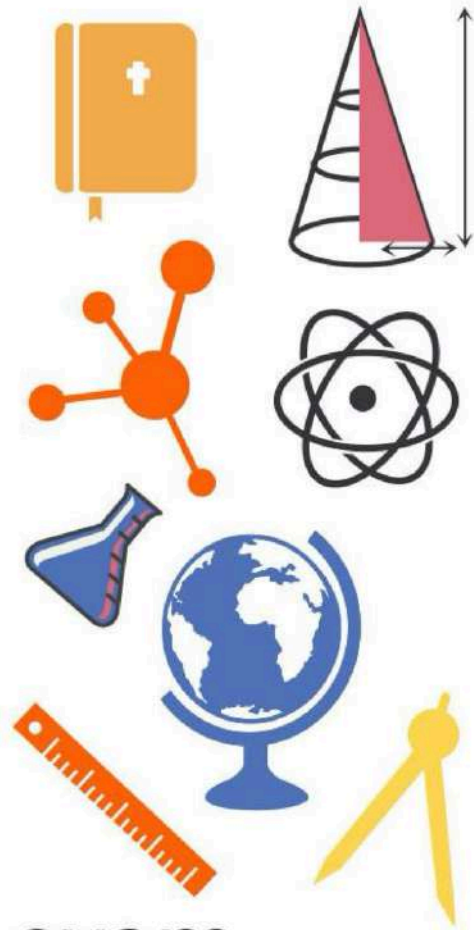


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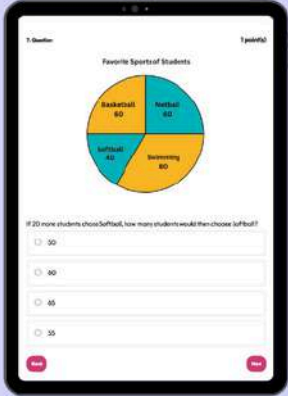


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CONFIDENTIAL

SPANISH SPEAKING TEST

EXAMINERS' INSTRUCTIONS

22 APRIL – 26 APRIL 2024**MINISTRY OF EDUCATION
NATIONAL EXAMINATIONS**

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

The Spanish teacher should read this booklet 3 teaching days before the examination. At that time (s)he should also ensure that the school has received Core and/or Extended Candidate Cards in addition to Individual and Summary Assessment Forms.

The examination should be conducted by the Spanish teacher in the presence of another teacher.

This question paper consists of 26 printed pages and 2 blank pages.

INSTRUCTIONS FOR THE CONDUCT OF THE SPANISH SPEAKING TEST

The Speaking Test must be administered in accordance with these instructions:

1. Security of Test Material

The test material is confidential and must be securely locked away when not being used for examiner preparation or testing. At the end of each examination session, all items must be accounted for.

2. The Conduct of the Test

- (a) Examiners should examine candidates in blocks of Core **OR** Extended. (Core and Extended Level candidates must be recorded separately i.e. on different CDs.)

The duration of each test is **approximately** 15 minutes. Examiners should make every effort to manage their time efficiently and effectively.

- (b) The first candidate should be given 15 minutes to prepare; each subsequent candidate should prepare while the previous candidate is being tested.
- (c) Candidates are **NOT** allowed to make written notes or use reference books during the preparation period.
- (d) The whole of each test must be conducted in the foreign language.

3. Recording of Tests

- (a) All candidates must be **recorded on CDs**. No examiner should use a CD on which another examiner has recorded his/her candidates.
- (b) Both the candidate and the examiner should be audible. Examiners' voices tend to be louder than those of most candidates. Examiners must test the equipment that they intend to use to ensure that it is in good working order.
- (c) The full test of each candidate, including any hesitations that may occur, must be recorded. If the examiner finds that (s)he must stop a test in progress, a written explanation must be submitted to the Examination and Assessment Division.

- (d) Each time a new CD is used, the examiner should announce:

the number and name of the centre,
the level,
the name of the examiner.

At the beginning of **EACH CANDIDATE'S TEST**, the examiner (**NOT** the candidate) should announce:

the number and name of the candidate,
the card number.

It is imperative that examiners frequently **spot-check** their **recordings** with a view to ensuring that **every candidate's test** is **audible**.

- (e) All CDs must be clearly labelled. The label prepared for each CD should indicate the name and number of the centre as well as the candidates' names and numbers.

