



Directorate for Quality and Standards in Education

Curriculum Management Department

Subject Proficiency Assessment

Spanish Level 2 – Part One

1. Introduction

2. Units

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Unit 2.2 – *Describir a los demás* – Describing others

Unit 2.3 – *Mi hogar, mi barrio* – My home and surroundings

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Unit 2.5 – *En la ciudad* – In the city

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4. Content

5. Assessment and Certification

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1. Introduction

1. Level 2 part 1 comprises 7 units of 9 lessons each and a final revision unit of 18 lessons for a total of 54 contact hours.
2. All topics covered in Level 1 will be further developed in Level 2. Consequently, material covered in Level 1 will serve as a basis for acquired notions.
3. The aim of the Level 2 programme (Parts 1 and 2) is to enable the learner achieve a Level 2 in the Malta Qualifications Framework in the four basic skills in language learning (Spanish).
4. The learner will eventually acquire and develop communicative competence which caters for an effective and meaningful interaction in a broad spectrum of social contexts. Besides, he/she will also develop skills, language and attitudes required for further study of the language, work and leisure.
5. The learner will develop skills to be able to listen to and interact with others and understand the general sense of a variety of basic oral messages, intended for various purposes.
6. Attention is to be equally distributed on all the four basic skills.
7. Cognates are to be used regularly especially to alleviate difficulties students might meet in vocabulary learning and to recognise similarities and/or differences among Maltese and other languages including Spanish.
8. The focal point of this programme is communicative competence. The purpose behind grammar is purely to enable the learner develop communicative abilities and language proficiency. There should be no emphasis whatsoever on the memorisation of grammatical forms and metalanguage (e.g. defining the various parts of speech). The programme is not prescriptive and therefore allows a free-hand for the teacher to determine when and where it is best to include certain grammatical concepts.
9. Cultural and intercultural aspects related to particular topics should be introduced as the programme unfolds. Culture is a means to teach the language and to develop intercultural knowledge, skills and attitudes. It is up to the teacher to decide what cultural topics to cover, at which stage to introduce them and in which manner.

2. Units

Unit 2.1 Part 1

La rutina diaria y el tiempo libre - Daily routine and leisure time

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can read, understand and express myself about morning/afternoon/evening routines (school/home/weekend).
2. I can ask others about their routines including the time and different parts of the day. e.g. *¿A qué hora te levantas?*
3. I can write a few sentences about my daily routine in the Simple Present Tense. e.g. *Me levanto a las siete. Luego desayuno con cereales y leche. Me ducho y voy...*
4. I can talk about different leisure activities (including sports) and related expressions of time and frequency. e.g. *Practico la natación tres veces a la semana y hago footing todos los días...*
5. I can write a few sentences about my leisure activities including sports giving details in affirmative and negative statements: how often/where/with whom I practice these hobbies.e.g. *Nunca toco la guitarra. Siempre hago footing...*
6. I can read, understand and tell the time (12-hour clock). e.g. *Es la una de la tarde.*

Unit 2.2 Part 1

Describir a los demás – Describing others

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can talk about my family, friends and pets using adjectives (in agreement with the corresponding nouns) which indicate height, size, hair, eye colour and character. e.g. *Sus ojos son azules.*
2. I can ask others to describe their family, pets or friends (both physical and character traits).
3. I can listen to, read and understand information on other people's professions/jobs in the community.
4. I can read and listen to simple texts in clear-cut familiar language to find information about people, their families, friends and pets.
5. I can write a description/report in simple language about my family, friends and pets and draw comparisons. e.g. *Mi gato Paco es más comilón que mi perra Frida.*

Unit 2.3 Part 1***Mi hogar, mi barrio – My home and surroundings***

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can describe in detail my house, rooms and other parts and ask others about where they live and what their home looks like.
 2. I can talk and ask others about the surrounding area and locate it geographically. e.g. *Vivo en el campo en las afueras...*
 3. I can describe what there is to see and do and ask others. e.g. *Hay una piscina y también se puede ir al polideportivo y a la bolera.*
 4. I can ask others and answer questions about where certain things are in the house and in the surrounding area. e.g. *¿Dónde está la iglesia?/¿Dónde hay un supermercado? ¿Hay cine en...?*
 5. I can listen to, read and understand short texts in mostly familiar language about other people's houses and the surrounding areas.
 6. I can write short, descriptive texts about where I and others live (house and surrounding area) with simple conjunctions (*y, o, pero, también, porque...*).
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Unit 2.4 Part 1***En el instituto – At school***

