INTERNATIONAL GCSE

Spanish

SPECIFICATION

Pearson Edexcel International GCSE in Spanish (4SP1)

For first teaching in September 2017
First examination June 2019
Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification’s development.

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

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1 About this specification

The Pearson Edexcel International GCSE in Spanish is part of a suite of International GCSE qualifications offered by Pearson.

This qualification is not accredited or regulated by any UK regulatory body.

This specification includes the following key features.

Structure: the Pearson Edexcel International GCSE in Spanish is a linear qualification. All units must be taken at the end of the course of study.

Content: relevant, engaging and up to date.

Assessment: 100% external assessment.

Approach: a foundation for students wishing to progress to further study of Spanish at schools and colleges.

- Listening skills are assessed separately in Paper 1.
- Reading and writing skills are tested in separate exercises in Paper 2.
- Speaking communication skills are assessed separately in Paper 3.
- Assessment is in the June examination series.
- For the purposes of communication, topics relate to the interests of students studying Spanish, for example in study and leisure situations.
- Contexts and settings will be those that students are likely to encounter, for example at school or in the media.
- Culturally sensitive and authentic texts are used throughout.
- Tests will measure achievement against many of the benchmarks of Levels A2 and B1 of the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Specification updates

This specification is Issue 1 and is valid for the Edexcel International GCSE examination from 2019. If there are any significant changes to the specification, Pearson will inform centres. Changes will also be posted on our website.

For more information please visit qualifications.pearson.com

Using this specification

This specification has been designed to give guidance to teachers and encourage effective delivery of the qualification. The following information will help you get the most out of the content and guidance.

Compulsory content: as a minimum, all the bullet points in the content must be taught. The word ‘including’ in content specifies the detail of what must be covered.

Assessments: use a range of material and are not limited to the examples given. Teachers should deliver the qualification using a good range of examples to support the assessment of the content.

Depth and breadth of content: teachers should use the full range of content and all the assessment objectives given in Section 2 Spanish Content.
Introduction

The Pearson Edexcel International GCSE in Spanish is designed for use in schools. It is part of a suite of International GCSE qualifications offered by Pearson.

The qualification is designed primarily for students who are studying Spanish in order to enhance their future education or employment prospects.

Achievement is broadly equivalent to Levels A2 and B1 of the CEFR. Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while travelling in an area where the language is spoken. They can produce simple, connected text on topics that are familiar or of personal interest, and can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Students will be expected to communicate formally and informally in a range of contexts, and to understand a wide range of texts and styles.

The aim of the qualification is to test Spanish language competence through realistic and contextualised tasks based on authentic texts.

Speaking, listening, reading and writing skills are tested through three examination papers.
Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.
Why choose Edexcel qualifications?

Pearson – the world’s largest education company

Edexcel academic qualifications are from Pearson, the UK’s largest awarding organisation. With over 3.4 million students studying our academic and vocational qualifications worldwide, we offer internationally recognised qualifications to schools, colleges and employers globally.

Pearson is recognised as the world’s largest education company, allowing us to drive innovation and provide comprehensive support for Edexcel students to acquire the knowledge and skills they need for progression in study, work and life.

A heritage you can trust

The background to Pearson becoming the UK’s largest awarding organisation began in 1836, when a royal charter gave the University of London its first powers to conduct exams and confer degrees on its students. With over 150 years of international education experience, Edexcel qualifications have firm academic foundations, built on the traditions and rigour associated with Britain’s educational system.

Results you can trust

Pearson’s leading online marking technology has been shown to produce exceptionally reliable results, demonstrating that at every stage, Edexcel qualifications maintain the highest standards.

Developed to Pearson’s world-class qualifications standards

Pearson’s world-class standards mean that all Edexcel qualifications are developed to be rigorous, demanding, inclusive and empowering. We work collaboratively with a panel of educational thought leaders and assessment experts, to ensure that Edexcel qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

For more information on the world class qualification process and principles please go to Appendix 3 Pearson World Class Qualification Design Principles or visit our website: uk.pearson.com/world-class-qualifications
Why choose Pearson Edexcel International GCSE in Spanish?

We have listened to feedback from all parts of the international school, UK independent school and language teaching community. We have made changes that will engage students and provide opportunities to gain skills that will support progression to further study of Spanish, and to enhance future educational or employment prospects.

Our Spanish language qualification is specifically intended for students whose first language is not Spanish.

The content and assessment approach for this qualification has been designed to meet students’ needs in the following ways.

**Topics** – the topics (and related texts) used in the reading and writing paper are engaging and suitable for all students, are based on contexts that students are likely to encounter and are diverse in their content. Culturally sensitive and authentic reading and listening texts are used throughout.

**Student selected picture** – students will select their own picture as part of the speaking examination. This empowers the students to confidently prepare for a topic of their choice, and personalise one element of their examination.

**Clear and straightforward question papers** – our question papers are clear and accessible for all students of all ability ranges and learning styles. Our mark schemes are straightforward, so that the assessment requirements are clear.

**Broad and deep development of skills** – the design of the revised International GCSE aims to extend students’ knowledge by broadening and deepening skills, for example students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinions
- participate in extended discussion.

**Development of spoken language skills** – students are able to develop their understanding of the spoken word through separate speaking and listening components.

**Progression to A Level** – International GCSEs enable successful progression to Level 3 qualifications (such as the International A Level) and beyond, in Spanish and other subjects. Through our world class qualification development process, we have consulted international Spanish language teaching experts to validate this qualification and endorse its content, skills development and assessment structure.
Supporting you in planning and implementing this qualification

Planning
- Our *Getting Started Guide* gives you an overview of the Pearson Edexcel International GCSE in Spanish to help you understand the changes to content and assessment, and what these changes mean for you and your students.

  - We will give you a course planner and editable schemes of work, contact teachinglanguages@pearson.com

Teaching and learning
- Our skills maps highlight opportunities for students to develop skills that are assessed as well as skills that are not directly assessed.

Preparing for exams
We will also give you a range of resources to help you prepare your students for the assessments, including:

  - specimen papers to use as formative assessment and for mock exams
  - examiner commentaries following each examination series.

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

examWizard
This is a free online resource designed to support students and teachers with exam preparation and assessment.

Training events
In addition to online training, we host a series of training events each year that give teachers a deeper understanding of our qualifications.

Get help and support
Our Subject Advisor service ensures that you receive help and guidance from us, email our subject advisor at: teachinglanguages@pearson.com. You can sign up to receive the Edexcel languages e-updates to keep up to date with our qualifications and allied support and service news.
Qualification at a glance

The Pearson Edexcel International GCSE in Spanish qualification comprises three assessments:
• Paper 1 – a written examination paper
• Paper 2 – a written examination paper
• Paper 3 – a spoken examination paper.

Component/paper overview

<table>
<thead>
<tr>
<th>Paper 1: Listening</th>
<th>*Paper code 4SP1/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Externally assessed</td>
<td>25% of the total International GCSE</td>
</tr>
</tbody>
</table>
| • Availability: June | \n| • First assessment: June 2019 | \n
Content summary
This paper assesses listening skills across five topic areas.
• Home and abroad
• Education and employment
• Personal life and relationships
• The world around us
• Social activities, fitness and health.

Assessment
• Assessment is through a 30-minute examination paper set and marked by Pearson, plus five minutes’ reading time.
• The total number of marks for the paper is 40.
### Paper 2: Reading and Writing

<table>
<thead>
<tr>
<th>*Paper code 4SP1/02</th>
<th>50% of the total International GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally assessed</td>
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<tr>
<td>Availability: June</td>
<td></td>
</tr>
<tr>
<td>First assessment: June 2019</td>
<td></td>
</tr>
</tbody>
</table>

**Content summary**

This paper assesses reading and writing skills in separate sections across five topic areas.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

**Assessment**

- Assessment is through a 1-hour and 45-minute examination paper set and marked by Pearson.
- The total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing.

### Paper 3: Speaking

<table>
<thead>
<tr>
<th>*Paper code 4SP1/03</th>
<th>25% of the total International GCSE</th>
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</thead>
<tbody>
<tr>
<td>Externally assessed</td>
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<td>Availability: June</td>
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<tr>
<td>First assessment: June 2019</td>
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</tbody>
</table>

**Content summary**

This paper assesses speaking skills across five topic areas, however sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper. The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture. They will also discuss two different topics, chosen at random by Pearson from the following.

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health.

**Assessment**

- Total assessment time is 8-10 minutes.
- The total number of marks for the paper is 40.

* See Appendix 2 for a description of this code and all the other codes relevant to this qualification.
## 2 Spanish content

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>11</td>
</tr>
<tr>
<td>Paper 1: Listening</td>
<td>12</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td>14</td>
</tr>
<tr>
<td>Paper 3: Speaking</td>
<td>20</td>
</tr>
<tr>
<td>Grammar list</td>
<td>29</td>
</tr>
</tbody>
</table>
Course structure

- The Pearson Edexcel International GCSE in Spanish comprises three papers.
- The Pearson Edexcel International GCSE in Spanish is a linear qualification. All units must be taken in the terminal series at the end of the course of study.
# Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Home and abroad</td>
<td>1. Life in the town and rural life</td>
</tr>
<tr>
<td></td>
<td>2. Holidays, tourist information and directions</td>
</tr>
<tr>
<td></td>
<td>3. Services (e.g. bank, post office)*</td>
</tr>
<tr>
<td></td>
<td>4. Customs</td>
</tr>
<tr>
<td></td>
<td>5. Everyday life, traditions and communities</td>
</tr>
<tr>
<td>B. Education and employment</td>
<td>1. School life and routine</td>
</tr>
<tr>
<td></td>
<td>2. School rules and pressures</td>
</tr>
<tr>
<td></td>
<td>3. School trips, events and exchanges</td>
</tr>
<tr>
<td></td>
<td>4. Work, careers and volunteering</td>
</tr>
<tr>
<td></td>
<td>5. Future plans</td>
</tr>
<tr>
<td>C. Personal life and relationships</td>
<td>1. House and home</td>
</tr>
<tr>
<td></td>
<td>2. Daily routines and helping at home</td>
</tr>
<tr>
<td></td>
<td>3. Role models*</td>
</tr>
<tr>
<td></td>
<td>4. Relationships with family and friends</td>
</tr>
<tr>
<td></td>
<td>5. Childhood*</td>
</tr>
<tr>
<td>D. The world around us</td>
<td>1. Environmental issues</td>
</tr>
<tr>
<td></td>
<td>2. Weather and climate*</td>
</tr>
<tr>
<td></td>
<td>3. Travel and transport</td>
</tr>
<tr>
<td></td>
<td>4. The media</td>
</tr>
<tr>
<td></td>
<td>5. Information and communication technology</td>
</tr>
<tr>
<td>E. Social activities, fitness and health</td>
<td>1. Special occasions</td>
</tr>
<tr>
<td></td>
<td>2. Hobbies, interests, sports and exercise</td>
</tr>
<tr>
<td></td>
<td>3. Shopping and money matters</td>
</tr>
<tr>
<td></td>
<td>4. Accidents, injuries, common ailments and health issues*</td>
</tr>
<tr>
<td></td>
<td>5. Food and drink</td>
</tr>
</tbody>
</table>

*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking
1.1 Introduction

Listening

Students are required to convey their understanding of spoken Spanish through a series of listening tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This paper will feature questions drawn from a variety of sources, which all relate to the topics. These sources should be considered as different contexts in which students can write and understand Spanish. Specialist and/or technical Spanish vocabulary or detailed specialist knowledge of the topics are not required.
1.2 Content

Listening

The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. It consists of 40 marks.

This paper will consist of seven tasks, each based on a single recorded text.

Students will be given five minutes to read the questions before the paper begins and will be expected to respond to the questions as they listen.

**Students will hear each text twice.**

Recorded texts may be in the form of short statements, monologues, and dialogues between two or three speakers. Where there are two or three speakers, the identity of each speaker will be clearly signposted.

Recordings and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the listening texts will be taken from a range of different situations, from both everyday life and academic contexts with which students will be familiar. One task type may be used with each listening text.

Correct spelling will not be a requirement as long as the student’s response is comprehensible.

The examination will begin with shorter statements, which build into short paragraphs and longer conversations. Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion and gap-fill questions.
Paper 2: Reading and Writing

2.1 Introduction

Reading

Students are required to convey their understanding of written Spanish through a series of reading tasks.

Students must be able to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

This section will feature questions drawn from a variety of sources that all relate to the topics. These sources should be considered as different contexts in which students can write and understand Spanish. Specialist and/or technical Spanish vocabulary or detailed specialist knowledge of the topics are not required.

Writing and grammar

Students need to draw on their knowledge of Spanish language, grammar and lexis in selecting appropriate forms of words to complete sentences, and demonstrate an ability to manipulate Spanish language in continuous writing. As part of their International GCSE, students should undertake regular writing activities.

This section will require students to:

- write for a variety of audiences, such as friends and acquaintances, teachers, family members, groups and professional bodies
- write using a wide range of grammatical forms and structures
- write using a wide range of relevant and appropriate vocabulary.
2.2 Content

Reading

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section, which is worth 50% of the paper and 25% of the qualification. It consists of 40 marks.

This section will consist of five tasks, each based on a collection of short texts or a longer single text.

The literary text consists of a short extract from a text that may have been adapted and abridged from authentic sources to be appropriate to this level – from letters, short stories, novels or plays to contemporary and historical sources.

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, and newspaper and magazine articles and literary texts.

Stimuli and tasks will always be contextualised and, where appropriate, a purpose for the task will be identified.

The topics of the stimulus texts will be taken from a range of situations, from both everyday life and academic contexts with which students will be familiar. A different task type may be used with each stimulus text.

The questions will require a combination of non-verbal responses and answers in Spanish. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this section of the paper.

Correct spelling will not be a requirement as long as the student’s response is comprehensible.

Task types demand a variety of input from students and include multiple-choice, multiple-matching, note-taking, table-completion, gap-fill and short-answer questions.

Writing

Students should spend approximately 52 minutes of the 1-hour and 45-minute exam on this section, which is worth 50% of the paper and 25% of the qualification. It consists of 40 marks.

This section will consist of two writing tasks and a third grammar-based task.

The first writing task is short, and the student will be asked to write 60–75 words, including four prescribed words or short phrases.

The second writing task is longer than the first and contains an element of choice. The student will be able to choose from three questions that are drawn from different topics, and they will need to write between 130 and 150 words in response to the question, addressing four bullet points.
In the third grammar-based task students will be asked to change the words in brackets so that they correctly fit the sentences. This will involve the need to manipulate, for example, verbs and adjectives, into their correct word form.

