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Cambridge Assessment International Education

Cambridge IGCSE™

SPANISH **0530/03**

Paper 3 Speaking **October/November 2023**

INSTRUCTIONS FOR TEACHERS/EXAMINERS **Approximately 10 minutes**



The information in this document is confidential and must NOT reach candidates either directly or indirectly.

INSTRUCTIONS

- Read this set of instructions carefully before starting the speaking tests at the centre.
- You must ask the questions in **Spanish** and the candidates must respond in **Spanish**.
- Dictionaries are **not** allowed.

INFORMATION

- Candidates have 10 minutes of preparation time before the test.
- Each candidate's speaking test must include:
  - Role play (approximately 2 minutes)
  - Topic conversation 1 (4 minutes)
  - Topic conversation 2 (4 minutes).

This document has **32** pages. Any blank pages are indicated.

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Contents

Introduction **3**

The purpose of the speaking test 3

Structure of the speaking test 3

Resources required 4

Preparation in advance of the speaking test **5**

On the day of the speaking test **5**

Before each candidate's test 5

During each candidate's test 6

Role play 6

Topic conversation 1 7

Topic conversation 2 8

After each candidate's speaking test 9

After completing all of the speaking tests at the centre **9**

Mark schemes **10**

Role play mark scheme 10

Topic conversation mark schemes 11

Communication 11

Quality of Language 12

Working mark sheet (WMS) **13**

Randomisation instructions **14**

Teacher/examiner scripts – Role plays **16**

Teacher/examiner scripts – Topic conversations **25**

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Introduction

These instructions are for the teacher(s)/examiner(s) who are responsible for conducting and assessing the Cambridge IGCSE Spanish speaking tests at your centre. In these instructions we use the word 'you' to refer to the teacher/examiner conducting the speaking tests.

The purpose of the speaking test

The purpose of the speaking test is to assess candidates' spoken performance in Cambridge IGCSE Spanish.

To achieve this it is important to:

- create a supportive atmosphere and encourage each candidate to speak
- follow all of the instructions
- conduct each test using the questions and prompts exactly as they are printed in the teacher/examiner scripts provided in this booklet
- record the speaking tests of **all** candidates.

Structure of the speaking test

The structure is as follows:

Task	Duration	Task focus
Preparation time	10 minutes	
Greeting (non-assessed)	approximately 30 seconds	
Role play	approximately 2 minutes	Candidates respond to transactional questions to, for example, accomplish a task or obtain goods/services.
Topic conversation 1	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area A or B to share views, opinions and experiences.
Topic conversation 2	4 minutes	Candidates respond to questions on one specific sub-topic from Topic Area C, D or E to share views, opinions and experiences.

The test does not need to last exactly 10 minutes. For example:

- if the role play lasts less than 2 minutes, you do **not** need to add extra questions
- if the role play lasts more than 2 minutes, do **not** reduce the time allocated to the topic conversations
- if the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

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Resources required

You need:	Each candidate needs:
• this instruction booklet • a copy of the mark schemes provided in this instruction booklet • copies of the working mark sheet (WMS) (please download from the samples database at **www.cambridgeinternational.org/samples**) • recording equipment • a timer or clock • the list of candidate names and numbers • a black or blue pen for marking • a quiet room for the preparation time • a quiet room for the speaking test.	• one candidate card.

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Preparation in advance of the speaking test

Before starting the speaking tests at the centre, you must:

- read these instructions, including the mark schemes, carefully before conducting your first test
- read the guidance in the *Cambridge Handbook* about the conduct of non-coursework speaking tests
- study the scripts for both the role play and topic conversations
- make sure that there are two separate rooms available: one room where candidates prepare for the test (this will be the preparation room) and one room where candidates take the test (this will be the examination room)
- check that the recording equipment is working properly
- write the syllabus number, centre number and your name on the working mark sheet. Complete the boxes at the top of the working mark sheet with the correct details about your centre and the exam.

You must **NOT** share the role plays or the topics of the topic conversations with candidates before their test.

You must **NOT** share the topics of the topic conversations with the candidates during their preparation time.