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can describe in detail my school, its facilities and can ask others about own school.
 2. I can mention subjects taught at school, the ones I study and my opinion about them.
 3. I can ask others for own opinion about school and school subjects. e.g. *¿Qué te parece la historia?*
 4. I can talk about my school routine making use of expressions of time and frequency and different parts of the day. e.g. *por la tarde, dos veces al día...*
 5. I can ask others about own school routine.
 6. I can listen to, read and understand short texts about other students, own school and school life.
 7. I can write a short description about my school and its facilities and/or about a normal school day (lessons, timetable, favourite subjects, teachers, classmates, school activities...).
 8. I can understand, read and recite the ordinal numbers up to 3rd.
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Unit 2.5 Part 1***En la ciudad – In the city***

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can identify and locate important buildings, places of interest and other main attractions in a town or city.
 2. I can talk and ask others about important buildings, places of interest and other main attractions in a town or city.
 3. I can ask for and give directions to places in a town or city. e.g. *¿Dónde está el teatro? Es el primer edificio a la derecha. ¿La catedral? Hay que cruzar el puente.*
 4. I can identify different means of transport.
 4. I can listen to, read and understand basic information about transport and travel.
 5. I can ask for and provide information about how one travels to different places.
 6. I can ask for and give brief and simple directions to a place in written form.
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Unit 2.6 Part 1***De compras – Shopping***

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can mention different shops and respective range of products. e.g. *Esta es la panadería. Aquí se venden/se puede comprar pan y magdalenas.*
 2. I can ask about the price of an item, understand when someone asks me about its price and can also discuss prices. e.g. *¿Cuánto cuesta un kilo de peras? Cuesta tres euros.*
 3. I can identify, understand and use vocabulary related to food and drink including quantities and receptacles.
 4. I can read, understand and draft own shopping list for a particular occasion.
 5. I can read and understand dialogues and texts about different shopping situations.
 6. I can buy a present or a souvenir.
 7. I can describe in a short simple dialogue/conversation a personal shopping experience.
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Unit 2.7 Part 1**Las vacaciones y el tiempo – Holidays and the weather**

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

1. I can read, understand and tell the time (24-hour clock). e.g. *Son las veintidós horas, Son las dieciséis cinco...*
 2. I can read and understand texts about holidays and describe what one can do there. eg. *En esta ciudad se puede visitar monumentos por la mañana e ir a la playa por la tarde...*
 3. I can understand and read weather updates for different countries and show an understanding of weather related verbs and expressions.
 4. I can express myself about weather conditions in different locations in both the affirmative and negative. e.g. *En el sur hace mucho sol y calor y nunca llueve.*
 4. I can talk about my preferences (what one can do) about holidays during different seasons and ask others about their likes.
 5. I can write a few sentences about my recent holiday or break in the Perfect Tense (Pretérito Perfecto) and also refer to the weather.
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Unit 2.8 Part 1**Repaso – Rewind and revise**

Skills to focus upon: Listening, Speaking, Reading and Writing

Duration: 9 lessons of 40 minutes (6 hours)

Learning Outcomes

Points to note: The following generic outcomes are a summary of what has been covered in the previous units and should serve as a framework in preparation for the final assessment.

1. I can read and write short phrases in the Present and Past tense (Pretérito Indefinido).
 2. I can label and describe pictures.
 3. I can write short texts using conjunctions. e.g. *o, y, pero, también, primero, después, porque...*
 4. I can fill in a form.
 5. I can open and close a conversation and take part in it. I can take part in a simple conversation.
 6. I can listen and/or read for specific information.
 7. I can recognise and use punctuation.
 8. I can understand and use the most common discourse markers. e.g. *vale, de acuerdo, pues, bueno, sí...*
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3. Grammar structures

All topics covered in Level 1 will be further developed and consolidated in Level 2. Consequently, material covered in Level 1 will serve as a basis to build upon acquired notions.

Phonetics and spelling

The student can:

- write and read sentences and frequently used expressions related to familiar topics of immediate relevance or personal interest.
 - read/pronounce words well: namely words with accent, 'tilde' and 'diéresis': *mañana, lección, pingüino, piragüismo, vergüenza...*
 - use both capital and small letters and the correct use of punctuation.
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Vocabulary

The student can:

