



## **COMMON ENTRANCE EXAMINATION AT 13+**

### **SPANISH SYLLABUS**

*(revised for first examination in Autumn 2019)*

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#### **INTRODUCTION**

The revised Common Entrance Spanish syllabus for examination at 13+ has been devised with reference to the statutory programmes of study for languages for key stage 2 and key stage 3 respectively of the National Curriculum (2013). In preparing pupils for Common Entrance and beyond, teachers should focus on broadening and strengthening their pupils' competence in listening, speaking, reading and writing, through knowledge and understanding of key grammar constructions and vocabulary.

There are tiered papers: Level 1 and Level 2. Level 1 is aimed at candidates who have studied Spanish for between 30 and 40 hours, or who find the language difficult.

At Level 1, the past tenses are not required in any paper. In the final task of the Writing component, candidates are only expected to use simple sentence constructions. At Level 2, exercises in the Speaking and Writing components offer open-ended tasks which allow candidates to show knowledge of a range of tenses, should they choose to use them.

#### **AIMS**

A course leading to this examination should:

- (i) develop the skills which will enable candidates to understand the written and spoken language and use the language effectively for purposes of practical communication;
- (ii) give candidates opportunities to take part in a broad range of linguistic activities;
- (iii) provide a basis for continuing study of the language and encourage independent learning, including the use of dictionaries, glossaries and ICT;
- (iv) give candidates opportunities to work with authentic language materials;
- (v) encourage interest in the target countries;
- (vi) provide enjoyment and stimulation;
- (vii) encourage positive attitudes towards the use of foreign languages and towards speakers of foreign languages.

## ASSESSMENT OBJECTIVES

The examination will test candidates' ability to:

- AO1 show an understanding of the spoken language dealing with a range of familiar topics, and identify and note main points and specific details, including opinions;
- AO2 take part in short conversations, giving and obtaining information and opinions;
- AO3 show an understanding of a number of printed items, ranging from short, simple phrases to longer, more complex texts and identify and note main points and specific details, including opinions;
- AO4 produce pieces of writing, ranging from short phrases to longer passages in which they seek and convey information and opinions.

## SYLLABUS CONTENT

### INTRODUCTION

- (i) The examination is based on the topics set out below. An asterisk denotes a topic which is not required for Level 1.
- (ii) The grammar section lists all the material which candidates for the examination should cover.

### TOPICS

- language of the classroom
- house, home, daily routine and chores
- life and work at school
- time, dates, numbers and prices
- personal description
- family, friends and pets
- meeting people
- free-time activities
- holiday activities
- visiting a café or restaurant
- description of a town or region
- finding the way and using transport
- shopping (e.g. for food, clothes, presents)
- weather
- pocket money\*
- simple health problems\*
- understanding tourist information\*

## GRAMMAR

(\*for recognition only)

Please note, Level 2 also requires all items in Level 1 (including those marked with an asterisk). Examples in italics are indicative, not exclusive.

	Level 1	Level 2
<b>Verbs</b>	present tense: (i) regular verbs (ii) irregular verbs: <i>estar, hacer, ir, querer, ser, tener</i> <i>poder, hay, tener que</i> <i>gustar/encantar</i> common radical-changing verbs introduction to the uses of <i>ser</i> and <i>estar</i> (iii) common reflexive verbs * <i>se puede</i> *future tense with <i>ir</i>	present tense: (i) uses of <i>ser</i> and <i>estar</i> (ii) irregular verbs: <i>doler, decir, saber</i> future tense with <i>ir</i> *preterite tense *imperfect tense: only <i>era, estaba, había, hacía, tenía, iba</i> + other verbs for recognition *gerund and the present continuous tense *present perfect tense <i>me gustaría + me encantaría</i>
	basic interrogative forms basic negative forms idiomatic expressions with <i>tener</i> , e.g. <i>frío, calor, hambre, sed</i> weather expressions with <i>hacer</i>	negatives: <i>nada, nadie, nunca, jamás, ya ... no</i>
<b>Nouns</b>	genders and plurals of common nouns definite and indefinite articles	<i>del</i> and <i>al</i> use of the personal <i>a</i>
<b>Adjectives</b>	agreement possessive: <i>mi... tu</i> comparative: <i>más ... que, menos... que, tan ... como</i>	demonstrative: <i>este, ese, aquel</i> *possessive: <i>su</i> indefinite: <i>todo, alguno</i>
<b>Adverbs</b>	common adverbs interrogative: <i>cómo, cuándo, dónde</i>	adverbs
<b>Pronouns</b>	subject *relative: <i>que</i>	*direct and indirect object
<b>Prepositions and Conjunctions</b>	*common prepositions *common conjunctions	