Note: if more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must all agree the approach and standard of marking before conducting the first test. Please read the factsheet about internal moderation, which can be found on the samples database at **www.cambridgeinternational.org/samples**

On the day of the speaking test

Before each candidate's test

You must:

- select a candidate card using the randomisation instructions on page 14
- give the candidate card to the candidate in the preparation room
- tell the candidate that they have 10 minutes to prepare
- tell the candidate they must **not** write anything during the preparation time
- make sure that the candidate is supervised under exam conditions during the preparation time. Note that the exam conditions must be maintained until the test is complete.
- find the correct role play questions and topic conversation scripts in this instruction booklet for the candidate you are about to examine
- write the candidate's name, their candidate number, the candidate card number and topic conversation numbers on the working mark sheet.

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During each candidate's test

1 At the start of the test, press 'record' on the recording equipment. **Do not stop or pause the recording at any point during the test.**

2 Say your name, the candidate's name, their candidate number, the candidate card number and the date. For example:

'Teacher/examiner name: *Mr John Smith*
Candidate number: *0031*
Candidate name: *Anita Cheng*
Candidate card number: *3*
Date: *[the date on which the test is conducted]*'

3 Start the timer or look at a clock to note the start time of the test. (You should monitor the timing for each part of the test (role play: approximately 2 minutes, topic conversation 1: 4 minutes and topic conversation 2: 4 minutes); you may want to restart the timer for each part.)

From this point onwards, all parts of the test must be conducted in Spanish.

Role play

4 Greet the candidate using the prompts provided. This is **not** assessed.

5 Set the scene for the role play by reading out the role play scenario **exactly as it is printed** in this instruction booklet.

6 Ask the first role play question **exactly as it is printed**. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.
Note: You **can** repeat any role play question if the candidate has not understood or did not hear but you **must not rephrase any** of the role play questions. If the candidate still cannot answer one of the questions after you have repeated it, move on to the next task.

7 Listen to the candidate's answer.

8 Assess the candidate's answer using the role play mark scheme on page 10 and write down the mark on the working mark sheet (WMS). When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's response. Then award the mark for that band. The purpose of the role play is to communicate an appropriate response to each task. A short response to a task, if it communicates fully and is correct, is worth 2 marks.

9 Repeat the process described above in points 6–8 for each role play question, until you have asked **all** of the role play questions.

10 When the role play is complete, tell the candidate that the role play has finished and that it is time to start the topic conversations.

Remember, you cannot stop or pause the recording during a test.

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Topic conversation 1

11 Go to the correct topic conversation in this instruction booklet.

12 Say to the candidate in Spanish: 'First we are going to talk about [name of the first topic]'.

13 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.

14 Listen carefully to and acknowledge the candidate's answer to each question.

15 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about …', 'What else can you tell me about …?', 'Is there anything else you want to say about …?'.

Questions	**If the candidate does not give a relevant answer**	**If the candidate still does not give a relevant answer**	**If the candidate still does not give a relevant answer**
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

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Topic conversation 2

16 Go to the correct topic conversation in this instructions booklet.

17 Say to the candidate in Spanish: 'Now we are going to talk about [name of the second topic]'.

18 Ask each question **exactly as it is printed**. You must ask **all five** questions in the order shown. If there are two parts to the question (e.g. 'When …? Why?'), you should pause and wait for the answer to the first part before asking the second part.

19 Listen carefully to and acknowledge the candidate's answer to each question.

20 If the candidate does not answer a question, or answers very briefly and you think that they could give a fuller response, follow the instructions in the table below. You can encourage fuller responses by asking extension questions such as 'Tell me more about …', 'What else can you tell me about …?', 'Is there anything else you want to say about …?'.

Questions	**If the candidate does not give a relevant answer**	**If the candidate still does not give a relevant answer**	**If the candidate still does not give a relevant answer**
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question
• If necessary, encourage a fuller response by asking an extension question, e.g. *¿Puedes decirme algo más (sobre eso)?* • If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.			

21 When **both** topic conversations have been completed, stop the recording. Then award a mark out of 15 for Communication and a mark out of 15 for Quality of Language using the mark schemes on pages 11–12.

22 Write the mark for Communication and the mark for Quality of Language on the working mark sheet (WMS).

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After each candidate's speaking test

23 Take the candidate card from the candidate. The candidate must **not** take the candidate card with them when they leave the examination room.

24 Make sure that you have completed all parts of the working mark sheet (WMS) for the candidate.

25 Check that the test has been recorded and can be heard clearly. If there is a problem with the recording, follow the instructions in the *Cambridge Handbook* about failed recordings.

After completing all of the speaking tests at the centre

- Add up the marks for each candidate and write the total mark in the appropriate column on the working mark sheet (WMS). Check all additions carefully.