4. Submission of CDs

The CDs on which candidates are recorded must be submitted to the Examination & Assessment Division.

N.B. The failure of centres to submit recordings for the Speaking Test may result in candidates not being eligible for the award of a grade.

5. Completion of Score Sheets

The examiner must complete an Individual Assessment Form for each candidate. The scores awarded to the candidate must, in turn, be transferred to the Summary Assessment Form. Examiners at the same centre should record their candidates' scores on separate Summary Assessment Forms.

CANDIDATE CARDS

Each candidate must be given **EITHER** one **BLUE** card **OR** one **YELLOW** card.

1. **ROLE PLAYS**

Core Level Candidates

Four numbered **BLUE** cards are provided, each featuring two role plays. Core Level candidates must be given one of these cards.

The examiner must make sure that the cards are used in a different sequence on each rotation. (e.g. 1, 2, 3, 4; then 3, 2, 4, 1) Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

Extended Level Candidates

Four numbered **YELLOW** cards are provided, each featuring two role plays. Candidates entered for Extended Level must be given one of these cards.

The examiner must ensure that the cards are used in a different sequence on each rotation. Where there are more than 18 candidates, each card should be used for 3 candidates in succession.

EXAMINER'S STIMULI/RESPONSES

Role Plays A and B

The examiner is supplied with suitable introductory remarks and responses. These are to be regarded as mandatory in substance but may be rephrased provided that a different meaning or an unfair advantage is not given.

General Conversation (Core and Extended Levels)

Nudging should take place as needed:

1. Ask initial question exactly as worded.
2. Nudge by repeating or rephrasing.
3. Nudge again. (Rephrasing is usually recommended at this point.)

The Elements of the Test

N.B. It is imperative that no part of the examination be omitted. The sequence set out below is designed to help candidates by starting with those parts of the test with which they are allowed to familiarise themselves.

Core Level (10–12 minutes approximately)

Section A Role Play	10 marks
Section B Role Play	10 marks
Presentation and Discussion (3 minutes)	10 marks
General Conversation on 3 topics	20 marks
TOTAL	50 marks

Record the total in the range of 0–50 marks.

Extended Level (12–15 minutes approximately)

Section B Role Play	10 marks
Section C Role Play	10 marks
Presentation and Discussion (3 minutes)	10 marks
General Conversation on 3 topics	20 marks
TOTAL	50 marks

Record the total in the range of 0–50 marks.

At the bottom of the teacher's version of Section B of each role-play card, printed later in this booklet, 5 topics are identified. The examiner must select 3 of these topics for each candidate. No candidate should be informed of the topic on which (s)he will be tested prior to the administration of the examination. The examiner should not select a topic for the General Conversation which is the same as the candidate's choice for the Presentation and Discussion.

MARKING CRITERIA

SECTION A – ROLE PLAY (Core Level only)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks. Examiners should act as well-disposed native speakers who know little or no English and should assess each task for successful communication only. Marks are to be recorded by circling the appropriate mark on the mark sheet.

2	Successful communication of the message. Ignore errors which do not impede understanding. Allow query for elucidation if meaning is initially unclear.
0	Candidate fails to convey message.

Total the marks and record a final mark out of 10.

SECTION B – ROLE PLAY (Core and Extended Levels)

One role-play situation using a verbal stimulus and requiring the accomplishment of five tasks, some of which involve unpredictable elements.

Assess each of the five tasks as being worth 2, 0, or 1.

Marks are to be recorded by circling the appropriate mark on the mark sheet.

2	All elements of the task clearly accomplished without ambiguity, language accurate and in an appropriate tense. Minor errors tolerated unless meaning is made ambiguous. Little need for examiner to seek clarification. Inappropriate use of the <i>you</i> form qualifies for maximum of one mark on first occurrence but is subsequently tolerated.
1	Eventual accomplishment of task after queries from the examiner to clarify meaning. Partial accomplishment of necessary elements of the task. Some error of structure and register.
0	Fails to communicate.

Total the marks and record a final mark out of 10.

SECTION C – ROLE PLAY (Extended Level only)

One role-play situation using verbal and visual stimuli and requiring the candidate to narrate an account of an experience or event in the past. The test is not expected to be a monologue, and the candidate is expected to respond to questions from the examiner.

Assess Communication and Quality of Language in bands.

