Describing the picture card – Speaking exam Spanish

a)

Use the chatty mat to describe the picture. You must mention at least 20 words for each of these points:

- People – who is on the photo? What are they wearing? What do they look like? Age?
- Action – what are they doing?
- Location – where are they?

To get better marks (or if you are doing Higher), you should also mention:

- Your opinion – do you like the photo? Why/not?
- Weather

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b)

Use the chatty mat to describe the picture. You must mention at least 20 words for each of these points:

- People – who is on the photo? What are they wearing? What do they look like? Age?
- Action – what are they doing?
- Location – where are they?

To get better marks (or if you are doing Higher), you should also mention:

- Your opinion – do you like the photo? Why/not?
- Weather

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c)

Use the chatty mat to describe the picture. You must mention at least 20 words for each of these points:

- People – who is on the photo? What are they wearing? What do they look like? Age?
- Action – what are they doing?
- Location – where are they?

To get better marks (or if you are doing Higher), you should also mention:

- Your opinion – do you like the photo? Why/not?
- Weather

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d)

Use the chatty mat to describe the picture. You must mention at least 20 words for each of these points:

- People – who is on the photo? What are they wearing? What do they look like? Age?
- Action – what are they doing?
- Location – where are they?

To get better marks (or if you are doing Higher), you should also mention:

- Your opinion – do you like the photo? Why/not?
- Weather

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e)

Use the chatty mat to describe the picture. You must mention at least 20 words for each of these points:

- People – who is on the photo? What are they wearing? What do they look like? Age?
- Action – what are they doing?
- Location – where are they?

To get better marks (or if you are doing Higher), you should also mention:

- Your opinion – do you like the photo? Why/not?
- Weather

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f)

Use the chatty mat to describe the picture. You must mention at least 20 words for each of these points:

- People – who is on the photo? What are they wearing? What do they look like? Age?
- Action – what are they doing?
- Location – where are they?

To get better marks (or if you are doing Higher), you should also mention:

- Your opinion – do you like the photo? Why/not?
- Weather

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Chatty mat: GCSE Photo cards

To start off:

En la imagen...	In the image
En la foto	In the photo
Hay...	There is/ are
Veo...	I see
Se puede ver...	You can see
La foto muestra...	The photo shows...

Be specific!

En primer plano...	In the foreground
Al fondo..	In the background
A la izquierda..	to the left
A la derecha..	to the right
Cerca de..	close to
Delante de..	Infront of

Weather

Hace sol	it's sunny
Hace buen tiempo	it's nice weather
Hace mal tiempo	It's bad weather
Está lloviendo	it's raining
Está nublado	it's cloudy

What's there?

Un hombre/una mujer	a man/woman
Unas personas	some people
Mucha gente	lots of people
Unos edificios	some buildings
Unos árboles	some trees
Una escena de...	a scene of

Describing people

Parece(n)...	he/she/they seem(s)
Contento/a(s)	happy
Triste(s)	sad
Cansado/a(s)	tired
Enfadado/a(s)	angry

What are they doing?

Está(n) hablando	They are talking
Está(n) discutiendo	They are arguing
Está(n) sonriendo	They are smiling
Está(n) riendo	They are laughing
Está(n) trabajando	They are working
Está(n) jugando	They are playing

Opinion phrases

Creo que...
I think that

Pienso que...
I think that...

Imagino que...
I imagine that...

Supongo que...
I presume that...

Diría que...
I would say that

Me parece que
It seems to me
that..

Me recuerda a...
It reminds me of...

Do you like it?

(No) Me gusta la foto	porque/ya que/dado que	es (it is...)	e.g. bonita (pretty)
I (don't)like the photo	because	está llena de... (it is full of)	e.g. color (colour)

Foundation mark scheme Picture Card:

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	• 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	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
3	• 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	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
2	• 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	• Limited variety of vocabulary and grammatical structures. • Limited accuracy in the language; frequent errors both major and minor.
1	• 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	• 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.

Higher mark scheme Picture Card:

AO2: Response to stimulus		AO3: Linguistic knowledge and accuracy	
Mark	Descriptor	Mark	Descriptor
4	• 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	• Wide range of relevant vocabulary and grammatical structures. • Consistently accurate use of language, any errors are minor.
3	• 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	• A variety of relevant vocabulary and grammatical structures. • Mostly accurate use of language; some minor errors.
2	• 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	• Some variety of vocabulary and grammatical structures. • Generally accurate use of language; some minor errors, there may be an occasional major error.
1	• 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	• Occasional variety of vocabulary and grammatical structures. • Some accurate language; errors occur, some of them major.
0	No rewardable material.	0	No rewardable material.