Grammatical accuracy, punctuation and spelling will be assessed in this section of the paper.
2.3 **Assessment criteria**

**Question 6**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of relevant information.  
     | • Only isolated words and phrases are communicated, as appropriate to the task.  
     | • Only isolated items are comprehensible. |
| 2    | • The response contains little relevant information with limited use of detail. There may be repetition.  
     | • Expresses simple ideas and opinions, as appropriate to the task.  
     | • Just about comprehensible overall but with sentences that are mostly unconnected. |
| 3    | • The response contains some relevant information with occasional use of detail.  
     | • Begins to show ability to express ideas and opinions and to or inform, as appropriate to the task.  
     | • Coherent overall but logical flow and sequence of ideas is intermittent, which impedes clarity. |
| 4    | • Some detail and mostly relevant response to the task.  
     | • Shows some evidence of ability to express ideas and opinions and to describe and inform, as appropriate to the task.  
     | • Coherent with logical flow and sequence of ideas, though there may be some lapses. |
| 5    | • Detailed and fully relevant response to the task.  
     | • Shows a clear ability to express ideas and opinions and to describe or inform, as appropriate to the task.  
     | • Coherent with logical flow and sequence of ideas. |

<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | • Isolated examples of target language vocabulary and structures.  
     | • Uses very basic language to write words and phrases.  
     | • Isolated examples of accurate language. |
| 2    | • Uses very familiar and predictable vocabulary and structures, often repetitive.  
     | • Uses simple, familiar and predictable language to write short sentences or phrases.  
     | • Occasional correct phrases but frequent misspellings, inaccurate genders and incorrect verb forms. |
### Linguistic knowledge and accuracy (AO3)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
</table>
| 3    | - Uses familiar and predictable vocabulary and structures.  
      - Some evidence of manipulation of language to produce sentences but this is not sustained.  
      - Sometimes accurate in using straightforward language but there are major errors with verbs and tenses. |
| 4    | - Tends towards use of familiar and predictable vocabulary and structures.  
      - Some evidence of manipulation of language to produce sentences.  
      - Mostly accurate with some minor errors, e.g. spellings, genders and agreements and an occasional major error, e.g. with verbs and tenses. |
| 5    | - Uses a range of vocabulary and grammatical structures.  
      - Language manipulated to produce fluent sentences.  
      - Very accurate with only isolated minor errors, e.g. spellings, genders and agreements. |

### Communication and content (AO3)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | - The response shows minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.  
      - The response is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured. |
| 3–4  | - The response shows some basic ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with only occasional evidence of ideas following a logical sequence.  
      - The response is occasionally coherent and, while there is some digression, the theme or purpose is generally clear. |
| 5–6  | - The response shows a moderate ability to express ideas in a form that would be comprehensible to a sympathetic native reader, and some evidence of ideas following a logical sequence.  
      - The response is sometimes coherent and there is digression from the topic but the overall theme or purpose is clear. |
| 7–8  | - The response shows a good ability to express ideas in a form that would be comprehensible to a sympathetic native reader, with much evidence of ideas following a logical sequence.  
      - The response is mostly coherent and, while there may be occasional ambiguity or digression from the theme, these appear to be aberrations in an otherwise pertinent response. |
| 9–10 | - The response shows an excellent ability to express ideas in a logical sequence and errors do not interfere with comprehension for a sympathetic native speaker.  
      - The response is entirely coherent and while there may be minor ambiguities or digression from the theme, the response is confident, fluent, pertinent and purposeful. |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–2  | • Very limited range and variety of vocabulary and grammatical structures, use of only one tense, with a high degree of repetition.  
     | • Very little evidence of correct spelling, verb formation, gender and agreement. |
| 3–4  | • Narrow range of vocabulary and grammatical structures, and a possible attempt at a second tense, though with a significant amount of repetition.  
     | • Occasional evidence of correct spelling, verb formation, gender and agreement. |
| 5–6  | • Satisfactory range of vocabulary and grammatical structures, and unsteady use of two tenses, though with some noticeable repetition.  
     | • Some evidence of correct spelling, verb formation, gender and agreement. |
| 7–8  | • Good range of vocabulary and grammatical structures, and secure use of at least two tenses, with little noticeable repetition.  
     | • Significant evidence of correct spelling, verb formation, gender and agreement. |
| 9–10 | • Excellent range of vocabulary and grammatical structures, and secure use of at least three tenses, including some complex lexical items and no noticeable repetition.  
     | • Very strong evidence of correct spelling, verb formation, gender and agreement. |
3.1 Introduction

Speaking

Students are required to convey their understanding of spoken Spanish through three speaking tasks.

Students must be able to:

- describe the contents of a picture
- describe possible past or future events related to people in the picture
- respond to questions about the picture and its related topic
- take part in a spontaneous conversation on two further topics. In each conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.

3.2 Content

The examination is made up of three tasks (A, B and C).

The tasks must be conducted in consecutive order.

Task A (picture-based discussion)

The intention of this task is to enable students to speak about a situation or scenario with which they have some familiarity. Students will have to select a picture before the exam.

Students will select a picture from any sub topic area excluding sub-topics A3, C3, C5, D2 and E4. These will not be assessed in Task A.

Tasks B and C (conversations on topics)

The intention of Tasks B and C is to test students on two topics that have not been specifically prepared so as to test spontaneity of response. The teacher/examiner uses the randomisation grid provided by Pearson to determine which topic is to be examined in Tasks B and C.

Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Tasks B and C.

Three distinct topics must be examined across Tasks A, B and C. The topic chosen for Task A must be different from the topic selected at random for Task B. The topic for Task C, also selected at random, will be different from both of the previous topics in Tasks A and B. If any topics are the same, the task(s) will be discounted and the candidate will receive zero marks for that task(s).
3.3 Preparation for the speaking test

Picture selection in Task A
To ensure students have access to the full range of assessment criteria and the opportunity to score well in Task A, it is essential they select a picture that follows the guidelines below. The picture **MUST** contain the following elements:
- people
- objects
- interactions.

The picture must not contain any text that could support students in their responses.

For examples of pictures, please see the *Sample Assessment Materials* document, which is available on our website.

Teachers/examiners may not practise Task A with their students using the picture they will be using in the test. They may use other pictures on the same topic but they may not practise or rehearse using the candidates chosen picture.

Notification of Task A focus
Students must provide a copy of the picture for the teacher/examiner in advance of the test.

3.4 Conduct of the speaking test

General information
The assessment must be conducted entirely in Spanish.

Students must complete all three tasks in consecutive order.

The assessment must be conducted in one continuous session.

Use of notes
Students must not take notes with them into the examination. However, they should bring their picture for Task A.

Timings of the tasks
The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand.

Assessment times for the tasks are as follows.
- Task A: 2 to 3 minutes
- Task B: 3 to 3 minutes 30 seconds
- Task C: 3 to 3 minutes 30 seconds.

Task C should continue without a pause or interruption from Task B.

Tasks B and C should not exceed 7 minutes.

Excess candidate material will not be assessed.
Randomisation grid

In order to avoid misconduct in centres, teachers/examiners/candidates will receive randomisation grids three days in advance of the oral window from Pearson.

Based on the topic chosen for the picture-based discussion task, the teacher/examiner will use a randomisation grid to select the discussion topics for the first and second conversation (Tasks B and C).

If conducting more than five tests in a day, return to the beginning of the sequence after the fifth candidate. If conducting tests on more than one day, start each new day at the beginning of the sequence.

Instructions for Task A

Teachers/examiners must ask each candidate five questions in total (plus the allowed prompts – see below) There are five types of questioning which teachers/examiners must cover in the discussion and in the order listed below. Teachers must ensure they ask ONE question from each question type.

Question type 1: A description of what you can see in the picture

Question type 2: Specific factual information about the picture

For example, select a person or persons in the picture and state what they are doing.

Question type 3: Past or future hypothesis

This question must ask the candidate to imagine a possible past or potential future event relating to the picture.

This is the opportunity to support the candidate in using additional tenses and time frames.

Question type 4: Opinions about the picture

This question elicits the candidate’s opinions on the picture and the topic.

Question type 5: Evaluation

The teacher/examiner should elicit an evaluation from the candidate. This question will move away from the content of the picture and exploit the wider topic area.

For examples of these questions, please see the Sample Assessment Materials document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Prompts

In order to enable candidates to develop their responses teacher/examiners are allowed to use prompts for questions. Only the following three prompts may be used.

- Why (not)?
- Anything else?
- Is that all?

There must be no other supplementary questions and teacher/examiners must not deviate from these prompts.
Instructions for Tasks B and C

For each conversation teachers/examiners should:

- ask open questions
- ask questions at an appropriate level of the candidate’s ability
- link the questions to the previous response as far as possible
- elicit a range of tenses (past, present and future), structures and vocabulary
- elicit opinions and justifications
- provide candidates with an opportunity to expand
- respect timings.

For examples of these questions, please see the Sample Assessment Materials document, which is available on our website. Teachers/examiners must mirror the style of questions in the sample assessment materials but not replicate them.

Recording of candidates’ speaking tests

All candidates’ speaking tests must be recorded. The centre should keep a copy of all recordings.

Where recordings fail or are unsatisfactory, you must re-examine as soon as possible.

It is essential to check that:

- the microphone and recorder are connected correctly, and recording is taking place
- the position of the microphone favours the candidate and not the examiner
- extraneous noise is kept to a minimum
- the recorder is switched on at the start of the test and off at the end
- the language, CD number, centre name and number, and examiner’s name are announced at the start of every CD. If recording digitally, this information should be recorded once and saved as the first file on the CD/USB
- the candidate’s name and number are announced at the start of each test
- the timing starts when the candidate answers the first assessment question
- the topic area is announced at the beginning of each task.

Important

The recording must not be paused or stopped during a test. If an emergency makes this unavoidable, a report should be written immediately for the Qualification Delivery and Award Manager for Spanish at Pearson. The report must explain the circumstances and any subsequent action taken. A copy of the report must be included with the oral tests sent to the examiner.

Authentication of candidate responses

The teacher/examiner and the candidate must sign the declaration of authentication on the candidate cover sheet (see Appendix 6: Candidate cover sheet (Paper 3: Speaking)), confirming that the work is the candidate’s own. Any candidate unable to provide an authentication statement will receive zero marks for the component.
### 3.5 Assessment criteria

**Task A (picture-based discussion)**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 0–2  | • Responds briefly to questions, some responses may consist of single-word answers, much hesitation and continuous prompting needed  
      | • Limited success in adapting language to describe, narrate, inform in response to questions and sometimes unable to respond  
      | • Straightforward opinions may be expressed but generally without justification  
      | • Pronunciation and intonation are inconsistently intelligible, with inaccuracies that lead to some impairment in communication |
| 3–4  | • Responds to questions with some development, some hesitation and some prompting necessary  
      | • Some effective adaptation of language to describe, narrate and inform in response to the questions  
      | • Expresses opinions with occasional, brief justification  
      | • Pronunciation and intonation are intelligible but occasionally inaccuracies affect clarity of communication |
| 5–6  | • Responds to questions with frequently developed responses, only occasional hesitation and only occasional prompting necessary  
      | • Frequently effective adaptation of language to describe, narrate and inform in response to questions  
      | • Expresses opinions effectively and gives justification, with some development  
      | • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication |
| 7–8  | • Responds to questions with consistently fluent and developed responses  
      | • Consistently effective adaptation of language to describe, narrate and inform, in response to questions  
      | • Expresses opinions with ease and gives fully-developed justification  
<pre><code>  | • Pronunciation and intonation are consistently accurate and intelligible |
</code></pre>
<table>
<thead>
<tr>
<th>Mark</th>
<th><strong>Linguistic knowledge and accuracy (AO4)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1    | - Occasional accuracy in grammatical structures in response to questions; occasional success when referring to past, present and/or future events  
     - Occasional coherent phrases and short sentences in response to questions; regular instances of error that sometimes prevent meaning being conveyed |
| 2    | - Some accurate grammatical structures, including some successful references to past, present and/or future events in response to questions, some ambiguity  
     - Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed |
| 3    | - Generally accurate grammatical structures, generally successful references to past, present and/or future events in response to questions, occasional ambiguity  
     - Responses are generally coherent although errors occur that occasionally hinder clarity of communication |
| 4    | - Consistently accurate grammatical structures, successful references to past, present and/or future events in response to questions  
     - Responses are fully coherent and any errors do not hinder the clarity of the communication |

<table>
<thead>
<tr>
<th>Tasks B and C (conversations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication and content (AO4)</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
| 1–3 | - Communicates brief information relevant to the topics and questions  
     - Uses language to express straightforward ideas and opinions, but generally without justification  
     - Repetitive use of familiar vocabulary and expression, communication is disjointed and sometimes breaks down because of restricted range of vocabulary  
     - Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to some impairment in communication |
| 4–6 | - Communicates information relevant to the topics and questions, with occasionally extended sequences of speech  
     - Uses language to produce straightforward ideas, thoughts and opinions with occasional justification  
     - Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary  
     - Pronunciation and intonation are intelligible, inaccuracies occasionally affect clarity of communication |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Communication and content (AO4)</th>
</tr>
</thead>
</table>
| 7–9  | • Communicates information relevant to the topics and questions, usually with extended sequences of speech  
      • Frequently uses language creatively to express and justify some individual thoughts, ideas and opinions  
      • Uses a variety of vocabulary, including some examples of uncommon language with some variation of expression that fulfils most purposes  
      • Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication                                                                                           |
| 10–12| • Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech  
      • Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions  
      • Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes  
      • Pronunciation and intonation are consistently accurate and intelligible                                                                                                                                           |

<table>
<thead>
<tr>
<th>Mark</th>
<th>Interaction and spontaneity (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–2  | • Basic exchange in which answers rely on rehearsed language that is occasionally irrelevant to the question  
      • Short responses, some incomplete, any development depends on examiner prompting  
      • Limited ability to sustain communication and pace is mostly slow and hesitant                                                                                                                                         |
| 3–4  | • Able to respond spontaneously to some questions with some examples of natural interaction although often stilted  
      • Sometimes able to initiate and develop responses independently but regular prompting needed  
      • Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation                                                                                   |
| 5–6  | • Responds spontaneously to most questions, interacting naturally for parts of the conversation  
      • Mostly able to initiate and develop the conversation independently, occasional prompting needed  
      • Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow; occasional hesitation                                                         |
| 7–8  | • Responds spontaneously and with ease to questions, resulting in natural interaction  
      • Consistently able to initiate and develop the conversation independently  
      • Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow                                                                                                    |
<table>
<thead>
<tr>
<th>Mark</th>
<th>Linguistic knowledge and accuracy (AO4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–2  | - Repetitive use of straightforward, words, phrases and grammatical structures; limited evidence of language manipulation  
     | - Occasionally accurate use of structures and occasional success when referring to past, present and future events, much ambiguity  
     | - Occasional coherent phrases and short sentences; regular instance of errors that sometimes prevent meaning being conveyed |
| 3–4  | - Manipulates a variety of mainly straightforward grammatical structures, minimal use of complex structures  
     | - Some accurate grammatical structures and some successful references to past, present and future events, some ambiguity  
     | - Sequences of coherent speech although errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed |
| 5–6  | - Manipulates grammatical structures with occasional variation, complex structures used, but repetitive  
     | - Generally accurate grammatical structures and generally successful references to past, present and future events  
     | - Generally coherent speech although errors occur that occasionally hinder clarity of communication |
| 7–8  | - Manipulates a wide variety of grammatical structures, frequent use of complex structures  
     | - Consistently accurate grammatical structures, consistently successful references to past, present and future events  
     | - Fully coherent speech; any errors do not hinder the clarity of the communication |
3.6 Advice for examiners during Task A discussion and Tasks B and C conversations

- Do not point at anything (people, objects or interactions) in the picture for Task A.
- Avoid yes/no questions, except as a lead-in to something more challenging.
- Ensure that questions allow students to achieve their maximum potential, for example by covering a range of tenses/time references and opinions as appropriate within the prescribed time for the conversation.
- Throughout the conversation, in order to facilitate a genuine and spontaneous interaction, the nature of questions from the teacher/examiner should enable students to: (1) answer questions freely, in turn allowing them to produce extended sequences of speech (2) develop conversations and discussions (3) give and justify own thoughts and opinions (4) refer to past, present and future events.
- Never correct a candidate’s language, however inaccurate, during a test.
- Avoid finishing sentences for students except where it would be in their interest to move on to something else.
- Try to stimulate candidates to produce their best performance, taking them to their ‘linguistic ceiling’ but being careful not to press on with questions of a certain difficulty if it becomes clear that a candidate cannot cope at that level.
- Interventions (questions, brief statements, instructions, comments etc.) should always flexibly develop and logically build on what candidates have said.
- Candidates should be encouraged to speak independently and spontaneously and not be allowed to produce rehearsed speeches – Candidates who repeat pre-learned or memorised material should be encouraged to produce more spontaneous discourse.
Grammar list

Students are 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 to various tasks, drawing from the following lists.

The examples in brackets are indicative, not exclusive.

For structures marked (R), only receptive knowledge is required.