<b>Numerals</b>	cardinal numbers: 0-100 ordinal numbers: 1-3 dates and time *basic quantities *basic prices	cardinal numbers: 100-1000 ordinal numbers: 4-5
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## **SCHEME OF ASSESSMENT**

Regulations for the conduct of the listening and speaking components are in the Schools area of the ISEB website.

### **LISTENING (25%; about 25 minutes)**

This will be based on a number of short passages recorded on a CD. Instructions will be given in English. There will be 25 questions, usually arranged in five sections. There will be a range of test-types in English: these might include multiple choice, true/false, table/grid completion, putting symbols on a map/plan, box-ticking, matching the recording with visual/verbal options, completing sentences/pictures, linking opinions with speakers, correcting a passage with mistakes highlighted, choosing correct answers or answering questions in English.

### **SPEAKING (25%)**

The teacher-examiner will assess the candidate's performance and will submit recordings of all candidates for moderation. Instructions will be printed in English.

#### **Level 1 (about 4 minutes)**

There will be a discussion of two prepared topics, each lasting about 2 minutes and chosen by the candidate from the list below:

- house, home, daily routine and chores
- free-time and holiday activities
- life and work at school
- personal description, family, friends and pets

For each topic, candidates should speak uninterrupted for approximately 30 seconds and then answer some specific, spontaneous questions (approximately 3-4 questions), bringing the time for the discussion of both topics to a total of 4 minutes.

Credit will be given for relevant communication, appropriate response to the questions and accuracy and quality of language (*see Appendix I*).

#### **Level 2 (about 6 minutes)**

There will be three sections: a role-play situation; a discussion of one prepared topic and an open, unprepared conversation.

### **Section 1: Role-Play situation (about 2 minutes; 9 marks)**

Ten minutes before the test, the examiner will give each candidate, at random, one situation from the three which are set, ensuring that all the situations are used equally. The candidate will be required to carry out six tasks in Spanish which have been given in English. Past tenses will not be required in this exercise. One of the tasks will be unpredictable and will require the candidate to respond, unprepared, to the examiner's question. The role-plays may be based on any area of the syllabus, and will be of a transactional or social nature, such as conversations in a shop, at the station, in a café/restaurant etc., or discussing hobbies, school or family etc. with a Spanish friend.

The examiner will give a mark (out of 6) for completion of the tasks and a mark (out of 3) for accuracy and quality of language (see *Appendix I*). A bilingual dictionary will be provided for candidate use during the preparation time, but no written notes may be taken into the room, nor may any written notes be made during the preparation time. Candidates should have a quiet place in which to prepare and no access should be given to reference materials, notes or other candidates.

### **Section 2: Prepared topic (about 2 minutes; 8 marks)**

Discussion of one topic, chosen by the candidate, from the same list as Level 1 or a topic in connection with a country where Spanish is spoken:

- a town or region
- a regional or national celebration
- an artist (painter, sculptor, writer, composer etc.)
- an historical figure
- a sportsman/sportswoman

The examiner will ask the candidate to introduce the topic in Spanish. After about 30 seconds, the examiner will intervene to ask at least four questions during the course of the two minutes. Credit will be given for relevant, spontaneous communication, appropriate response to the questions and accuracy and quality of language, including pronunciation and an ability to use the present and near future tenses (see *Appendix I*).