- recognise and use cardinal numbers up to 1000.
 - recognise and use ordinal numbers up to 3rd.
 - identify, understand and use vocabulary related to daily routines
 - identify, understand and use vocabulary related to sports and leisure pursuits.
 - identify, understand and use and vocabulary related to time (continental and traditional version), seasons and months.
 - identify, understand and use vocabulary related to the family, domestic animals and friends.
 - identify, understand and use vocabulary related to occupations/jobs in the community /town.
 - identify, understand and use vocabulary related to geographical locations.
 - identify, understand and use vocabulary related to buildings and houses.
 - identify, understand and use vocabulary related to the school environment and routine.
 - identify, understand and use vocabulary related to landmarks and popular public places in a town/city.
 - identify, understand and use vocabulary related to means of transport.
 - identify, understand and use expressions related to simple directions.
 - understand and use expressions to describe distance to and from places.
 - identify, understand and use vocabulary related to different shopping outlets and respective products.
 - identify, understand and use vocabulary related to food and drink including quantities and receptacles.
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- understand and use basic units of measure and weight.
 - understand and use expressions related to shopping.
 - understand and use vocabulary related to holidays.
 - identify, understand and use expressions related to the weather.
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Articles, nouns, adjectives and pronouns

The student can:

- identify, understand and use the definite and indefinite articles.
 - identify, understand and use the singular and plural of nouns.
 - identify, understand and use the masculine, feminine of nouns and adjectives.
 - identify, understand and use agreement and position of the article, nouns and corresponding adjectives.
 - identify, understand and use the possessive adjectives (ones preceding noun only): *mi habitación, tus padres, su pueblo...*
 - use suitable adjectives related to physical and character descriptions.
 - identify, understand and use the comparative form with 'más/menos que' in descriptions including some irregular forms: *mayor, menor, mejor, peor.*
 - identify, understand and use demonstrative adjectives and pronouns.
 - understand and use the interrogative adjectives and pronouns with and without prepositions.
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Pronouns

The student can:

- identify, understand and use the pronouns 'usted' and 'ustedes' in the polite form in all four skills.
 - Identify, understand and use the most common relative pronoun 'que'.
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Prepositions

The student can

- use different prepositions and prepositional phrases.
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Verbs

The student can

- identify, understand and use verbs similar to 'gustar, parecer...'
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- identify, understand and use the Infinitive Form of verbs ending in 'ar/er/ir'.
 - identify, understand and use the Present Tense and related time expressions.
 - recognise and use the Present Tense of regular verbs.
 - recognise and use the Present Tense of certain irregular verbs including vowel changing ones.
 - recognise and use the Present Tense of common reflexive verbs related to daily routine.
 - identify, understand and use the Perfect Tense (Pretérito Perfecto) of both regular and irregular verbs and related time expressions.
 - identify, understand and use impersonal verbs which describe the weather: *llueve, nieva...*
 - understand and use impersonal form 'se puede': *Se puede ir a la playa, ir a bailar...*
 - understand and use verbal constructions with two verbs: *querer, poder, necesitar, Quiero comprar un coche. ¿Puedo abrir la ventana?...*
 - understand and use the verbal form 'tener que'.
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Adverbs

The student can

- identify, understand and use adverbs and expressions of place, time and frequency: *abajo, allí, entre, encima de, cerca de, lejos de, a veces, siempre, nunca...*
 - identify, understand and use adverbs of quantity: *demasiado, poco, muy, bastante.*
 - Identify, understand and use most common basic differences between 'muy' and 'mucho'.
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Interjections and discourse markers

The student can

- understand and use simple conjunctions: *y, pero, o, porque, también...*
 - identify, understand and use the negative form with 'no' and other common negative words: *no estudia, nunca nieva, no es ni gordo ni delgado...*
 - identify, understand and use basic common discourse markers: *bueno, vale, pues, oye, de acuerdo...*
 - identify, understand and use basic interjections to express basic emotions: *¡anda!, ¡claro!, ¡por supuesto!, ¡Qué va! ¡Ojo!*
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4. Content (A rough guideline as to how and when vocabulary and grammar can be integrated in the programme.)

Unidad 1:	La rutina diaria y el tiempo libre
Objetivo:	Describir y hablar de la rutina diaria, el tiempo libre y los pasatiempos.
Vocabulario:	La hora (el reloj de la abuela) - Repaso: <i>Es medianoche. Son las cinco en punto...</i>
	El ocio y los pasatiempos incluso los deportes: <i>hacer la vela, jugar a las cartas, practicar la equitación...</i>
	Uso y Formación del Presente de Indicativo de verbos regulares en ar/er/ir y sus marcadores temporales - Repaso: <i>los lunes, siempre...</i>
Gramática:	Los verbos con cambios vocálicos <i>e-i/o-ue/e-ie</i> en el Presente de Indicativo: <i>pedir volver, dormir, cerrar...</i>
	Los verbos reflexivos más frecuentes: <i>despertarse, levantarse, vestirse, acostarse...</i>
	Más adverbios y locuciones de tiempo y frecuencia: <i>cerca de, lejos de, a veces, siempre, nunca (solo al principio de la frase), dos veces a la semana, por la tarde, los domingos, a menudo...</i>
	La negación con 'no', 'no - ni,' y 'ni – ni.': <i>No desayuno los fines de semana. No juega ni al fútbol ni al baloncesto. No canto ni bailo...</i>