Nouns
- gender
- singular and plural forms

Articles
- definite and indefinite
- lo plus adjective

Adjectives
- agreement
- position
- comparative and superlative: regular and including mayor, menor, mejor, peor
- demonstrative (este, ese, aquel)
- indefinite (cada, otro, todo, mismo, alguno)
- possessive (mi, mío)
- interrogative (cuánto, qué)
- relative (cuyo)

Adverbs
- function
- comparative and superlative
- interrogative (e.g. cómo, cuándo, dónde)
- adverbs of time and place (aquí, allí, ahora, ya)
- common adverbial phrases
  - e.g. muy, bastante, demasiado, poco, mucho

Quantifiers/intensifiers

Pronouns
- subject
- object
- position and order of object pronouns
- reflexive
- relative: que, quien, lo que, el que, el cual
- disjunctive (conmigo, para mí)
- demonstrative (éste, ése, aquél, esto, eso)
- possessive (e.g. el mío, la mía)
- indefinite (e.g. algo alguien)
- interrogative (e.g. quién, que)
Verbs

regular and irregular forms of verbs, including reflexive verbs
all persons of verbs, singular and plural
negative forms
interrogative forms
modes of address: tú, usted
radical-changing verbs
reflexive constructions (se puede, se necesita, se habla)
uses of ser and estar
tenses:
• present indicative
• present continuous
• preterite (indefinido)
• imperfect
• imperfect continuous
• immediate future
• future
• perfect
• pluperfect
• conditional
gerund
passive voice (R)

imperative: common forms
present subjunctive in exclamatory phrases (¡Viva! ¡Dígame!) for formal positive and negative commands and for familiar negative commands
present subjunctive after verbs of wishing, command, request, emotion, to express purpose (para que), future with cuando
imperfect subjunctive (R)

Prepositions

common, including personal a

Conjunctions

coordinating and subordinating, including y (e), o (u), pero, sino, porque

Numbers, quantity, dates and time

including use of desde hace with present and imperfect tenses
### Assessment requirements

<table>
<thead>
<tr>
<th>Component/paper number and title</th>
<th>Level</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the component/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Listening</td>
<td></td>
<td>The listening examination lasts 30 minutes and is worth a quarter (25%) of the qualification. Students will be awarded a maximum of 40 marks. This paper will consist of seven tasks, each based around a single recorded text. Students may <strong>not</strong> bring a dictionary into the examination room.</td>
<td>40</td>
</tr>
<tr>
<td>Paper 2: Reading and Writing</td>
<td></td>
<td>The reading and writing examination lasts 1 hour and 45 minutes and is worth 50% of the qualification. Students will be awarded a maximum of 80 marks. The paper is divided into two sections: reading, and writing and grammar. The first section will consist of five tasks, each based around a collection of short texts or a longer single text. The second section will consist of two writing tasks and a third grammar-based task.</td>
<td>80</td>
</tr>
</tbody>
</table>
| Paper 3: Speaking                |       | The examination is made up of three tasks (A, B and C). The tasks must be conducted in consecutive order. The total assessment time is 8–10 minutes. Students are assessed on the quality of responses so the length of tasks is representative of their relative demand. Assessment times for the tasks are as follows.  
  - Task A: 2 to 3 minutes  
  - Task B: 3 to 3 minutes 30 seconds | 40 |
<table>
<thead>
<tr>
<th>Component/paper number and title</th>
<th>Level</th>
<th>Assessment information</th>
<th>Number of raw marks allocated in the component/paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Task C: 3 to 3 minutes 30 seconds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task C should continue without a pause or interruption from Task B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tasks B and C should not exceed 7 minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excess candidate material will <strong>not</strong> be assessed.</td>
<td></td>
</tr>
</tbody>
</table>
Assessment objectives and weightings

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>% in International GCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1 Understand and respond, in writing, to spoken language</td>
<td>25%</td>
</tr>
<tr>
<td>AO2 Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately</td>
<td>25%</td>
</tr>
<tr>
<td>AO3 Understand and respond, in writing, to written language</td>
<td>25%</td>
</tr>
<tr>
<td>AO4 Communicate in speech, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately</td>
<td>25%</td>
</tr>
</tbody>
</table>

Relationship of assessment objectives to papers

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Assessment objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AO1</td>
</tr>
<tr>
<td>Paper 1</td>
<td>25%</td>
</tr>
<tr>
<td>Paper 2</td>
<td>0%</td>
</tr>
<tr>
<td>Paper 3</td>
<td>0%</td>
</tr>
<tr>
<td>Total for International GCSE</td>
<td>25%</td>
</tr>
</tbody>
</table>

All components will be available for assessment from 2019.
4 Administration and general information

Entries

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

Students should be advised that, if they take two qualifications in the same subject, colleges, universities and employers are very likely to take the view that they have achieved only one of the two GCSEs/International GCSEs. Students or their advisers who have any doubts about subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

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

We are committed to making sure that:

• students with a protected characteristic (as defined by the UK Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic

• all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will only be available in Spanish. All student work must be in Spanish.

Access arrangements

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

• access the assessment

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

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

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

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

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

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

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

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

Special consideration

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

Further information

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

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

Candidate malpractice

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

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

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

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

All cases of suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a JCQ Form M2(a) (available at www.jcq.org.uk/exams-office/malpractice).

The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

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

Awarding and reporting

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark, where 9 is the highest grade. Individual components are not graded. The first certification opportunity for the Pearson Edexcel International GCSE in Spanish will be in 2019. Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Student recruitment and progression

Pearson’s policy concerning recruitment to our qualifications is that:

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

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

Progression

Students can progress from this qualification to:

- AS and A Levels in Spanish and other subjects
- vocational qualifications, such as BTEC Nationals.
Appendices

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Appendix 3: Pearson World Class Qualification Design Principles 87
Appendix 4: Transferable skills 89
Appendix 5: Glossary 91
Appendix 6: Candidate cover sheet (Paper 3: Speaking) 93
Appendix 1: Minimum core vocabulary list

The following vocabulary list is intended to help you plan work in relation to your programmes of study. Assessment tasks targeted at grades 1 to 5 will be based on this vocabulary list, although they may include some unfamiliar vocabulary. Occasional glossing of individual words may occur in the examinations, although this will be avoided whenever possible. As well as specified vocabulary, students will be expected to have knowledge of numbers, times, days of the week, months etc.

Some of the vocabulary in the list is not unique to the topic under which it is listed and may appear under more than one heading. Adjectival forms of nouns are included although not always specifically listed here. The list does not include easily recognisable cognates or near cognates, words in common use in English, or English words in common use in Spanish.
Theme A – Home and abroad

1 Life in the town and rural life

a pie – on foot
aburrido/a (adj) – boring
afueras (f) – outskirts
amar, encantar (v) – to love
aparcamiento (m) – car park
árbol (m) – tree
ascensor (m) – lift
aviso (m) – notice
ayuntamiento (m) – town hall
biblioteca (f) – library
caballo (m) – horse
cabra (f) – goat
calle (f) – street
campo (m) – countryside
carretera (nacional) (f) – road
castillo (m) – castle
centro (m) – centre
cerdo (m) – pig
césped (m) – grass
ciudad (f) – city
colegio/instituto (m) – school
colina (f) – hill
comisaría (f) – police station
cruce (m) – crossing
distrito (m) – district/zone
divertido/a (adj) – funny/entertaining
edificio (m) – building
estadio (m) – stadium
estar situado/a (v) – to be situated
fábrica (f) – factory
flor (f) – flower
fuego (m) – fire
lago (m) – lake
lejos (adj) – far
lento/a (adj) – slow
lugar de interés turístico (m) – sight, place of interest
mercado (m) – market
metro (m) – underground
montaña (f) – mountain
mosquito (m) – mosquito
museo (m) – museum
oveja (f) – sheep
paisaje (m) – scenery
palacio (m) – palace
parque (m) – park
pasatiempo (m) – pastime
pato (m) – duck
peatón (m) – pedestrian
perro (m) – dog
(ir de) pesca – (to go) fishing
pie (m) – foot
pintoresco/a (adj) – picturesque, pretty
piscina (f) – swimming pool
planta (f) – floor/storey
plaza (f) – square
plaza del mercado (f) – market square
polideportivo (m) – sports centre
pollo (m) – chicken
pueblo (m) – village/town
puente (m) – bridge
puerto (m) – port
quiosco (m) – news stand
Life in the town and rural life (continued)

fuente (f) – fountain

galería (f) – gallery

gallina (f) – hen

gallo (m) – cockerel

gato (m) – cat

granja (f) – farm

granjero/a (m/f) – farmer

galla (f) – gallery

región (f) – region

rio (m) – river

semáforos (m) – traffic lights

sitio (m) – place

supercierto (m) – supermarket

taberna (f) – inn

tienda (f) – shop

torre (f) – tower

tráfico (m) – traffic

tranquilo/a (m/f) – quiet

vaca (f) – cow

vivir (v) – to live

zona peatonal (f) – pedestrian area

2 Holidays, tourist information and directions

actividades (f) – activities

aeropuerto (m) – airport

aire acondicionado (m) – air conditioning

al aire libre – outdoors

albergue juvenil (m) – youth hostel

alojamiento (m) – accommodation

alquilar – to rent/to hire

amplio/a (adj) – spacious

apagar (v) – to turn/switch off

arena (f) – sand

balcón (m) – balcony

bañador (m) – swimsuit

bienvenido – welcome

bronceador (m) – suncream, sunblock, sunscreen

cama de matrimonio (f) – double bed

cámara (f) – camera

habitación con dos camas

individuales (f) – twin-bedded room

hacer las maletas (v) – to pack

hacer/sacar fotos (v) – to take photos

inclusivo/a (adj) – included

ir de camping (v) – to go camping

llegada (f) – arrival

linterna (f) – torch

maleta (f) – suitcase

mar (m) – sea

media pensión (f) – half board

monumento (m) – monument

nadar (en el mar) (v) – swim (in the sea)

oficina de turismo – tourist office

olvidar (v) – to forget

pasaporte (m) – passport

pensión (f) – bed and breakfast place

pensión completa (f) – full board

pensión completa
Holidays, tourist information and directions (continued)

cambio (m) – change
campamento (m) – camp
campo (m) – countryside
casa de huéspedes (f) – guest house
castillo de arena (m) – sandcastle
chalet (m) – bungalow
completa (adj) – booked up, fully booked
con antelación – in advance
conocer (v) – to make the acquaintance of, to meet
costa (f) – the seaside
dar la bienvenida (v) – to welcome
deshacer las maletas (v) – to unpack
describir (v) – to describe
día festivo (m) – bank holiday
divertido/a – fun
ducha (f) – shower
dermeo (f) – entry ticket
enviar (v) – to send
época (f) – period
esquí acuático (m) – water-skiing
estación de autobuses/trenes (f) – bus/train station
estancia (f) – stay
excursión (f) – excursión, day trip
folleto (m) – leaflet/brochure
formulario (m) – form (to fill in)
gafas de sol (f) – sunglasses
gastar (v) – to spend
gratis (adj) – free
guía turística (f) – tourist guide

persona (f) – person
piscina (f) – swimming pool
plan (m) – plan (future)
plano (m) de la ciudad – street map
playa (f) – beach
postal (f) – postcard
potable (adj) – drinkable
precio (m) – price
quedarse (v) – to stay
quince días (m) – fortnight
recepción (f) – reception
reservar (v) – to book
saco (m) de dormir – sleeping bag
sala (f) de juegos – games room
salida (f) – departure
salir (v) – to leave
tabla de windsurf (f) – windsurfing board
tomar el sol (v) – to sunbathe
turista (m/f) – tourist
vacaciones (de invierno) (f) – (winter) holidays
ver (v) – to see
verano (m) – summer
visitor (v) – to visit (a place)
vista (f) – view
3 - Services (e.g. bank, post office)

apellido (m) – family name
arreglar (v) – to fix
atención al cliente (f) – call centre
biblioteca (f) – (lending) library
bolsa (f) – bag
bombero/a (m/f) – firefighter
buzón (m) – postbox
cabina (telefónica) (f) – telephone box
cartero (m) – postman
casa de cambio (f) – money changing office
comisaría (f) – police station
Correos (m) – Spanish postal service
cortar (v) – to cut
corte (de pelo) (m) – (hair)cut
cuenta (f) – bill
der las gracias (v) – to give thanks
devolver (v) – to return, take back
dinero (m) – money
encontrar (v) – to find
encontrarse (v) – to meet with someone
enviar (v) – to send
error (m) – mistake
fontanero/a (m/f) – plumber
formulario (m) – printed form
funcionar (v) – to work
gracias – thanks
guardia (m/f) – guard
información (f) – information

ladrón/ona (m/f) – thief
llamada de emergencia (f) – emergency call
llamar por teléfono (v) – to make a phone call
llamarse (v) – to be called
mandar (v) – to send, to order
marcar un número (v) – to dial a number
no cuelgue, por favor – don’t put the phone down, please
no funciona – doesn’t work
nombre (m) – name
oficina de objectos perdidos (f) – lost property office
olvidar (v) – to forget
peluquero/a (m/f) – hairdresser
perder (v) – to lose
pérdida (f) – loss
perdón – sorry
por favor – please
queja (f) – complaint
querer (v) – to want
recibir (v) – to receive
recibo (m) – receipt
rellenar (v) – to fill in (a form)
robo (m) – theft, robbery
sello (m) – stamp
4 Customs

abrir (v) – to open  intercambiar (v) – to exchange
año nuevo (m) – new year  luz (f) – light
árbol de Navidad (m) – Christmas tree  mezquita (f) – mosque
carnaval (m) – carnival  morir (v) – to die
Catedral (f) – cathedral  muerte (f) – death
celebración (f) – celebration  nacer (v) – to be born
celebrar (m) – to celebrate  nacimiento (m) – birth
champán (m) – champagne  Navidad (f) – Christmas
cumpleaños (m) – birthday  Nochebuena (f) – Christmas Eve
Día de San Valentín (m) – St Valentine’s Day  Nochevieja (f) – New Year’s Eve
da del Año Nuevo (m) – New Year’s day  Papá Noel (m) – Father Christmas
Día de la Madre/del Padre (m) – Mother’s/Father’s Day  Pascua/Semana Santa (f) – Easter
da libre (m) – free day/day off  prender fuego (v) – to burn/set fire to
prenser (m) – preparations
diosa (f) – goddess  regular (v) – to give a gift
dios(es) (m) – god(s)  regalo (m) – gift
divertirse (v) – to have fun  saludos (m, pl) – best wishes
Feliz Año Nuevo – happy new year  sinagoga (f) – synagogue
Feliz Navidad – happy Christmas  tarjeta de felicitación (f) – greetings card
fiesta (f) – party  templo (m) – temple
folklore (m) – folklore  vela (f) – candle
fuegos artificiales (m) – fireworks  Viernes Santo (m) – Good Friday
hoguera (f) – bonfire
iglesia (f) – church

5 Everyday life, traditions and communities

almuerzo (m) – lunch  disfrazarse (v) – to wear costumes
almorzar (v) – to eat lunch  feria (f) – holiday
asociación de vecinos (f) – neighbourhood association  merendar (v) – to have afternoon tea
barrio (m) – neighbourhood  merienda (f) – afternoon tea
cantar villancicos (v) – to sing carols  procesión (f) – procession
comer uvas (v) – to eat grapes (at New Year)  raciones (f) – portions of food
comunidad (f) – community  reyes magos (m) – the Three Wise Men/Kings
día de los difuntos (m) – Halloween  tapas (f) – small plates of food
día festivo (m) – bank holiday  tradición (f) – tradition
vecino/a (m/f) – neighbour
Theme B – Education and employment

1 School life and routine

aburrido/a (adj) – boring
alemán (m) or alemana (f) – German
alumno/a (m/f) – student
aprender (v) – to learn
aseos (m) – toilet(s)
aseis (m) – toilet(s)
aseis (m) – toilet(s)
alumno/a (m/f) – student
instructor/ora (m/f) – instructor
interesante (adj) – interesting
Italiano/a (m/f) – Italian
laboratorio (m) – lab
lengua (f) – language
libro (m) – book
llamar (v) – to call
maestro/a de escuela primaria (m/f) – primary school teacher
matemáticas (f) – maths
medias (f) – tights
música (f) – music
maestro/a de escuela primaria (m/f) – primary school teacher
oficina (f) – office
ordenador (m) – computer
bañarse (v) – to have a bath/bathe
bien (adv) – well
biología (f) – biology
biología (f) – biology
camisa (f) – shirt
campo (m) de deporte – sports field
cancha (f) de tenis – tennis court
cantín (m) – canteen
carpeta (f) – folder, file
castigo (m) – detention
camisa (f) – shirt
chaqueta (f) – jacket
ciencias (f) – science subjects
cinturón (m) – belt
cuadro (m) – picture
debater (v) – to debate
debil (adj) – weak
detenio (m) – detention
desesperado/a (adj) – hopeless
dibujar – to draw
descansar (v) – to rest
instituto (m) – secondary school/15–19 school
interesante (adj) – interesting
Italiano/a (m/f) – Italian
laboratorio (m) – lab
lengua (f) – language
libro (m) – book
llamar (v) – to call
maestro/a de escuela primaria (m/f) – primary school teacher
matemáticas (f) – maths
medias (f) – tights
música (f) – music
maestro/a de escuela primaria (m/f) – primary school teacher
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castigo (m) – detention
camisa (f) – shirt
chaqueta (f) – jacket
ciencias (f) – science subjects
cinturón (m) – belt
cuadro (m) – picture
debater (v) – to debate
debil (adj) – weak
detenio (m) – detention
desesperado/a (adj) – hopeless
dibujar – to draw

