Module 1

Listening Test A

Listening A1 (1st Step; Total: 6 marks)
This task tests understanding of single lexical items (animals) in the context of sentences about pets. Pupils write down the correct letter. Each statement will be heard twice.

Audioscript Track 1

Example: Tengo un conejo.
1 – Tengo un perro.
2 – Tengo un gato.
3 – Tengo una cobaya.
4 – Tengo un ratón.
5 – Tengo una serpiente.
6 – Tengo un pez.

Answers
1 B 2 E 3 G 4 C 5 F 6 A

Listening A2 (2nd Step; Total: 6 marks)
This task tests understanding of short familiar phrases in the context of siblings. Pupils put a tick in the correct box. Each speaker will be heard twice.

Audioscript Track 2

Example:
– ¿Tienes hermanos o hermanas?
– Sí, tengo un hermano.
1 – ¿Tienes hermanos o hermanas?
– Sí, tengo una hermana.
2 – ¿Tienes hermanos o hermanas?
– Umm, tengo un hermanastro.
3 – ¿Tienes hermanos o hermanas?
– No, soy hija única.
4 – ¿Tienes hermanos o hermanas?

– Sí, tengo un hermano.
5 – ¿Tienes hermanos o hermanas?
– Tengo una hermanastra.
6 – ¿Tienes hermanos o hermanas?
– No tengo hermanas, pero tengo un hermano.

Listening A3 (2nd Step; Total: 6 marks)
This task tests understanding of short familiar phrases in the context of character adjectives. Pupils will hear seven people (including the example) describing themselves. Pupils put a tick in the correct box. Each speaker will be heard twice.

Audioscript Track 3

Example: ¿Qué tipo de persona eres?
– Soy tranquila y tímida
1 – ¿Qué tipo de persona eres?
– Soy guay y tonto.
2 – ¿Qué tipo de persona eres?
– Soy seria y también soy simpática.
3 – ¿Qué tipo de persona eres?
– Bueno, yo soy tonto y soy divertido también.
4 – ¿Qué tipo de persona eres?
– Yo, pues, yo soy sincera y también generosa.
5 – ¿Qué tipo de persona eres?
– Umm, soy fantástico, si fantástico, pero también soy serio.
6 – ¿Y tú? ¿Qué tipo de persona eres?

### Answers

1. Cool and silly
2. Serious and kind
3. Silly and funny
4. Sincere and generous
5. Fantastic and serious
6. Cool and clever

### Listening Test B

**Listening B1 (3rd Step; Total: 6 marks)**

This task tests understanding of familiar statements giving personal information. Pupils complete the table by choosing the correct birthday and age from those provided. There is one distractor for each. Each statement will be heard twice.

#### Audioscript Track 4

**Example:** Hola, me llamo María y mi cumpleaños es el veinte de marzo. Tengo catorce años.

1. Me llamo Lucas y mi cumpleaños es el once de febrero. Tengo diez años.
2. Mi nombre es Raquel. Mi cumpleaños es el doce de julio y tengo trece años.
3. Hola. Me llamo Olivia y vivo en Barcelona. Mi cumpleaños es el veintiséis de agosto y tengo quince años.
4. ¿Qué tal? Me llamo Mateo y mi cumpleaños es el treinta de octubre. Tengo nueve años.
5. Me llamo Gabriela y mi cumpleaños es el dieciocho de mayo. Tengo once años.
6. Me llamo Pablo y mi cumpleaños es el diez de enero. Tengo doce años.

<table>
<thead>
<tr>
<th>Name</th>
<th>Birthday</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucas</td>
<td>11/02</td>
<td>10</td>
</tr>
<tr>
<td>Raquel</td>
<td>12/07</td>
<td>13</td>
</tr>
<tr>
<td>Olivia</td>
<td>26/08</td>
<td>15</td>
</tr>
<tr>
<td>Mateo</td>
<td>30/10</td>
<td>9</td>
</tr>
<tr>
<td>Gabriela</td>
<td>18/05</td>
<td>11</td>
</tr>
<tr>
<td>Pablo</td>
<td>10/01</td>
<td>12</td>
</tr>
</tbody>
</table>

### Listening B2 (3rd Step; Total: 6 marks)

This task tests understanding of familiar statements in the context of families. Pupils complete the table with the correct number of brothers, sisters, stepbrothers or stepsisters.

#### Audioscript Track 5

**Example:** ¿Tienes hermanos?

– Sí, tengo dos hermanos y una hermanastra.

1. ¿Tienes hermanos?
   – Sí, tengo dos hermanos y dos hermanastros.

2. ¿Tienes hermanos?
   – Sí, tengo cuatro hermanas y dos hermanastras.

3. ¿Tienes hermanos?
   – Sí, tengo tres hermanastros y una hermanastra.

#### Answers

Award 1 mark for each correct column entry.

1. two brothers and two stepbrothers
2. four sisters and two stepsisters
3. three stepbrothers and one stepsister

### Listening B3 (4th Step; Total: 6 marks)

This task tests understanding of a short extract in the context of personal information.
Teacher’s Notes and Answers

Pupils answer the multiple-choice questions by putting a tick in the correct box. The extract will be heard twice.