Unidad 2:	Describir a los demás
Objetivo:	Describir y hablar de los demás: miembros de la familia, mascotas y amigos.
Vocabulario:	Adjetivos que describen el físico y la personalidad: <i>extrovertido, tímido, callado, egoísta, alegre, gracioso, rubio, moreno, pelirrojo, atlético...</i>
	El contraste ser/tener/llevar en las descripciones: <i>lleva barba, tiene pecas, es alto, tiene el pelo rizado...</i>
	El léxico de la familia: <i>nieto, bisabuelo, hijo único, hermano gemelo, sobrino...</i>
	Las profesiones: <i>es abogado/pintor/electricista/fontanero...</i>
	El estado civil: <i>soltero, casado, viudo...</i>
Gramática:	La concordancia de artículo/sustantivo/verbo/adjetivo: <i>Sus ojos son castaños.</i>
	Las formas comparativas de superioridad e inferioridad con adjetivos: <i>más que, menos que</i> <i>Mi hermana es menos generosa que yo. Mi perro es más simpático que mi gata.</i>
	Formas irregulares del comparativo: <i>grande/mayor, pequeño/menor, bueno/mejor, malo/peor.</i>

Unidad 3:	Mi hogar, mi barrio
Objetivo:	Ubicar y describir la casa y los alrededores incluso lo que se puede ver y hacer en el barrio donde vivo.
Vocabulario:	El léxico para localizar la casa y el barrio: <i>en el centro, en las afueras, en el mar, en la sierra, en el campo, en el norte, en el sureste...</i>
	Tipos de casas, las habitaciones, otras partes, el mobiliario... El léxico de mi barrio: <i>correos, una galería comercial, un restaurante, una cafetería, almacenes, centros comerciales, oficinas, una estación de autobuses, una comisaría, una iglesia, un instituto, un mercado, un jardín público, apartamentos, una plaza, una piscina...</i>
Gramática:	Más adverbios y locuciones adverbiales: <i>junto a, lejos de, cerca de...</i>
	Más preposiciones y locuciones prepositivas: <i>fuera de, dentro de, encima de...</i>
	Diferencias básicas entre 'Hay' y 'Está/Están' - Repaso
	Forma impersonal 'se puede': <i>Se puede mirar una película, dar un paseo...</i>
	Las conjunciones de uso más frecuente: <i>y/o/también/pero/porque.</i>
	El pronombre relativo 'que' para juntar frases y eliminar la repetición léxica: <i>Vivo en <u>Sliema</u>. <u>Sliema</u> es un pueblo muy turístico cerca del mar. = Vivo en Sliema <u>que</u> es un pueblo turístico cerca del mar.</i>
Algunos conectores discursivos: <i>luego, entonces, después...</i>	

Unidad 4:	En el instituto
Objetivo:	Describir y hablar del instituto y la vida escolar.
Vocabulario:	Distintas partes del instituto y otras facilidades: <i>la biblioteca, los vestuarios, la sala de asamblea, el patio, recreo, la sala de ordenadores, la hora de comida...</i>
	Las asignaturas, el horario, las notas, los profesores y los compañeros de clase, las actividades escolares...
Gramática:	Formación y concordancia de los ordinales de 1 ^o a 3 ^o : <i>primero, segundo, tercero, la primera clase, el tercer edificio...</i>
	Verbos como: <i>gustar/parecer/resultar/encantar/se me da(n) bien/mal... Se me dan bien las ciencias, Soy flojo en inglés...</i>
	Diferencias básicas entre 'Muy' y 'Mucho': <i>Me gustan mucho las matemáticas. Hago muchos deberes. Leo muy mal.</i>

Unidad 5:	En la ciudad
Objetivo:	Identificar, ubicar los lugares de interés en el pueblo/la ciudad y preguntar y dar direcciones incluso los medios de transporte para llegar.
Vocabulario:	Más léxico del pueblo/la ciudad: <i>edificios principales, lugares de interés: museos, parques de atracciones, jardines públicos, hoteles, la catedral, el centro histórico, un polideportivo, tiendas, el ayuntamiento, agencias de viajes, oficina de turismo, una estación de taxis, salas de juegos, una discoteca, un casino, salas de cine, un estadio de fútbol, una bolera...</i>
	Distintos medios de transporte: <i>en barco, a pie, en taxi, en coche, en autobús...</i>
	Expresiones para indicar distancia incluso algunas medidas: <i>Está a dos minutos. El teatro está a dos pasos del centro. El templo neolítico está a un kilómetro de aquí.</i>
Gramática:	Las direcciones: <i>seguir recto, al fondo, pasar por el semáforo, girar a la derecha, tomar la segunda a la izquierda, cruzar la calle, pasar por el puente...</i>
	La perífrasis verbal 'tener que': <i>Tienes que cruzar la plaza y allí está el Palacio. Tienes que cruzar la plaza.</i> Los cuantificadores más comunes: <i>demasiado, poco, muy, bastante.</i> <i>El instituto está muy lejos de mi casa. El ayuntamiento está demasiado cerca.</i>

