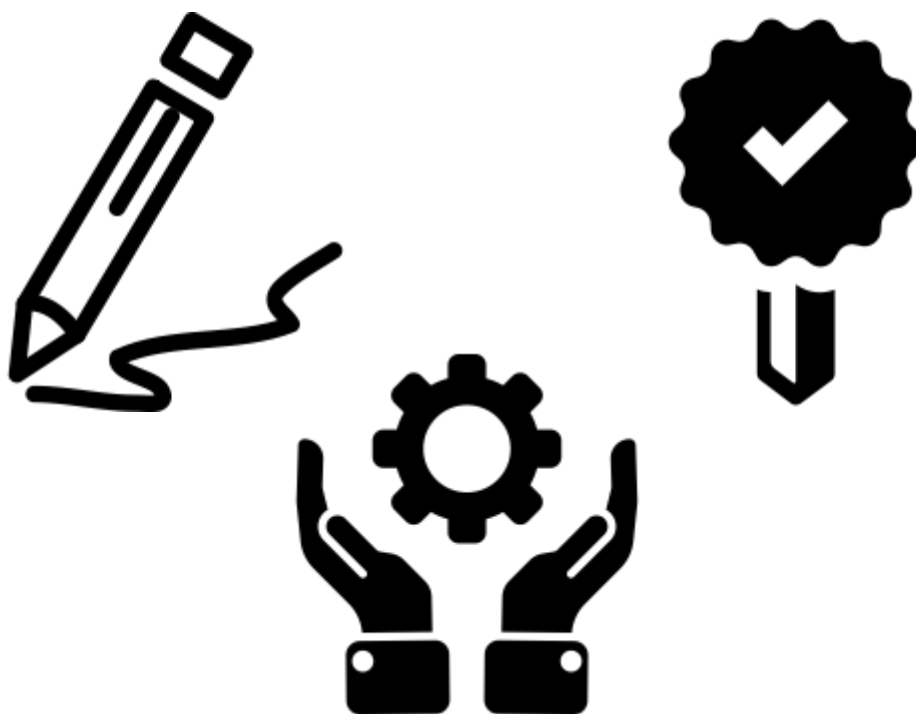




AQA

GCSE Spanish Writing Foundation

Structure, Support and Success.



Foundation Writing (50 marks) : I can



Task 1: Photo Card (8 marks)

- I can write 4 phrases which include a verb to describe the photo
- I can write 4 phrases which all describe **what** is in the photo
- I can give an opinion about the photo
- I can use adjectives to inform of extra details
- I can achieve 8 marks out of 50 marks

Task 2: 40-word writing (16 marks)

- I can write approximately 40 words
- I can answer all four bullet points
- I can respond to four bullet points which will be nouns
- I can convey information
- I can use a range of language – for example a range of adjectives, nouns and opinions
- I can follow the idea of **P.P.O.F** for the four bullet points;
 - Past
 - Present
 - Opinion
 - Future
- I can achieve 16 marks out of 50 marks

Task 3: Translation of 5 sentences from English to Spanish (10 marks)

- I can translate a minimum of 35 words
- I can translate five separate sentences from English to Spanish
- I can use P.P.O.F to ensure the correct structure is used for each sentence.
- I can use repair strategies if I struggle with a word to translate
- I can achieve 10 marks out of 50 marks

Task 4: A 90-word structured writing task (16 marks)

- I can write approximately 90 words
- I can answer all four bullet points
- I can choose a question from a choice of two options
- I can express opinions and add justification
- I can vary the use of vocabulary and structures
- I can achieve 16 marks out of 50 marks



Foundation Writing: Question One

Photo descriptor



- Question one on the writing exam
- Worth a total of **8** marks
- Two parts to it; Describe **and** give opinion
- 4 short phrases/sentences

Each phrase/sentence will be marked as follows:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication
0	The message is irrelevant or cannot be understood.



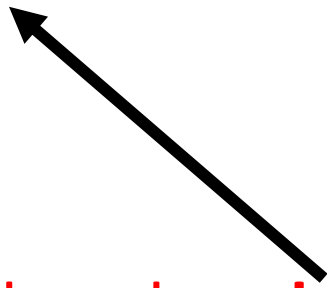
Foundation Writing: Question One

Photo card



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

¿Qué hay en la foto?



Describe what **there is** in the photo





Foundation Writing: Question One

Photo card

D escribe	Sentence starter	Verb	People	Objects
	En la foto...	Hay... Veo... Puedo ver...	un grupo de amigos una familia un chico y una chica tres alumnos	una guitarra un café una bicicleta un móvil



Foundation Writing: Question One

Photo Card



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

D
escribe

- 1. En la foto hay una chica con un móvil**
(In the photo there is a girl with a mobile phone)
- 2. En la foto veo que hay una guitarra**
(In the photo I can see there is a guitar)
- 3. En la foto puedo ver un café**
(In the photo I can see a coffee)
- 4. En la foto puedo ver un chico con gafas**
(In the photo I can see a boy with glasses)



Foundation Writing: Question One

Photo descriptor



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

¿Qué hay en la foto?

D

escribe

1. _____
2. _____
3. _____
4. _____



Foundation Writing: Question One

Photo descriptor



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

¿Qué hay en la foto?

D

escribe

1. _____

2. _____

3. _____

4. _____



Foundation Writing: Question One

Photo descriptor



¿Qué hay en la foto? Escribe **cuatro** frases en **español**.