COMMUNICATION

14–15	Conveys all main points, expanding on given facts with imaginative detail. Maintains good pace, responds readily to interjections by the examiner and invites response. Able to justify ideas and give explanations.
11–13	Conveys all main points of the situation with little prompting or guidance. Expands on given facts and maintains reasonable pace in interchanges with the examiner. Little ambiguity. Able to justify some ideas and give explanations of some points.
8–10	Communicates most of the necessary points and is able to respond to the examiner's queries when questioned on ambiguities. A little prompting or guidance may be needed from the examiner.
4–7	Communicates some of the main points with no overall picture. Responds to examiner with some hesitation when clarification is sought. Needs considerable help from the examiner.
0–3	Communicates isolated points. No overall picture. Has difficulty in responding to examiner's queries. Examiner has to do most of the work.

QUALITY OF LANGUAGE

5	Narrates events confidently with very good pronunciation and intonation. Wide variety of structures, vocabulary and time references, where appropriate. Occasional slight errors. Very fluent.
4	Narrates with good pronunciation and intonation. Good range of vocabulary and structures. Accurate use of tenses. Fluent.
3	Narrates in appropriate tenses but with some inaccuracy. Pronunciation and intonation generally accurate. Adequate range of structures and vocabulary. Reasonably fluent.
2	Faulty manipulation of structures and tenses. Basic range of structures and vocabulary. Some errors of intonation and pronunciation. Lacks fluency.
1	Very limited range of structures and vocabulary. Inaccurate. Frequent errors in pronunciation and intonation.

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

PRESENTATION AND DISCUSSION (Core and Extended Levels)

(approximately 3 minutes)

Presentation of a topic of the candidate's choice, selected from the topics of the five *Areas of Experience* identified in the syllabus. The candidate should be given about one minute to introduce and talk about his/her topic. **The examiner is then required to ask the candidate a number of questions** (based on the material that he/she has presented)*. **The test is not intended to be a pre-learnt monologue or test of memory.** Cue cards of no more than five short headings may be brought into the examination room. **The candidate** may also make use of illustrative materials in his/her presentation but **must not read from written notes.**

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the appropriate marks on the mark sheet. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is highly unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of Language.** Likewise, appropriately entered **Extended Level candidates do not often fall below 7 for Communication and 3 for Quality of Language.**

*By failing to ask follow-up questions, examiners prevent their candidates from achieving high scores.

COMMUNICATION (Presentation and Discussion)

15	Excellent and well-organised preparation and lively presentation of material, including justification of ideas and opinions as well as factual points. No ambiguity. Initiative and imagination demonstrated at all times. Outstanding performance.
13-14	Excellent preparation and presentation of material. All main points communicated with no ambiguity. Personal opinions and ideas on subject matter expressed and routinely justified. Responds readily to unpredictable questions.
11-12	Very good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions and ideas on subject matter. Usually responds readily to unpredictable questions. Little need to rephrase questions.
9-10	Good preparation and presentation of material. Main points communicated without ambiguity. Expresses personal opinions on subject matter and can respond to questions, some of which may contain some unpredictable elements. Some rephrasing of questions needed.
7-8	Sound preparation and presentation of material. Most of main points communicated with little ambiguity. Responds well to predictable questions on main points of material, particularly when rephrased.
5-6	Fair preparation and presentation of material. Responds satisfactorily to predictable questions on main points of topic – but some ambiguity.
3-4	Some evidence of preparation of material. Presents some of the main points and is able to respond to some simple, predictable questions on the material.
1-2	Poor presentation of material. Little evidence of preparation of material. Frequently fails to understand and respond to simple, predictable questions on the main points.

QUALITY OF LANGUAGE (Presentation and Discussion)

5	Confident and very accurate use of tenses appropriate to subject matter. Wide range of structure and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation.
4	Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.
3	Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.
2	Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.
1	Inconsistent and faulty use of tenses. Very limited range of structures and vocabulary. Pronunciation usually intelligible.

Total the marks for Communication and Quality of Language and **divide by 2** to get a **final** total out of **10 marks**. Round up any half-marks.

GENERAL CONVERSATION (Core and Extended Levels)

(approximately 5 minutes)

Communication and Quality of Language are assessed in bands of performance. The criteria cover performance from Grade G to Grade A and are therefore applicable to all candidates. It should be noted, however, that **it is very unusual for appropriately entered Core Level candidates to score beyond 10 for Communication and 3 for Quality of language**. Likewise, appropriately entered **Extended Level candidates rarely fall below 7 for Communication and 3 for Quality of Language**.