### **Section 3: Open conversation (about 2 minutes; 8 marks)**

An open, spontaneous and unprepared discussion of any/all of the topics listed in Level 1, which should not overlap with the prepared topic. Examiners are encouraged to enable candidates to demonstrate a range of vocabulary and grammar and to develop their responses, to show their fluency and knowledge of the language. Marks will be awarded in accordance with *Appendix II*.

## **READING AND WRITING (50%; 60 minutes)**

### **Part A: Reading**

#### **Levels 1 and 2**

Instructions will be given in English. There will be 25 questions on a number of short passages, arranged in five sections. There will be several exercises of differing length, covering a range of different approaches to the development of reading skills, e.g. gap-filling, multiple choice, matching headings to texts, matching pictures to descriptions, matching two halves of a sentence, matching questions and answers, matching people and opinions, choosing a number of correct answers.

### **Part B: Writing**

Instructions will be given in English.

#### **Level 1**

There will be three sections worth a total of 25 marks. The first will contain ten sentence-completion questions and the second will require candidates to write short sentences about five pictures; the third section will ask candidates to write a few short sentences on a choice of two given topics from the syllabus. Marks will be awarded in accordance with *Appendix III*.

#### **Level 2**

There will be two written exercises:

#### **Section One (10 marks)**

This question will require the writing of five simple sentences in Spanish, each based on a visual or written stimulus. Candidates should write five to ten words on each stimulus. Marks will be awarded for content, accuracy and quality of language (see *Appendix IV*).

#### **Section Two (15 marks)**

The question will require 80-120 words of continuous writing in the form of an email, in which candidates need to show a knowledge of present and near future tenses in order to access the top marks. Five bullet points will be given in English and Spanish, of which candidates will be expected to choose at least four. Candidates will be credited for their response to the task, the accurate use of a wide variety of vocabulary and grammar, and the ability to demonstrate the full range of their knowledge of the linguistic features contained in the syllabus (see *Appendix IV*).

## APPENDIX I

### LEVEL 1

#### SPEAKING: PREPARED TOPICS

Both discussions are marked out of 10, according to the following descriptors.

Mark	Communication
5	Very good: information presented with confidence.
4	Good: a good amount of information conveyed.
3	Satisfactory: a reasonable amount of information conveyed.
2	Limited: very simple information conveyed.
1	Poor: very little information conveyed.
0	No relevant information conveyed.

Mark	Accuracy and Quality of language
5	Good accent and range of vocabulary; possible errors in more complex language, but generally accurate.
4	Some errors, but clear message and generally good pronunciation.
3	Generally simple answers and frequent errors, but language more accurate than inaccurate.
2	Very limited vocabulary; short, simple sentences; errors very frequent; comprehension somewhat delayed.
1	Occasional, short phrases; communication often hindered by errors; pronunciation barely understandable.
0	No language produced worthy of credit.

**NB: the final mark out of 20 should be scaled up to be out of 25, to have equal weighting with the Listening, Reading and Writing papers, in accordance with the following scale:**

20 = 25	16 = 20	12 = 15	8 = 10	4 = 5
19 = 24	15 = 19	11 = 14	7 = 9	3 = 4
18 = 23	14 = 18	10 = 13	6 = 8	2 = 3
17 = 21	13 = 16	9 = 11	5 = 6	1 = 1

## APPENDIX II

### LEVEL 2

### SPEAKING

#### Section One: Role Play

The role play is marked out of 9, according to the following descriptors. There is a total of 6 marks for the tasks and up to 3 marks for the quality of language throughout the role play.

Mark (per task)	Completion of tasks
1	Full communication.
½	Task partly carried out; there may be considerable hesitation.
0	Failure to communicate.