¿Qué hay en la foto?

D

escribe

1. _____

2. _____

3. _____

4. _____





Foundation Writing: Question Two

40-word writing

- Question two on the writing exam
- Worth a total of **16** marks
- Four bullet points; 3 in the present and 1 in the future

	Content
9-10	A full coverage of the required information. Communication is clear. A minimum of 4 bullet points must be covered
7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses. A minimum of 3 bullet points must be covered.
5-6	A reasonable coverage of the required Information. Communication is generally clear but there are likely to be lapses. A minimum of 3 bullet points must be covered
3-4	A partial coverage of the required Information. Communication is sometimes clear but there are instances where messages are not conveyed. A minimum of 2 bullet points must be covered
1-2	A minimal coverage of the required Information. Communication is often not clear and there may be frequent instances where messages are not conveyed. A minimum of 1 bullet point must be covered
0	The content does not meet the standard required for a mark at this tier.

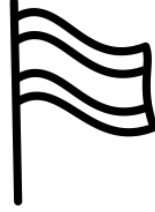
	Quality of Language
5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.





Foundation Writing: Question Two

40-word writing



	Cuándo	Dónde	Qué	Por qué	Cómo	Cuánto
P <small>resent</small>	Los lunes <i>On Mondays</i>	Voy a <i>I go to</i>	Hago <i>I do</i>	Porque es <i>Because it is</i>	Normalmente <i>Normally</i>	Dos veces <i>Two times</i>
P <small>resent</small>	Todos los días <i>Every day</i>	Está en <i>It is in</i>	Ayudo <i>I help</i>	Creo que <i>I believe that</i>	Siempre <i>Always</i>	A veces <i>Sometimes</i>
O <small>pinion</small>	Siempre <i>Always</i>	Hay <i>There is</i>	Prefiero <i>I prefer</i>	En mi opinión <i>In my opinion</i>	Nunca <i>Never</i>	
	A menudo <i>Often</i>	Viajo a <i>I travel to</i>				
	Me gusta 	Lo bueno/malo				
	Odio 	Creo que				
	Prefiero 	Imagino que				
	Opino que 	No aguanto				
F <small>uture</small>		El año que viene. Pasado mañana. Dentro de tres semanas. En el futuro. Cuando sea mayor.				
		IR	A	A	Infinitive	
	1.	VOY	A	A		
	4.	VAMOS	A	A		





Foundation Writing: Question Two

40-word writing



	Cuándo	Dónde	Qué	Por qué	Cómo	Cuánto
P resent						
P resent						
O pinion						
F uture						



Foundation Writing: Question Two 40-word writing



Remember: This question doesn't need you to write in a particular tense but here are some ideas to use

- P**
resent
- P**
resent
- O**
pinion
- F**
uture

Tu amigo español, Jaime, te ha preguntado sobre tu colegio.
Escríbele un email.

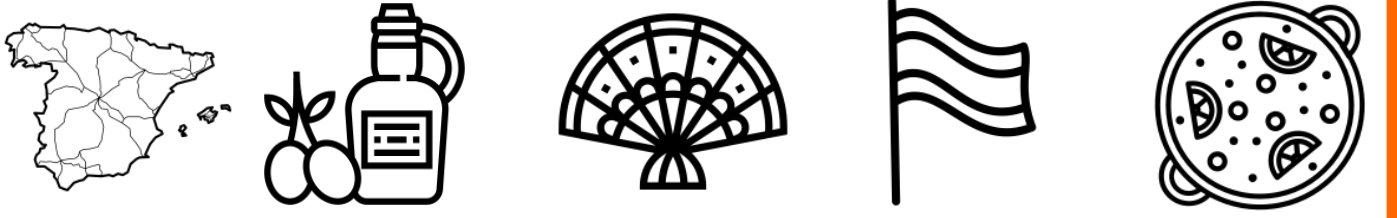
Menciona:

- Asignaturas
Subjects
- Profesores
Teachers
- Instalaciones
Facilities
- Deportes
Sports

Instalaciones

- Hay → un gimnasiouna pista de tenismuchas aulas
- Es →muy limpio.muy grande.un poco sucio.
- Está en → el sur de Inglaterra. el norte de Escocia. el centro de la ciudad.
- Se llama...

	Y – and	Pero – but	Además – furthermore
	Sin embargo – however	También – also	O -or



Foundation Writing: Question Two 40-word writing



Remember: This question doesn't need you to write in a particular tense but here are some ideas to use

P
resent

P
resent

O
pinion

F
uture

Tu amigo español, Jaime, te ha preguntado sobre tu colegio.
Escríbele un email.

Menciona:

- Asignaturas
Subjects
- Profesores
Teachers
- Instalaciones
Facilities
- Deportes
Sports

Asignaturas

- Estudio → inglés y españolciencias y historiamuchas asignaturas diferentes
- Prefiero →la geografíala informáticala educación física
- Porque es →muy interesante.bastante emocionante. ...un poco fácil.



Y – and

Pero – but

Además – furthermore

Sin embargo – however

También – also

O -or



Foundation Writing: Question Two 40-word writing



Remember: This question doesn't need you to write in a particular tense but here are some ideas to use

P
resent

P
resent

O
pinion

F
uture

Tu amigo español, Jaime, te ha preguntado sobre tu colegio.
Escríbele un email.