- If more than one teacher/examiner is marking the Cambridge IGCSE Spanish speaking tests at the centre, you must make arrangements to internally moderate all of the teachers'/ examiners' marking so that all candidates are assessed to a common standard. You can find further information about the process of internal moderation on the samples database at **www.cambridgeinternational.org/samples**

- You must write the internally moderated marks for all candidates on the working mark sheet (WMS) and submit these marks to Cambridge International according to the instructions set out in the *Cambridge Handbook* and on the samples database at **www.cambridgeinternational.org/samples**

- The centre must submit a sample of candidates' speaking test recordings to Cambridge International for external moderation. Please check the requirements for the centre on the samples database at **www.cambridgeinternational.org/samples**

- Each recorded file in the sample must be clearly named using the following convention:

  centre number_candidate number_syllabus number_component number

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Mark schemes

The marks for each part of the test are shown below.

Part of test	Marks available	Maximum mark
Role play	2 marks per response	10
Topic conversations 1 and 2 ***together***	15 marks for Communication	15
Topic conversations 1 and 2 ***together***	15 marks for Quality of Language	15
TOTAL MARK		**40**

Marking should be positive, rewarding achievement.

Role play mark scheme

- Apply the mark scheme separately for each response.
- Up to two marks are available per response.
- When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance.

Marks	Descriptor
2	• The information is communicated. • Language is appropriate to the situation and is accurate. • Minor errors (adjective endings, use of prepositions, etc.) are allowed.
1	• The information is partly communicated and/or the meaning is ambiguous. • Errors impede communication.
0	• No creditable response.

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Topic conversation mark schemes

When you are awarding marks, start at the bottom band and work upwards. Find the band which best fits the candidate's performance. Then use the following guidance to decide on the mark to award, where applicable:

- If the candidate's work convincingly meets the level statement, award the highest mark.
- If the candidate's work adequately meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work just meets the level statement, award the lowest mark.

Communication

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	**Very good**	• Responds confidently to questions; may occasionally need repetition of words or phrases. • Communicates information which is consistently relevant to the questions. • Frequently develops ideas and opinions. • Justifies and explains some answers.
10–12	**Good**	• Responds well to questions; requires occasional use of the alternative question(s) provided. • Communicates information which is almost always relevant to the questions. • Sometimes develops ideas and opinions. • Gives reasons or explanations for some answers.
7–9	**Satisfactory**	• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided. • Communicates most of the required information; may occasionally give irrelevant information. • Conveys simple, straightforward opinions.
4–6	**Weak**	• Has difficulty with many questions but still attempts an answer. • Communicates some simple information relevant to the questions.
1–3	**Poor**	• Frequently has difficulty understanding the questions and has great difficulty in replying. • Communicates one or two basic pieces of information relevant to the questions.
0		• No creditable response.

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Quality of Language

Examiners are reminded that this is a language qualification aimed at certifying language proficiency at level A2 with elements of B1 of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. The descriptors below should be understood and applied with reference to those levels.

Award a mark out of 15 for the candidate's performance in **both** topic conversations.

Marks	Descriptor	
13–15	**Very good**	• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language. • Accurate use of a wide range of vocabulary with occasional errors. • Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.
10–12	**Good**	• Good use of a range of the structures listed in the syllabus, with some errors. • Good use of a range of vocabulary with some errors. • Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.
7–9	**Satisfactory**	• Satisfactory use of some of the structures listed in the syllabus, with frequent errors. • Satisfactory use of vocabulary with frequent errors. • Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.
4–6	**Weak**	• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity. • Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.
1–3	**Poor**	• Very limited range of structures and vocabulary, almost always inaccurate. • Poor pronunciation, rarely comprehensible; many serious errors.
0		• No creditable response.

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Working mark sheet (WMS)

Cambridge IGCSE Foreign Languages: Speaking Test Working Mark Sheet

Please read the Instructions for teachers/examiners before completing this form.