School life and routine (continued)

dibujo (m) – drawing/art (subject)
diccionario (m) – dictionary
director/a de la escuela (m/f) – head teacher, principal
diseño (m) – design
durar – to last
edificio (m) – building
educación (f) – education
educación física (f) – physical education (PE)
ejemplo (m) – example
empezar (v) – to start
escrito/a (adj) – written, in writing
escuela (f) – school
español (m) – Spanish
estudiante (m/f) – student
estudiar (v) – to study
estudios (m) – studies
explicar (v) – to explain
falda (f) – skirt
favorito/a (adj) – favourite
física (f) – physics
francés (m) – French
geografía (f) – geography
gimnasio (m) – gym
goma (f) – rubber
historia (f) – history
hora (f) – hour/lesson period
horario (m) – timetable
informática (f) – computer science
inglés (m) – English
profesor/a (m/f) – teacher
pronunciación (f) – pronunciation
proyector (m) – data projector
psicología (f) – psychology
química (f) – chemistry
rayado/a (adj) – striped
recreo, descanso (m) – break, playtime, recreation
regla (f) – ruler
reglas (f, p) – rules
religión (f) – religion/RE
respuesta (f) – answer, reply
resumen (m) – summary
resumir (v) – to summarise
sacapuntas (m) – pencil sharpener
sala de profesores (m) – staffroom
salón de actos (m) – assembly hall
salón de música (m) – music room
sentarse (v) – to sit down
sociología (f) – sociology
supervisor/a (m/f) – supervisor
terminar (v) – to finish
título (m) – qualification
trimestre (m) – term
último año (m) – last/final year
útil (adj) – useful
vacaciones (f) de verano – summer holidays
vestido (m) – dress
vestuario (f) – cloakroom/changing room
zapatos (m) – shoes
2 School rules and pressures

a tiempo – on time
abandonar (v) – to drop/give up (a subject)
aprobar un examen (v) – to pass an exam
aprobad (m) – a pass
biblioteca escolar (f) – school library
bolígrafo (m) – pen
calcetines (m) – socks
calculadora (f) – calculator
cambiar (la ropa) (v) – to change (clothes)
cartilla (f) escolar – end-of-term report
cascos (m) – headphones
charlar (v) – to chat
ciudadanía (f) – citizenship
colegio (m) – 11–15 school
comedor (m) – dining room
comida (f) – lunch, midday meal
consejero/a de carreras (m/f) – careers adviser
copiar (v) – to copy
corbata (f) – tie
correcto/a – right, correct
cuaderno (m) – notebook
se (me/te/le/la) da bien – to be good at
deberes (m) – homework
difícil (adj) – difficult
tarea (f) – homework

2 School rules and pressures

estuche de lápices (m) – pencil case
estar castigado/a (v) – to be in detention
estricto/a (adj) – strict
fácil (adj) – easy
hacer novillos (v) – to skip lessons, bunk off
hacer un examen (v) – to take an exam
lápiz (m) – pencil
libro (m) – book
libro de texto (m) – textbook
mochila (f) – rucksack/school bag
nota (f) – mark
obligatorio/a (adj) – compulsory, core
optativo (adj) – optional
oral – oral (exam)
orientación profesional (f) – careers advice
presión (f) – pressure
primer curso (m) – first year of secondary school
prueba (f) – test (in class)
redacción (f) – essay
sacar una nota (v) – to get a grade/mark
suspender un examen (v) – to fail an exam
suspenso (m) – a fail
tarde (adj) – late
3 School trips, events and exchanges

acoger (v) – to welcome
acogedor/a (adj) – welcoming
anfitriona (f) – host family
asistir (v) – to present
baile de fin de curso (m) – prom
cara a cara – face to face
ceremonia (f) – ceremony
competición (f) – competition
competir (v) – to compete
donación (f) – donation
entrega de premios (f) – prize-giving
estancia (f) – stay
excursión (f) – excursion, day trip

exitoso (adj) – successful
experimentar (v) – to experience
festival (m) – festival
gradución (f) – graduation
idioma (m) – language
intercambio escolar (m) – school exchange
interpretar un papel (v) – to play a role
invitado (m) – guest
obra de teatro (f) – theatre show
 premio (m) – prize
salón de actos (m) – hall
telón (m) – theatre curtain
viaje escolar – school trip

4 Work, careers and volunteering

aconsejar (v) – to advise
ambición (f) – ambition
aprendiz/iza (m/f) – apprentice/trainee
aprendizaje (m) – apprenticeship
archivar (v) – to file
auxiliar de vuelo (m) – cabin crew
azafata (f) – air host/ess
bien pagado/a – well paid
caja (f) – till, cash desk
cajero/a (m/f) – cashier
camarero/a (m/f) – waiter/waitress
caridad (f) – charity
cualificado/a (adj) – qualified
curso de formación (m) – a (training) course
cita (f) – appointment/meeting
cliente/a (m/f) – customer
cocinero/a (m/f) – chef
comercio (m) – trade
compañía (f) – company

imprimir (v) – to print
informática (f) – IT (information technology)
ingeniero/a (m/f) – engineer
jefe/jefa (m/f) – boss
licenciatura (f) – degree
llamada (f) (telefónica) – phone call
llamar (v) – to call
maestro (m) – teacher
mal pagado/a – badly paid
mecánico (m) – mechanic
médico/a (m/f) – doctor
mensaje (m) – message
mujer (f) de negocios – businesswoman
negocio (m) – business
obrero (m) – manual worker
oficina (f) – office
paga (f) – wage
pagado/a (adj) – paid
pagar (v) – to pay
Work, careers and volunteering (continued)

con experiencia (f) – experienced
consejo (m) – a piece of advice
contable (m/f) – accountant
candidato (m) – candidate
contestador (m) – voicemail
correo electrónico (m) – email
deporista (m/f) – sports man/woman
dentista (m/f) – dentist
dependiente (m/f) – shop assistant
desempleado/a (adj) – unemployed
desempleo (m) – unemployment
directora/a (m/f) – director
dueño (m) – owner
electricista (m/f) – electrician
elegir (v) – to choose
empleado/a (m/f) – employee/office worker
empleo, trabajo (m) – job
empresa (f) – business, company
fábrica (f) – factory
fontanero/a (m/f) – plumber
formación (f) – training
formulario (m) – form (to fill in)
ganar (v) – to earn/win
guardar (v) – to keep
guardería (f) – nursery
hombre (m) de negocios – businessman

5 Future plans

buscar (v) – to look for
carrera (f) – (university) degree
comenzar (v) – to begin, start
conocer (v) – to meet
cualificado/a (adj) – qualified
decidir (v) – to decide to
derecho (m) – law (subject)
diploma (m) – diploma/certificate

dependiente (m/f) – shop assistant

5 Future plans

empezar (v) – to begin, start
entrevista (de trabajo) (f) – interview (for a job)
esperar (v) – to hope
futuro (m) – future
hacer formación profesional (v) – to do a BTEC/technical qualification

salir (v) – to leave
solicitar una plaza/un trabajo (v) – to apply for a place/job
universidad (f) – university
viejo/a (adj) – old

lograr – to achieve
Theme C — Personal life and relationships

1 House and home

agradable — pleasant
alfombra (f) — carpet
almuerzo (m) — lunch
apartamento (m) — flat
armario (m) — fitted cupboard
aseo (m) — toilet
baño (m) — bath
cama (f) — bed
casa (f) — house
cena (f) — dinner
cómodo/a (adj) — comfortable
cómoda (f) — chest of drawers
cómodo/a (adj) — comfortable
cortina (f) — curtain
cristal (m) — glass
cuarto (m) de baño — bathroom
desayuno (m) — breakfast
dormitorio (m) — bedroom
duchar(se) — to shower
du en la primera planta — on the first floor
escalera (f) — stairs
estufa (f) — (wood-burning) stove
frigorífico (m) — refrigerator
gas (m) — gas
gribo (m) — tap
habitación (f) — room

jardín (m) — garden
lámpara (f) — lamp
lavabo (m) — sink
lavadora (f) — washing machine
lavavajillas (m) — dishwasher
litera (f) — bunk bed
llave (f) — key
luz (f) — light
manta (f) — blanket
microondas (m) — microwave
moderno (m) — modern, up to date
muebles (m) — furniture
nevera (f) — fridge
papelera (f) — rubbish bin
pared (m) — wall
patio (m) — patio
planta (f) baja — ground floor
puerta (f) — door
radiador (m) — radiator
salón (m) — living room, lounge
sartén (f) — frying pan
silla (f) — chair
sillón (m) — armchair
sofá (m) — sofa
suelo (m) — floor
taza (f) — cup
techo (m) — roof/ceiling
ventana (f) — window
vivir (v) — to live
# 2 Daily routines and helping at home

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a menudo</td>
<td><em>often</em></td>
</tr>
<tr>
<td>a veces</td>
<td><em>sometimes</em></td>
</tr>
<tr>
<td>abrebotellas (m)</td>
<td><em>bottle opener</em></td>
</tr>
<tr>
<td>abrelatas (m)</td>
<td><em>can opener</em></td>
</tr>
<tr>
<td>acostarse (v)</td>
<td><em>to go to bed</em></td>
</tr>
<tr>
<td>afeitarse (v)</td>
<td><em>to shave</em></td>
</tr>
<tr>
<td>algodón (m)</td>
<td><em>cotton</em></td>
</tr>
<tr>
<td>almohada (f)</td>
<td><em>pillow</em></td>
</tr>
<tr>
<td>anillo (m)</td>
<td><em>ring (jewellery)</em></td>
</tr>
<tr>
<td>añadir (v)</td>
<td><em>to add</em></td>
</tr>
<tr>
<td>apagar (v)</td>
<td><em>to switch off</em></td>
</tr>
<tr>
<td>armario (m)</td>
<td><em>cupboard</em></td>
</tr>
<tr>
<td>aspiradora (f)</td>
<td><em>vacuum cleaner</em></td>
</tr>
<tr>
<td>ayudar (v)</td>
<td><em>to help</em></td>
</tr>
<tr>
<td>bajar (v)</td>
<td><em>to go downstairs</em></td>
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<tr>
<td>bañarse (v)</td>
<td><em>to have a bath</em></td>
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<tr>
<td>basura (f)</td>
<td><em>rubbish</em></td>
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<tr>
<td>bolso (m)</td>
<td><em>handbag</em></td>
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<td>cacerola (f)</td>
<td><em>saucepan</em></td>
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<td>cafetera (f)</td>
<td><em>coffee maker</em></td>
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<td>cajita (f)</td>
<td><em>box</em></td>
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<tr>
<td>cajón (m)</td>
<td><em>drawer</em></td>
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<tr>
<td>camiseta (f)</td>
<td><em>T-shirt</em></td>
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<td>camisón (m)</td>
<td><em>nightdress</em></td>
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<tr>
<td>cara (f)</td>
<td><em>face</em></td>
</tr>
<tr>
<td>casi nunca</td>
<td><em>rarely, not often</em></td>
</tr>
<tr>
<td>cepillo (m)</td>
<td><em>hairbrush</em></td>
</tr>
<tr>
<td>cepillo de dientes (m)</td>
<td><em>toothbrush</em></td>
</tr>
<tr>
<td>champú (m)</td>
<td><em>shampoo</em></td>
</tr>
<tr>
<td>chándal (m)</td>
<td><em>tracksuit</em></td>
</tr>
<tr>
<td>chaqueta (f)</td>
<td><em>jacket</em></td>
</tr>
<tr>
<td>cepillarse (v)</td>
<td><em>to brush</em></td>
</tr>
<tr>
<td>cerrar (v)</td>
<td><em>to switch off/to close</em></td>
</tr>
<tr>
<td>cinturón (m)</td>
<td><em>belt</em></td>
</tr>
<tr>
<td>jabón (m)</td>
<td><em>soap</em></td>
</tr>
<tr>
<td>jersey (m)</td>
<td><em>sweater, pullover</em></td>
</tr>
<tr>
<td>joya (f)</td>
<td><em>jewel</em></td>
</tr>
<tr>
<td>lana (f)</td>
<td><em>wool</em></td>
</tr>
<tr>
<td>lavar la ropa (v)</td>
<td><em>to do the laundry</em></td>
</tr>
<tr>
<td>lavar los platos (v)</td>
<td><em>to wash the dishes</em></td>
</tr>
<tr>
<td>lavarse (v)</td>
<td><em>to wash oneself</em></td>
</tr>
<tr>
<td>levantarse (v)</td>
<td><em>to get up</em></td>
</tr>
<tr>
<td>limpiar (v)</td>
<td><em>to clean</em></td>
</tr>
<tr>
<td>limpiarse los dientes (v)</td>
<td><em>to brush your teeth</em></td>
</tr>
<tr>
<td>llavero (m)</td>
<td><em>key ring</em></td>
</tr>
<tr>
<td>los lunes/los martes etc.</td>
<td><em>on Mondays/on Tuesdays... etc.</em></td>
</tr>
<tr>
<td>maquillaje (m)</td>
<td><em>make-up</em></td>
</tr>
<tr>
<td>medias (f)</td>
<td><em>tights</em></td>
</tr>
<tr>
<td>ordenar (v)</td>
<td><em>to tidy up/to put away</em></td>
</tr>
<tr>
<td>pantalón (m)</td>
<td><em>pair of trousers</em></td>
</tr>
<tr>
<td>par de (m)</td>
<td><em>pair of</em></td>
</tr>
<tr>
<td>pasar la aspiradora (v)</td>
<td><em>to vacuum</em></td>
</tr>
<tr>
<td>pasear al perro (v)</td>
<td><em>to walk the dog</em></td>
</tr>
<tr>
<td>pendientes (m)</td>
<td><em>earrings</em></td>
</tr>
<tr>
<td>pertenencias (f)</td>
<td><em>things, belongings</em></td>
</tr>
<tr>
<td>pijama (m)</td>
<td><em>pyjamas</em></td>
</tr>
<tr>
<td>pintalabios (m)</td>
<td><em>lipstick</em></td>
</tr>
<tr>
<td>planchar (v)</td>
<td><em>to iron</em></td>
</tr>
<tr>
<td>plato (m)</td>
<td><em>plate</em></td>
</tr>
<tr>
<td>plato (de servir) (m)</td>
<td><em>serving dish</em></td>
</tr>
<tr>
<td>poner la mesa (v)</td>
<td><em>to set the table</em></td>
</tr>
<tr>
<td>por la(s) mañana(s)/por la(s) tarde(s)</td>
<td><em>in the morning(s)/in the afternoon(s)</em></td>
</tr>
<tr>
<td>prepararse para (v)</td>
<td><em>to get ready (for)</em></td>
</tr>
</tbody>
</table>
Daily routines and helping at home (continued)

cocinar (v) – to cook

colgante (m) – pendant (jewellery)

conocer (v) – to know (a person)

cortar (v) – to cut

cubo (m) de basura – dustbin

cucharilla (f) – teaspoon

cuchillo (m) – knife

cuidar (v) – to mind (a child)

desayunar (v) – to have breakfast

despertador (m) – alarm clock

despertarse (v) – to wake up

divertirse (v) – to have fun

ducharse (v) – to (take a) shower

echar (v) – to pour

edredón (m) – continental quilt, duvet

en casa – at home

encender (v) – to turn on/to light

esperar (v) – to wait for, to hope

estante (m) – shelf

flor (f) – flower

fregadero (m) – sink

fregar (v) – to wash dishes

gato (m) – cat

guantes (m) – gloves

hacer la cama (v) – to make the bed

hacer las tareas domésticas (v) – to do the housework

hora (f) – time (of day)

ir de compras (v) – to go shopping

regresar a casa (v) – to return home

reloj (m) (de pulsera) – wristwatch

sábana (f) – (bed) sheet

sacar (la basura) – to take out/empty (the rubbish bin)

salir (v) – to go out

(hecho de) seda – (made of) silk

servir (v) – to serve

sudadera (f) – sweatshirt

tapa (f)/tapón (m) – cap

tarde (adj) – late

taza (f) – cup

tazón (m) – bowl

temprano/a (adj) – early

tener calor (v) – to be hot

tener frío – to be cold

tener hambre – to be hungry

tener sed – to be thirsty

toalla (de baño) (f) – (bath) towel

trabajar (v) – to work

trabajar en el jardín (v) – to work in the garden

traer (v) – to bring

vaqueros (m pl) – jeans

vaso (m) – glass

vestirse (v) – to get dressed

zapatillas (f) deportivas – trainers
3 Role models

actor/actriz (m/f) – actor
anuncios (m, p) – adverts
aspira (v) – to aspire
buen/mal ejemplo – good/bad example
canciones – songs
cantante (m/f) – singer
comportarse bien/mal – to behave well/badly
copiar (v) – to copy
deportista (m/f) – sportsman/woman
empresario/a (m/f) – entrepreneur
famoso (adj) – famous
los famosos (m, pl) – celebrities
futbolista (m) – footballer

idolo (m) – idol
imitar (v) – to imitate
influencia (f) – influence
influenciar (v) – to influence
la letra (f) – lyrics
medios de comunicación (m, pl) – press
modelo (m) – model
modelo a imitar (m) – role model
películas (f, pl) – films
periódicos (m, pl) – newspapers
prensa (f) – press
redes sociales (f) – social networks
revistas (f, pl) – magazines
seguir (v) – to follow