Menciona:

- Asignaturas
Subjects
- Profesores
Teachers
- Instalaciones
Facilities
- Deportes
Sports

Profesores

- Lo bueno es → mi profesor de español  mi profesora de inglés 
- Prefiero mi profesor/a de → geografía informática educación física
- Porque →es muy interesante. me hace pensar. ...me hace sentir bien.

O
pinion



Y – and	Pero – but	Además – furthermore
Sin embargo – however	También – also	O -or



Foundation Writing: Question Two 40-word writing



Remember: This question doesn't need you to write in a particular tense but here are some ideas to use

P
resent

P
resent

O
pinion

F
uture

Tu amigo español, Jaime, te ha preguntado sobre tu colegio.
Escríbele un email.




Menciona:

- Asignaturas
Subjects
- Profesores
Teachers
- Instalaciones
Facilities
- Deportes
Sports

Deportes

• La semana que viene...




• Voy a

.... jugar al fútbol  ...hacer una carrera correr en un maratón 

• Va a ser

....guay divertido fenomenal

• Quisiera

....sacar fotos. servir comida y bebida.  ...no hacer nada. 

F
uture



Y – and

Pero – but

Además – furthermore

Sin embargo – however

También – also

O -or



Foundation Writing: Question Two

40 word writing



Tu amiga Argentina, Sofía, te ha preguntado sobre lo que hace con tus amigos.
Escríbele un email. Menciona:

Deportes

Redes Sociales

Televisión

Centro Commercial

P

resent

P

resent

O

pinion

F

uture

Foundation Writing: Question Two

40 word writing



Tu amigo español, Jaime, te ha preguntado sobre tu colegio.
Escríbele un email. Menciona:

Profesores		
Uniforme		
Hora de comer		
Deberes		

P

resent

P

resent

O

pinion

F

uture

Foundation Writing: Question Two

40 word writing



Tu amigo español te ha preguntado sobre tu tiempo libre.
Escríbele sobre tus intereses y actividades. Menciona:

Música

Deporte

Cine

Restaurantes

P

resent

P

resent

O

pinion

F

uture

Foundation Writing: Question Three

Translation English to Spanish



- Question three in Foundation on the writing exam
- Worth a total of **10** marks
- Five phrases to translate from English into Spanish.

Total Ticks	Mark
12	5
10-11	4
7-9	3
4-6	2
1-3	1
0	0

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate
4	Good knowledge of vocabulary and structures; generally accurate
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate
2	Limited knowledge of vocabulary and structures; generally inaccurate
1	Very limited knowledge of vocabulary and structures; highly inaccurate
0	The language produced does not meet the standard required for Level 1 at this tier



Foundation Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the texts	Break down into small phrases	Underline or highlight what you can do instantly
Step Four:	Step Five:	
Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.	Look at those gaps, can you think logically what needs to go there?	

I live in a small town.

It is very hot in July and August.

There isn't much traffic.

Last week, we went to Barcelona with our teacher.

Next year, we're going to organise a football tournament to raise money.



Foundation Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the texts	Break down into small phrases	Underline or highlight what you can do instantly
Step Four:	Step Five:	
Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.	Look at those gaps, can you think logically what needs to go there?	

I think health is very important.

I never smoke because it's not good for your health.

We eat well at home and I do sports every day.

Last weekend, I took part in a charity sports event.

Next year, I want to take part in a swimming competition.



Foundation Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the texts	Break down into small phrases	Underline or highlight what you can do instantly

Step Four:	Step Five:
Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.	Look at those gaps, can you think logically what needs to go there?

I live in a big city.

We get on well with our neighbours.

I like living in the city because my house is near a park.

Last month, I recycled glass, paper and lots of plastic bottles.

Next year, my friends and I are going to organise an event about the environment.



Foundation Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the texts	Break down into small phrases	Underline or highlight what you can do instantly
Step Four:	Step Five:	
Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.	Look at those gaps, can you think logically what needs to go there?	

Global warming is a very serious problem.

There is a lot of traffic.

I like being a volunteer.

We are going to plant trees near the school

Last week, I went to school on my bike every day.



Foundation Writing: Question Four



90-word writing

- Question four in Foundation on the writing exam
- A choice of two essay question and bullet points. Only write **one**.
- Worth a total of **16** marks
- Four parts to it; P.P.O.F

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Foundation Writing: Question Four

90-word writing



How to best answer the bullet points?

- P.P.O.F
- Right tense for the bullet point
- Three tenses – Past, present and future
- J.O.E - Justify your Opinions with an Example
- Negatives
- Time expressions
- Adjectives and emotions
- Talk about others
- Use something complex to show flow
- Details and description

Past

Present

Opinion

Future





Foundation Writing: Question Four

90-word writing



P est



Hace dos años. La semana pasada. El fin de semana pasado. Hace tres días

	AR	ER/IR
1.	É	Í
4.	AMOS	IMOS



Tuve
Fui
Saqué



Cuando era joven. Antes. Cuando tenía...años.