Audioscript Track 6

Answers
1 c 2 b 3 b
4 a 5 c 6 b

Speaking Test A

Speaking A1 (1st Step; Total: 4 marks)
This task tests the ability to say pets’ names

Answers
1 un conejo 2 un gato
3 un pez 4 un ratón

Speaking A2 (2nd Step; Total: 4 marks)
This task tests the ability to give basic information in response to simple questions, using short phrases or sentences.

Indicative content is provided below to help you understand the application of the mark scheme. The responses listed here are not exhaustive, and you should consider the extent to which the answer as a whole communicates a response. Responses with errors that do not impede comprehension may still be awarded the mark.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content (1 mark)</th>
<th>Indicative content (0 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isabella</td>
<td>Bien, gracias</td>
</tr>
<tr>
<td>2</td>
<td>En Inglaterra</td>
<td>Con familia</td>
</tr>
<tr>
<td>3</td>
<td>Once años</td>
<td>Once</td>
</tr>
</tbody>
</table>

4 Tengo una hermana Tengo

Speaking Test B

Photo task (3rd–4th Steps; Total: 10 marks)
This task tests the ability to answer questions based on a photo.

Indicative content is provided below to help you understand the application of the mark scheme. Responses with errors that do not impede comprehension may still be awarded the mark. Errors have been deliberately included to show that 100% accuracy is not needed to gain full marks and to show authentic examples of pupil performance.

The performance below is awarded 10 out of 10 marks (4th Step).

<table>
<thead>
<tr>
<th>Example response</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 En la foto hay cuatro mascotas. A la derecha hay un gato marrón y una cobaya negra y naranja. En el centro hay un perro un poco amarillo. A la izquierda hay un conejo blanco y naranja. Creo que son muy simpáticos.</td>
<td>Responses to all questions asked are clear and most answers are developed. Language is generally good. There are some successful attempts to use complex structures and more varied vocabulary. There are errors but they do not impede comprehension. 5 marks are awarded for Content and 5 marks are awarded for Quality of language.</td>
</tr>
<tr>
<td>2 Sí, tengo una serpiente verde que se llama Splash y tengo dos perros se llaman Pedro y Fidel. Son bastante tonto.</td>
<td></td>
</tr>
<tr>
<td>3 Tengo un hermanastro que se llama David. Tiene 15 años. En</td>
<td></td>
</tr>
</tbody>
</table>

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mi opinión es un poco tonto.

4 Creo que soy muy generoso pero poco serio también.

The performance below is awarded 6 out of 10 marks (3rd Step).

<table>
<thead>
<tr>
<th>Example response</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 En la foto hay un gato, un cobaya, perro y conejo. Es muy simpáticos.</td>
<td>Responses to most questions asked are understandable and at least one answer is developed. Language is basic and often repetitive. There are frequent errors which sometimes impede communication. 3 marks are awarded for Content and 3 marks are awarded for Quality of language.</td>
</tr>
<tr>
<td>2 Sí, tengo dos gatos se llama Bill y Bob.</td>
<td></td>
</tr>
<tr>
<td>3 Una hermano se llama David.</td>
<td></td>
</tr>
<tr>
<td>4 Soy muy generoso y poco serio.</td>
<td></td>
</tr>
</tbody>
</table>

Answers
Award half a mark for the correct picture and half a mark for the correct colour, to give a total of 6 marks altogether.
1 A green
2 D red
3 E grey
4 B black and white
5 C white
6 G orange

Reading A3 Translation into English (2nd Step; Total: 6 marks)
This task requires pupils to translate short sentences into English. Each sentence is marked out of 2. The total is then divided by 2 to give a mark out of 6.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Example response</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I am 11 years old.</td>
<td>All of the information is correctly communicated.</td>
</tr>
<tr>
<td>1</td>
<td>I have 11 years.</td>
<td>The verb has been translated incorrectly but the remaining language is accurate.</td>
</tr>
<tr>
<td>0</td>
<td>11</td>
<td>The errors here prevent communication of the message.</td>
</tr>
</tbody>
</table>

Examples of responses to question 2 are provided below to help you understand the application of the mark scheme:

Reading Test A

Reading A1 (1st Step; Total: 6 marks)
This task tests understanding of single lexical items in the context of age. Pupils write down the letter. There is one distractor.

Answers
1 H 2 D 3 B 4 A 5 E 6 C

Reading A2 (2nd Step; Total: 6 marks)
This task tests understanding of sentences using familiar vocabulary in the context of pets. Pupils write the correct letter and draw a line to the correct colour.
Reading Test B

Reading B1 (2nd Step; Total: 6 marks)
This task tests understanding of a short paragraph made up of familiar language in the context of personal information. Pupils complete the phrases in English with the correct information.

Answers
1 animals
2 rabbits
3 dogs
4 black and white
5 shy
6 31 May

Reading B2 Translation into English (3rd–4th Steps; Total: 6 marks)
This task requires pupils to translate sentences into English. Each sentence is marked out of 3. The total is then divided by 2 to give a mark out of 6.

