el
historia, la
histórico
hogar, el
hola
hombre, el
hombre de negocios, el
honrado
hora, la

horario, el
horrible
horroroso
hospital, el
hotel, el
hoy
huevo, el
humo, el

I

ideal
identidad, la
idioma, el
iglesia, la
igual
ilusionado
imaginar
impaciente
impermeable, el
importante
imposible
impresora, la
incendio, el
incluir
inconveniente, el
independiente
indicar
industria, la
industrial
información, la
informarse
informática, la
ingeniero, el
Inglaterra
inglés
inglés, el
injusto
inmediatamente
insignia, la
insolación, la
insolente
instalaciones, las
instituto, el
instrumento, el
inteligente
intercambio, el
interesante
interesar(se)
interior, el
internet, la
introducir
introvertido
inútil
invierno, el

invitar
inyección, la
ir (a/en)
ir a + infinitive
ir a buscar
ir con ___
Irlanda
irlandés
irse
Italia
italiano
izquierda, a la ___ (de)

J

jabón, el
jamás
jamón (de york), el
jamón serrano, el
jarabe, el
jardín, el
jardinero, el
jefe, el
jersey, el
joven = young
joven, el = young person
jubilado
judías verdes, las
juego, el
Juegos Olímpicos, los
jueves, el
jugador, el
jugar
juguete, el
julio
junio
justificar
justo
juventud, la

K

kilo, el
kilómetro, el

L

laboral
laboratorio, el
lado, al ___ (de)
ladrón, el
lago, el
lámpara, la
lana, la
lápices de colores, los
lápiz, el
largo

lata, una
latinoamericano
lavabo, el
lavadora, la
lavandería, la
lavaplatos, el
lavar
lavar los platos
lavarse
lección, la
leche, la
lechuga, la
lectura, la
leer
legumbres, las
lejano
lejos (de)
lengua, la
lentamente
lentes de contacto, las
lento
letra, la
levantar la mano
levantarse
libra (esterlina), la
libre = available
libre = free
librería, la, = bookcase
librería, la = bookshop
libro, el
limón, el
limonada, la
limpiar
limpiarse los dientes
limpio
línea, la
liso
lista, la
literatura, la
litro, el
llamada, la
llamar (por teléfono)
llamarse
llave, la
llegada, la
llegar (a/de)
lleno
llevar
llevar (+ time) + gerund
llevarse bien/mal con
llorar
llover
lluvia, la
loco

loncha, una
Londres
lotería, la
luego
lugar, el
lunes pasado, el etc.
lunes, el
luz, la

M

madera, la
madrastra, la
madre, la
mal
mal educado
maleta, la
malo
mamá, la
mañana = tomorrow
mañana, la = morning
mandar
mano, la
manta, la
mantel, el
mantener(se)
mantequilla, la
manzana, la
mapa, el
máquina, la
máquina de fotos, la
mar, el
marca, la
marcar = to dial
marcar = to score
marcharse
mareado
mareo, el
marido, el
mariscos, los
marrón
martes, el
marzo
más
masculino
matemáticas, las
matrimonio, el
máximo, el
mayo
mayor
mayoría, la
me parece
mecánico, el
medalla, la
media pensión

mediano
 medianoche
 medias, las
 medicamento, el
 medicina, la
 médico, el
 medida, la
 medio
 medio ambiente, el
 mediodía
 medir
 Mediterráneo, el
 mejicano
 Méjico
 mejor
 mejorar(se)
 melocotón, el
 melón, el
 mencionar
 menor
 menos
 mensaje, el
 mentir
 mentira, la
 mentiroso
 menú del día, el
 menú, el
 mercado, el
 merendar
 merienda, la
 merluza, la
 mermelada, la
 mes, el
 mesa, la
 metro, el = metre
 metro, el = underground
 mexicano
 México
 mezquino
 miembro, el
 mientras (que)
 mientras tanto
 miércoles, el
 militar, el
 mínimo, el
 minuto, el
 mirar
 mismo
 mitad, la
 mochila, la
 moderno
 molestar(se)
 moneda, la
 monedero, el

monitor, el
 monopatín, el
 montaña, la
 montar a caballo
 monumento, el
 moqueta, la
 morado
 moreno
 morir
 moto, la
 muchacho, el
 muchas veces
 mucho
 mucho gusto
 mucho tiempo
 mudarse (de casa)
 muebles, los
 muela, la
 muerto
 mujer, la
 mundo, el
 muñeca, la
 museo, el
 música, la
 muy

N

nacer
 nacimiento, el
 nacionalidad, la
 nada
 nada más
 nadar
 nadie
 naranja
 naranja, la
 naranjada, la
 nariz, la
 nata, la
 natación, la
 Navidad, la
 necesario
 necesitar
 negativo
 negro
 nervioso
 nevar
 nevera, la
 ni ... ni
 niebla, la
 nieto, el
 nieve, la
 ninguno
 niño, el

no
 noche, la
 Nochebuena, la
 Nochevieja, la
 nombre, el
 norma, la
 normal
 normalmente
 Norte, el
 norteamericano
 nota, la
 noticias, las
 novela, la
 noveno
 noviembre
 novio, el
 nube, la
 nuevo
 número, el
 nunca

O

o ... o
 o/u
 obedecer
 obediente
 obligatorio
 obrero, el
 obtener
 ocho días
 ocio, el
 octavo
 octubre
 ocupado
 ocurrir
 odiar
 Oeste, el
 oferta, la
 oficina, la
 oficina de cambio, la
 oficina de turismo, la
 ¡Oiga!
 oídos, los
 oír
 ¡Ojo!
 ojo, el
 ¡Olé!
 olor, el
 olvidar
 opción, la
 opinar
 opinión, la
 optar
 optimista