	AR	ER/IR
1.	ABA	IA
4.	ÁBAMOS	ÍAMOS



Había
Era
Tenía

P resent



Normalmente. De vez en cuando. Siempre. Nunca. Todos los días

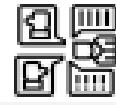
	AR	ER	IR
1.	O	O	O
4.	AMOS	EMOS	IMOS



Tengo
Soy
Voy



O pinion



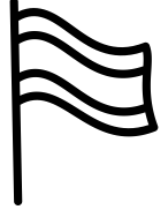
Me gusta	Lo bueno/malo
Odio	Creo que
Prefiero	Imagino que
Opino que	No aguento



Me hace...	Me hace sentir...
Reír	Emocionante
Llorar	Contento
Sonreír	Triste



Más/menos
Adjetivo
Que



F uture



El año que viene. Pasado mañana. Dentro de tres semanas. En el futuro. Cuando sea mayor.

	IR	A	Infinitive
1.	VOY	A	
4.	VAMOS	A	



	AR/ER/IR
1.	É
4.	EMOS



Si pudiera, quisiera...
Si tuviera la oportunidad, me gustaría...
Si fuera posible, tendría...



Foundation Writing: Question Four

90-word writing

<p>P ast</p>	
<p>P resent</p>	
<p>O pinion</p>	
<p>F uture</p>	



Foundation Writing: Question Four

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)

Describe your friend

- Qué hiciste con tu amigo (a) el fin de semana pasado

Something that you did with your friend last weekend

- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)

Your opinion about what is a good friend

- Qué vas a haer con tu amigo (a) en el futuro

Something that you are going to do with your friend in the future

P
ast

P
resent

O
pinion

F
uture

Describe a tu amigo (-a)

- Se llama....

- Tiene..... los ojos el pelo pecas

- Es....alto bajo

- Soy más/menos que

- Siempre/Nunca/Casi todo el tiempo/A veces es....

- enfadado amable trabajador



Foundation Writing: Question Four

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
ast

P
resent

O
pinion

F
uture

P
ast

Qué hiciste con tu amigo (-a) el fin de semana pasado

- El fin de semana pasado / Hace una semana
- Jugamos al baloncesto fútbol
- Hicimos equitación natación
- jugué / hice mientras jugó / hizo
- Hizo sol, frío.
- Nos gustó Nos encantó odiamos porque / ya que



Foundation Writing: Question Four

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
ast

P
resent

O
pinion

F
uture

Tu opinión sobre lo que es un (-a) buen (-a) amigo (-a)

- Me llevo bien con.... Nos apoyamos
- Un (-a) buen (-a) amigo (-a) es alguien que...
 - me hace reír me escucha me ayuda
 - Por un lado a veces nos peleamos pero por otro lado siempre nos llevamos bien
 - Somos mejores amigos

O
pinion



Foundation Writing: Question Four

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
ast

P
resent

O
pinion

F
uture

Qué vas a hacer con tu amigo (-a) en el futuro

- En el futuro El año que viene La próxima semana
- Si fuera posible, quisiera / me gustaría
- Vamos a viajar ver una película ir de compras
- Tendremos que visitar al zoo, leer un libro
- Si hace calor, iremos a la playa

F
uture



Foundation Writing: Question Four

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
ast

P
resent

O
pinion

F
uture

P
ast

El fin de semana pasado Frances y yo jugamos al baloncesto en el parque porque hizo calor. Nos encantó hacer deporte ya que es buena para la salud.

P
resent

Mi mejor amigo se llama Frances. Frances tiene los ojos marrones y el pelo castaño y corto. Frances es más alto que yo y siempre es trabajador.

O
pinion

Me llevo bien con mi mejor amigo porque siempre nos apoyamos. Creo que un buen amigo es alguien que me hace reír.
Frances y yo somos mejores amigos desde hace ocho años.

F
uture

El año que viene, si fuera posible, quisiera viajar con Frances y tendremos que visitar al zoo en España porque nos interesan los animales.



Foundation Writing: Question Four

90-word writing



Acabas de pasar tus vacaciones en España. Escríbele una carta a tu amiga española.
Menciona:

qué hiciste en España

qué diferencias hay
entre la vida en
España y en Inglaterra

dónde vas a pasar las
vacaciones este
verano y por qué

por qué son
importantes las
vacaciones.

P

ast

P

resent

O

pinion

F

uture

Foundation Writing: Question Four

90-word writing



Tu amigo español está preocupado porque cree que él pasa demasiado tiempo solo delante de su ordenador. Escríbele un email. Menciona:

qué cosas hiciste la última vez que usaste un ordenador		
tus opiniones sobre las tecnologías en general		
si prefieres pasar tu tiempo libre con tu familia o con tus amigos		
cómo vas a celebrar el fin de tus exámenes.		

P

ast

P

resent

O

pinion

F

uture

Foundation Writing: Question Four

90-word writing



Ves un página web con el título, 'Me gusta mi pueblo y voy a cuidarlo'.
Decides escribir sobre tu pueblo y tu región.

Menciona:

Qué te gusta o no te gusta de tu pueblo

Qué hiciste durante un día de excursión en tu región

Qué haces para proteger el medio ambiente

Dónde quieres vivir en el futuro

P

ast

P

resent

O

pinion

F

uture

Foundation Writing: Question Four

90-word writing



Fuiste a una fiesta de San Valentín, el 14 de febrero. Tu amigo uruguayo, Mateo, te ha preguntado sobre la fiesta. Escríbele un email. Menciona:

qué hiciste en la fiesta

tus ideas sobre tu novio perfecto / tu novia perfecta

tu opinión sobre el matrimonio

tus ambiciones para el futuro.