Unidad 6:	Hacer la compra
Objetivo:	Anotar la lista de compras y hacer la compra, comprar un regalo y hablar de precios.
Vocabulario:	Distintas tiendas y sus productos incluso comida y bebida: <i>Esta es la panadería. Aquí se puede comprar pan y magdalenas.</i>
	Cantidades y recipientes: <i>un kilo de naranjas, 200 gramos de jamón, una lata de sardinas, media docena de huevos...</i>
Gramática:	Formación y concordancia de los cardinales hasta 1 000: <i>doscientas casas, veintiún libros...</i>

Unidad 7:	Las vacaciones y el tiempo
Objetivo:	Describir y hablar de las vacaciones pasadas e incluso del tiempo atmosférico.
Vocabulario:	El léxico del tiempo atmosférico con hay/hacer/estar/otros verbos: <i>hay tormentas, hace calor, está nublado, nieva, truena, llueve...</i>
	El reloj de la estación: <i>Son las veintidós horas, Son las dieciséis cinco...</i>
Gramática:	Uso y Formación del Pretérito Perfecto de los verbos regulares e irregulares y sus marcadores temporales: <i>esta mañana/tarde/semana, este mes/año, este verano, esta primavera, nunca (solo al principio de la frase), hoy...</i>

Unidad 8:	Repaso
Objetivo:	Dar un repaso de toda la gramática y el léxico.

4. Assessment & Certification

The Subject Proficiency Assessment programme has - as one of its specific aims - to establish the individual student's language ability and describe the learner's language skills. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages. The programme offers a fully comprehensive assessment of the four basic skills or abilities in a language, namely speaking, listening, reading and writing.

1. The SPA comprises three levels in line with the Malta Qualifications Framework – from Level 1 which is the most basic user leading to Level 3 for the independent user.
2. Proficiency tests, unlike achievement tests, are intended to measure a learner's command of a language irrespective of own background in that language or of any prescribed class content or course material.
3. Half-yearly exams will be ruled out and replaced by continuous class assessment.
4. All students following SPA Level 2 part one will not sit for exams at the end of the scholastic year. They can sit for SPA Level 2 exams at the end of part 2 programme.
5. At the end of Level 2 Part 1, students who fail to obtain any of the 4 skills at Level 1 will be encouraged to re-sit for the exams in the particular skill/s. When successful, a certificate will be issued specifying the skills attained. In such cases, students will be required to register for the exam/s.
6. The productive skills (speaking and writing) and the receptive skills (reading and listening) will be assessed.
7. Prospective students are encouraged to consult the SPA Syllabus which provides an outline of the competences in the individual language skills required for each level. The syllabus underlines the typical communicative situations and the topics tackled in the tests and also the expected learnt grammar structures. It also defines the evaluation criteria.

Assessment for learning (AFL)

- Assessment for learning uses continuous assessment methods to gauge a student's progress over a period of time in various language learning contexts. Evidence of specific skills acquired at one particular time and language performance and progress over time is accumulated in all four major skills (listening, speaking, reading and writing,) or in all three communication modes (interpersonal, interpretive, and presentational). The use of a range of testing tools provides validity and reliability to the assessment process.
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- Assessment for learning promotes positive student participation. Students are actively engaged and are encouraged to reflect on their own learning. The student's self-confidence increases as well as own ability to assess and revise work. Such a learning environment is conducive to maximize the learner's motivation in order to further own studies and succeed in language learning.
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- Assessment for learning is fully integrated into instruction: there is no time lost on assessment whilst every learning experience, activity and student's action is considered as concrete evidence which lends the opportunity to teacher and learner alike to act upon.