ordenador, el	parque infantil, el	perder
oreja, la	parque temático, el	perdón
organizar	parque zoológico, el	perdonar
orgullosa	parte, la	perezoso
oro, el	participar	perfecto
oscuro	partido, el	periódico, el
otoño, el	pasado, el	periodista, el
otra vez	pasajero, el	periquito, el
otro	pasaporte, el	permitir
P	pasar (+ time)	pero
paciente	pasar (por) = to go past, through	perrito caliente, el
padrastro, el	pasar = to happen	perro, el
padre, el	pasar la aspiradora	persona, la
paella, la	pasar (la) lista	personalidad, la
paga, la = pocket money	pasarlo bien	pesar
paga, la = wages	pasatiempo, el	pesca, la
pagar	pasear	pescadería, la
pagar bien/mal	paseo, dar un ___	pescado, el
página, la	pasillo, el	pescar
país, el	paso subterráneo, el	pesimista
paisaje, el	pasta de dientes, la	peso, el
pájaro, el	pastel, el	pez, el
palabra, la	pastelería, la	piano, el
palacio, el	pastilla, la	picadura, la
pálido	patata, la	picante
pan, el	patatas fritas, las	pie, el
panadería, la	patinaje, el	piel, la
pantalla, la	patinar	pierna, la
pantalón, el	patines, los	pimienta, la
pantalón corto, el	patio, el	pimiento, el
panty, el	peatón, el	piña, la
papá, el	peatonal	ping-pong, el
papel, el	pecas, las	pintado
papel higiénico, el	pedazo, el	Pirineos, los
papelera, la	pedir	piscina, la
paquete, el	pedir permiso	piso, el = flat
par, el	pedir prestado	piso, el = floor
para	peinarse	pista de hielo, la
parada, la	peine, el	pizarra, la
parado	película, la	planchar
parador, el	peligro, el	planeta, el
paraguas, el	peligroso	plano, el
parar	pelirrojo	planta baja, la
parar(se)	pelo, el	plástico, el
parecer	pelota, la	plata, la
parecerse (a)	peluquería, la	plátano, el
parecido	peluquero, el	platillo, el
pared, la	pendientes, los	plato combinado, el
pareja, la	pensar	plato, el = dish
parientes, los	pensión completa	plato, el = plate
parking, el	pensión, la = boarding house	playa, la
parque, el	peor	plaza, la
parque de atracciones, el	pequeño	plaza de toros, la
	pera, la	pobre

pocas veces	primero	querer
poco	primeros auxilios, los	querer decir
poco, un	primo, el	querido
poder	principio, al	queso, el
policía, el	probar	¿Quién?
policía, la	probarse	química, la
policíaco	problema, el	quince días
polideportivo, el	procedente de	quinto
pollo, el	profesor, el	quiosco, el
poner	profundo	quisiera
ponerse	programa, el	quitar el polvo
ponerse a	programador, el	quitarse
popular	prohibido	quizá(s)
por	prohibir	R
por año, _ día, _ noche, etc.	pronóstico, el	ración, la
por allí	pronto	radiador, el
por aquí	pronunciar	radio, la
¿Por dónde?	propina, la	rápidamente
por eso	propio	rápido
por favor	proteger	rápido, el
por fin	próximo	raramente
por la(s) mañana(s)	prudente	raro
por la(s) noche(s)	prueba, la	rato, el
por la(s) tarde(s)	publicidad, la	ratón, el
por lo general	público (adj.)	ratos libres, los
por todas partes	pueblo, el	razón, la
¿Por qué?	puente, el	reacción, la
porque	puerta, la	rebajas, las
Portugal	puerto, el	recado, el
portugués	pues	recepción, la
posibilidad, la	Q	recepcionista, el
posible	¿Qué?	recibo, el
positivo	¡Qué + adjective!	recoger
postal, la	¡Que aproveche!	recomendar
póster, el	¡Qué asco!	recordar
postre, el	¡Qué bien!	recreo, el
práctica(s), la(s) = training	¿Qué día es hoy?	recto, todo ___
practicar	¿Qué fecha es (hoy)?	recuerdo, el
práctico	¿Qué hay?	recurso, el
precio, el	¿Qué hora es?	redondo
precioso	¡Qué horror!	reembolso, el
preferir	¡Qué lástima!	regalo, el
prefijo, el	¡Que lo pase(s) bien!	región, la
pregunta, (la)	¡Qué pena!	regla, la = regulation
preguntar	¿Qué pasa?	regla, la = ruler
premio, el	¿Qué tal?	regular
preocupar(se)	¡Qué va!	reír(se)
preparar	quedar	rellenar
presentación (oral), la	quedarse (+ time)	relleno, el = stuffing
presentar	quehaceres, los	religión, la
presente	queja, la	reloj, el
prestar	quejarse	Renfe/RENFE
primavera, la	quemadura, la	repartir
primera (clase)		

repasar	salir (a/de)	servilleta, la
repetir	salón, el	servir
reserva, la	salón de actos, el	sesión, la
reservar	salsa, la	severo
resfriado, el	¡Salud!	sexo, el
residencial	salud, la	sexto
respetar	saludable	si
respeto, el	saludos	sí
responder	salvar	siempre
responsable	sandalías, las	siento, lo ___ (mucho)
respuesta, la	sangría, la	sierra, la
restaurante, el	sano	significar
resumen, el	santo, el	siguiente
retraso, el	sardina, la	silencio, el
revisor, el	se(p)tiembre	silencioso
revista, la	secador de pelo, el	silla, la
rico = tasty	sección, la	sillón, el
rico = wealthy	secretario, el	simpático
riguroso	sed, la	sin
río, el	seda, la	sin embargo
rizado	seguir	sincero
robar	según	sino
el robo	segunda (clase)	sitio, el
rojo	segundo	sitio, el = place, space, room
romántico	seguro de sí mismo	sobre
romperse	sello, el	sobresaliente
ropa, la	selva, la	sobrino, el
rosa	semáforo, el	socio, el
rosado	semana pasada, la etc.	socorrista, el
roto	Semana Santa, la	¡Socorro!
rotulador, el	semana, la	sofá, el
rubio	señal, la	sol, el
rueda, la	señas, las	solamente
ruido, el	sencillo	soldado, el
ruidoso	señor	solicitar trabajo
S	señora	solo
sábado, el	señorita	sólo
saber	sensible	soltero
sabor, el	sentarse	sombra, la
sacapuntas, el	sentido del humor, el	sombrero, el
sacar	sentir (se)	sonar
sacar buenas/malas notas	separado	sonido, el
sacar fotos	séptimo	sonreír(se)
saco de dormir, el	ser	sopa, la
sal, la	ser (+ adjective)	sorprender
sala de espera, la	ser bueno en	sorpresa, la
sala de estar, la	ser de (+ person)	sótano, el
sala de fiestas, la	ser de (+ place)	suave
salado	ser de (+ material)	subir
salchicha, la	ser fuerte en ...	subrayar
salchichón, el	serie, la	sucio
salida, la = departure	serio	sudamericano
salida, la = exit	servicio, el	sueldo, el
	servicios, los	suelo, el

sueño, el
 suerte, la
 suficiente
 sugerir
 supermercado, el
 suplemento, el
 Sur, el
 suramericano
 suspender
 susto, el