4 Relationships with family and friends

abuelo/a (m/f) – grandfather/grandmother
adoptivo/a (adj) – adopted
agotador/a (adj) – tiring
ama (f) de casa – housewife
amable (adj) – kind
amigo/a (m/f) – friend
amistad (f) – friendship
amor (m) – love
anciano (m) – elderly
apelido (m) – surname
asqueroso/a (adj) – nasty, unpleasant
bajo/a (adj) – short
barba (f) – beard
bebé (m) – baby
boca (f) – mouth
bonito/a (adj) – pretty
caílvo/a (adj) – bald

largo/a (adj) – long
loco/a (adj) – mad, crazy
madre (f) – mother
mamá (f) – mummy
marido (m) – husband
mascota (f) – pet
mayor (adj) – older
menor (adj) – younger
mimado/a (adj) – spoilt
muerto/a (adj) – dead
mujer (f) – woman, wife
nacionalidad (f) – nationality
niño/a (m/f) – child
novia (f) – friend/girlfriend
novio (m) – friend/boyfriend
ojos (mpl) – eyes
padre (m) – father
padres (m) – parents
4 Relationships with family and friends

cansado/a (adj) – tired

cansancio (m) – tiredness

carácter (m) – character

casado/a (adj) – married

casarse (v) – to get married

castaños (m) – brown (eyes/hair)

chico/a (m/f) – boy/girl

compañero de clase (m) – (school) friend

compartir (v) – to share

comprometido/a (m/f) – engaged

conejo (m) – rabbit

contento/a (adj) – happy

delgado/a (adj) – slim

deporista (adj) – sporty/sport-loving/athletic

dirección (f) – address

divorciado/a (adj) – divorced

educado/a (adj) – polite

egoísta (adj) – selfish

encontrar (v) – to find/meet

enamorado/a de (adj) – to be in love with

familia (f) – family

feo/a (adj) – ugly

gafas (f) – glasses

gato/a (m/f) – cat

gemelo/a (m/f) – twin

genoso/a (m) – generous

hablador/a – chatty, talkative

hermano/a (m/f) – brother/sister

hermanastro/a (m/f) – half-brother/sister

hermoso/a – beautiful

hijo/a (m/f) – son/daughter

hijo/a único/a (m/f) – only child

hombre (m) – man

honrado/a (adj) – honest

(p) de buen/mal humor – in a good/bad mood

joven (adj) – young

papá (m) – daddy

pariente (m/f) – relative

pasado de moda (adj) – old fashioned

pelirrojo/a (adj, m/f) – red-headed, auburn, ginger

pelo (m) – hair

pequeño/a (adj) – small

perder (v) – to lose

perezoso/a (adj) – lazy

perro (m) – dog

pez de colores (m) – goldfish

reír(se) (v) – to laugh

rizado/a (adj) – curly

rubio/a (adj) – blonde

saber (v) – to know (a fact)

seguro/a de sí mismo/a – self-confident

simpático/a (adj) – pleasant

sobrino/a (m/f) – nephew/niece

soltero/a (adj) – single

tener X (años de edad) – to be X (years old)

tener pelo (oscuro) – to have (dark) hair

tío/tía (m/f) – uncle/aunt

tímido/a – shy

tonto/a – stupid

tortuga (f) – tortoise/turtle

travieso/a (adj) – naughty

triste (adj) – sad

único/a – unique, only

vecino/a (m/f) – neighbour

viejo/a (adj) – old

voz (f) – voice

(30)
5 Childhood

adulto/a (m/f) – grown-up
aprender (v) – to learn
canguro (m) – babysitter
contar (v) – to tell (a story)
correr (v) – to run
cuento (m) – a story
cuidar (v) – to look after
crecer (v) – to grow up
dormir (v) – to sleep
joven (m/f) – young, young person
juego (m) – game
juguete (m) – toy

llorar (v) – to cry
muñeca (f) – doll
niñez (f) – childhood
niño/a (m/f) – child
odiar (v) – to hate
preferir (v) – to prefer
querer (v) – to wish, to want, to love
regañar, reñir (v) – to tell off, to scold
repetir (v) – to repeat
saltar (v) – to jump
subirse a los arboles (v) – to climb trees
Theme D – The world around us

1 Environmental issues

- agua potable (f) – drinking water
- ahorrar (v) – to save
- amenazar (v) – to threaten
- calentamiento global (m) – global warming
- cambio climático(m) – climate change
- campaña (f) – campaign
- carbón (m) – coal
- catástrofe (f) – catastrophe
- combustibles fosiles (m, pl) – fossil fuels
- contaminación (f) – contamination
- contaminado/a (adj) – polluted
- desastres naturales (m, pl) – natural disasters
- destruir (v) – to destroy
- ecológico/a (adj) – ecological
- efecto invernadero (m) – greenhouse effect
- electricidad (f) – electricity
- en peligro de extinción – endangered, disappearing
- energía nuclear/solar/eólica (f) – nuclear/solar/wind energy
- especie (f) – species
- falta de – lack of
- fuga de petróleo (f) – oil slick
- hambre (f) – hunger, famine
- incendio forestal (m) – (forest) fire
- inversión (f) – investment
- inundación (f) – flood
- limpio/a (adj) – clean
- lluvia ácida (f) – acid rain
- madera (f) – wood, timber
- medio ambiente (m) – environment
- orgánico/a (adj) – organic
- petróleo (m) – crude oil, petroleum
- planeta (m) – planet
- proteger (v) – to protect
- reciclaje (m) – recycling
- reciclar (v) – to recycle
- recursos (m, pl) – resources
- seguridad (f) – safety
- selva tropical (f) – rainforest
- sequía (f) – drought
- ser ecológico/a (v) – to be ‘green’/ecologically aware
- subir (v) – to go up (temperature)
- sucio/a – dirty
- temer (v) – to fear, to be afraid
- terremoto (m) – earthquake
- tierra (f) – earth, world
2 Weather and climate

abrigo (m) – coat
buen/o/a (adj) – fine/good
bufanda (f) – scarf
brillar (v) – to shine
calcetines (m) – socks
calor (m) – heat
cambio climático (m) – climate change
chubasco (m) – shower (rain)
cielo (m) – sky
claro (adj) – clear/bright
clima (m) – weather/climate
costa (f) – coast
está a X grados – it is X degrees
está despejado – blue sky
está helado – it is freezing
está nevando – it is snowing
estación (f) – season
este (m) – east
estrella (f) – star
frió (adj) – cold
fuerte (adj) – strong
grado (m) – degree
granizo (m) – hail
hace buen tiempo – the weather is fine/good
hace calor – it is warm
hace frio – it is cold
hace mal tiempo – it is bad weather
hace sol – it is sunny
hace viento – it is windy

hay hielo – it is icy
hay niebla – it is foggy
hay relámpagos – it’s lightning
hay tormenta – it is thundery
hielo (m) – ice
impermeable (m) – raincoat
intervalos soleados (m, pl) – sunny intervals
llover (v) – to rain
lluvia (f) – rain
malo/a (adj) – bad
neblina (f) – mist
nieve (f) – snow
norte (m) – north
nublado/a (adj) – cloudy
oeste (m) – west
paraguas (m) – umbrella
pronóstico (m) del tiempo – weather forecast
seco/a (adj) – dry
sol (m) – sun
sur (m) – south
temperatura (f) – temperature
tiempo (m) – weather
tormenta (f) – storm
trueno (m) – thunder
variable (adj) – changeable
viento (m) – wind
3 Travel and transport

a la derecha – to the right
gasolina (f) – petrol
a la izquierda – to the left
girar (v) – to turn
accidente (m) – accident
glorieta (f) – roundabout
adelantar (v) – to overtake
hacer autostop (v) – to hitchhike
aduana (f) – customs
hacia – towards
aeropuerto (m) – airport
(billete de) ida y vuelta (m) – return (ticket)
andar (v) – to walk
kilómetro (m) – kilometre
andén (m) – platform
llegada (f) – arrival
aparcar (v) – to park
llegar (v) – to arrive
atasco (m) – traffic jam
maletero (m) – boot (of car)
aterrizar (v) – to land
metro (m) – metro/underground/tube
autobús (m) – bus
motor (m) – engine
autocar (m) – coach
muy cerca (adj) – very near
autopista (f) – motorway
oficina (f) de objetos perdidos – lost-property office
avión (m) – plane
bajar (v) – to get out/get off
parada de autobuses (f) – bus stop
barco (m) – boat
parar (v) – to stop
bicicleta (f) – bicycle
pasar (v) – to pass
billete (m) – ticket
permiso (m) de conducir – driving licence
camión (m) – lorry, truck
pinchazo (m) – puncture
carnet de identidad (m) – identity card
preferencia (f) – priority
carretera principal (f) – main road
próximo/a (adj) – next
casco (m) – (crash) helmet
puerta (f) (del coche) – (car) door
cerca (adj) – near
rápido/a (adj) – fast
chófer (m/f) – driver (of bus, taxi etc.)
recto/a (adj) – straight
coche (m) – car
retraso (m) – delay
¿cómo llego a X? – how do I get to X?
conducir (v) – to drive
rincón (m) – corner
conductor/a (m/f) – driver
sala (f) de espera – waiting room
consigna (f) – left-luggage office
salida (f) – departure/exit
cruce (m) – crossroads
salida de emergencia (f) – emergency exit
cruzar (v) – to cross
seguir (v) – to continue
derecho (m) – right (to do something)
seguridad (f) – safety
Travel and transport (continued)

despegar (v) – to take off (aeroplane)
dirección única (f) – one way
embotellamiento (m) – traffic jam
en el extranjero – overseas/abroad
equipaje (m) – luggage
estación (f) – station
estación (f) de autobuses – bus station
estación de ferrocarril (f) – railway station
estación de servicio (f) – service station
estropeado/a (adj) – damaged
facturar (v) – to check in
ferrocarril (m) – train
frontera (f) – border

sencillo (m) – single (ticket)
subir(se) (v) – to get in/get on
taquilla (f) – box office
taxi (m) – taxi
todo recto – straight ahead
torcer (v) – to turn
tráfico (m) – traffic
transporte (m) público – public transport
tranvía (m) – tram
tren (m) – train
velocidad (f) – speed
viajar (v) – to travel
viaje (m) – journey
volar (v) – to fly

4 The media

actuación (f) – performance
actualidades (f) – current affairs
adulto/a (m/f) – adult
aficionado/a (m/f) – fan
alumno/a (m/f) – student
anuncio (m) – advertisement
asiento (m) – seat
ataque (m) – attack
ataasco (m) – traffic jam, holdup
ayuda (f) caritativa/donación (f) (sin impuestos) – gift aid
billete (m) – ticket
campeón/ona (m/f) – champion
canal (de televisión) (m) – (television) channel
canción (f) – song
cantante (m/f) – singer
cantar – to sing

frontera (f) – border
gracioso/a (adj) – funny
guerra (civil) (f) – (civil) war
hacer zapping – to channel hop (TV)
huelga (f) – strike
investigador/a (m/f) – researcher
Juegos Olímpicos (m, pl) – Olympic Games
leer (v) – to read
lista de precios (f) – price list
manifestante (m) – demonstrator
matar (v) – to kill
medalla (f) – medal
(modero) ministro (m) – (prime) minister
moda (f) – fashion
mostrar (v) – to show
novela (de aventuras) (f) – (adventure) novel
noticias (f) – news
The media (continued)

centenario/a (m/f) – person aged 100

cien años de edad – 100 years old

circulación (f) – traffic

cohete espacial (m) – space rocket

comedia (f) – comedy

comedia (f) de situación – sitcom

conmovedor/a – moving

consumo (m) de drogas (en el deporte) – drug taking (in sport)

crisis (f) – crisis

cuánto/a – how much?

debate (m) – debate

delinquente (m) – delinquent

demostración (f) (political) – (political) demonstration

derechos humanos (m, pl) – human rights

describir (v) – to describe

descubrimiento (m) – discovery

descubrir (v) – to discover

desempleado/a (m/f) – unemployed person

desempleo (m) – unemployment

dibujos animados (m, pl) – cartoons

discutir (v) – to discuss to argue

divertido/a (adj) – amusing

doblado/a (adj) – dubbed

documental (m) – documentary

droga (f) – drug

efectos especiales (m) – special effects

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discutir (v) – to discuss to argue

divertido/a (adj) – amusing

doblado/a (adj) – dubbed

documental (m) – documentary

droga (f) – drug

efectos especiales (m) – special effects

desempleado/a (m/f) – unemployed person

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droga (f) – drug

efectos especiales (m) – special effects

desempleado/a (m/f) – unemployed person

obra (f) – play

ola (f) – wave (sea)

película de crimen (f) – crime film

película de miedo (f) – horror film

periódico (m) – newspaper

policíaca (f) – detective (film/novel)

política (f) – politics/policy

político/a (m/f) – politician

precio (m) – price

Premio Nobel (m) – Nobel Prize

Premios Goya (m, pl) – Spanish film awards

presentador/a del telediario (m/f) – newsreader/presenter

programa (m) – programme, broadcast

programa concurso (m) – game show

programas (m pl) ‘reality’ – reality television

recibir (v) – to receive

reducido/a (adj) – reduced

reina (f) – queen

reportaje (de deporte) (m) – (sports) report

reservar (v) – to book (ahead)

rey (m) – king

rico/a (v) – rich

serie (f) – series

sesión (f) – performance, showing (of film), session

soldado (m) – soldier

subtitulado/a (adj) – subtitled

tarifa (f) – tariff/price

telenovela (f) – serial, soap opera

television (f) – television/radio set

terminar (v) – to finish

triste (adj) – sad

tornado (m) – tornado
The media (continued)

estrella (f) – star (men and women)   ver (v) – to watch, to look at
famoso/a (m/f) – celebrity (men and   víctima (m/f) – victim (men and women)
   women)
fin (m) – end

5 Information and communication technology

ayuda (f) – help   móvil (m) – mobile phone
bajar, descargar/cargar, subir (v) – to   música (f) – music
  download/to upload
blog (m) – blog   navegador por internet (v) – to surf the web
borrar (v) – to delete   ordenador (m) – computer
chatear (v) – to chat (online)   página (f) web – web page
contraseña (f) – password   pantalla (f) – screen
copiar (v) – to copy   pegar (v) – to paste
correo electrónico (f) – electronic mail/email   portátil (m) – laptop
cortar (v) – to cut   red social (f) – social network
cursor (m) – cursor   reproductor de DVD (m) – DVD player
disco duro (m) – hard disk/hard drive   SMS (m) – text message
en línea – online   software (m) – software
externo (adj) – external   teclado (m) – keyboard
hacer clic (v) – to click
impresora (f) – printer
Theme E – Social activities, fitness and health