The following “can do” statements are linked to the learning outcomes at Level 2 Part 1 in all the 4 language skills:

Listening	Speaking	Reading	Writing
The student can	The student can	The student can	The student can
<ul style="list-style-type: none"> - understand familiar topics expressed in a series of connected sentences, conversations, presentations, and messages. - identify the main idea and some details when listening to an oral presentation about a topic. - understand clear, standard speech related to areas of most immediate personal relevance and can get the gist in short, clear, simple messages and announcements. - understand enough to be able to meet specific needs in everyday life, provided that speech is clear and slow, and can understand phrases and expressions related to immediate needs. - understand key information from short recorded passages dealing with predictable everyday matters when pronounced slowly and clearly. 	<ul style="list-style-type: none"> - communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. - handle very short social exchanges. - use a series of phrases and sentences to describe in simple terms familiar topics. - produce brief everyday expressions in order to meet simple down-to-earth needs. - use sufficient vocabulary for the expression of basic communicative needs and in order to coping with simple living needs. - tell a story or describe something in a simple list in point form and can link groups of words with simple conjunctions such as ‘and’, ‘but’ and ‘because’. - handle very short social exchanges, using everyday polite forms of greeting and address. 	<ul style="list-style-type: none"> - understand short, simple texts containing high frequency vocabulary and common expressions. - find specific, predictable information in simple everyday material such as timetables. - identify specific information describing familiar topics in simple written material. - understand simple instructions. 	<ul style="list-style-type: none"> - write short, simple notes and messages relating to matters in areas of immediate need. - link a series of simple phrases and sentences with simple conjunctions like ‘and’, ‘but’ and ‘because’. - give short, basic descriptions of events and activities. - write short, simple notes and messages relating to matters of everyday life. - describe plans and arrangements and explain likes or dislikes about something. - describe familiar topics namely family, school and personal experiences.

SPA – Spanish Marking Schemes

Level 2 Assessment

SPEAKING

Total 5 marks

Marks	Description of competencies
5	Can use a series of phrases and sentences to describe in simple terms and speak about his/her family and other people, living conditions and other familiar topics with very few pauses, false starts and attempts to rephrase. Pronunciation is clear and easily understood.
4	Can make himself/herself understood with very few pauses, false starts and attempts to rephrase. Pronunciation is clear and easily understood. In the <i>presentation</i> the candidate is able to introduce him/herself and does not need the interlocutor's assistance. In the <i>conversation</i> s/he uses simple structures correctly and basic mistakes are few and isolated. What he/she is trying to say, is clear. In the <i>descriptions</i> s/he is able to talk about and describe pictures depicting familiar situations and topics.
3	Can make himself/herself understood in very short utterances, even though pauses, false starts and rephrasing are very evident. Pronunciation is generally clear enough to be understood despite a noticeable foreign accent. In the <i>presentation</i> the candidate is able, in spite of some occasional hesitation, to introduce him/herself and rarely needs the interlocutor's assistance. In the <i>conversation</i> s/he generally uses simple structures correctly and basic mistakes do not impede communication. What he/she is trying to say, is clear. In the <i>description</i> s/he is able to talk about and describe pictures displaying familiar situations and topics, although help is needed at times.
2	In the <i>presentation</i> the candidate is able, with some difficulties, to introduce himself/herself and often needs the interlocutor's assistance to carry on. In the <i>conversation</i> s/he manages very short, isolated, mainly memorized set utterances or phrases, with frequent pauses in order to search for the right expression, to articulate less familiar words and also to restore communication. In the <i>description</i> s/he constantly needs the interlocutor's assistance to be able to talk about and describe pictures displaying familiar situations and topics.
1	The repertoire of words and phrases used is not sufficient to ensure communication throughout the tasks. Constant mistakes significantly impede communication. Makes few attempts to communicate in full sentences.
0	Lacks the ability to have a go at the task, the knowledge, skills or understanding to participate in the interactions expected at A2 Level. Communication fails to take place.

SPA – Spanish Marking Schemes**Level 2 Assessment****WRITING****Total 5 marks**

Marks	Description of competencies
5	Can write short, simple notes and messages or a very simple personal letter, namely thanking someone for something. The work is complete and errors are few and isolated.
4	Demonstrates spelling and morphological accuracy and the end product is cohesive and well-organised. The task is complete and errors are few and isolated. Grammar structures are used accurately and an appropriate range of vocabulary is employed.
3	Is capable of completing the required tasks with minimum errors. The work demonstrates an appropriate repertoire of vocabulary and grammar structures meet the appropriate level and are precisely used. There is good use of punctuation and spelling.
2	Is capable of completing the required tasks but some serious errors render it difficult, occasionally, to follow. Commits few grammatical and spelling mistakes. Makes correct use of basic punctuation marks (full stop, comma, question mark). The end product is acceptable and understandable.
1	Fails to complete adequately the tasks presented. Does not manage to communicate own ideas in writing in a comprehensible way. Work is characterised by constant and recurring grammatical and spelling errors. Grammar structures used are not appropriate and show limited proficiency in grammar, vocabulary and spelling.
0	Fails to meet the requirements of the tasks presented. Grammar structures are not appropriate. Work is characterised by recurring errors in grammar, vocabulary and spelling. It is very difficult to follow whilst verging on the incomprehensible.