T

tabaco, el
 tabla, la
 Talgo, el (train)
 talla, la
 taller, el
 tamaño, el
 también
 tampoco
 tan
 tanto
 tapas, las
 taquilla, la = box office
 taquilla, la = ticket office
 tarde = late
 tarde, la = afternoon/evening
 tareas, las
 tarjeta, la
 tarjeta de crédito, la
 tarro, un
 tarta, la
 taxi, el
 taza, la
 té, el
 teatro, el
 tebeo, el
 techo, el
 teclado, el
 técnico
 técnico, el
 tecnología, la
 tejado, el
 tela, la
 telefonar
 teléfono (móvil), el
 telenovela, la
 televisión, la
 temperatura, la
 templado
 temprano
 tenedor, el
 tener
 tener ___ años

tener calor
 tener éxito
 tener frío
 tener ganas de
 tener hambre
 tener lugar
 tener miedo
 tener prisa
 tener razón
 tener sed
 tener sueño
 tenis, el
 tercero
 terminar
 terraza, la
 terrible
 texto, el
 tibio
 tiempo libre, el
 tiempo, el = time
 tiempo, el = weather
 tienda, la = shop
 tienda, la = tent
 tienda de comestibles, la
 tierra, la
 tijeras, las
 tímido
 tío, el
 típico
 tipo, el
 tirar
 tiritita, la
 tiza, la
 toalla, la
 tocador, el
 tocar = to play (an instrument)
 tocar = to touch
 tocarle a uno
 todas las semanas
 todavía
 todo
 todo el mundo
 todo el tiempo
 todos los días / meses, etc.
 tolerante
 tomar
 tomar el sol
 tomar un año libre
 tomate, el
 tonto
 torcer
 torero, el
 torneo, el
 toro, el

torpe
 tortilla, la
 tortuga, la
 tostada, la
 trabajador, el
 trabajador
 trabajar = to act
 trabajar = to work
 trabajo, el
 trabajos manuales, los
 tradición, la
 tradicional
 traer
 tráfico, el
 Tráigame ...
 traje de baño, el
 traje, el
 tranquilo
 transbordo, el
 transporte (público), el
 tranvía, el
 tratar de
 travieso
 tren, el
 triste
 trozo, el
 tú
 turismo, el
 turista, el
 turístico
 tutor, el

U

último
 una vez más
 único
 uniforme, el
 universidad, la
 uno
 urbanización, la
 urgencias, las
 usar
 usted(es)
 útil
 utilizar
 uvas, las

V

vacaciones, las
 vacío
 vainilla, la
 ¡Vale!
 valer la pena
 valiente

valle, el
vaqueros, los
varios
vaso, el
vecino, el
vegetariano
vehículo, el
vela, la
vender
venir
ventaja, la
ventana, la
ver
verano, el
verdad, la
verdadero
verde
verduras, las
vestido, el
vestirse
veterinario, el
vez, la
vía, la
viajar
viaje, el
viajero, el
vida, la
vídeo, el
videoclub, el
videojuego, el
vidrio, el
viejo
viento, el
viernes, el
vinagre, el
vino (blanco/rosado/tinto), el
violeta
visita, la
visitar
vista, la = sight
vista, la = view
vivienda, la
vivir
vivo

vocabulario, el
volver (a / de)
volverse
vosotros
voz, la
vuelo, el
vuelta, dar una ____

W

windsurf, el

Y

y/e

ya

yogur, el

Z

zanahoria, la

zapatería, la

zapatillas de deporte, las

zapatos, los

zona, la

zoo, el

zumو (de fruta), el

Key Skills and Other Issues

18

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

18.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA web site (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Spanish can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. Opportunities for developing and generating evidence of attainment in the Key Skill of *Application of Number* are not readily available in this specification.

18.2 Key Skills Opportunities in Spanish

The nature of Spanish makes it an ideal vehicle to assist candidates to develop their knowledge and understanding of the Key Skills of *Communication*, *Information Technology*, *Working with Others* and *Improving own Learning and Performance* and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at Levels 1 and 2, in the Modules making up the subject content of this specification. The degree of opportunity in any one Module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
C1.1 Take part in discussions	✓	✓	✓	✓
C1.2 Read and obtain information	✓	✓	✓	✓
C1.3 Write different types of documents	✓	✓	✓	✓

Communication Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
C2.1a Contribute to discussions	✓	✓	✓	✓
C2.1b Give a short talk	✓	✓	✓	✓
C2.2 Read and summarise information	✓	✓	✓	✓
C2.3 Write different types of documents	✓	✓	✓	✓

N.B. QCA have indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

Information Technology Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
IT1.1 Find, explore and develop information	✓	✓	✓	✓
IT1.2 Present information, including text, numbers and images	✓	✓	✓	✓

Information Technology Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
IT2.1 Search for and select information	✓	✓	✓	✓
IT2.2 Explore and develop information and derive new information	✓	✓	✓	✓
IT2.3 Present combined information, including text, numbers and images	✓	✓	✓	✓

Working with Others Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
WO1.1 Confirm what needs to be done and who is to do it	✓	✓	✓	✓
WO1.2 Work towards agreed objectives	✓	✓	✓	✓
WO1.3 Identify progress and suggest improvements	✓	✓	✓	✓

Working with Others Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
WO2.1 Plan work and confirm working arrangements	✓	✓	✓	✓
WO2.2 Work cooperatively towards achieving identified objectives	✓	✓	✓	✓
WO2.3 Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓

Improving own Learning and Performance Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
LP1.1 Confirm short-term targets and plan how these will be met	✓	✓	✓	✓
LP1.2 Follow plan to meet targets and improve performance	✓	✓	✓	✓
LP1.3 Review progress and achievements	✓	✓	✓	✓

Improving Own Learning and Performance Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
LP2.1 Help set short-term targets and plan how these will be met	✓	✓	✓	✓
LP2.2 Use plan and support from others, to meet targets	✓	✓	✓	✓
LP2.3 Review progress and identify evidence of achievements	✓	✓	✓	✓

Problem Solving Level 1

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
PS1.1 Confirm understanding of given problems	✓	✓	✓	✓
PS1.2 Plan and try out ways of solving problems	✓	✓	✓	✓
PS1.3 Check if problems have been solved and describe the results	✓	✓	✓	✓

Problem Solving Level 2

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content			
	Module 1	Module 2	Module 3	Module 4
PS2.1 Identify problems and come up with ways of solving them	✓	✓	✓	✓
PS2.2 Plan and try out options	✓	✓	✓	✓
PS2.3 Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

19.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

As the specification for Spanish is set within contemporary European and world contexts, it offers candidates ample opportunities to explore and understand a wide range of spiritual, moral and cultural issues.