P

ast

P

resent

O

pinion

F

uture





Phrases that make your work stand out



PHRASES THAT MAKE YOUR WORK STAND OUT

PAST	PRESENT	FUTURE
Age related (When I was...)	Doubt ideas with subjunctive	Age related (When I'm older...)
Cuando era joven, jugaba / hacía / iba	Es importante que... Es necesario que... Es probable que... Mis padres quieren que... (yo) estudie / tenga / coma / vaya	Cuando sea mayor, voy a comer / hablaré
Cuando tenía...años, comía / viajaba / estaba		Cuando tenga...años, iré / haré / tendré
Opinions	Opinions	Opinions
Lo que más me gustó...	Lo único bueno / malo es que...	Si tuviera tiempo/dinero, me gustaría...
Lo que menos me encantó...	Me aburro de...	Si pudiera, me gustaría...
Me decepcionó.	Siempre tengo ganas de...	Si fuera posible, me encantaría...
Using "me hizo" + verb (inf.)	Using "me hace" + verb (inf.)	Using "me hará" + verb (inf.)
Me hizo... reír / llorar / sonreír	Me hace... pensar / hacer / trabajar	Me hará... reparar / dormir / salir
Using "me hizo sentir" + adjective.	Using "me hace sentir" + adjective.	Using "me hará sentir" + adjective.
Me hizo sentir... genial / triste / feliz	Me hace sentir... bien / optimista / saludable	Me hará sentir... fuerte / débil / relajado





J.O.E

Justify your Opinion with an Example

Justifications			Fantástico
Bueno	Genial		
Using straight forward adjectives Es/Son... Fue/Fueron... Será/Serán... interesante / aburrido trabajador / perezoso seguro / peligroso fenomenal / horroroso bonito / feo divertido / serio barato / caro fácil / difícil	Using "me hace" + verb (present tense) Me hace... hablar reír sonreír llorar escuchar practicar llevar jugar pensar comprender	Using comparatives and superlatives Más....que Menos....que Tan... como Mejor que... Peor que... El/la/los/las más.... El/la/los/las menos... El/la/los/las mejor(es). El/la/los/las peor(es)...	Más/MENOS ADJETIVO QUE
Using simple connectives and negatives Y También No	Using connectives showing others views sin embargo <i>mi madre</i> piensa que... Por otro lado <i>mi hermano</i> cree que...	Using a variation of connectives and negatives Además A pesar de que No...ni...ni...	

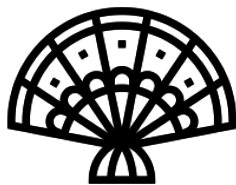
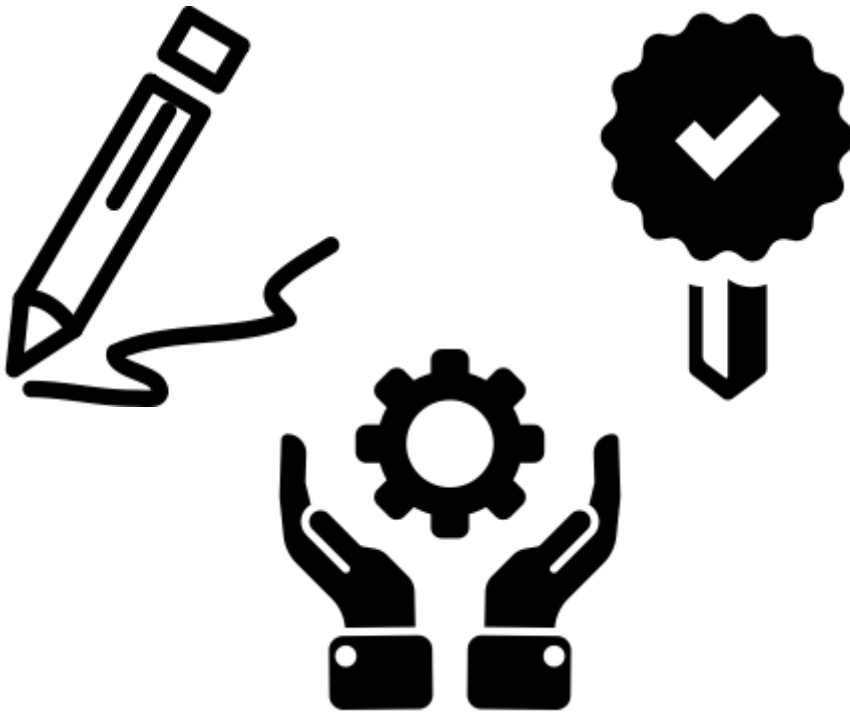




AQA

GCSE Spanish Writing Higher

Structure, Support and Success.



Higher Writing: I can



Task 4: A 90-word structured writing task (16 marks)

- I can write approximately 90 words
- I can answer all four bullet points
- I can choose a question from a choice of two options
- I can express opinions and add justification
- I can vary the use of vocabulary and structures
- I can achieve 16 marks out of 60 marks

150-word writing (32 marks)

- I can write approximately 150 words
- I can choose a question from a choice of two options
- I can write in the style in which the task asks
- I can follow the idea of P.P.O.F for the four bullet points;
 - Past
 - Present
 - Opinion
 - Future
- I can express opinions and add justification
- I can use a wide variety of vocabulary and structures
- I can interest or convince the reader
- I can develop and expand ideas expressed
- I can use uncommon language
- I can achieve 32 out of 60 marks

Translation English to Spanish (12 marks)

- I can translate a short paragraph from English into Spanish
- I can use P.P.O.F to ensure the correct structure is used for each sentence.
- I can use repair strategies if I struggle with a word to translate
- I can achieve 12 out of 60 marks



Higher Writing: Question One

90-word writing



- Question four in Foundation on the writing exam
- A choice of two essay question and bullet points. Only write **one**.
- Worth a total of **16** marks
- Four parts to it; P.P.O.F

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Higher Writing: Question One

90-word writing



How to best answer the bullet points?