Centre number						Centre name							
Please select syllabus/component							Exam series		Year				

				ROLE PLAY					TOPIC CONVERSATIONS			
Cand. no.	**Candidate name**	***Role play card no.***	***Topic conversation nos.***	**Task 1** (max 2 marks)	**Task 2** (max 2 marks)	**Task 3** (max 2 marks)	**Task 4** (max 2 marks)	**Task 5** (max 2 marks)	**Communication** (max 15 marks)	**Quality of Language** (max 15 marks)	**Total** (max 40 marks)	**Internal/ external moderation**
0031	*Anita Cheng*	*3*	*3 & 7*	*2*	*2*	*1*	*2*	*2*	*10*	*9*	*28*	

Name of examiner completing this form IN CAPITALS:		Examiner's signature:		Date:	

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Randomisation instructions

Each candidate must be allocated one of nine candidate cards. The candidate card gives information for the role play and reminds candidates that the test will contain two topic conversations. There are corresponding teacher/examiner scripts for each candidate card.

The candidate cards and topics for conversation should be allocated to candidates in sequence as shown in the table below.

- If you are conducting more than 30 tests in a day, return to the beginning of the sequence after the 30th candidate.

- If you are conducting tests on more than one day, start each new day at the beginning of the sequence.

Allocate cards and topics to candidates in sequence, as follows:

Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 1	1	Topic 2	Topic 4
Candidate 2	2	Topic 1	Topic 6
Candidate 3	3	Topic 3	Topic 7
Candidate 4	4	Topic 1	Topic 5
Candidate 5	5	Topic 2	Topic 6
Candidate 6	6	Topic 1	Topic 4
Candidate 7	7	Topic 2	Topic 6
Candidate 8	8	Topic 3	Topic 7
Candidate 9	9	Topic 2	Topic 5
Candidate 10	1	Topic 3	Topic 4
Candidate 11	2	Topic 1	Topic 5
Candidate 12	3	Topic 2	Topic 7
Candidate 13	4	Topic 1	Topic 6
Candidate 14	5	Topic 3	Topic 4
Candidate 15	6	Topic 2	Topic 5
Candidate 16	7	Topic 3	Topic 4
Candidate 17	8	Topic 1	Topic 7
Candidate 18	9	Topic 2	Topic 6
Candidate 19	1	Topic 1	Topic 7
Candidate 20	2	Topic 3	Topic 5
Candidate 21	3	Topic 2	Topic 4
Candidate 22	4	Topic 1	Topic 7
Candidate 23	5	Topic 2	Topic 4
Candidate 24	6	Topic 1	Topic 5
Candidate 25	7	Topic 3	Topic 7

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Order of candidates	Candidate card	Topic conversation 1	Topic conversation 2
Candidate 26	8	Topic 2	Topic 6
Candidate 27	9	Topic 3	Topic 5
Candidate 28	1	Topic 2	Topic 7
Candidate 29	2	Topic 1	Topic 4
Candidate 30	3	Topic 3	Topic 5
Start again at row 1 (as used for Candidate 1)			

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 1

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en España en la estación de tren. Necesitas comprar billetes de tren para ir a tu hotel en Madrid. Hablas con un empleado / una empleada. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Cuántos billetes necesita? *Responda de forma apropiada y pregunte:*
2	¿Cómo va a pagar? *Responda de forma apropiada y pregunte:*
3	¿Qué **otro** transporte quiere usar en Madrid? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué hizo la última vez que estuvo en España? **[PAUSA]** Y ¿cómo fue? *Responda de forma apropiada y pregunte:*
5	¿Qué va a hacer hoy en Madrid? **[PAUSA]** Y ¿mañana? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 2

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** Estás en Uruguay. Vas a pasar el día en la playa con tu amigo/amiga. Hablas por teléfono con tu amigo/amiga. Yo soy tu amigo/amiga.
Preguntas	**Haga las siguientes preguntas:**
1	¡Hola! ¿A qué hora salimos? *Responda de forma apropiada y pregunte:*
2	Y ¿dónde quedamos? *Responda de forma apropiada y pregunte:*
3	Voy a llevar comida. ¿Qué quieres comer? *Responda de forma apropiada y pregunte:*
4	¿Qué te gustaría hacer después de ir a la playa? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
5	La última vez que fuiste a la playa, ¿qué tiempo hizo? **[PAUSA]** Y ¿qué hiciste en la playa? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 3

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en Guatemala en una oficina de turismo. Vas a ir a un museo de arte. Hablas con un empleado / una empleada de la oficina de turismo. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. ¿Qué día quieres ir al museo? *Responda de forma apropiada y pregunte:*
2	¿Cuántas horas quieres estar en el museo? *Responda de forma apropiada y pregunte:*
3	En el museo hay arte moderno y arte clásico: ¿cuál prefieres? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué vas a hacer después de ir al museo? **[PAUSA]** Y ¿con quién? *Responda de forma apropiada y pregunte:*
5	La última vez que fuiste a un lugar de interés, ¿qué hiciste? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 4