Through the study of the modules and topics in Spanish, candidates are able to explore the human condition in general, and to evaluate their own relationship within a specific linguistic community in particular.

The content of the specification similarly encourages understanding of moral issues; courses based on this specification will encourage candidates' recognition and sympathetic awareness of others' beliefs and values.

As every language is an embodiment of the culture which it represents, it is virtually impossible to study Spanish without being constantly exposed to the culturally specific context of its linguistic communities. Throughout the course, candidates will be encouraged to form opinions within the appropriate cultural context.

19.2 European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. As Spanish is a European Community language the European dimension is clearly covered in every aspect of the specification.

19.3 Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "*Environmental Responsibility: An Agenda for Further and Higher Education*" 1993 in preparing this specification and associated specimen papers. The Subject Content for this specification incorporates environmental issues and therefore contributes to candidates' environmental education.

19.4 Citizenship

Through the study of the modules and topics in the specification, particularly those in Module 4, *The Young Person in Society*, candidates will be encouraged to develop their knowledge and understanding of rights and responsibilities within the context.

19.5 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

19.6 ICT

Candidates can be offered opportunities to use ICT when studying Spanish in a number of ways, for example

- Accessing and/or downloading material in Spanish on the internet;
- Producing word-processed material in Spanish for coursework, or as practice material for the writing test;
- Receiving and/or sending emails via links with Spain or a Spanish-speaking country.

These opportunities can be related to any of the modules, eg:

- accessing information from websites about particular towns/regions (Module 1), magazines, TV/Radio stations (Module 3);
- exchanging information via email links with a school/college (Module 1), work place (Modules 3 and 4) in the country;
- accessing information from the websites of bus and rail companies, hotels/campsites, post offices (Module 2), shops (Module 3) in the country;
- creating a poster/menu/advertisement/article in the target language using word-processing or desk top publishing facility (Modules 1, 2, 3 and 4);
- researching job opportunities in the country via the internet (Modules 3 and 4).

Further ideas can be found in the support material accompanying this specification.

Centre-Assessed Components

20

Nature of the Centre-Assessed Components

20.1 Module 1

Module 1 Speaking is assessed through coursework in the winter of the first year of the course, normally Year 10.

Candidates produce a short tape-recorded monologue in Spanish on some of the prescribed content of Module 1, as specified in Section 21.

The Speaking tape must be recorded under supervised conditions in the centre. The work must be authenticated as the candidate's own. Centres are responsible for marking the task, carefully applying the assessment criteria set out in Section 22 below.

The task should be completed and marked by the specified date, at which time sample work is submitted for postal moderation in accordance with AQA procedures.

20.2 Module 3

Module 3 is assessed through coursework in the winter of the second year of the course, normally Year 11.

Candidates submit two written assignments which are to be chosen from the list set out in Section 21 of this specification, which also contains detailed instructions and guidance for the coursework assignments.

Centres are responsible for the marking of the coursework assignments, carefully applying the assessment criteria set out in Section 22 below.

All assignments must be completed and marked by the specified date, at which time sample work is submitted for postal moderation in accordance with AQA procedures.

Guidance on Setting the Centre-Assessed Components

21.1 Module 1 Speaking

Candidates produce a short tape-recorded monologue in Spanish on some of the prescribed content of Module 1, as specified below.

Candidates should aim to speak about all the following six topics. They should attempt to communicate any four items of information for each topic, not necessarily those suggested below. Where the words “anything else” appear, this is intended to invite more able candidates to extend what they say beyond a minimum performance of the task.

1. Myself and my family

- Personal details;
- A little about my family;
- A description of ONE person in the family;
- How I get on with that person and why;
- Anything else.

2. Where I live

- A little about my house/flat;
- Description of town/village/area, including what there is to see and visit in the area;
- Opinion of town/village/area;
- Comparison with a Spanish-speaking area;
- Anything else.

3. My school

- Description of school;
- Subjects I study;
- Subjects I like and dislike and why;
- Homework;
- Anything else.

4. My free time

- What I do in my free time;
- Where, when and with whom;
- What I am going to do at the weekend;
- What I did last weekend;
- Anything else.

5. Routine

- Before school;
- After school;
- Weekend routines;
- What I did yesterday;
- Anything else.

6. Future Plans

- Plans to visit a Spanish-speaking area;
- A new hobby I would like to try in the future;
- What I plan to do after taking my GCSEs;
- Where I would like to live in the future and why;
- Anything else.

The assessment criteria reflect the grade criteria for Speaking. In order to be able to advise their candidates effectively on preparing their spoken presentation, teachers will need to be familiar with these criteria, as well as the marking schemes for Communication and Quality of Language.

Preparing and producing the Module 1 Speaking tape

The speaking tape must be recorded **under supervision** in the centre.

During the performance of the task the candidates may refer to brief notes which they have made themselves in preparation for the task, but **they must not read aloud from a prepared script or anything which could reasonably be considered a script**. Any notes they use must consist of key words only and must be made on the AQA proforma in appendix D of this Specification. Candidates may write **no more than 60 words in total and there must be no conjugated verbs or complete sentences**. Candidates must sign the proforma, whether they have used it or not, and hand it to their teacher together with the tape. The notes must be submitted to the moderator with the sample of work requested for moderation. The work must be authenticated as the candidate's own.

In preparing for making the recording, candidates may make use of reference materials including dictionaries and coursebooks, but the final product should be their own work. Any assistance given by the teacher will be reflected in the mark awarded (see Section 22.2).