SPA – Spanish Marking Schemes**Level 2 Assessment****LISTENING****Total 5 marks**

Marks	Description of competencies
5	Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can get the gist in short, clear, simple messages and announcements.
4	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech. Demonstrates that s/he can understand words and phrases beyond the basic repertoire expected at this level.
3	Can recognize and understand words/phrases that are familiar and simple everyday expressions. Can also understand simple instructions and follow brief and simple directions. Finds very little difficulty to follow slow and carefully articulated speech.
2	Can recognize and understand, with some difficulty at times, words/phrases that should be familiar and simple everyday expressions. Is also able to understand simple instructions and to follow brief and simple directions and only rarely does s/he need the interlocutor's assistance. Finds little difficulty to follow slow and carefully articulated speech.
1	Finds it difficult to recognize and understand words/phrases that should be familiar and simple everyday expressions. Is able to understand simple instructions and to follow brief and simple directions only with the interlocutor's assistance. Can understand a few words but finds it difficult to follow slow and carefully articulated speech.
0	Finds it very difficult to recognise and understand words/phrases that should be familiar and simple everyday expressions. Finds it very difficult to understand simple instructions and to follow brief and simple directions and only manages to do so with the interlocutor's assistance. Is not in a position to follow slow and carefully articulated speech.

SPA – Spanish Marking Schemes**Level 2 Assessment****READING****Total 5 marks**

Marks	Description of competencies
5	Can read and understand very short, simple texts. Can find specific, obvious information in simple everyday material such as advertisements, leaflets, menus and timetables and can understand short simple personal letters
4	Can easily understand short, simple texts and encounters very little difficulty, if any, to grasp the gist of the content of simple information material and short descriptions, even without any visual support. Can understand a form and can fill in basic personal details.
3	Is able to understand simple texts and to fill in basic personal details in a form and to understand fully the content of simple information material and short simple descriptions, especially with the help of visual support.
2	Needs help to fully understand simple texts and even simple phrases at a time. Needs help at times to fill in basic personal details in a form and to understand fully the content of simple information material and short simple descriptions.
1	Encounters difficulties to read and understand simple texts and even simple phrases at a time. Finds it also difficult to get the gist of the content of simple information material and short simple descriptions, even with the help of visual support.
0	Encounters great difficulty to read and understand words/phrases that should sound familiar and simple everyday expressions. Finds difficulties to read and understand words and phrases and/or cannot match simple words/phrases to corresponding pictures.

5. Self-evaluation sheets

UNIT 2.1 La rutina diaria y el tiempo libre - Daily routine and leisure time



NAME: _____ CLASS: _____ At the end of this unit, I can:	Student 	Teacher
read, understand and express myself about morning/evening routines (school/home/weekend) including the time (12-hour clock). <i>Es la una y media... Son las dos de la tarde...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask others about their routine including the time (12-hour clock) and different parts of the day. e.g. <i>¿A qué horas te acuestas? A medianoche.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write a few sentences about my daily routine in the Present Tense. e.g. <i>Por la mañana me despierto a las siete, me lavo la cara y después desayuno...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
talk about different sports and leisure activities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write a few sentences about my leisure activities including sports giving details: how often, where, with whom I practice these hobbies... e.g. <i>Todos los días juego al fútbol y una vez a la semana practico la natación.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

UNIT 2.2 Describir a los demás – Describing others

 I can
  I can (with difficulties)
  I need help
  I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
talk about my family, friends and pets using adjectives which indicate height, size, hair, eye colour and character. e.g. <i>Sus ojos son verdes.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask others about their family, pets or friends (both physical and character qualities).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
listen, read and understand information on other people's professions/jobs in the community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read and listen to simple texts in familiar language to find information about people, their families, friends and pets.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write a description/report in simple language about my family, friends and pets and draw comparisons. e.g. <i>Mi hermano Carlos es más simpático que mi hermana Louisa.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