Assess Communication and Quality of Language in bands. Marks should be recorded by circling the correct mark on the mark sheet.

Tense appears as a criterion in both the Communication and Quality of Language Grids. Use of different time references is essential at Grade C and above (i.e. for marks of 9 and 3 and upwards), and teachers should ensure that candidates are afforded the opportunity to use past, present and future tenses.

COMMUNICATION (General Conversation)

15	Candidate is able to handle mature discussion on all topics with excellent initiative and imagination. Expresses and justifies ideas in a wide range of tenses. Confident, fluent and spontaneous response to questions. Outstanding performance.
13–14	Understands and responds readily to both predictable and unpredictable questions. Expresses and justifies ideas and opinions readily in a wide range of tenses. All topics developed confidently using initiative and imagination.
11–12	Understands and responds with ease to predictable questions and usually responds well to unpredictable questions. Little need to rephrase questions. Main points, personal questions and ideas communicated using different tenses. Develops and sustains all topics well and can initiate conversation.
9–10	Understands and can respond well to predictable questions, some of which contain unpredictable elements. Occasional rephrasing and clarification needed. Covers all topics adequately. Develops points and can express personal opinions using past, present and future tenses.
7–8	Understands and responds well to predictable questions, particularly when rephrased. Some difficulty in responding to unpredictable elements. Some ambiguity. Performance fairly even across the topics. Some attempt to develop conversation using different tenses.
5–6	Understands simple, predictable questions. Some rephrasing needed. Communicates most of main points but some ambiguity. Performance satisfactory on at least two topics. Awareness of tenses but faulty use.
3–4	Usually understands simple, predictable questions. Rephrasing needed. Manages to communicate the main points at a basic level despite poor use of tenses.
1–2	Often fails to understand simple, predictable questions. Rephrasing often needed but attempts an answer and communicates some main points at a very basic level.

QUALITY OF LANGUAGE (General Conversation)

5	Confident and very accurate use of tenses appropriate to subject matter. Wide range of structures and vocabulary. Some errors in more complex language and longer sequences of speech. Accurate pronunciation and intonation.
4	Consistent use of tenses appropriate to subject matter. Good range of structures and vocabulary but occasionally inaccurate. Pronunciation and intonation mostly accurate.
3	Uses tenses appropriate to subject matter but a few inaccuracies and inconsistencies. Fair range of structures and vocabulary. Pronunciation and intonation generally accurate.
2	Some attempt to use tenses appropriate to subject matter but frequent errors. Limited range of structures and vocabulary. Inconsistent pronunciation and intonation.
1	Inconsistent and faulty use of tenses appropriate to subject matter. Very limited range of structures and vocabulary. Pronunciation generally intelligible.

Total the marks for Communication and Quality of Language and record a final mark out of 20.

.....

On the following pages you will find:

- the teacher's version of the Section A role-play cards
- the teacher's version of the Section B role-play cards
- the Section C role-play cards in the same form as given to the candidates

In Sections A and B of the role play-cards, printed beside the word *Candidate* is a copy of the task the candidate is required to perform. There are also suitable introductory remarks and responses for use by the examiner. These are to be regarded as mandatory in substance but may be rephrased provided that the examiner does not give a different meaning or an unfair advantage.

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MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2024

SPANISH 8020

CENTRE NAME		CENTRE NO.					
CANDIDATE NAME		CANDIDATE NO.					

CORE

CARD NO. _____

Circle marks awarded:

ROLE PLAY A

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
0	0	0	0	0

FINAL MARK OUT OF 10 =

ROLE PLAY B

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

FINAL MARK OUT OF 10 =

PRESENTATION AND DISCUSSION

Communication

15	
13	14
11	12
9	10
7	8
5	6
3	4
1	2

Quality of Language

4	5
2	3
1	

GENERAL CONVERSATION

Communication

15	
13	14
11	12
9	10
7	8
5	6
3	4
1	2

Quality of Language

4	5
2	3
1	

TOTAL MARKS =

FINAL MARKS OUT OF 20 =

Divide by 2 to get:

FINAL MARKS OUT OF 10 =

CORE TOTAL/50 =

Name of Teacher _____ Date _____

Name of
Other Teacher _____ Date _____

MINISTRY OF EDUCATION
ASSESSMENT FORM FOR INDIVIDUAL SPEAKING TEST
BGCSE 2024

SPANISH 8020

CENTRE NAME		CENTRE NO.					
CANDIDATE NAME		CANDIDATE NO.					