Although candidates may be encouraged to produce a practice tape, teachers **must not comment on or correct any language produced by the candidate, other than by using the AQA comments sheet in Appendix C of this specification**. The feedback to candidates on their practice tape should be in general terms: for example, *check pronunciation, check agreement of adjectives*. All comments should appear on the comments sheet. The comments sheet may only be used to comment on a practice tape. Teachers may not comment further on or correct any language produced by the candidate once the practice tape has been handed back to the candidate with a completed comments sheet.

The recording should be no more than five minutes long: any material beyond five minutes will not be marked.

21.2 Module 3

Writing

Five topic areas are offered for Module 3 Writing, as follows:

- Home Life;
- Healthy Living;
- Part-time Jobs and Work Experience;
- Leisure;
- Shopping.

For each topic area, two assignment titles are provided. Candidates are required to submit **two** assignments, which must be drawn from **different** topics. Each assignment should be up to approximately 200 words in length, dependent upon the ability of the candidate.

The titles in each topic area are prescriptive and cannot be changed in any way. However, the bullet points given under the titles are not prescriptive. They are suggestions as to how the assignments may be planned and are intended to encourage candidates to produce their best work within the task title. The suggestions may be used as set, but alternatives may be substituted for these so that the candidate does not feel limited to the strict confines of detailed set tasks. Where alternatives are substituted, teachers should ensure that they demand an equivalent level of response to the original suggestions.

Teachers are advised that they should be fully acquainted with the relevant grade criteria for Writing before advising their candidates on their best choice of tasks and the requirements for achieving different grades.

For the award of Grade C and above, candidates must demonstrate the ability to refer to past, present and future events (involving the use of different tenses) and to express personal opinions.

The writing topics set in this specification remain the same from year to year.

Choosing the Module 3 Writing tasks

Candidates should

- select two assignment titles from the list in Section 21.3 below;
- ensure that their choice is realistic and that source material is readily available if needed;
- ensure that the assignments are drawn from different topics;
- make their choice in consultation with their teacher.

Teachers should

- consider ways in which the coursework can be integrated with the rest of the Spanish language course;
- consider class size and the materials available when planning the work of the group and guiding individual candidates in their choice of assignment.

Sources

It is not a requirement that all candidates in a teaching group should work on different assignments, with different source material. The exact pattern of work within centres will depend on the size of teaching groups, the number of teachers and the amount of source material which is available.

Depending on the interests of the candidate and the level at which he/she is working and the approach of the teacher, the following types of source material could be appropriate:

- books on aspects of life, society and institutions in Spanish-speaking countries;
- articles from Spanish newspapers and magazines;
- documentary material; radio broadcasts in Spanish;
- television programmes;
- feature and documentary film including video recordings;
- personal interviews made during exchange/holiday visits;
- books compiled for the study of Spanish language, life and culture;
- websites.

Candidates do not need access to all these sources in order to present work of high quality. It is important, however, for candidates to ensure that adequate source material is available where required by the particular choice of tasks.

Preparing and Producing the Writing Assignments

Having chosen two assignments and studied whatever source material is required, the candidate should

- allocate an appropriate amount of time (in class, in private study and at home) to preparing and planning each task;
- make notes (using source material, if appropriate);
- select from and organise the notes;
- submit a first draft to the teacher;
- receive back from the teacher the draft accompanied by an AQA comments sheet;
- write the final piece of work **totally independently** using any source material, the notes, the first draft and the comments sheet;
- submit the piece of work and the comments sheet to the teacher.

Although the teacher will have discussed with the candidate the choice of assignments, any source material, and the plan, teachers must not comment on or correct any language produced by the candidate once the candidate has begun to write the work to be submitted, other than by using the AQA comments sheet. A copy of the comments sheet appears in Appendix C. The comments sheet may only be used to comment on a first draft. Teachers may not comment further on or correct any language produced by the candidate once the first draft has been handed back to the candidate with a completed comments sheet.

21.3 Assignment Titles – Module 3 Writing

Topic A

Assignment 1: **Home Life in the UK and a Spanish Speaking Country**

- Describe what you did at home last weekend;
- Compare your lifestyle with that of a young person in a Spanish speaking country;
- Say which lifestyle you prefer and why;
- Give a comparison of meals and meal times in both countries;
- Say what you will do to help at home this weekend;
- Anything else.

Assignment 2: **A Festival or Special Occasion**

- How this festival or special occasion is celebrated in the UK;
- How this festival or special occasion is celebrated in a Spanish speaking country;
- Say what you think about this festival or special occasion and why;
- Describe something which happened on this occasion in the past;
- Say whether you would like to celebrate this festival in a Spanish speaking country in the future and why;
- Anything else.

Topic B

Assignment 1: **Keeping fit**

- Describe your current state of fitness;
- Describe what you do to keep fit;
- Say whether you think keeping fit is important and why;
- Describe what you have done in the past to keep fit;
- Describe your future plans;
- Anything else.

Assignment 2: **Healthy lifestyle**

- Current and previous eating habits;
- Your views on what represents a healthy diet and why;
- Your views on what represents an unhealthy diet and possible consequences;
- How you could improve your lifestyle to make yourself more healthy;
- Other lifestyle choices affecting health;
- Anything else.

Topic C

Assignment 1: **Work experience**

- How the experience was organised and duration;
- Your daily routine while on work experience;
- Details of work undertaken;
- Your opinion of the work and your work colleagues;
- Say whether you would like to work in a similar organisation in future and why;
- Anything else.

Assignment 2: **Part time jobs**

- How you got your part time job;
- Your daily routine whilst at work;
- Hours worked, pay rates and details of work undertaken;
- Your opinion of the work and your work colleagues;
- Say whether you would like to work in a similar organisation in future and why;
- Anything else.

Topic D

Assignment 1: **Television**

- What you like to watch on TV;
- Your favourite programme – when it's on, how long it lasts, type of programme;
- Why you like it;
- An outline of what happened in the last programme you watched;
- Why you would recommend this programme to a friend;
- Anything else.

Assignment 2: **A day out**

- Where you went, when and with whom;
- Description of the place you visited;
- Activities including meals;
- Your feelings about the day out;
- Your plans for a similar or different outing in the future with reasons;
- Anything else.