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El médico / La médica**
Contexto	**Diga:** Estás en Venezuela. Después de comer en un restaurante te sientes mal y vas al médico / a la médica. Hablas con el médico / la médica. Yo soy el médico / la médica.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Qué te duele? *Responda de forma apropiada y pregunte:*
2	¿Cuántos años tienes? *Responda de forma apropiada y pregunte:*
3	¿Qué comes normalmente en casa? *Responda de forma apropiada y pregunte:*
4	¿Qué hiciste ayer durante el día? **[PAUSA]** Y ¿qué bebiste? *Responda de forma apropiada y pregunte:*
5	Bueno, tienes que descansar. En el futuro, ¿qué te gustaría hacer para estar más sano/a? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 5

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El empleado / La empleada**
Contexto	**Diga:** Estás en Paraguay. Vas a ir a una tienda de mascotas para buscar un animal. Hablas por teléfono con un empleado / una empleada de la tienda. Yo soy el empleado / la empleada.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. ¿A qué hora vas a llegar a la tienda? *Responda de forma apropiada y pregunte:*
2	¿Con quién vienes? *Responda de forma apropiada y pregunte:*
3	Tenemos muchos animales. ¿Qué mascota quieres comprar? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué nombre te gustaría para tu animal? **[PAUSA]** Y ¿qué vas a hacer con tu animal? *Responda de forma apropiada y pregunte:*
5	¿Cuándo fue la última vez que pasaste tiempo con una mascota? **[PAUSA]** Y ¿qué hiciste con la mascota? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 6

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El técnico / La técnica**
Contexto	**Diga:** Estás en casa. Tienes que conectarte a Internet para tu clase de español, pero hay un problema. Hablas por teléfono con un técnico / una técnica. Yo soy el técnico / la técnica.
Preguntas	**Haga las siguientes preguntas:**
1	Hola. ¿Cómo te llamas? *Responda de forma apropiada y pregunte:*
2	¿A qué hora empieza tu clase de español? *Responda de forma apropiada y pregunte:*
3	La última vez que usaste el ordenador, ¿qué hiciste? *Responda de forma apropiada y pregunte:*
4	¿Con qué frecuencia usas Internet? *Responda de forma apropiada y pregunte:*
5	Además de tu clase de español, ¿para qué vas a necesitar Internet hoy? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 7

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El amigo / La amiga**
Contexto	**Diga:** Tu amigo/amiga de Perú está pasando una semana en tu casa. Mañana tu amigo/amiga va a visitar tu instituto y te pregunta sobre tu instituto. Yo soy tu amigo/amiga de Perú.
Preguntas	**Haga las siguientes preguntas:**
1	Dime: ¿a qué hora empiezan las clases? *Responda de forma apropiada y pregunte:*
2	Y ¿cuántas clases tienes mañana? *Responda de forma apropiada y pregunte:*
3	¿Qué actividad te gustaría hacer en la clase de educación física? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Cómo era tu escuela primaria? **[PAUSA]** ¿Qué asignaturas estudiabas? *Responda de forma apropiada y pregunte:*
5	¿Qué vamos a hacer después de las clases? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 8

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El agente / La agente**
Contexto	**Diga:** Vas a pasar un año estudiando en España y necesitas alojamiento. Hablas por teléfono con un(a) agente inmobiliario/inmobiliaria. Yo soy el/la agente.
Preguntas	**Haga las siguientes preguntas:**
1	Buenas tardes. ¿Cuántas habitaciones quieres? *Responda de forma apropiada y pregunte:*
2	¿En qué mes empieza tu curso? *Responda de forma apropiada y pregunte:*
3	¿Prefieres vivir en el centro o en las afueras? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
4	¿Qué planes tienes para pasar tu tiempo libre en España? *Responda de forma apropiada y pregunte:*
5	Cuando eras pequeño/a, ¿te gustaba el barrio donde vivías? **[PAUSA]** ¿Qué hacías allí? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Role plays

CANDIDATE CARD 9

Start the recording	
Before the test	**Say:** Your name, e.g. Mr John Smith The candidate's number, e.g. 0031 The candidate's name, e.g. Anita Cheng The candidate card number The date
Saludo e introducción (no se califican)	**Diga:** Hola / Buenos días / Buenas tardes. ¿Cómo estás? Vamos a empezar con la prueba.