1 Special occasions

acróbata (m/f) – acrobat
anillo con piedra (m) – ring with stone
animal (m) – animal
autoservicio (m) – self-service restaurant
besar (v) – to kiss
bienvenido/a – welcome
boda (f) – wedding
botella (f) – bottle
casarse (v) – to marry
ceremonia (f) – ceremony
circo (m) – circus
compromiso (m) – engagement
con la familia, como una familia – with the family, as a family
conocer (v) – to meet/know (people)
cumpleaños (m) – birthday
curioso/a (adj) – odd, curious, strange
darle la bienvenida (a alguien) – to welcome (someone)
día de fiesta (m) – day off, holiday
elegante (adj) – smart, stylish, ‘posh’
emocionante (adj) – exciting, gripping
encantado/a (adj) – delighted
especialidad (f) – speciality
espectáculo (m) – show
esperar (v) – to wait
excursión (f) – (school) outing
felicidades (f) – congratulations
fiesta (f) – party
fuegos artificiales (mpl) – fireworks
gastar el dinero – waste of money
globo (m) – balloon
guardián (m) – (zoo)keeper

hacer deporte (v) – to do sports
hola – hello
impresionante (adj) – impressive
ique aproveche! – enjoy your meal
joyería (f) – jewel(s)/jewellery
lazo (m) – ribbon
luz (f) – light
mantel (m) – tablecloth
merienda (f) – picnic
museo (m) – museum
novia (f) – bride
novio (m) – groom
parque acuático (m) – waterpark, aquapark
parque de atracciones (m) – theme park
parque (m) zoológico – zoo
pastel (m) – cake
perfume (m) – perfume
presentar (v) – to introduce
prometido/a (m/f) – fiancé, betrothed
regalo (m) – present
reloj (m) – watch
restaurante de comida rápida (m) – fast-food restaurant
salida (f) – exit, way out
servilleta (f) – table napkin, serviette
tarta de fiesta (f) – celebration cake
tutear (v) – to address someone as ‘tú’
vestido (m) – dress
visitante (m)/invitado/a (m/f) – visitor
visitar (v) – to visit (people)
2 Hobbies, interests, sports and exercise

ajedrez (m) – chess
amigo/a por correspondencia (m/f) – penfriend
andar (v) – to walk
atletismo (m) – athletics
bailar (v) – to dance
balón (m) – ball
baloncesto (m) – basketball
bicicleta (f) – bike
bolera (f) – (ten-pin) bowling alley
bricolaje (m) – do it yourself (DIY)
campo de deportes (m) – sports ground
caña de pescar (f) – fishing rod
ciclismo (m) – cycling
clarinete (m) – clarinet
club de jóvenes (m) – youth club
concierto (m) – concert
correr (v) – to run
cuidar el jardín (v) – to garden
deportivo/a (adj) – sporty
descansar (v) – to rest
dibujar (v) – to draw
discoteca (f) – discotheque, nightclub
divertirse (v) – to have fun
en (mi) casa – at (my) home
en casa de X – at X’s house
equipo (m) – team
escuchar (v) – to listen
estadio (m) – stadium
flauta (f) – flute
flauta dulce (f) – (descant) recorder
fútbol (m) – (foot)ball
gimnasia (f) – gymnastics
hacer bricolaje (v) – to tinker, to do odd jobs
hacer deportes (v) – to do sports
ir de paseo (v) – to go for a walk
ir de pesca (v) – to go fishing
jardinería (f) – gardening
juego (m) de mesa – board game
jugar (m) electrónico – electronic game
juguete (m) – toy
lectura (f) – reading
leer (v) – to read
marcar un gol (v) – to score a goal
mirar la televisión (v) – to watch TV
montar a caballo (v) – to ride a horse
montar en bicicleta (v) – to ride a bike
nadar (v) – to swim
novela (f) – novel
obra de teatro (f) – play
ocio (m) – leisure
partido (m) – match of, game of
pasatiempo (m) – pastime/hobby
pasear (v) – to go for a walk
patinaje artístico (m) – (figure) skating
patines de hielo (m) – ice skates
patines de rueda (m) – roller skates
película (f) – film
pelota (f) – (tennis) ball
pertenecer a (v) – to belong to
pintar (v) – to paint
pista (f) de hielo – ice-skating rink
polideportivo (m) – sports centre
presentarse (v) – to enter (for competition)
piano (m) – piano
raqueta (f) – racket
relajarse (v) – to relax
salir (v) – to go out
Hobbies, interests, sports and exercise (continued)

hacer entrenamiento con pesas (v) – to do weight training
hacer equitación (v) – to ride horses
hacer esquí (acuático) (v) – to (water) ski
hacer footing/jogging (v) – to go jogging
hacer monopatín (v) – to skate
hacer natación (v) – to swim
hacer vela (v) – to sail
hacer windsurf (v) – to windsurf
ir a jugar a los bolos/la petanca (v) – to go (tenpin) bowling
ir a nadar (v) – to go swimming
ir a patinar (v) – to go rollerblading

3 Shopping and money matters

abierto/a – opening
abrir (v) – to open
ahorrar (v) – to save/to make savings
autoservicio (m) – self-service
banco (m) – bank
barato/a (adj) – cheap
bolsa (de plástico) (f) – (plastic) bag
bombonería (f) – sweet shop
caja (f) – till, cash desk
cambio (m) – (small) change, coins/currency
camisa (f) – shirt
carnicería (f) – butcher’s shop
caro/a (adj) – expensive
cartera (m) – wallet
casa de cambio (f) – foreign exchange office
centro comercial (m) – shopping centre, shopping mall
cerrando – closing
cerrar (v) – to close
chaqueta (f) – jacket

saltar (v) – to jump
tambores (m, pl) – drums
tiempo libre (m) – free time
tirar (v) – to throw
tocar (v) – to touch/to play instruments
traer (v) – to fetch
trompeta (f) – trumpet
videojuego (m) – video game
violín (m) – violin

grandes almacenes (m, pl) – department store
hacer la compra (v) – to go shopping (for essentials)
hipermercado (m) – hypermarket
ir de compras (v) – to go shopping (for pleasure)
joyería (f) – jewellery
librería (f) – bookshop
mercado (m) – market
mirar escaparates (v) – to window shop
monedero (m) – purse
panadería (f) – bakery
papelera (f) – stationery shop
pedir (v) – to ask for, to order
precio (m) – price
propina (f) – tip
rebajas (f) – sales
ropa (f) – clothes
sección (f) – department (of store)
servicio incluido – service included
Shopping and money matters (continued)

charcutería (f) – cooked meat shop  sombrerero (m) – hat
cheque (m) de viaje – traveller’s cheque suéter (m) – jumper
cinturón (m) – belt supermercado (m) – supermarket
cliente (m/f) – customer, client talla (f) – shoe size
comprar (v) – to buy tamaño (m) – clothes size
compras (f) – purchases tarjeta (f) de crédito – credit card
corbata (f) – tie tarjeta de débito (f) – debit card
costar (v) – to cost tendero/a (m/f) – shopkeeper
¿cuánto/a…? – how much…? tienda (f) – shop
cuenta (f) – bill tienda de regalos (f) – gift shop
cuero (m) – leather vender (v) – to sell
dinero (m) – pocket money vestido (m) – dress
elección (f) – choice zapatos (m, pl) – shoes
escaparate (m) – shop window zapatillas (f, pl) – slippers
estanco (m) – tobacconist
falda (f) – skirt
farmacia (f) – chemist’s shop

4 Accidents, injuries, common ailments and health issues

adelgazar (v) – to lose weight oído (m) – ear
agrandar (v) – to get taller ojo (m) – eye
alcohol (m) – alcohol pañuelo (m) – handkerchief
asma (m) – asthma pastilla (f) – pill, tablet
boca (f) – mouth pecho (m) – chest
brazo (m) – arm picadura (f) – bite
cabeza (f) – head picar (v) – to bite
cararse (v) – to fall pie (m) – foot
cita (f) – appointment/meeting pierna (f) – leg
corazón (m) – heart quedarse en la cama (v) – to stay in bed
cuerpo (m) – body receta (f) – prescription
dedo (m) – finger respirar (v) – to breathe
descansar (v) – to rest rodilla (f) – knee
diarrea (f) – diarrhoea salud (f) – health
diente (m) – tooth sangre (f) – blood
Accidents, injuries, common ailments and health issues (continued)

dormir (v) – to sleep

sano/a (adj) – healthy

escolar (v) – to put on weight

sentirse enfermo/a (v) – to feel sick

enfermarse (v) – to become ill, to fall sick

serio/a (adj) – serious

enfermedad (f) – illness

Servicios de Emergencias Médicas (m, pl) – ambulance service

enfermero/a (m/f) – nurse

sufrir (v) – to suffer

estar en buena forma (v) – to be in good shape, to be very well

tabaco (m) – tobacco

estar resfriado/a (v) – to have a cold

tener dolor de cabeza (v) – to have a headache

estómago (m) – stomach

tener dolor de espalda (v) – to have backache

estrés (m) – stress

tener dolor de estómago (v) – to have stomach ache

fiebre (f) – fever

tener dolor de garganta (v) – to have a sore throat

fumador/a (m/f) – smoker
tener dolor de muelas (v) – to have toothache

fumar (v) – to smoke
tener dolor de oídos (v) – to have earache

garganta (f) – throat
tener fiebre (v) – to have a temperature

golpear (v) – to hit, to knock
tirita (f) – sticking plaster

gripe (f) – flu, influenza
tomar (v) – to take

hacerse daño (v) – to hurt oneself
toser – to cough

herido/a (adj) – injured

vendaje (m) – bandage

hospital (m) – hospital

vomitar (v) – to be sick

jarabe (m) – syrup

lengua (f) – tongue

mano (f) – hand

molestarse (v) – to feel dizzy
tos – to cough

medicina (f) – medicine

vendaje (m) – bandage

médico/a (m/f) – doctor

muela (f) – tooth

mejorarse (v) – to get better

nariz (f) – nose
5 Food and drink

aceite (m) – oil
aceitunas (f, pl) – olives
agua (f) mineral – mineral water
ahumada (f) – smoked
ajo (m) – garlic
albaricoque (m) – apricot
albóndiga (f) – meatball
aliño de aceite y vinagre (m) – oil and vinegar dressing

almorzar (v) – to have lunch
almuerzo (m) – lunch
aperitivo (m) – aperitif
arroz (m) – rice
asado/a (adj) – roasted
atún (m) – tuna
azúcar (m) – sugar
bien hecho/a (adj) – well done
beber (v) – to drink
bebida (f) – drink
bebida gaseosa (f) – fizzy drink
beicon/tocino (m) – bacon
bistec (m) – steak (beef)
bocadillo (de queso/jamon) (m) – (cheese/ham) sandwich
bueno/a (adj) – good
cacerola (f) – casserole
café (m) (con leche) – coffee (with milk)
caracol (m) – snail
carne (f) – meat
carne (f) de cordero – lamb/mutton
carne (f) de vaca – beef
carnicería (f) – butcher’s shop
comida (f) – food
cebolla (f) – onion
cena (f) – dinner

judías verdes (f, pl) – green beans
lata (f) – can/tin
leche (f) – milk
lechuga (f) – lettuce
legumbre (f) – vegetables
limón (m) – lemon
limonada (f) – lemonade
mantequilla (f) – butter
manzana (f) – apple
marisco (m) – seafood
mejillones (m, pl) – mussels
mejor (adj) – better
melocotón (m) – peach
menú del día (m) – today’s special, dish of the day
mermelada (f) – jam
miel (f) – honey
mostaza (f) – mustard
naranja (f) – orange
nata, crema(f) – cream
pan (m) – bread
pan con mantequilla (m) – (slice of) bread and butter
pan (m) tostado – toast
panecillo (m) – bread roll
panadería (f) – bakery
pasta (f) – pasta
pastel (m) – cake
pastelería (f) – bakery
patata (f) – potato
patatas (f, pl) fritas – crisps
paté de carne (m) – meat paté
pato (m) – duck
pavo (m) – turkey
(pequeño) pedazo/trozo de – (small) piece of
Food and drink (continued)

cenar (v) – to have a meal  pepino (m) – cucumber
cerdo (m) – pork  pera (f) – pear
cereales (m, pl) – cereals  pescado (m) – fish
cereza (f) – cherry  pescadería (f) – fishmonger’s shop
cerveza (f) – beer  pimiento (m) – pepper
champiñón (m) – mushroom  piña (f) – pineapple
chocolate caliente (m) – hot chocolate  plátano (m) – banana
chorizo (m) – cooked meat sausage  plato (m) – meal
chuleta (f) – pork chop  pollo (m) – chicken
churrería (f) – pancake/waffle stall  pomelo (m) – grapefruit
ciruela (f) – plum  postre (m) – dessert/pudding
cola (f) – cola drink  probar (v) – to taste, to try
col (f) – cabbage  ¡que aproveche! – enjoy your meal!
coles de Bruselas (f, pl) – Brussel sprouts  queso (m) – cheese
coliflor (f) – cauliflower  rábano (m) – radish
comer (v) – to eat  rebanada de – slice of
comida (f) – meal/food  receta (f) – recipe
conejo (m) – rabbit  repollo (m) – cabbage
confitería (f) – sweet shop  rico/a (adj) – tasty, full of flavour
cordero (m) – lamb  sabor (m) – flavour
delicioso/a (adj) – delicious  sabor a (v) – to taste of
desayuno (m) – breakfast  sal (f) – salt
dulce (adj) – sweet  salchicha (f) – sausage
dulces (m, pl) – sweets  salmón (m) – salmon
empanada de carne (f) – meat pie  sidra (f) – cider
ensalada (f) verde – green salad  sopa (f) – soup
entrada (f) – starter  tapa (f) – snack
entremeses (m, pl) – canapes  tarta (f) – cake
espaguetis (m, pl) – spaghetti  té (m) – tea
espinacas (f, pl) – spinach  ternera (f) – veal
espresso (m) – black coffee, espresso coffee  tomate (m) – tomato
fideos (m, pl) – noodles  tortilla (f) – Spanish potato omelette
filete (m) – fillet  tortita (f) – pancake
trucho (f) – trout
**Food and drink (continued)**

- frambuesa (f) – raspberry
- fresa (f) – strawberry
- fresco/a (adj) – fresh
- fruta (f) – fruit
- galleta (f) – biscuit
- gamba (f) – shrimp, prawn
- gofre (m) – waffle
- guisantes (m, pl) – peas
- harina (f) – flour
- helado (m) – ice cream
- huevo (m) – egg
- jamón (m) – ham
- turrón (m) – nougat
- uva (f) – grape
- vegetariano/a (adj) – vegetarian
- verdura (f) – vegetable
- verduras crudas (f) – raw vegetables
- vinagre (m) – vinegar
- vino (m) – wine
- yogur (m) – yog(h)urt
- zanahoria (f) – carrot
- zumo (m) – juice
Non-topic-specific vocabulary

Abbreviations/acronyms

AVE: Alta Velocidad Española – high-speed train

DNI: Documento nacional de identidad – ID Card

ESO: Educación Secundaria Española – secondary education

IVA: Impuesto sobre el Valor Añadido – VAT (Value Added Tax)

ONU: Organización de las Naciones Unidas – UN (United Nations)

RENFE: Red Nacional de Ferrocarriles Españoles – Spanish Railways

Sr: Señor – Mr
Sra: Señora – Mrs
Srta: Señorita – Miss

TVE: Televisión Española – Spanish TV
UE: Unión Europea – EU (European Union)

Social conventions

adiós – goodbye
buenas noches – good night
buenas tardes – good afternoon
buenos días – good morning
gracias – thank you
hasta luego – see you later
hasta manaña – see you tomorrow

hasta pronto – see you soon
hola – hello
lo siento/perdón – sorry
por favor – please
saludos (m, pl) – regards, best wishes
isocorro! – help!

Prepositions

a – to
a causa de – because of
al final de – at the end of
al lado de – next to
alrededor de – about
antes – before
a través de – through
cerca de – near
con – with
contra – against
de – of/from

en – in
en caso de que – in case of
encima de – above
enfrente de – opposite
en la casa de – at the home of
en la parte superior de – at the top of
en lugar de/en vez de – instead of
entre – between
excepto, salvo – except
fuera – out
hacia – towards
Prepositions (continued)

- debajo – below
- debido a/a causa de – because of
- delante de – in front of
- dentro de – in, inside
- desde – since
- después – after
- detrás – behind
- durante – during/for
- hasta – until
- lejos de – far from
- para/por – for
- por todas partes – everywhere
- según – according to
- sin – without
- sobre – about/on top of

Adjectives

- aburrido – boring
- activo/a – active
- actual – present-day
- agotado/a – exhausted
- agotador/a – exhausting
- agradecido/a – grateful
- al aire libre – in the open air
- alegre – happy, cheerful
- alto/a – high, tall
- animado/a – lively
- antiguo/a – old/former
- antipático/a – unpleasant
- asqueroso/a – disgusting
- bajo/a – short (person)
- bonito/a – beautiful
- bueno/a – good
- cansado/a – tired
- cercano/a – near
- cerrado/a con llave – locked
- cómodo/a – comfortable
- corto/a – short, brief
- de buen humor – in a good mood
- de pie – standing
- de prisa – in a hurry
- débil – weak
- ligero/a – light (weight)
- limpio/a – clean
- lleno/a – full
- maduro/a – mature
- magnifico/a – magnificent
- maravilloso/a – marvellous
- mejor – better
- necesario/a – necessary
- nuevo/a – new
- numeroso/a – numerous
- otro/a – other
- parecido/a – similar
- peligroso/a – dangerous
- peor – worse
- pequeño/a – small
- perezoso/a – lazy
- perfecto/a – perfect
- pesado/a – heavy, annoying
- propio/a – (one’s) own
- próximo/a – next
- rápido – fast/quick
- real – real/royal
- roto/a – broken
- ruidoso/a – noisy
- salado/a – savoury/salty
### Adjectives (continued)

