

Y9 Transition Booklet

Spanish GCSE



Name: _____

Describing a photo

As part of the GCSE Spanish course, you will complete an examination across four skill areas:

Listening (25%)

Reading (25%)

Writing (25%)

Speaking (25%)

As part of the speaking task, you will have to complete a read aloud task, a role play and a picture based task.

In preparation for this assessment, we would like you to develop your skills and knowledge of how to successfully complete the picture based task.

For this task, you will need to describe the picture for at least 1 ½ - 2 minutes.

This part of the assessment will begin with your teacher asking you to 'Describe the picture'.

In order to complete this task successfully, we are going to use the acronym PAL:

P: People

A: Action

L: Location

For example:

Candidate STIMULUS

Picture task HPT18

Picture 1



P: Hay cuatro personas
(There are 4 people)

A: Están jugando al baloncesto.
(They are playing basketball)

L: Están en el parque.
(They are in the park)

The mark scheme below shows exactly what you need to do to achieve the top marks:

Assessment criteria for the Foundation tier – Task 3

Picture task – Foundation tier (28 marks)

Part 1 – Picture description task (8 marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear. 	4	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down. 	3	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	<ul style="list-style-type: none"> • One or more bullet point(s) addressed. • Occasional, brief development of ideas to describe different, relevant aspects of the picture. • Some parts of the response are comprehensible; the message sometimes breaks down. 	2	<ul style="list-style-type: none"> • Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	<ul style="list-style-type: none"> • One or more bullet point(s) addressed. • Little or no development of ideas to describe different, relevant aspects of the picture. • Limited parts of the response are comprehensible; the message often breaks down. 	1	<ul style="list-style-type: none"> • Minimal variety of vocabulary and grammatical structures; likely to use individual words and/or phrases in isolation. • Minimal accuracy in the language; errors throughout, most of them major.
0	No rewardable material.	0	No rewardable material.

Assessment criteria for the Higher tier – Task 3

Picture task – Higher tier (28 marks)

Part 1 – Picture description task (8marks)

For this task, students are required to describe a picture. There are two mark grids to be applied to this task:

- AO2: Response to stimulus
- AO3: Linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Examiners **must** use the *Additional guidance*, exemplification of live scripts issued at standardisation and their professional judgement before deciding on a mark.

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	<ul style="list-style-type: none"> • All three bullet points addressed. • Consistent, detailed development of ideas to describe different, relevant aspects of the picture. • Response is easily comprehensible; it is rare that the message is not immediately clear. 	4	<ul style="list-style-type: none"> • Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	<ul style="list-style-type: none"> • All three bullet points addressed. • Frequent development of ideas, some of which is detailed, to describe different, relevant aspects of the picture. • Response is comprehensible; the occasional message may be unclear/difficult to understand immediately. 	3	<ul style="list-style-type: none"> • A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Ideas are generally developed, to describe different, relevant aspects of the picture. • Response is generally comprehensible; some messages may be unclear. 	2	<ul style="list-style-type: none"> • Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	<ul style="list-style-type: none"> • Two or more bullet points addressed. • Some development of ideas to describe different, relevant aspects of the picture. • Response is comprehensible in some parts; the message may occasionally break down. 	1	<ul style="list-style-type: none"> • Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.

Your task.

During the summer holidays, you should try to capture at least 10 different photos.

You should aim to take a photo in as many different locations as possible. Below is a list of potential locations but this is not an exhaustive list, and you may want to be creative and take a quick snap in a different location:

1. A park
2. A cinema
3. A theme park
4. A concert
5. At a sports centre / stadium
6. On a beach
7. In a restaurant
8. At a friend's house
9. In a museum
10. In a town or city centre

You can then either create a PowerPoint or a photo collage with a compilation of your ten different photos, with detailed description to match each photo using the PAL acronym. Don't forget to refer to your sentence builders on the next page if you need any support with vocabulary.

We have left blank pages in your booklet, should you wish to stick your pictures into this booklet.

P = people

Hay – there is/are

Dos personas – two people

Tres personas – three people

Un hombre – a man

Una mujer – a woman

Un chico – a boy

Una chica – a girl

Unos jóvenes – some young people

Una familia - a family

L = location

Está – he/ she is ...

Están – they are ...

En el campo – in the countryside

En un parque – in the park

En la playa – on the beach

En un colegio – in school

En un polideportivo – in a sports centre

En una tienda – in a shop

En un café – in a café

En la calle – in the street

A = activity

Está(n) hablando – he/she(they) are talking

Está(n) comiendo - he/she(they) are eating

Está(n) bebiendo - he/she(they) are drinking

Se está(n) riendo - he/she(they) are laughing

Está(n) sonriendo - he/she(they) are smiling

Está(n) jugando al... - he/she(they) are playing...

Está(n) bailando - he/she(they) are dancing

Está(n) esperando - he/she(they) are waiting for...

Está(n) mirando - he/she(they) are looking at

Está(n) andando - he/she(they) are walking

Está(n) haciendo deportes - he/she(they) are doing sports