Topic E**Assignment 1: Shopping in my home town**

- Describe the shopping facilities available;
- When and where you would normally go shopping and why;
- Description of your last shopping trip;
- Say whether you would recommend the facilities in your town to others and why (or why not);
- The future of shopping – internet/catalogue/shops;
- Anything else.

Assignment 2: Money matters

- How you get money at the moment – pocket money, part time job etc.;
- What you have recently spent your money on and why;
- Whether you think young people get enough pocket money and why;
- Whether you save money and what you are saving for;
- Your plans for the future – how you intend to earn money in future;
- Anything else.

21.4 Coursework Advisers

Coursework Advisers will be available to assist centres with any matters relating to coursework. Details are available from AQA.

22**Assessment Criteria****22.1 Introduction**

The teacher will assess each piece of work according to the detailed assessment criteria given below. In applying these criteria, teachers should note that the same standards of assessment should apply, at whatever stage of the course the work is produced.

22.2 Criteria

Criteria are provided for the assessment of communication and quality of language in both Speaking and Writing.

Where a candidate is unable to complete a task without assistance, the amount of assistance given must be taken into account in the marking of both communication and quality of language. The mark must reflect the candidate's contribution to the completion of the task. In particular, if candidates are supplied with a template whereby they only have to insert appropriate vocabulary items in order to complete a task, then the mark awarded will be at best in the 1 - 2 mark band both for Communication and Quality of Language.

22.3 Speaking Module 1

The marks for the Module 1 Speaking assignment are allocated in the following way:

Communication	Development	Quality of Language	Total
24	8	24	56

Communication

The task consists of 6 sections. Each section requires four different items of information. An item of information is defined as a sentence, clause or phrase containing a verb, which conveys a new idea in a manner which would be readily understood by a sympathetic native speaker without ambiguity. One mark is awarded for each item of information to give a total out of 24, with a maximum of 4 items of information per section.

Summary:

0	Item of information not communicated.
1	Item of information successfully communicated

Development

Marks are awarded for Development according to the following criteria.

Marks	Development
0	Communicates basic information only (e.g. simple facts) with no additional developments.
1-2	Candidate is able to give additional details e.g. simple opinions and descriptions.
3-4	Candidate is able to give more detailed information including personal opinions.
5-6	Candidate is able to give full descriptions, give detailed information and express frequent opinions.
7-8	In addition to giving full descriptions and detailed information, the candidate expresses and justifies ideas and points of view.

Quality of Language

The Module 1 Speaking task is marked for Quality of Language using the mark bands and descriptors below: Marks are awarded out of 12 for each of Range & Complexity and Pronunciation & Accuracy, to give a total mark out of 24.

Quality of Language		
Mark	Range & Complexity	Pronunciation and Accuracy
0	Almost nothing effective. Occasional single words which make little coherent sense.	The language used makes comprehension almost impossible.
1-2	Occasional words/lists or short sentences communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Vocabulary and structure limited to basic needs of task – some complete sentences and some attempt at a wider range of vocabulary.	Pronunciation generally accurate. Messages usually communicated in spite of frequent errors.
5-6	Simple sentences with some successful use of a wider range of vocabulary.	Pronunciation and structures make responses generally intelligible.
7-8	Appropriate reference to past, present and future events. Some more complex sentences with a wider range of vocabulary and structure attempted.	Time frames understandable but not always well formed. Errors of structure and/or pronunciation cause only occasional communication problems.
9-10	A range of vocabulary and structures appropriate to more complex sentences.	Generally accurate structures and pronunciation. Errors cause no serious communication problems.
11-12	Wide-ranging vocabulary and structures, appropriately used. Frequent use of extended sentences.	Only minor errors in structure and pronunciation. No impedance to communication. Good accent and intonation.

The marks for Communication, Development and Quality of Language are added together to give a total mark out of 56 for Module 1.

Relationship between Communication, Development and Quality of Language Mark Scheme

Mark for Communication	Max. Marks for Development	Max. Marks for Quality of Language
0	0	0
1-6	0-2	1-8
7-12	0-4	1-16
13-18	0-6	1-20
19-24	0-8	1-24

22.4 Writing Module 3

Communication is marked according to the following criteria.

Marks	Degree of Communication
0	Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1-2	Communicates a little basic information (e.g. simple facts).
3-4	Some basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The mark for Quality of Language is limited by the mark for Communication.

Mark Range for Communication	Mark Range for Quality of Language
0	0
1 - 2	1 - 6
3 - 4	1 - 8
5 - 6	1 - 10
7 - 8	1 - 12

A mark for Quality of Language is given according to the following criteria.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1 - 2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3 - 4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5 - 6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7 - 8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9 - 10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11 - 12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks are awarded out of 12 for each of Range & Complexity and Accuracy and the resulting mark out of 24 is divided by 2 to give a total mark out of 12 (half marks are rounded up at the end of the process).

The total marks out of 20 for each assignment are added together, to give a total mark for Module 3 out of 40.

22.5 Evidence to Support the Award of Marks

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.

When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the Candidate Record Form, with supporting information given in the spaces provided. A specimen Candidate Record Form for each module appears in Appendix B.

23

Supervision and Authentication

23.1 Supervision of Candidates' Work

Candidates' work for assessment must be undertaken under conditions which allow the teacher to authenticate the work as the candidates' own. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

In Module 1, the Speaking assignment must be completed under supervision by the teacher. In practical terms this could mean that the teacher is present during the recording of each candidate's assignment, although this does not necessarily have to be the case.

In Module 3, the Writing assignments do not have to be completed under controlled conditions, and may be completed by the candidate at home, provided that the teacher can be certain that every candidate's work is his/her own. Work could likewise be produced during a normal classroom session, provided that the teacher can be certain that every candidate's work is his/her own and not the product of a joint effort. If the teacher cannot be certain of this, then strict test conditions should be applied.

Further guidance on the supervision of candidates' work is given in the Teacher's Guide.

23.2 Guidance by the Teacher

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the appropriate Candidate Record Form.

Where a candidate is given assistance in producing spoken or written coursework the amount of assistance must be taken into account in marking the work (see Section 22 on applying the assessment criteria).

23.3 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

- 23.4 **Authentication of Candidates' Work** Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

24

Standardisation

- 24.1 **Standardising Meetings** Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to the meetings. Attendance is also mandatory in the following cases:
- where there has been a serious misinterpretation of the specification requirements;
 - where the nature of coursework tasks set by a centre has been inappropriate;
 - where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the administration of appropriate coursework tasks and assessment procedures.