- P.P.O.F
- Right tense for the bullet point
- Three tenses – Past, present and future
- J.O.E - Justify your Opinions with an Example
- Negatives
- Time expressions
- Adjectives and emotions
- Talk about others
- Use something complex to show flow
- Details and description

Past

Present

Opinion

Future





Higher Writing: Question One

90-word writing



P
est



Hace dos años. La semana pasada. El fin de semana pasado. Hace tres días

AR	ER/IR
1. É	Í
4. AMOS	IMOS



Tuve
Fui
Saqué



Cuando era joven. Antes. Cuando tenía...años.

AR	ER/IR
1. ABA	IA
4. ÁBAMOS	ÍAMOS



Había
Era
Tenía

P
resent



Normalmente. De vez en cuando. Siempre. Nunca. Todos los días

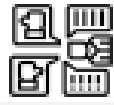
AR	ER	IR
1. O	O	O
4. AMOS	EMOS	IMOS



Tengo
Soy
Voy



O
pinion



Me gusta	Lo bueno/malo
Odio	Creo que
Prefiero	Imagino que
Opino que	No aguento



Me hace...	Me hace sentir...
Reír	Emocionante
Llorar	Contento
Sonreír	Triste



Más/menos
Adjetivo
Que



F
uture



El año que viene. Pasado mañana. Dentro de tres semanas. En el futuro. Cuando sea mayor.

IR	A	Infinitive
1. VOY	A	
4. VAMOS	A	



AR/ER/IR
1. É
4. EAMOS



Si pudiera, quisiera...
Si tuviera la oportunidad, me gustaría...
Si fuera posible, tendría...





Higher Writing: Question One

90-word writing



P ast	
P resent	
O pinion	
F uture	



Higher Writing: Question One

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
ast

P
resent

O
pinion

F
uture

Describe a tu amigo (-a)

• Se llama....

• Tiene..... los ojos



el pelo



pecas



• Es....alto



bajo



•

Soy



más/menos que

• Siempre/Nunca/Casi todo el tiempo/A veces es....

•

enfadado



amable



trabajador



Higher Writing: Question One

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
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Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
est

P
resent

O
pinion

F
uture

Qué hiciste con tu amigo (-a) el fin de semana pasado

- P**
est
- El fin de semana pasado / Hace una semana
 - Jugamos al baloncesto fútbol
 - Hicimos equitación natación
 - jugué / hice mientras jugó / hizo
 - Hizo sol, * frío.
 - Nos gustó Nos encantó odiamos porque / ya que



Higher Writing: Question One

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
est

P
resent

O
pinion

F
uture

Tu opinión sobre lo que es un (-a) buen (-a) amigo (-a)

- Me llevo bien con.... Nos apoyamos
- Un (-a) buen (-a) amigo (-a) es alguien que...
 - me hace reír me escucha me ayuda
 - Por un lado a veces nos peleamos pero por otro lado siempre nos llevamos bien
 - Somos mejores amigos



Higher Writing: Question One

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P
est

P
resent

O
pinion

F
uture

Qué vas a hacer con tu amigo (-a) en el futuro

- En el futuro El año que viene La próxima semana
- Si fuera posible, quisiera / me gustaría
- Vamos a viajar ver una película ir de compras
- Tendremos que visitar al zoo, leer un libro
- Si hace calor, iremos a la playa



Higher Writing: Question One

90-word writing



Tu amigo español acaba de celebrar su cumpleaños. Te escribe para preguntarte sobre tus amigos.

Escríbele una carta.

Menciona:

- Describe a tu amigo (a)
Describe your friend
- Qué hiciste con tu amigo (a) el fin de semana pasado
Something that you did with your friend last weekend
- Tus opiniones sobre lo que es un (a) buen (a) amigo (a)
Your opinion about what is a good friend
- Qué vas a haer con tu amigo (a) en el futuro
Something that you are going to do with your friend in the future

P ast	←
P resent	←
O pinion	←
F uture	←

P El fin de semana pasado Frances y yo jugamos al baloncesto en el parque porque hizo calor. Nos encantó hacer deporte ya que es buena para la salud.

P Mi mejor amigo se llama Frances. Frances tiene los ojos marrones y el pelo castaño y corto. Frances es más alto que yo y siempre es trabajador.

O Me llevo bien con mi mejor amigo porque siempre nos apoyamos. Creo que un buen amigo es alguien que me hace reír.

Frances y yo somos mejores amigos desde hace ocho años.

F El año que viene, si fuera posible, quisiera viajar con Frances y tendremos que visitar al zoo en España porque nos interesan los animales.



Higher Writing: Question One

90-word writing



Acabas de pasar tus vacaciones en España. Escríbele una carta a tu amiga española.
Menciona:

qué hiciste en España

qué diferencias hay
entre la vida en
España y en Inglaterra

dónde vas a pasar las
vacaciones este
verano y por qué

por qué son
importantes las
vacaciones.