Juego de rol	
Estudiante: **Profesor(a):**	**Tú mismo/misma** **El dependiente / La dependienta**
Contexto	**Diga:** Estás en Chile y hace mucho frío. Vas a ir de excursión a la montaña y necesitas comprar ropa. Vas a una tienda de ropa y hablas con el dependiente / la dependienta. Yo soy el dependiente / la dependienta.
Preguntas	**Haga las siguientes preguntas:**
1	Buenos días. ¿Qué ropa necesitas? *Responda de forma apropiada y pregunte:*
2	¿De qué color quieres la ropa? *Responda de forma apropiada y pregunte:*
3	¿Prefieres ir a la montaña o a la costa? **[PAUSA]** ¿Por qué? *Responda de forma apropiada y pregunte:*
4	La última vez que fuiste a la montaña, ¿qué hiciste? **[PAUSA]** Y ¿cómo fue? *Responda de forma apropiada y pregunte:*
5	¿Qué vas a hacer después de la excursión? **[PAUSA]** ¿Con quién? *Responda de forma apropiada y termine la conversación.*

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Teacher/examiner scripts – Topic conversations

TOPIC 1

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La ropa	
Preguntas	**Haga las siguientes preguntas:**
1	¿De qué color son tus zapatos?
2	¿Quién compra tu ropa?
3	Háblame de la última vez que compraste ropa deportiva. ¿Qué compraste? **[PAUSA]** ¿Para qué actividad fue? **Preguntas alternativas (si es necesario)** ¿Qué ropa compraste recientemente para hacer deporte? **[PAUSA]** ¿Para qué deporte necesitabas esa ropa?
4	En tu opinión, ¿cuáles son las ventajas o desventajas de llevar uniforme en el instituto? **Pregunta alternativa (si es necesario)** Para ti, ¿qué es lo bueno o lo malo de llevar uniforme en el colegio?
5	Cuando seas mayor, para ti, ¿será importante vestirte con ropa elegante en el trabajo? **[PAUSA]** ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría llevar ropa formal en el trabajo? **[PAUSA]** ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 2

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: La comida	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué comes para el desayuno?
2	¿Cuál es tu comida favorita?
3	Háblame de la última vez que comiste en un restaurante. ¿Qué pediste para comer y beber? **[PAUSA]** ¿Cuándo fuiste? **Preguntas alternativas (si es necesario)** ¿Qué comiste en un restaurante recientemente? **[PAUSA]** ¿Qué día fuiste?
4	Cuando seas mayor, ¿vas a cocinar en casa o vas a salir a comer en restaurantes? **[PAUSA]** ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿vas a preparar la comida en casa o vas a comer fuera en restaurantes? **[PAUSA]** ¿Por qué?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de comprar comida para llevar? **Pregunta alternativa (si es necesario)** ¿Qué es lo bueno y lo malo de pedir comida rápida?

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Teacher/examiner scripts – Topic conversations

TOPIC 3

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: Tus amigos, tu familia y tú	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuántos años tienes?
2	¿Cómo eres físicamente?
3	Háblame de una persona de tu familia a la que admirabas cuando eras niño/niña. **[PAUSA]** ¿Por qué te gustaba esta persona? **Preguntas alternativas (si es necesario)** Cuando eras pequeño/pequeña, ¿qué persona de tu familia te gustaba? **[PAUSA]** ¿Por qué?
4	¿Prefieres salir con tus amigos o chatear en línea? **[PAUSA]** ¿Por qué? **Preguntas alternativas (si es necesario)** ¿Prefieres estar con tus amigos o hablar por Internet? **[PAUSA]** ¿Por qué?
5	Cuando seas mayor, para ti, ¿será importante tener amigos de otros países? **[PAUSA]** ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿te gustaría tener amigos internacionales? **[PAUSA]** ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 4

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: El clima	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué tiempo hace en julio?
2	¿Qué clima prefieres?
3	Háblame de la última vez que hizo mal tiempo. ¿Dónde estabas? **[PAUSA]** ¿Qué estabas haciendo? **Preguntas alternativas (si es necesario)** La última vez que llovió mucho, ¿dónde estabas? **[PAUSA]** ¿Qué hiciste?
4	Cuando seas mayor, ¿sería importante para ti vivir en un país caluroso? **[PAUSA]** ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro ¿te gustaría vivir en un país con mucho calor? **[PAUSA]** ¿Por qué (no)?
5	Antes de ir de vacaciones, ¿piensas en el clima? **[PAUSA]** ¿Por qué (no)? **Preguntas alternativas (si es necesario)** Cuando vas de vacaciones ¿es importante para ti el clima? **[PAUSA]** ¿Por qué (no)?