EXTENDED

CARD NO. _____

Circle marks awarded:

ROLE PLAY B

Task 1	Task 2	Task 3	Task 4	Task 5
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

FINAL MARK OUT OF 10 =

ROLE PLAY C

Communication			
14		15	
11	12	13	
8	9	10	
4	5	6	7
0	1	2	3

Quality of Language	
4	5
2	3
1	

TOTAL MARKS =

Divide by 2 to get

FINAL MARKS OUT OF 20 =

PRESENTATION AND DISCUSSION

Communication		Quality of Language	
15		4	5
13	14	2	3
11	12	1	
9	10		
7	8		
5	6		
3	4		
1	2		

TOTAL MARKS =

Divide by 2 to get:

FINAL MARKS OUT OF 10 =

GENERAL CONVERSATION

Communication		Quality of Language	
15		4	5
13	14	2	3
11	12	1	
9	10		
7	8		
5	6		
3	4		
1	2		

FINAL MARKS OUT OF 20 =

CORE TOTAL/50 =

Name of Teacher _____ Date _____

Name of
Other Teacher _____ Date _____

[Turn over

CARD ONE

CORE LEVEL

ROLE PLAYS:

- A. You are shopping at a department store in San Juan, Puerto Rico. The examiner will play the role of the sales assistant.

Usted está en una tienda en San Juan. Yo soy el/la dependiente.

- Examiner:** ¡Buenos días! ¿En qué puedo ayudarle?
1. **Candidate:** Say you want a shirt.
- Examiner:** ¿Qué talla busca?
2. **Candidate:** Ask for large.
- Examiner:** Aquí tiene. ¿Le gusta la azul?
3. **Candidate:** Say you prefer green.
- Examiner:** Ésta es muy bonita.
4. **Candidate:** Ask how much it costs.
- Examiner:** Treinta dólares. ¿Es un regalo?
5. **Candidate:** Say 'yes' and it is for your father.

- B. You are being interviewed for a job that requires you to speak Spanish. The examiner will play the role of the interviewer.

Lo/La están entrevistando para un trabajo. Hay que hablar español. Yo soy el/la entrevistador(-a).

- Examiner:** ¿Por qué le interesa este puesto?
1. **Candidate:** Say you need money for university.
- Examiner:** ¿Dónde aprendió a hablar español?
2. **Candidate:** Say you studied Spanish in Mexico.
- Examiner:** ¿Le gustó México?
3. **Candidate:** Say it is a beautiful country.
- Examiner:** ¿Tiene permiso de conducir?
4. **Candidate:** Say 'yes' and that you have a car.
- Examiner:** ¿Cuándo puede empezar a trabajar?
5. **Candidate:** Answer appropriately.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

Eating and Drinking

House and Home

Shopping

Future Education and Training

CARD TWO

CORE LEVEL

ROLE PLAYS:

- A.** While in Mexico you go to a supermarket. The examiner will play the role of the shop assistant.
Usted está en México. Va a un supermercado. Yo soy el/la vendedor(-a).

- Examiner:** A su orden, señor(-ita).
1. **Candidate:** Ask if there are any bananas.
Examiner: Sí, ¿cuántos/as quiere?
2. **Candidate:** Ask for a kilo.
Examiner: ¿Algo más?
3. **Candidate:** Say you want apples.
Examiner: ¡Estas son deliciosas!
4. **Candidate:** Say you like fruit.
Examiner: ¡Aquí tiene! ¿De dónde es?
5. **Candidate:** Say you are from Nassau.
Examiner: ¡Bienvenido/a México!

- B.** You are in San José. You and your Costa Rican friend are chatting on the phone. The examiner will play the role of your friend.
Usted está en San José. Está charlando por teléfono con su amigo(-a) costarricense. Yo soy el/la amigo(-a).

- Examiner:** ¿Tienes ganas de salir esta noche?
1. **Candidate:** Say you are tired and want to stay home.
Examiner: Entonces, ¿qué vas a hacer en casa?
2. **Candidate:** Say you are going to watch a movie.
Examiner: ¿Te gustaría venir a ver la película a mi casa?
3. **Candidate:** Say yes, you would love to come.
Examiner: ¿Qué tipo de películas te gustan?
4. **Candidate:** Answer appropriately.
Examiner: A mí también. Llevaré palomitas.
5. **Candidate:** Ask at what time (s)he is coming.
Examiner: A las siete.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Home Life

Health and Fitness

Self, Family and Friends

Natural and Made Environment

Future Plans

CARD THREE

CORE LEVEL

ROLE PLAYS:

- A.** Your Peruvian classmate calls you. The examiner will play the role of your classmate.
Su compañero (-a) de clase peruano/a lo/la llama. Yo soy el/la compañero(-a) de clase.