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<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
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<td>dinámico/a –</td>
<td>dynamic</td>
</tr>
<tr>
<td>divertido/a –</td>
<td>fun</td>
</tr>
<tr>
<td>duro/a –</td>
<td>hard</td>
</tr>
<tr>
<td>emocionante –</td>
<td>exciting</td>
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<tr>
<td>encantador/a –</td>
<td>charming</td>
</tr>
<tr>
<td>enfadado/a –</td>
<td>angry</td>
</tr>
<tr>
<td>estupendo/a –</td>
<td>great, terrific, sensational</td>
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<tr>
<td>fácil –</td>
<td>easy</td>
</tr>
<tr>
<td>falso/a –</td>
<td>false</td>
</tr>
<tr>
<td>favorito/a –</td>
<td>favourite</td>
</tr>
<tr>
<td>feliz –</td>
<td>happy</td>
</tr>
<tr>
<td>feo/a –</td>
<td>ugly</td>
</tr>
<tr>
<td>formidable –</td>
<td>formidable/very good</td>
</tr>
<tr>
<td>fuerte –</td>
<td>strong</td>
</tr>
<tr>
<td>gordo/a –</td>
<td>fat</td>
</tr>
<tr>
<td>gracioso/a –</td>
<td>funny</td>
</tr>
<tr>
<td>grande –</td>
<td>big</td>
</tr>
<tr>
<td>guapo/a –</td>
<td>handsome, beautiful</td>
</tr>
<tr>
<td>hermoso/a,</td>
<td>pretty, beautiful</td>
</tr>
<tr>
<td>precioso/a –</td>
<td></td>
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<tr>
<td>igual –</td>
<td>equal/same</td>
</tr>
<tr>
<td>increíble –</td>
<td>unbelievable</td>
</tr>
<tr>
<td>joven –</td>
<td>young</td>
</tr>
<tr>
<td>sano/a –</td>
<td>healthy</td>
</tr>
<tr>
<td>satisfecho/a –</td>
<td>satisfied</td>
</tr>
<tr>
<td>serio/a –</td>
<td>serious</td>
</tr>
<tr>
<td>silencioso/a –</td>
<td>silent</td>
</tr>
<tr>
<td>simpático/a –</td>
<td>nice, kind</td>
</tr>
<tr>
<td>solo/a –</td>
<td>alone</td>
</tr>
<tr>
<td>sucio/a –</td>
<td>dirty</td>
</tr>
<tr>
<td>tarde –</td>
<td>late</td>
</tr>
<tr>
<td>temprano/a –</td>
<td>early</td>
</tr>
<tr>
<td>timido/a –</td>
<td>shy</td>
</tr>
<tr>
<td>típico/a –</td>
<td>typical</td>
</tr>
<tr>
<td>tonto/a –</td>
<td>silly</td>
</tr>
<tr>
<td>trabajador/a –</td>
<td>hardworking</td>
</tr>
<tr>
<td>tranquilo/a –</td>
<td>peaceful</td>
</tr>
<tr>
<td>travieso/a –</td>
<td>– naught</td>
</tr>
<tr>
<td>último/a –</td>
<td>last</td>
</tr>
<tr>
<td>útil –</td>
<td>useful</td>
</tr>
<tr>
<td>vale mucho –</td>
<td>very valuable</td>
</tr>
<tr>
<td>válido/a –</td>
<td>valid</td>
</tr>
<tr>
<td>valiente –</td>
<td>brave</td>
</tr>
<tr>
<td>verdadero/a –</td>
<td>true</td>
</tr>
<tr>
<td>viejo/a –</td>
<td>old</td>
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### Verbs

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>abandonar –</td>
<td>to drop/give up a subject</td>
</tr>
<tr>
<td>abrir –</td>
<td>to open</td>
</tr>
<tr>
<td>aburrirse –</td>
<td>to get bored</td>
</tr>
<tr>
<td>aceptar –</td>
<td>to accept</td>
</tr>
<tr>
<td>acompañar –</td>
<td>to accompany</td>
</tr>
<tr>
<td>aconsejar –</td>
<td>to advise</td>
</tr>
<tr>
<td>acostarse –</td>
<td>to go to bed</td>
</tr>
<tr>
<td>adelantar –</td>
<td>to overtake</td>
</tr>
<tr>
<td>adelgazar –</td>
<td>to lose weight</td>
</tr>
<tr>
<td>afeitarse –</td>
<td>to shave</td>
</tr>
<tr>
<td>agarrar –</td>
<td>to hold</td>
</tr>
<tr>
<td>intercambiar –</td>
<td>to exchange</td>
</tr>
<tr>
<td>interesarse –</td>
<td>to be interested in</td>
</tr>
<tr>
<td>invitar –</td>
<td>to invite</td>
</tr>
<tr>
<td>ir –</td>
<td>to go</td>
</tr>
<tr>
<td>ir de paseo –</td>
<td>to go for a walk</td>
</tr>
<tr>
<td>jugar –</td>
<td>to play (a game)</td>
</tr>
<tr>
<td>lavarse –</td>
<td>to wash oneself</td>
</tr>
<tr>
<td>leer –</td>
<td>to read</td>
</tr>
<tr>
<td>levantarse –</td>
<td>to get up</td>
</tr>
<tr>
<td>limpiar –</td>
<td>to clean</td>
</tr>
<tr>
<td>llamar –</td>
<td>to call</td>
</tr>
</tbody>
</table>
Verbs (continued)

- agradar – to please
- agrandar – to get taller
- ahorrar – to save
- alquilar – to rent
- almorzar – to have lunch
- amar – to love
- añadir – to add
- andar – to walk
- apagar – to switch off
- aparcar – to park
- aprender – to learn
- aprobar – to pass (exam)
- aprovechar – to take advantage
- archivar – to file, to save
- arreglar – to fix, to tidy
- arreglarse – to manage, to cope
- arrepentirse – to regret, to be sorry
- aspirar – to aspire
- aterrizar – to land
- ayudar – to help
- bailar – to dance
- bajar – to go down/to download
- bajarse – to get out/off
- bañarse – to have a bath/bathe
- beber – to drink
- besar – to kiss
- buscar – to look for
- caerse – to fall over, to drop
- callarse – to shut up
- cambiar – to change
- caminar – to walk
- cantar – to sing
- casarse – to get married
- celebrar – to celebrate
- llamarse – to be called
- llegar – to arrive
- llevar – to take, to wear, to carry
- llevarse con – to get on with
- llorar – to cry
- llover – to rain
- mandar – to send
- maquillarse – to put on make-up
- marearse – to feel dizzy
- matar – to kill
- mejorar – to improve
- mejorarse – to get better
- mentir – to lie, to tell untruths
- merecer – to deserve
- merendar – to have afternoon tea
- morir – to die
- mostrar, enseñar – to show
- nacer – to be born
- nadar – to swim
- navegar por internet – to surf the web
- necesitar – to need
- nevar – to snow
- odiar – to hate
- oír – to hear
- olvidar – to forget
- ordenar – to tidy up/put away
- pagar – to pay
- parar – to stop
- parecer – to seem, to appear
- pasar (tiempo) – to pass (time)
- pasear – to go for a walk
- patinar – to skate
- pedir – to ask for, to order
- pedir prestado – to borrow
<table>
<thead>
<tr>
<th>Verb</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cenar</td>
<td>to have dinner/dine</td>
</tr>
<tr>
<td>cepillarse</td>
<td>to brush</td>
</tr>
<tr>
<td>cerrar</td>
<td>to close</td>
</tr>
<tr>
<td>charlar</td>
<td>to chat</td>
</tr>
<tr>
<td>chatear</td>
<td>to chat (online)</td>
</tr>
<tr>
<td>cocinar</td>
<td>to cook</td>
</tr>
<tr>
<td>coger</td>
<td>to catch</td>
</tr>
<tr>
<td>comenzar</td>
<td>to begin/start</td>
</tr>
<tr>
<td>comer</td>
<td>to eat</td>
</tr>
<tr>
<td>compartir</td>
<td>to share</td>
</tr>
<tr>
<td>comprar</td>
<td>to buy</td>
</tr>
<tr>
<td>conducir</td>
<td>to drive</td>
</tr>
<tr>
<td>conocer</td>
<td>to know</td>
</tr>
<tr>
<td>contar</td>
<td>to count/to tell a story, to reckon</td>
</tr>
<tr>
<td>copiar</td>
<td>to copy</td>
</tr>
<tr>
<td>correr</td>
<td>to run</td>
</tr>
<tr>
<td>cortar</td>
<td>to cut</td>
</tr>
<tr>
<td>costar</td>
<td>to cost</td>
</tr>
<tr>
<td>crecer</td>
<td>to grow up</td>
</tr>
<tr>
<td>creer</td>
<td>to believe</td>
</tr>
<tr>
<td>cruzar</td>
<td>to cross</td>
</tr>
<tr>
<td>cuidar a</td>
<td>to look after</td>
</tr>
<tr>
<td>dar</td>
<td>to give</td>
</tr>
<tr>
<td>darse cuenta de</td>
<td>to realise</td>
</tr>
<tr>
<td>darse vuelta</td>
<td>to turn round</td>
</tr>
<tr>
<td>darse prisa</td>
<td>to hurry</td>
</tr>
<tr>
<td>debatir</td>
<td>to debate</td>
</tr>
<tr>
<td>deber</td>
<td>to have to, must</td>
</tr>
<tr>
<td>decidir</td>
<td>to decide to</td>
</tr>
<tr>
<td>decir</td>
<td>to say</td>
</tr>
<tr>
<td>dejar</td>
<td>to leave, to allow</td>
</tr>
<tr>
<td>desayunar</td>
<td>to have breakfast</td>
</tr>
<tr>
<td>descansar</td>
<td>to rest</td>
</tr>
<tr>
<td>descargar</td>
<td>to download</td>
</tr>
<tr>
<td>pegar</td>
<td>to hit, to knock, to paste</td>
</tr>
<tr>
<td>pensar</td>
<td>to think</td>
</tr>
<tr>
<td>perder</td>
<td>to lose</td>
</tr>
<tr>
<td>perdonar</td>
<td>to forgive, to excuse</td>
</tr>
<tr>
<td>permitir</td>
<td>to allow</td>
</tr>
<tr>
<td>pertenecer</td>
<td>to belong to</td>
</tr>
<tr>
<td>pintar</td>
<td>to paint</td>
</tr>
<tr>
<td>planchar</td>
<td>to iron</td>
</tr>
<tr>
<td>poder</td>
<td>to be able to</td>
</tr>
<tr>
<td>poner</td>
<td>to put, to place</td>
</tr>
<tr>
<td>practicar</td>
<td>to practice</td>
</tr>
<tr>
<td>preferir</td>
<td>to prefer</td>
</tr>
<tr>
<td>preguntar</td>
<td>to ask</td>
</tr>
<tr>
<td>preocuparse</td>
<td>to worry</td>
</tr>
<tr>
<td>presentar</td>
<td>to introduce</td>
</tr>
<tr>
<td>presentarse</td>
<td>to enter (for competition)</td>
</tr>
<tr>
<td>prestar</td>
<td>to lend</td>
</tr>
<tr>
<td>pretender</td>
<td>to intend to</td>
</tr>
<tr>
<td>probar</td>
<td>to try, to taste</td>
</tr>
<tr>
<td>producir</td>
<td>to produce</td>
</tr>
<tr>
<td>quedan</td>
<td>to meet</td>
</tr>
<tr>
<td>quedarse</td>
<td>to stay</td>
</tr>
<tr>
<td>querer</td>
<td>to wish, to want, to love</td>
</tr>
<tr>
<td>recibir</td>
<td>to receive</td>
</tr>
<tr>
<td>reciclar</td>
<td>to recycle</td>
</tr>
<tr>
<td>recomendar</td>
<td>to recommend</td>
</tr>
<tr>
<td>recordar</td>
<td>to remember, to recall</td>
</tr>
<tr>
<td>regalar</td>
<td>to give a gift</td>
</tr>
<tr>
<td>regañar</td>
<td>to tell off, to scold</td>
</tr>
<tr>
<td>regresar</td>
<td>to return</td>
</tr>
<tr>
<td>reír(se)</td>
<td>to laugh</td>
</tr>
<tr>
<td>relajarse</td>
<td>to relax</td>
</tr>
<tr>
<td>rellenarse</td>
<td>to fill in</td>
</tr>
<tr>
<td>renar</td>
<td>to tell off, to scold</td>
</tr>
</tbody>
</table>
Verbs (continued)

describir – to describe
descubrir – to discover
desear – to wish
despegar – to take off
destruir – to destroy
dibujar – to draw
discutir – to discuss, to argue
desfrazarse – to wear costumes
desizar – to have fun
doler – to hurt
dormir – to sleep
duchar(se) – to have a shower
durar – to last
echar – to pour
elegir – to choose
empezar – to begin/start
empujar – to push
encender – to turn on/to light
encontrar – to find/meet
encontrarse – to meet with someone
enfadarse – to get angry
enfermarse – to get sick
engordar – to gain weight
enseñar – to teach
entender – to understand
entrar – to enter, to go in
enviar – to send
escapar – to escape
escribir – to write
escuchar – to listen
esperar – to wait, to hope
estar – to be
estudiar – to study
evitar – to avoid
repasar – to study for an exam
repetir – to repeat
reservar – to reserve
respirar – to breathe
responder, contestar – to reply
resumir – to summarise
robar – to steal
romper – to break
saber – to know
salir – to go out
saltar – to jump
seguir – to follow
sentarse – to sit down
sentir – to feel
ser – to be
server – to serve
solicitar – to apply for
sonreír – to smile
subir – to go up/to upload
sufir – to suffer
teclear – to type
temper – to fear/to be afraid
tener – to have
tener éxito – to be successful
tener ganas de – to be keen to
tener prisa – to hurry up
tener que – to have to
terminar – to finish
tirar – to pull, throw
tocar – to touch/to play an instrument
tomar – to take, to drink
toser – to cough
trabajar – to work
traer – to bring
Verbs (continued)

explicar – to explain
facturar – to check in
fregar – to wash dishes
fumar – to smoke
funcionar – to function/to work
ganar – to win, to earn
gastar – to spend
girar – to turn
golpear – to hit, to knock
guardar – to keep
hablar – to speak
hacer – to make/do
imitar – to imitate
imprimir – to print
influenciar – to influence
tutear – to address someone as tú
utilizar, usar – to use
vender – to sell
venir – to come
ver – to watch, to look at
vestirse – to get dressed
viajar – to travel
visitador – to visit
vivir – to live
volar – to fly (e.g. a bird)
volver – to return
vomitar – to vomit

Adverbs

a menudo – often
a veces – sometimes
afortunadamente – fortunately
algo/un poco – rather
allí – there
allí abajo – down there
allí arriba – up there
aquí – here
arriba – on top
bastante – quite
bien – well
casi – almost/nearly
demasiado – too much
(hacer algo) desde hace mucho tiempo –
(to do something) for a long time
desgraciadamente, desafortunadamente –
unfortunately
inmediatamente, en seguida – immediately
mal – badly
más – more
mejor – better
muy – very
otra vez – again
por allí – around there
por todas partes – everywhere
pronto – soon
quizás – maybe/perhaps
rápidamente – quickly
recientemente – recently
siempre – always
sin embargo, no obstante – however
sobre todo, especialmente – above all
todavía/aún – still (continuation), yet
ya – already
### Colours

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>amarillo/a</td>
<td>yellow</td>
</tr>
<tr>
<td>azul</td>
<td>blue</td>
</tr>
<tr>
<td>blanco/a</td>
<td>white</td>
</tr>
<tr>
<td>castaño/a</td>
<td>chestnut, brown</td>
</tr>
<tr>
<td>claro/a</td>
<td>clear/light</td>
</tr>
<tr>
<td>gris</td>
<td>grey</td>
</tr>
<tr>
<td>marrón</td>
<td>brown</td>
</tr>
<tr>
<td>naranja</td>
<td>orange</td>
</tr>
<tr>
<td>negro/a</td>
<td>black</td>
</tr>
<tr>
<td>oscuro/a</td>
<td>dark</td>
</tr>
<tr>
<td>púrpura</td>
<td>purple</td>
</tr>
<tr>
<td>rojo/a</td>
<td>red</td>
</tr>
<tr>
<td>rosa</td>
<td>pink</td>
</tr>
<tr>
<td>verde</td>
<td>green</td>
</tr>
<tr>
<td>violeta</td>
<td>violet</td>
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</table>