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Teacher/examiner scripts – Topic conversations

TOPIC 5

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: El trabajo y los estudios	
Preguntas	**Haga las siguientes preguntas:**
1	¿Qué profesión te interesa?
2	¿Qué asignatura te gusta?
3	Háblame de la última vez que estudiaste mucho para un examen. ¿Qué asignatura fue? **[PAUSA]** ¿Cómo fue el examen? **Preguntas alternativas (si es necesario)** ¿Qué asignatura estudiaste recientemente para un examen? **[PAUSA]** ¿Cómo fue el examen? ¿Por qué?
4	Cuando termines el instituto, ¿quieres continuar los estudios en tu ciudad? **[PAUSA]** ¿Por qué (no)? **Preguntas alternativas (si es necesario)** En el futuro, ¿quieres estudiar cerca de tu casa? **[PAUSA]** ¿Por qué (no)?
5	En tu opinión, ¿cuáles son las ventajas o desventajas de trabajar desde casa? **Pregunta alternativa (si es necesario)** En tu opinión, ¿qué es lo bueno o lo malo de trabajar en tu casa?

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Teacher/examiner scripts – Topic conversations

TOPIC 6

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: Tu zona	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cuál es tu sitio favorito en tu pueblo o ciudad?
2	¿Qué transporte usas normalmente?
3	Describe la última vez que hiciste algo divertido en tu pueblo. **[PAUSA]** ¿Cómo fue? **Pregunta alternativa (si es necesario)** Describe un día que saliste con tus amigos en tu pueblo.
4	En el futuro, ¿piensas hacer ejercicio en el gimnasio de tu ciudad/pueblo o en casa? **[PAUSA]** ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿vas a hacer ejercicio en el polideportivo de tu ciudad/pueblo o en clases por Internet? **[PAUSA]** ¿Por qué?
5	Cuando sales con tus amigos, ¿prefieres ir a lugares tranquilos o a lugares con mucha gente? ¿Por qué? **Preguntas alternativas (si es necesario)** Cuando vas con tus amigos, ¿te gusta ir a zonas tranquilas o te gusta ir a zonas con muchas personas? **[PAUSA]** ¿Por qué?

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Teacher/examiner scripts – Topic conversations

TOPIC 7

Questions	If the candidate does not give a relevant answer	If the candidate still does not give a relevant answer	If the candidate still does not give a relevant answer
1 and 2	Repeat the question	Ask the next question	
3, 4 and 5	Repeat the question	Ask the alternative question(s) provided (and repeat it **once** if necessary)	Ask the next question

- If necessary, encourage a fuller response by asking an extension question, e.g.

  ¿Puedes decirme algo más (sobre eso)?

- If the topic conversation lasts 3½ minutes or less, even after asking extension questions, you **must** ask up to **two** further questions of your choice on the **same** topic as the other questions to make sure that the conversation lasts 4 minutes.

Tema: Los festivales y las tradiciones	
Preguntas	**Haga las siguientes preguntas:**
1	¿Cómo se llama tu festival favorito?
2	¿En qué mes se celebra tu festival favorito?
3	¿Cómo celebraste una fiesta popular de tu país el año pasado? **[PAUSA]** ¿Cómo fue? **Preguntas alternativas (si es necesario)** ¿Qué actividades hiciste durante una fiesta importante de tu país el año pasado? **[PAUSA]** ¿Te gustó? **[PAUSA]** ¿Por qué (no)?
4	En el futuro, ¿preferirías celebrar el Año Nuevo en tu casa o en otro lugar? **[PAUSA]** ¿Por qué? **Preguntas alternativas (si es necesario)** En el futuro, ¿vas a celebrar el Año Nuevo en tu casa o fuera? **[PAUSA]** ¿Por qué?
5	En tu opinión, ¿es importante conocer las costumbres y tradiciones de otros países y culturas? **[PAUSA]** ¿Por qué (no)? **Preguntas alternativas (si es necesario)** ¿Te gusta aprender sobre tradiciones de otros países? **[PAUSA]** ¿Por qué (no)?

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