P

ast

P

resent

O

pinion

F

uture

Higher Writing: Question One

90-word writing



Tu amigo español está preocupado porque cree que él pasa demasiado tiempo solo delante de su ordenador. Escríbele un email. Menciona:

qué cosas hiciste la última vez que usaste un ordenador

tus opiniones sobre las tecnologías en general

si prefieres pasar tu tiempo libre con tu familia o con tus amigos

cómo vas a celebrar el fin de tus exámenes.

P

ast

P

resent

O

pinion

F

uture

Higher Writing: Question One

90-word writing



Ves un página web con el título, 'Me gusta mi pueblo y voy a cuidarlo'.
Decides escribir sobre tu pueblo y tu región.

Menciona:

Qué te gusta o no te gusta de tu pueblo

Qué hiciste durante un día de excursión en tu región

Qué haces para proteger el medio ambiente

Dónde quieres vivir en el futuro

P

ast

P

resent

O

pinion

F

uture



Higher Writing: Question One

90-word writing



Fuiste a una fiesta de San Valentín, el 14 de febrero. Tu amigo uruguayo, Mateo, te ha preguntado sobre la fiesta. Escríbele un email. Menciona:

qué hiciste en la fiesta

tus ideas sobre tu novio perfecto / tu novia perfecta

tu opinión sobre el matrimonio

tus ambiciones para el futuro.

P

ast

P

resent

O

pinion

F

uture



Higher Writing: Question Two

150-word writing



- Question two on Higher on the writing exam
- A choice of two essay question and bullet points. Only write **one**.
- Worth a total of **32** marks
- Four parts to it; P.P.OF and J.O.E

Content

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
3	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier





Range of Language

Level	Marks	Response
5	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
4	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
3	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
3	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.





Higher Writing: Question Two

150-word writing



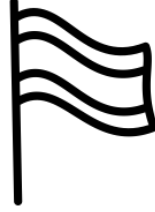
	Information	Justify ideas and opinions																	
P past	<p>Hace dos años. La semana pasada. El fin de semana pasado. Hace tres días</p> <table border="1"> <tr> <td>AR</td> <td>ER/IR</td> <td>ER/IR</td> </tr> <tr> <td>1. É</td> <td>Í</td> <td>ÍA</td> </tr> <tr> <td>4. AMOS</td> <td>IMOS</td> <td>ÍAMOS</td> </tr> </table>	AR	ER/IR	ER/IR	1. É	Í	ÍA	4. AMOS	IMOS	ÍAMOS	<p>Sin embargo. Además. También.</p> <table border="1"> <tr> <td>Me hizo...</td> <td>Me hizo sentir...</td> </tr> <tr> <td>Pensar</td> <td>Emocionante</td> </tr> <tr> <td>Llorar</td> <td>Contento</td> </tr> <tr> <td>Sonreír</td> <td>Triste</td> </tr> </table> <p>Más/menos Adjetivo Que</p>	Me hizo...	Me hizo sentir...	Pensar	Emocionante	Llorar	Contento	Sonreír	Triste
AR	ER/IR	ER/IR																	
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AR	ER	IR																	
1. O	O	O																	
4. AMOS	EMOS	IMOS																	
Me hace...	Me hace sentir...																		
Reír	Vivo/a																		
Crear	Optimista																		
Hacer	Egolista																		
O pinion	<p>Me gusta Odio Prefiero Opino que</p> <table border="1"> <tr> <td>Lo bueno/malo</td> <td>He decidido</td> </tr> <tr> <td>Creo que</td> <td>He apoyado</td> </tr> <tr> <td>Imagino que</td> <td>He ayudado</td> </tr> <tr> <td>No aguento</td> <td>He concluido</td> </tr> </table>	Lo bueno/malo	He decidido	Creo que	He apoyado	Imagino que	He ayudado	No aguento	He concluido	<p>Ni siquiera. A pesar de que. Aun cuando.</p> <table border="1"> <tr> <td>Es importante que...</td> <td>Es necesario que...</td> </tr> <tr> <td>Ayudemos a la gente</td> <td>Hagamos todo posible</td> </tr> <tr> <td>Respetemos a las otras</td> <td>Pensemos del future</td> </tr> <tr> <td>No malgastemos tiempo</td> <td>Mantengamos la calma</td> </tr> </table>	Es importante que...	Es necesario que...	Ayudemos a la gente	Hagamos todo posible	Respetemos a las otras	Pensemos del future	No malgastemos tiempo	Mantengamos la calma	
Lo bueno/malo	He decidido																		
Creo que	He apoyado																		
Imagino que	He ayudado																		
No aguento	He concluido																		
Es importante que...	Es necesario que...																		
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AR/ER/IR	AR/ER/IR																		
1. É	É																		
4. EMOS	EMOS																		
Me hará...	Me hará sentir...																		
Reír	Emocionante																		
Llorar	Contento																		
Sonreír	Triste																		





Higher Writing: Question Two

150-word writing



	Information	Justify ideas and opinions
P ast		
P resent		
O pinion		
F uture		





Higher Writing: Question Two

150-word writing



Key point			
PPOF / IDEAS			
Key point			
PPOF / IDEAS			



Higher Writing: Question Two

150-word writing



Lees un blog sobre la vida de los jóvenes y se lo mandas a tu amigo español.
Escríbele un mensaje. Menciona:

algo que hiciste
recientemente que
fue muy divertido

qué haces para
mantenerte feliz, en
forma y saludable.