Mark (overall impression)	Accuracy and Quality of language
3	High level of accuracy with no significant errors.
2	Level of language generally good but with a number of errors.
1	Marked weaknesses in the use of language.
0	Little or no effective use of the target language.

#### Section Two: Prepared Topic

The discussion of the prepared topic is marked out of 8, according to the following descriptors.

(A best fit policy should be used and ½ marks may be awarded.)

Mark	Descriptor
8	Excellent: a lot of information communicated; good pronunciation and at least a reasonable attempt at intonation; a high level of accuracy; generally accurate use of the present and near future tenses; opinions and justification offered; errors may exist, but only in the most ambitious language.

<b>7</b>	Very good communication: ready responses, mainly accurate; both present and near future tenses attempted; a wide range of vocabulary; good pronunciation.
<b>6</b>	Good communication: generally ready responses, though with some hesitation and a number of errors; a good range of vocabulary; a reasonable attempt at pronunciation.  NB a range of tenses is not required.
<b>4-5</b>	Satisfactory communication: adequate responses; some hesitation; some significant errors.
<b>3</b>	Limited communication: hesitant and probably with serious errors; prompting required.
<b>2</b>	Very limited communication: very hesitant, with prompting needed; relatively little accurate usage.
<b>0-1</b>	Very weak: little or no communication; not easily understood; much prompting needed.

### **Section Three: Open conversation**

The open, spontaneous and unprepared discussion is marked out of 8, according to the descriptors above for Section Two.

## APPENDIX III

### LEVEL 1

#### WRITING: SECTION THREE

##### Section One

One mark per question.

Total 10 marks.

##### Section Two

Up to two marks per sentence, awarded as appropriate.

Total 10 marks.

##### Section Three

This whole section is marked out of 5, according to the following descriptors.

Mark	Content
3	Meets all the requirements of the tasks set.
2	Some omissions in fulfilling the tasks.
1	Only partial response to the tasks.
0	No relevant information communicated.

Mark	Quality of language
2	A good range of idiom, vocabulary and structures.
1	A fair range of idiom, vocabulary and structures.
0	A poor range of idiom, vocabulary and structures.

Total 5 marks.

## APPENDIX IV

### LEVEL 2

### WRITING

#### Section One:

Up to two marks per sentence, awarded for content, accuracy and quality of language, as appropriate.

Total 10 marks.

#### Section Two:

This question is marked out of 15, according to the following descriptors. (A 'best fit' policy should be used when deciding which band and ½ marks may be awarded.)

Total 15 marks.

<b>Marks</b>	<b>Content and communication</b>
<b>5</b>	Responds fully to the task and communicates with no ambiguity in a coherent and detailed way.
<b>4</b>	Communicates relevant information clearly and elaborates all points.
<b>3</b>	Reasonable communication, but either one point not covered or the general coverage of the points lacks detail.
<b>2</b>	Communication takes place, but with limited coverage of the required points and there may be instances of repeated or irrelevant material.
<b>1</b>	Partial communication and some attempt to respond to the task.
<b>0</b>	Communicates no relevant information.

<b>Marks</b>	<b>Accuracy and Quality of language</b>
<b>9-10</b>	A good range of grammar, vocabulary, idiom and structures, used confidently and accurately, including generally accurate use of the present and near future tenses; fluent, controlled and varied; errors may exist, but only in the most ambitious language.
<b>7-8</b>	A good level of accuracy, fluency, range of vocabulary and grammar, which may include present and near future tenses.
<b>5-6</b>	Uses a range of straightforward structures and vocabulary; more right than wrong; reasonably coherent and accurate.

<b>3-4</b>	Some awareness of verbs, but inconsistent overall; some range and variety of idiom, vocabulary and structures, but generally a weakness in application and accuracy.
<b>1-2</b>	Inaccurate, very simple sentence structure and very poor range of vocabulary; much repetition; limited knowledge of the language; only a few phrases or short sentences accurate enough to be recognisable.
<b>0</b>	Nothing coherent or accurate enough to be comprehensible.