- 24.2 **Internal Standardisation of Marking** The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate.

The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

A specimen Centre Declaration Sheet appears in Appendix B.

Administrative Procedures

25.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in section 22. The marks and supporting information must be recorded in accordance with the instructions in Section 22. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.

The following should accompany the sample of work

- Centre Declaration Sheet (one per centre);
- Candidate Record Form, fully completed, including bibliography (one per candidate);
- Coursework Comments Sheet (one per assignment);
- Written stimulus materials relating directly to the assignments submitted (one copy per centre, if the same material has been used with all candidates);
- Candidates' Notes Proforma (for Module 1 Speaking).

25.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified dates. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.

25.3 Factors affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

25.4 Retaining Evidence

The centre must retain the work of all candidates, with the Candidate Record Form attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.

26**Moderation****26.1 Moderation Procedures**

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

26.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

Awarding and Reporting

27

Grading, Shelf-Life and Re-Sits

27.1 Qualification Titles

The qualification based on this specification has the following title:
AQA GCSE in Spanish.

27.2 Grading System

The qualification will be graded on an 8 point grade scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

The result of each module is recorded as a mark on a Uniform Mark Scale of 0-360. The ranges of UMS marks corresponding to each subject grade are as follows:

A*	320 – 360
A	280 – 319
B	240 – 279
C	200 – 239
D	160 – 199
E	120 – 159
F	80 – 119
G	40 – 79

Module 1

Module 1 is untiered.

The result of Module 1 is recorded as a mark out of 45 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 1 are as follows:

A*	40 – 45
A	35 – 39
B	30 – 34
C	25 – 29
D	20 – 24
E	15 – 19
F	10 – 14
G	5 – 9

Module 2

Candidates must be entered for either Foundation Tier or Higher Tier. For candidates entered for Foundation Tier, grades C–G are available. For candidates entered for Higher Tier the targeted range of grades is A*–D.

The result of Module 2 will be recorded as a mark out of 90 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 2 are as follows:

A*	80 – 90
A	70 – 79
B	60 – 69
C	50 – 59
D	40 – 49
E	30 – 39
F	20 – 29
G	10 – 19

A ‘safety net’ for candidates entered for the Higher Tier is provided. Higher tier candidates who fail to achieve the minimum raw mark for grade D will receive uniform marks in the range 0–39. However, centres are warned that uniform mark scores may decrease rapidly below the grade D raw mark boundary.

Module 3

Module 3 is untiered. The result of Module 3 is recorded as a mark out of 45 on the Uniform Mark Scale. The ranges of UMS marks corresponding to each grade within Module 3 are as follows:

A*	40 – 45
A	35 – 39
B	30 – 34
C	25 – 29
D	20 – 24
E	15 – 19
F	10 – 14
G	5 – 9

Module 4

Candidates must be entered for either Foundation Tier or Higher Tier. For candidates entered for Foundation Tier, grades C-G are available. For candidates entered for Higher Tier the targeted range of grades is A*-D.

The result of Module 4 is recorded as a mark out of 180 on the Uniform Mark Scale. The minimum UMS marks required for each grade within Module 4 are as follows:

A*	160 – 180
A	140 – 159
B	120 – 139
C	100 – 119
D	80 – 99
E	60 – 79
F	40 – 59
G	20 – 39

A ‘safety net’ for candidates entered for the Higher Tier is provided. Candidates who fail to achieve the minimum raw mark for grade D will receive uniform marks in the range 0-79. However, centres are warned that uniform mark scores may decrease rapidly below the grade D raw mark boundary.

27.3 Re-Sits and Re-Using Marks

Module 1, Module 3, and each tier of Module 2, may be re-taken before certification of the qualification. The best result for each module will count towards the final award. Module 4 is the terminal module and must always be taken last.

Candidates who wish to re-take the qualification after first certification may, on request, re-use results from Modules 1-3, but Module 4 must be taken again. For Module 1 and Module 3, the two most recent results, and for Module 2 the two most recent results from each tier, will be considered, and the best of these results will count towards the final award. For example, if a candidate attempts Module 2 once at the Higher tier and twice at the Foundation tier before first certification, then once more at the Foundation tier before certifying again, the Higher tier attempt and the second and third Foundation tier attempts are eligible to count towards the final award. In the case of Module 4 the most recent attempt will always be the one that counts.

Candidates may take the whole qualification an unlimited number of times.

27.4 Minimum Requirements

Candidates will be graded on the basis of work submitted for assessment. To qualify for a subject award, candidates must have entered all four modules.

27.5 Carrying Forward of Centre-Assessed Marks

Candidates repeating the examination may carry forward their moderated coursework marks.

27.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the current *GCSE*, *GCSE in vocational subjects*, *GCE*, *VCE*, *GNVQ* and *AEA Code of Practice* and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A Candidates understand gist and identify main points and detail in a variety of types of authentic spoken language. They recognise points of view, attitudes and emotions and are able to draw conclusions.

Candidates initiate and develop conversations and discussions, and narrate events. They express and justify ideas and points of view, and produce longer sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with good pronunciation and intonation. The message is clear although there may still be some errors, especially when candidates use more complex structures.

Candidates understand gist and identify main points and detail in a variety of types of authentic texts. They recognise points of view, attitudes and emotions and are able to draw conclusions. They show an ability to understand unfamiliar language and to extract meaning from more complex language.

Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

Grade C Candidates identify and note main points and extract details and points of view from language spoken at normal speed. The spoken texts include past and future events. They are drawn from a variety of topics which include familiar language in unfamiliar contexts.

Candidates develop conversations and simple discussions which include past, present and future events, involving the use of different tenses. They express personal opinions and show an ability to deal with some unpredictable elements. Although there may be some errors, they convey a clear message, and their pronunciation and intonation are generally accurate.

Candidates identify and extract details and points of view from authentic and simulated texts, drawn from a variety of topics and which include past, present and future events. They show an ability to understand unfamiliar language.

Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.

Grade F Candidates identify and note main points and extract some details from simple language spoken clearly at near normal speed.