UNIT 2.3 Mi hogar, mi barrio – My home and surroundings

 I can
  I can (with difficulties)
  I need help
  I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student				Teacher			
								
describe in detail my house, rooms and other parts.	<input type="radio"/>							
ask other about where they live and what their home looks like.	<input type="radio"/>							
talk about the surrounding area and locate it geographically and ask others. <i>Vivo en el centro del pueblo en el norte del país. En mi pueblo hay...</i>	<input type="radio"/>							
describe what there is to see and do in the surrounding area. e.g. <i>Se puede ver una película porque hay dos cines.</i>	<input type="radio"/>							
ask others about what there is to see and do in their surrounding area.	<input type="radio"/>							
answer questions and ask others about where certain things are in the house and in the surrounding area. e.g. <i>El garaje está detrás del jardín. ¿Hay bolera en tu barrio? Sí, hay una enfrente del parque.</i>	<input type="radio"/>							
listen to, read and understand short texts in mostly familiar language about other people's houses and the surrounding areas.	<input type="radio"/>							
write short, descriptive texts about where I and other people live (house and surrounding area) using simple linking words (<i>y, pero...</i>).	<input type="radio"/>							

UNIT 2.4 En el instituto – At school

 I can
  I can (with difficulties)
  I need help
  I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student				Teacher			
								
describe in detail my school, its facilities and ask others about their own school.	<input type="radio"/>							
mention subjects taught at school and describe in detail the subjects I study.	<input type="radio"/>							
ask others for own opinion about school and school subjects taught. e.g. <i>¿Qué opinas de las matemáticas?</i>	<input type="radio"/>							
talk about my school routine using expressions of time and frequency and different parts of day. e.g. <i>tres veces al día, por la noche...</i>	<input type="radio"/>							
ask others about their school routine.	<input type="radio"/>							
listen to, read and understand short texts about other students, own school and school life.	<input type="radio"/>							
write a short description text about my school and its facilities and/or about a normal school day (lessons, timetables, favourite subjects, teachers, classmates, marks, school activities...).	<input type="radio"/>							
understand, read and recite the ordinal numbers up to 3 rd .	<input type="radio"/>							

UNIT 2.5 En la ciudad – In the city

 I can
  I can (with difficulties)
  I need help
  I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
identify and locate important buildings, places of interest and other attractions in a town or city.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
talk and ask others important buildings, places of interest and other attractions in a town or city.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask for and give directions to places in a town or city. e.g. <i>¿Dónde está el ayuntamiento, por favor? Es el primer edificio al lado de la iglesia.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify different means of transport. e.g. <i>en taxi, a pie, en moto...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
listen to, read and understand basic information about transport and travel.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask for and give information about how one travels to different places.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write/complete a short conversation/dialogue/text about asking and giving simple directions to a place.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

UNIT 2.6 Hacer la compra – Shopping



NAME: _____ CLASS: _____ At the end of this unit, I can:	Student 	Teacher
identify different shops and say what they sell e.g. <i>Esta es una pastelería. Aquí se puede comprar tartas y pasteles.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
ask about the price of an item, understand when someone asks me about its price and can also discuss prices e.g. <i>¿Cuánto es una piña? Solamente 3 euros.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
identify, use and understand vocabulary related to food and drink including quantities and containers. e.g. <i>una barra de pan, un litro de agua...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read, understand and draft my shopping list for a particular occasion.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read and understand dialogues and texts about different shopping situations.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
buy a present or a souvenir.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
describe in a short simple dialogue/conversation a personal shopping experience.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand, read and recite the numbers from 100 – 1000.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

UNIT 2.7 Las vacaciones y el tiempo – Holidays and the weather

 I can
  I can (with difficulties)
  I need help
  I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read, understand and tell the time (including 24-hour clock). e.g. <i>Son las veinte...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
read and understand texts about the holidays and describe what one can do there. eg. <i>En esta playa se puede tomar el sol, escuchar música, leer o practicar algún deporte acuático.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
express myself about weather conditions in different locations in both negative and positive statements. e.g. <i>No hace mucho frío y nunca nieva.</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand and read weather updates for different countries, show an understanding of weather expressions. e.g. <i>nieva, llovizna, hay tormentas...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
talk about my preferences (what one can do) about holidays during different seasons and ask others about their likes.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand, ask and answer sentences in the Perfect Tense (Pretérito Perfecto).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write a few sentences about my holidays in the Perfect Tense and also refer to the weather.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

UNIT 2.8 Repaso – Rewind and Revise

 I can
  I can (with difficulties)
  I need help
  I cannot

NAME: _____ CLASS: _____ At the end of this unit, I can:	Student    	Teacher    
read and write short phrases in the Present and the Perfect (Pretérito Perfecto) Tense.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
label and describe pictures.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
write short texts using simple linking words. e.g. <i>y, o, también, pero, luego, primero...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
fill in a form.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
take part in a simple conversation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
open and close a conversation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
listen and/or read for specific information.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
recognise and use punctuation.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
understand and use the most common expressions and words used in conversations and dialogues. e.g. <i>pues, bueno, entonces, vale, de acuerdo...</i>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>