### Quantities

<table>
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<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bastante</td>
<td>enough</td>
</tr>
<tr>
<td>billón (m)</td>
<td>billion</td>
</tr>
<tr>
<td>cien (m)</td>
<td>one hundred</td>
</tr>
<tr>
<td>doble</td>
<td>double</td>
</tr>
<tr>
<td>gramo(m)</td>
<td>gramme</td>
</tr>
<tr>
<td>kilo(m)</td>
<td>kilo</td>
</tr>
<tr>
<td>litro (m)</td>
<td>litre</td>
</tr>
<tr>
<td>mil (m)</td>
<td>one thousand</td>
</tr>
<tr>
<td>millón (m)</td>
<td>one million</td>
</tr>
<tr>
<td>mitad (f)</td>
<td>half</td>
</tr>
<tr>
<td>mucho</td>
<td>a lot</td>
</tr>
<tr>
<td>nada</td>
<td>nothing</td>
</tr>
<tr>
<td>solamente</td>
<td>only</td>
</tr>
<tr>
<td>suficiente</td>
<td>enough, sufficient</td>
</tr>
<tr>
<td>un cuarto (m) de</td>
<td>one quarter of</td>
</tr>
<tr>
<td>un millar de</td>
<td>a thousand of</td>
</tr>
<tr>
<td>un paquete (m) de</td>
<td>a packet of</td>
</tr>
<tr>
<td>un poco (m) de</td>
<td>a little of</td>
</tr>
<tr>
<td>un tarro de</td>
<td>a jar of</td>
</tr>
<tr>
<td>un tercio (m) de</td>
<td>a third of</td>
</tr>
<tr>
<td>un trozo de</td>
<td>a slice of</td>
</tr>
<tr>
<td>una botella (f) de</td>
<td>a bottle of</td>
</tr>
<tr>
<td>una centena de</td>
<td>one hundred of</td>
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<tr>
<td>una docena de</td>
<td>about ten of</td>
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<tr>
<td>una docena (f) de</td>
<td>a dozen of</td>
</tr>
<tr>
<td>una lata/caja (f) de</td>
<td>a can/box of</td>
</tr>
<tr>
<td>una olla (f) de</td>
<td>a pot of</td>
</tr>
<tr>
<td>varios/as</td>
<td>various, several</td>
</tr>
</tbody>
</table>

### Conjunctions

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<td>antes</td>
<td>before</td>
</tr>
<tr>
<td>aunque</td>
<td>although</td>
</tr>
<tr>
<td>entonces</td>
<td>then</td>
</tr>
<tr>
<td>luego, después</td>
<td>then, next</td>
</tr>
<tr>
<td>o, u</td>
<td>or</td>
</tr>
<tr>
<td>pero</td>
<td>but</td>
</tr>
<tr>
<td>por eso</td>
<td>therefore</td>
</tr>
<tr>
<td>porque</td>
<td>because</td>
</tr>
<tr>
<td>primero/a</td>
<td>first</td>
</tr>
<tr>
<td>pues</td>
<td>so</td>
</tr>
<tr>
<td>sin embargo</td>
<td>however</td>
</tr>
<tr>
<td>también</td>
<td>also</td>
</tr>
<tr>
<td>y,e</td>
<td>and</td>
</tr>
</tbody>
</table>
**Time expressions**

- a tiempo – on time
- a veces – sometimes
- ahora – now
- al día siguiente – the next day
- al principio – at the beginning
- año (m) – year
- anoche – last night
- antaayer – day before yesterday
- ayer – yesterday
- de vez en cuando – from time to time
- desde – from/since
- día (m) – day
- en (el) invierno – in (the) winter
- en (el) otoño – in (the) autumn
- en (la) primavera – in (the) spring
- en (el) verano – in (the) summer
- fin de semana (m) – weekend
- hace – ago

- hasta mañana – see you/until tomorrow
- hoy – today
- mañana (f) – tomorrow, morning
- medianoche (f) – midnight
- mediodía (m) – midday
- mes (m) – month
- noche – evening (after dark), night
- pasado mañana (m) – the day after tomorrow
- pronto – soon
- próximo – next
- quince días, quincena (f) – fortnight
- semana (f) – week
- siempre – always
- tarde (f) – afternoon, evening
- temprano – early
- todavía – yet, still
- todos los días – every day
- vez (f) – time/occasion

**Question words**

- ¿Cómo ? – How ?
- ¿Cuál (es) ? – Which ?
- ¿Cuándo ? – When ?
- ¿Cuánto/a/os/as ? – How much/many ?
- ¿Dónde ? – Where ?
- ¿Hasta qué punto ? – To what extent ?
- ¿Por qué? – why?
- ¿Qué? – what ?
- ¿Quién (es) ? – Who ?
**Other general expressions**

- **allí está** – *it is there*
- **aquí tiene** – *here you have*
- **¿cómo se escribe?** – *how do you spell it?*
- **con mucho gusto** – *with pleasure*
- **depende** – *it depends*
- **el mío/la mía** – *mine*
- **en mi opinión** – *in my opinion*
- **estar a punto de** – *to be about to*
- **estar en proceso de (hacer)** – *to be in the process of (doing)*
- **estoy harto/a** – *I have had enough*
- **mucho mejor** – *so much the better*
- **no hay de qué** – *don’t mention it/you’re welcome*
- **no me importa** – *I don’t mind*
- **normalmente** – *normally*
- **por supuesto** – *of course*
- **iqué lástima!** – *what a shame!*
- **iqué pena!** – *what a shame!*
- **¿qué tal?** – *how are you?*
- **¡suerte!** – *good luck!*
- **una vez más** – *once more*
- **vale** – *ok*

**Other words**

- **algo** – *something*
- **alguien** – *someone*
- **como** – *like*
- **cosa** – *thing*
- **desventaja(f)** – *disadvantage*
- **eso** – *that*
- **fin** – *end*
- **manera** – *way*
- **medio/a** – *half*
- **muy** – *very*
- **no** – *no*
- **número** – *number*
- **por ejemplo** – *for example*
- **porque** – *because*
- **Señor** – *Mr*
- **Señora** – *Mrs*
- **Señorita** – *Miss*
- **sí** – *yes*
- **tipo** – *type*
- **todo el mundo** – *everyone (the whole world)*
- **ventaja (la)** – *advantage*
- **vez** – *time*

**Countries and continents**

- **África** – *Africa*
- **Alemania** – *Germany*
- **América del Norte** – *North America*
- **América del Sur/América Latina** – *South America/Latin America*
- **Gran Bretaña** – *Great Britain*
- **Grecia** – *Greece*
- **Holanda. Países Bajos** – *Holland/Netherlands*
- **Inglaterra** – *England*
- **Irlanda** – *Ireland*
Countries and continents

Argentina – Argentina
Asia – Asia
Australia – Australia
Austria – Austria
Bangladesh – Bangladesh
Bélgica – Belgium
Brasil – Brazil
Canadá – Canada
China – China
Dinamarca – Denmark
Escocia – Scotland
España – Spain
Estados Unidos – USA
Europa – Europe
Francia – France
(País de) Gales – Wales

Nationalities etc.
africano/a – African
alemán/alemana – German
argentino/a – Argentinian
asiático/a – Asian
austríaco/a – Austrian
belga – Belgian
boliviano/a – Bolivian
brasileño/a – Brazilian
británico/a – British
canadiense – Canadian
chileno/a – Chilean
chino/a – Chinese
colombiano/a – Colombian
danés/danesa – Danish
ecuatoriano/a – Ecuadorian
escocés/escocesa – Scottish
español/ola – Spanish

Italia – Italy
Japón – Japan
la India – India
México – Mexico
Pakistán – Pakistan
Perú – Peru
Portugal – Portugal
Reino Unido – UK/United Kingdom
Rusia – Russia
Suecia – Sweden
Suiza – Switzerland
Turquía – Turkey

francés/francesa – French
galés/galesa – Welsh
griego/a – Greek
holandés/holandesa – Dutch
indio/a – Indian
ingles/inglesa – English
irlandés/irlandesa – Irish
italiano/a – Italian
japonés/japonesa – Japanese
mexicano/a – Mexican
pakistaní – Pakistani
peruano/a – Peruvian
portugués/portuguesa – Portuguese
ruso/a – Russian
sueco/a – Swedish
suizo/a – Swiss
turco/a – Turkish
Nationalities etc. (continued)

- estadounidense, americano/a – American (from the United States)
- venezolano/a – Venezuelan
- europeo/a – European

Geographical areas and mountains

- Andalucía – Andalucía
- Cataluña – Cataluña
- Edimburgo – Edinburgh
- las Islas Baleares – Balearic Islands
- las Islas Canarias – Canary Islands
- Londres – London
- Los Pirineos – Pyrenees
- el País Vasco – Basque Country
## Appendix 2: Codes

<table>
<thead>
<tr>
<th>Type of code</th>
<th>Use of code</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject codes</td>
<td>The subject code is used by centres to cash-in the entry for a qualification.</td>
<td>International GCSE – 4SP1</td>
</tr>
<tr>
<td>Paper codes</td>
<td>These codes are provided for information. Students may need to be entered for individual papers.</td>
<td>Component/Paper 1: 4SP1/01&lt;br&gt;Component/Paper 2: 4SP1/02&lt;br&gt;Component/Paper 3: 4SP1/03</td>
</tr>
</tbody>
</table>
Appendix 3: Pearson World Class Qualification Design Principles

Pearson’s world-class qualification design principles mean that all Edexcel qualifications are developed to be **rigorous, demanding, inclusive and empowering**.

We work collaboratively to gain approval from an external panel of educational thought leaders and assessment experts from across the globe. This is to ensure that Edexcel qualifications are globally relevant, represent world-class best practice in qualification and assessment design, maintain a consistent standard and support learner progression in today’s fast-changing world.

Pearson’s Expert Panel for World Class Qualifications is chaired by Sir Michael Barber, a leading authority on education systems and reform. He is joined by a wide range of key influencers with expertise in education and employability.

"I’m excited to be in a position to work with the global leaders in curriculum and assessment to take a fresh look at what young people need to know and be able to do in the 21st century, and to consider how we can give them the opportunity to access that sort of education.” Sir Michael Barber.
Endorsement from Pearson’s Expert Panel for World Class Qualifications for the International GCSE development processes

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

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

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

Importantly, we have worked to ensure that the content and learning is future oriented, and that the design has been guided by Pearson’s Efficacy Framework. This is a structured, evidence-based process, which means that learner outcomes have been at the heart of this development throughout.

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

Sir Michael Barber (Chair)
Chief Education Adviser, Pearson plc

Professor Sing Kong Lee
Professor, National Institute of Education in Singapore

Dr Peter Hill
Former Chief Executive, ACARA

Bahram Bekhradnia
President, Higher Education Policy Institute

Professor Jonathan Osborne
Stanford University

Dame Sally Coates
Director of Academies (South), United Learning Trust

Professor Dr Ursula Renold
Federal Institute of Technology, Switzerland

Professor Bob Schwartz
Harvard Graduate School of Education

Professor Janice Kay
Provost, University of Exeter

Jane Beine
Head of Partner Development, John Lewis Partnership

Jason Holt
CEO, Holts Group
Appendix 4: Transferable skills

The need for transferable skills

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

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

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council’s (NRC) framework \(^2\) as being the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.

The skills have been interpreted for this specification to ensure that they are appropriate for the subject. All of the skills listed are evident or accessible in the teaching, learning and/or assessment of the qualification. Some skills are directly assessed. Pearson materials will support you in identifying these skills and developing these skills in students.

The table overleaf sets out the framework and gives an indication of the skills that can be found in Spanish and indicates the interpretation of the skill in this area. A full subject interpretation of each skill, with mapping to show opportunities for students’ development is provided on the subject pages of our website: qualifications.pearson.com

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<table>
<thead>
<tr>
<th>Cognitive skills</th>
<th>Cognitive processes and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical thinking</td>
</tr>
<tr>
<td></td>
<td>Problem solving</td>
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<td></td>
<td>Analysis</td>
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<td></td>
<td>Reasoning</td>
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<td></td>
<td>Interpretation</td>
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<td></td>
<td>Decision making</td>
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<td></td>
<td>Adaptive learning</td>
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<tr>
<td></td>
<td>Executive function</td>
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<tr>
<td>Creativity</td>
<td>Creativity</td>
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<td></td>
<td>Innovation</td>
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<tr>
<td>Intellectual openness</td>
<td>Adaptability</td>
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<td></td>
<td>Personal and social responsibility</td>
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<td></td>
<td>Continuous learning</td>
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<tr>
<td></td>
<td>Intellectual interest and curiosity</td>
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<tr>
<td>Work ethic/ conscientiousness</td>
<td>Initiative</td>
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<td></td>
<td>Self-direction</td>
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<td></td>
<td>Responsibility</td>
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<tr>
<td></td>
<td>Perseverance</td>
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<tr>
<td></td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td>Self-regulation</td>
</tr>
<tr>
<td></td>
<td>Self-regulation (metacognition, forethought, reflection)</td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
</tr>
<tr>
<td>Positive core self-evaluation</td>
<td>Self-monitoring/self-evaluation/self-reinforcement</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Teamwork and collaboration</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
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<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
</tr>
<tr>
<td></td>
<td>Co-operation</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
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<tr>
<td></td>
<td>Assertive communication</td>
</tr>
<tr>
<td></td>
<td>Self-presentation</td>
</tr>
</tbody>
</table>

**Interpretation** for Spanish:
Decoding a new written/spoken extract and identifying and understanding explicit or implicit meaning and authorial aims.

**Productivity** for Spanish:
Writing continuously and fluently and to a high standard.

**Communication** for Spanish:
Undertaking a speaking task involving dialogue or undertaking a writing task, or when the student responds to prompts from another.
## Appendix 5: Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment objectives</td>
<td>The requirements that students need to meet to succeed in the qualification. Each assessment objective has a unique focus, which is then targeted in examinations or coursework. Assessment objectives may be assessed individually or in combination.</td>
</tr>
<tr>
<td>External assessment</td>
<td>An examination that is held at the same time and place in a global region.</td>
</tr>
<tr>
<td>JCQ</td>
<td>Joint Council for Qualifications. This is a group of UK exam boards which develop policy related to the administration of examinations.</td>
</tr>
<tr>
<td>Linear</td>
<td>Qualifications that are linear have all assessments at the end of a course of study. It is not possible to take one assessment earlier in the course of study.</td>
</tr>
<tr>
<td>Modular</td>
<td>Qualifications that are modular contain units of assessment. These units can be taken during the course of study. The final qualification grade is worked out from the combined unit results.</td>
</tr>
<tr>
<td>NEA</td>
<td>Non-examination assessment. This is any assessment not sat in examination conditions at a fixed time and place. Non-examination assessment includes coursework, oral examinations and practical examinations.</td>
</tr>
<tr>
<td>Raw marks</td>
<td>Raw marks are the actual marks that students achieve when taking an assessment. When calculating an overall grade, raw marks often need to be converted so that it is possible to see the proportionate achievement of a student across all units of study.</td>
</tr>
<tr>
<td>UMS</td>
<td>Uniform Mark Scale. Students’ actual marks (or raw marks) will be converted into a UMS mark so that it is possible to see the proportionate result of a student. Two units may each be worth 25% of a total qualification. The raw marks for each unit may differ, but the Uniform Mark will be the same.</td>
</tr>
<tr>
<td>Unit</td>
<td>A modular qualification will be divided into a number of units. Each unit will have its own assessment.</td>
</tr>
</tbody>
</table>
# Appendix 6: Candidate cover sheet
(Paper 3: Speaking)

**To be completed by the teacher/examiner:**

<table>
<thead>
<tr>
<th>Centre name:</th>
<th>Centre number:</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate name:</td>
<td>Candidate number:</td>
<td>Specification code:</td>
</tr>
<tr>
<td>Date of speaking test:</td>
<td>Name of teacher/examiner conducting test (Block capitals):</td>
<td>CD number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic area</th>
<th>Sub-topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task A</strong></td>
<td>□ A □ B □ C □ D □ E</td>
</tr>
<tr>
<td><strong>Task B, Conversation 1</strong></td>
<td>□ A □ B □ C □ D □ E</td>
</tr>
<tr>
<td><strong>Task C, Conversation 2</strong></td>
<td>□ A □ B □ C □ D □ E</td>
</tr>
</tbody>
</table>

**Declaration of authentication**

I declare that the above assessments have been carried out without assistance other than that which is acceptable under the scheme of assessment. I also agree to samples of the work being used to support the professional development and training of centre teachers/examiners and Pearson examiners.

Signed (candidate): _______________________________ Date: ___________________

Signed (teacher/examiner): _______________________________ Date: ___________________

**To be completed by the Pearson Examiner:**

**Task A**

<table>
<thead>
<tr>
<th>Communication and content</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
</tr>
</tbody>
</table>

**Tasks B and C**

<table>
<thead>
<tr>
<th>Communication and content</th>
<th>Interaction and spontaneity</th>
<th>Linguistic knowledge and accuracy</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
<td>Pearson Examiner</td>
<td>Senior Examiner</td>
</tr>
</tbody>
</table>