Candidates take part in simple conversations showing some ability to substitute words and phrases. Their pronunciation is generally accurate, and although there may be grammatical inaccuracies, the main points are communicated.

Candidates identify main points and extract some information from short, simple texts. They use context to work out the meaning of words.

Candidates write short sentences, and respond to written texts by substituting words and set phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.

B

Record Forms



Centre-assessed work Centre Declaration Sheet

Specification Title: Unit Code:

Centre Name: Centre No:

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Authentication

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1 Teacher 2

Teacher 3 Teacher 4

Teacher 5 Teacher 6

(Continue overleaf if necessary)

Internal Standardisation of Marking

Each centre must standardise the assessments for this unit across different teachers and teaching groups to ensure that all candidates in the centre have been judged against the same standards. If two or more teachers are involved in marking a unit, one of them must be designated as responsible for standardising the marking of all teachers at the centre who mark the unit.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the work has been marked by the same person, that person should sign below.

I confirm that:

- (a) *I have marked the work of all candidates for this component;
- (b) *the procedure described in the specification has been followed at this centre to ensure that the marking is of the same standard for all candidates.

Signed: Date:

Signature of Head of Centre Date:

This form should be completed and sent to the moderator with the sample of centre-assessed work.



Centre-assessed work GCSE MFL Candidate Record Form 2007

- Language GCSE French B (Modular) 4652
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Module 1

TOTAL MARK	
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Centre name:

Centre no:

--	--	--	--	--

Candidate name:

Candidate no:

--	--	--	--

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details below. Continue on a separate sheet if necessary.

3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's signature:

Date:

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

PTO



Centre-assessed work GCSE MFL Candidate Record Form 2007

- Language GCSE French B (Modular) 4652
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Module 3

TOTAL MARK	
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Centre name:

Centre no:

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Candidate name:

Candidate no:

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This side is to be completed by the candidate

Sources of advice and information

4. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
5. If you have answered YES, give details below. Continue on a separate sheet if necessary.

.....

6. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

.....

.....

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's signature:

Date:

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

PTO

This side is to be completed by the teacher

Marks must be awarded in accordance with the instructions and criteria in section 22 of the specification. Supporting information to show how the marks have been awarded should be given in the spaces provided below.

Please complete the boxes to show the marks awarded and use the space in the concluding comments box to make any summative comments which seem appropriate.

Only whole numbers should be used.

Writing	Assignment 1		Assignment 2	
	Max. mark	Mark awarded	Max. mark	Mark awarded
Communication	8		8	
Quality of Language	12		12	
Total for Assignment	/20		/20	

Total mark awarded	/40	
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Concluding comments

Details of additional assistance given (if any)
 Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the specification. Continue on a separate sheet if necessary.

Teacher/assessor's signature: Date:

C

Coursework Comments Sheet



Centre-assessed work GCSE MFL Comments Sheet 2007

Language GCSE French B (Modular) 4652 **Module 1 – Speaking**
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Centre name: Centre no:

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Candidate name: Candidate no:

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This sheet should be completed by the teacher/assessor by ticking the appropriate box(es) when listening to the candidate's practice tape. The sheet should then be returned to the candidate, who should ensure that it is attached to the completed piece of work when it is handed in to the teacher/assessor for marking.

CONTENT	
<i>Make sure what you say fits the title</i>	
<i>Add some more ideas</i>	
<i>Make sure that you have covered all parts of the task</i>	
<i>Try not to use the same words too often</i>	
<i>Add more detail to your descriptions/accounts</i>	
<i>Include more personal opinions</i>	
<i>Give some reasons for your opinions</i>	
<i>Use some longer sentences</i>	
<i>Use some linking words</i>	
PRESENTATION	
<i>Tape recording too long / too short (maximum 5 minutes)</i>	
<i>Identification details incomplete / missing</i>	
LANGUAGE	
<i>Check your pronunciation</i>	
<i>Check word order</i>	
<i>Check that you have used the right choice of vocabulary</i>	
<i>Check the genders of nouns</i>	
<i>Check that you have the right person of the verbs</i>	
<i>Check that you have the right tense of the verbs</i>	
<i>Check that you have the right endings of the verbs</i>	
<i>Check that adjectives agree (masculine/feminine/singular/plural)</i>	

Teacher's signature: Date:



Centre-assessed work GCSE MFL Comments Sheet 2007

Language GCSE French B (Modular) 4652 **Module 3 – Writing**
 [please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Centre name: Centre no:

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 Candidate name: Candidate no:

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Assignment title:

This sheet should be completed by the teacher/assessor by ticking the appropriate box(es) when looking at the candidate's first draft. The sheet should then be returned to the candidate, who should ensure that it is attached to the completed piece of work when it is handed in to the teacher/assessor for marking.

CONTENT	
Make sure what you have written fits the title	
Add some more ideas	
Make sure that you have covered all parts of the task	
Try not to use the same words too often	
Add more detail to your descriptions/accounts	
Include more personal opinions	
Give some reasons for your opinions	
Use some longer sentences	
Use some linking words	
PRESENTATION	
I sometimes cannot read your writing	
LANGUAGE	
Check word order	
Use a dictionary to check your spellings and accents	
Check that you have used the right choice of vocabulary	
Check the genders of nouns	
Check that you have the right person of the verbs	
Check that you have the right tense of the verbs	
Check that you have the right endings of the verbs	
Check that adjectives agree (masculine/feminine/singular/plural)	

Teacher's signature: Date:

D

Candidate's Notes Proforma



Centre-assessed work GCSE MFL Candidate's Notes 2007

Language GCSE French B (Modular) 4652 **Module 1 – Speaking**
[please tick]: GCSE German B (Modular) 4662
 GCSE Spanish B (Modular) 4692

Centre name: Centre no:

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Candidate name: Candidate no:

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- If you want to make notes for your Module 1 Speaking Assignment you must use this sheet.
- Don't write more than 60 words in total, and these must not contain conjugated verbs or complete sentences.
- Remember to try to refer to past, present and future events in your presentation.
- You must sign this sheet and hand it to your teacher together with your tape – whether you have used it or not.

1 Myself and my family	2 Where I live
3 My school	4 My free time
5 Routine	6 Future plans

Number of words used

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Candidate's signature: Date:

E

Overlaps with other Qualifications

There is a significant overlap with all qualifications at Level 2 of the Qualifications Framework in this subject.