Key point

PPOF / IDEAS

Key point

PPOF / IDEAS



Higher Writing: Question Two

150-word writing



Una revista española que sale en línea tiene un concurso sobre 'los mejores amigos'. Hay un premio de 100 euros. Decides participar. Escribe a su sitio web con esta información:

algo que hiciste que confirma que tú eres un buen amigo/una buena amiga

qué vas a hacer con los 100 euros si ganas el concurso.

Key point

PPOF / IDEAS

Key point

PPOF / IDEAS



Higher Writing: Question Two

150-word writing



Durante tus vacaciones en España escribes un blog para describir tus experiencias.
Menciona:

un día de las
vacaciones cuando
tuviste problemas

un festival en España
en que te gustaría
participar.

Key point

PPOF / IDEAS

Key point

PPOF / IDEAS



Higher Writing: Question Two

150-word writing



Tu colegio quiere artículos para su revista digital con el título 'La vida de los jóvenes'. Decides escribir un artículo con esta información:

tus recomendaciones para el tiempo libre.		
tus recomendaciones para el tiempo libre.		
Key point		
PPOF / IDEAS		
Key point		
PPOF / IDEAS		





Higher Writing: Question Three

Translation English to Spanish

- Question three on Higher on the writing exam
- Worth a total of **12** marks
- One paragraph with P.P.O.F, totalling five sentences.

Conveying Key Messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.



Higher Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the text	Break down into sentences	Underline or highlight what you can do instantly

Usually we have dinner at 8:00 o'clock and then I go to bed at 10. However, I have just been to a music festival where I spent two nights without sleeping. It was incredible and I saw many of my favourite bands, though today I am very sleepy. Next time I'm not going to camp.

Step Four: Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.

Step Five: Look at those gaps, can you think logically what needs to go there?



Higher Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the text	Break down into sentences	Underline or highlight what you can do instantly

I love sport, I play football twice a week and I often go to the sports centre. My older brother wants to get fit. He never used to do any exercise, but he joined a gym last month. He has also started running everyday and he would like to continue doing it even in winter.

Step Four: Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.

Step Five: Look at those gaps, can you think logically what needs to go there?



Higher Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the text	Break down into sentences	Underline or highlight what you can do instantly

Normally I go on holiday to the coast in southern Spain because I love doing water sports. The best thing about the area is the good weather. However, last year I went camping and it rained everyday. Next year I hope to travel around Costa Rica with my brother as we would like to see the spectacular landscapes.

Step Four: Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.

Step Five: Look at those gaps, can you think logically what needs to go there?



Higher Writing: Question Three

Translation English to Spanish



Step One:	Step Two:	Step Three:
Read the text	Break down into sentences	Underline or highlight what you can do instantly

My local sports centre is close to my house so I walk there. What I like the most about the sports centre is that they have clubs. Last year I joined the swimming club which was fun. After the exams I hope to have more time for swimming because I would like to continue doing it regularly.

Step Four: Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.

Step Five: Look at those gaps, can you think logically what needs to go there?





Phrases that make your work stand out



PHRASES THAT MAKE YOUR WORK STAND OUT

PAST	PRESENT	FUTURE
Age related (When I was...) Cuando era joven, jugaba / hacia / iba Cuando tenía....años, comía / viajaba / estaba	Doubt ideas with subjunctive Es importante que... Es necesario que... Es probable que... Mis padres quieren que... (yo) estudie / tenga / coma / vaya	Age related (When I'm older...) Cuando sea mayor, voy a comer / hablaré Cuando tenga...años, iré / haré / tendré
Opinions Lo que más me gustó... Lo que menos me encantó... Me decepcionó.	Opinions Lo único bueno / malo es que... Me aburro de... Siempre tengo ganas de...	Opinions Si tuviera tiempo/dinero, me gustaría... Si pudiera, me gustaría... Si fuera posible, me encantaría...
Using "me hizo" + verb (inf.) Me hizo... reír / llorar / sonreír	Using "me hace" + verb (inf.) Me hace... pensar / hacer / trabajar	Using "me hará" + verb (inf.) Me hará... reparar / dormir / salir
Using "me hizo sentir" + adjective. Me hizo sentir... genial / triste / feliz	Using "me hace sentir" + adjective. Me hace sentir... bien / optimista / saludable	Using "me hará sentir" + adjective. Me hará sentir... fuerte / débil / relajado





J.O.E

Justify your Opinion with an Example

Justifications			Fantástico
Bueno	Genial		
Using straight forward adjectives Es/Son... Fue/Fueron... Será/Serán... interesante / aburrido trabajador / perezoso seguro / peligroso fenomenal / horroroso bonito / feo divertido / serio barato / caro fácil / difícil	Using "me hace" + verb (present tense) Me hace... hablar reír sonreír llorar escuchar practicar llevar jugar pensar comprender	Using comparatives and superlatives Más....que Menos....que Tan...como Mejor que... Peor que... El/la/los/las más.... El/la/los/las menos... El/la/los/las mejor(es). El/la/los/las peor(es)...	Más/MENOS ADJETIVO QUE
Using simple connectives and negatives Y También No	Using connectives showing others views sin embargo <i>mi madre</i> piensa que... Por otro lado <i>mi hermano</i> cree que...	Using a variation of connectives and negatives Además A pesar de que No...ni...ni...	