Answers
1 I have a white rabbit.
2 When is your birthday?
3 My snake is quiet and clever.
4 I don’t have any brothers or sisters.

Examples of responses to question 1 are provided below to help you understand the application of the mark scheme:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Example pupil answer</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I have a white rabbit.</td>
<td>All of the information is correctly communicated.</td>
</tr>
<tr>
<td>2</td>
<td>I have a rabbit.</td>
<td>The adjective is missing but the rest of the information is correctly communicated.</td>
</tr>
</tbody>
</table>

Reading B3 (4th Step; Total: 6 marks)
This task tests understanding of sentences using familiar vocabulary in the context of personal information. Pupils write down the correct name.

Answers
Statement | Name
---|---
1 I have no brothers or sisters. | Sara
2 I am quite clever but a little shy. | Sara
3 I am ten years old. | Andrea
4 One of my pets is black. | Joaquin
5 I do not have pets. | Andrea
6 I am very amusing but not silly. | Joaquin

Writing Test A

Writing A1 (1st Step; Total: 4 marks)
This task tests the ability to copy single words in the context of adjectives of personality. Although supported, pupils demonstrate that they understand the meaning of what they are writing.

Answers
1 tímido
2 tonta
3 generosa
4 tranquilo
**Teacher’s Notes and Answers**

### Writing A2 (2nd Step; Total: 4 marks)

This task tests the ability to complete key language phrases from memory by writing in the missing words. The context is birthdays.

**Answers**
1. tres, marzo
2. nueve, septiembre
3. once, noviembre
4. ocho, agosto

### Writing Test B

(3rd–4th Steps; Total: 10 marks)

This task tests the ability to write to a Chilean pen pal giving personal information, covering answers to specific questions. Indicative content is provided below to help you understand the application of the mark scheme. Errors have been deliberately included to show that 100% accuracy is not needed to gain full marks and to show authentic examples of pupil performance.

The performance below is awarded 10 out of 10 marks (4th Step).

<table>
<thead>
<tr>
<th>Question number</th>
<th>Example response</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creo que soy bastante tímido. No soy seria.</td>
<td>Responses to all questions asked are clear and most answers are developed. Language is generally good. There are some successful attempts to use complex structures and more varied vocabulary. There are errors but they do not impede comprehension.</td>
</tr>
<tr>
<td>2</td>
<td>Mi cumpleaños es 30 del octubre.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tengo una hermana que se llama Laura. Es 13 años.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tienes dos conejos marrón que se llaman Eva y Alma.</td>
<td></td>
</tr>
</tbody>
</table>

### Translation into Spanish Test A

**Translation into Spanish A1 (1st Step; Total: 4 marks)**

This task tests the ability to translate individual words from English to Spanish. For support, pupils are given the first letter of words.
Translation into Spanish A2 (2nd Step; Total: 8 marks)
This task tests the ability to translate short phrases and sentences into Spanish. Each sentence is marked out of 2.

Examples of responses to question 2 are provided below to help you understand the application of the mark scheme:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Example response</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Soy hijo/a único/a y tengo no mascotas.</td>
<td>Despite the incorrect positioning of the negative, the meaning of the sentence is fully communicated.</td>
</tr>
<tr>
<td>2</td>
<td>Soy único hijo y tengo mascotas.</td>
<td>The lack of a negative structure here hinders clarity.</td>
</tr>
<tr>
<td>1</td>
<td>Hijo única y mascotas no.</td>
<td>Some words are communicated but the overall meaning of the sentence is not communicated.</td>
</tr>
</tbody>
</table>

Translation into Spanish Test B
(3rd–4th Steps; Total: 15 marks)
This task tests the ability to translate sentences into Spanish. Each sentence is marked out of 3.

Grammar Test
Grammar 1 (Total: 4 marks)
This task tests understanding of the definite article in the masculine, feminine, singular and plural forms.
Pupils tick the box with the correct definite article in it. Pupils are given an English version and are required to select the correct Spanish version.

Answers
1 D  2 B  3 C  4 A
Grammar 2 (Total: 4 marks)
This task tests understanding of regular –ar and –ir verbs in the present tense in the singular forms of the 1st, 2nd and 3rd person. Pupils circle the correct form of the verb based on the English sentence in each question.

Answers
1 llamo
3 Vives
4 Hablas
5 Vivo

Grammar 3 (Total: 4 marks)
This task tests understanding of irregular verbs (ser and tener) in the present tense in the singular forms of the 1st, 2nd and 3rd person. Pupils translate from English into Spanish the correct form of the verb based on the English prompt in each question. Subject pronouns are not required.

Answers
1 (yo) tengo
2 (ella) es
3 (tú) eres
4 (yo) no tengo

Grammar 4 (Total: 4 marks)
This task tests understanding of adjective agreement in the masculine, feminine, singular and plural form. Pupils translate the adjectives given as prompts with each question.

Answers
1 tímido y sincero
2 seria y lista
3 estupendos y generosos
4 fenomenales y simpáticas