- Examiner:** Oye, ¿dónde estás?
1. **Candidate:** Say you are at the beach.
Examiner: ¿Con quién?
2. **Candidate:** Say you are with your family.
Examiner: ¿Qué haces allí?
3. **Candidate:** Say there is a party.
Examiner: Y ¿Qué vas a hacer más tarde?
4. **Candidate:** Say you are going to the cinema.
Examiner: ¿A qué hora?
5. **Candidate:** Say at eight o'clock.

- B.** You are on a flight bound for Cuba. The flight attendant approaches you. The examiner will play the role of flight attendant.
Usted está viajando a Cuba. El/La auxiliar de vuelo se le acerca. Yo soy el/la auxiliar de vuelo.

- Examiner:** ¡Buenos días, señor(-ita)!
1. **Candidate:** Greet the flight attendant and say you would like some tea.
Examiner: Sí, claro ¿Ésta es su primera visita a Cuba?
2. **Candidate:** Say you travelled to Cuba last summer.
Examiner: ¿Qué va a hacer en Cuba?
3. **Candidate:** Answer appropriately.
Examiner: ¿Quiere algo más?
4. **Candidate:** Say you are not hungry.
Examiner: Aquí tiene, señor(-ita).
5. **Candidate:** Thank him/her and say that (s)he is very nice.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

Eating and Drinking

Self, Family and Friends

Weather

Holidays and Getting Around

CARD FOUR

CORE LEVEL

ROLE PLAYS:

- A.** You are talking to your Cuban friend. The examiner will play the role of your friend.
Usted está hablando con su amigo(-a) cubano(-a). Yo soy el/la amigo(-a).

Examiner: ¿Cómo vas al colegio?

1. **Candidate:** Say you go by bus.

Examiner: ¿Cuánto cuesta?

2. **Candidate:** Say it costs one dollar.

Examiner: ¿Qué materia prefieres?

3. **Candidate:** Say you prefer Spanish.

Examiner: ¿Por qué?

4. **Candidate:** Say your teacher is nice.

Examiner: Y ¿la biología?

5. **Candidate:** Say it is difficult.

Examiner: De acuerdo.

- B.** You are staying at a hotel in Peru. You go to the front desk to speak to the hotel receptionist. The examiner will play the role of the receptionist.

Usted está hospedado (-a) en un hotel en Perú. Usted va a la recepción para hablar con el/la recepcionista. Yo soy el/la recepcionista.

Examiner: Buenas tardes. ¿En qué puedo ayudarle?

1. **Candidate:** Say you have to return to The Bahamas tomorrow.

Examiner: ¿Qué pasa?

2. **Candidate:** Say your brother is ill.

Examiner: ¿Cuánto tiempo hace que está aquí?

3. **Candidate:** Say you arrived last Friday.

Examiner: ¿A qué hora sale del hotel mañana?

4. **Candidate:** Answer appropriately.

Examiner: El autobús es muy económico.

5. **Candidate:** Say you would prefer a taxi.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Eating and Drinking

Home Life

Free Time and Social Activities

Weather

Future Plans

CARD ONE

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are being interviewed for a job that requires you to speak Spanish. The examiner will play the role of the interviewer.

Lo/La están entrevistando para un trabajo. Hay que hablar español. Yo soy el/la entrevistador(-a).

- | | | |
|----|-------------------|--|
| | Examiner: | ¿Por qué le interesa este puesto? |
| 1. | Candidate: | Say you need money for university. |
| | Examiner: | ¿Dónde aprendió a hablar español? |
| 2. | Candidate: | Say you studied Spanish in Mexico. |
| | Examiner: | ¿Le gustó México? |
| 3. | Candidate: | Say it is a beautiful country. |
| | Examiner: | ¿Tiene permiso de conducir? |
| 4. | Candidate: | Say 'yes' and that you have a car. |
| | Examiner: | ¿Cuándo puede empezar a trabajar? |
| 5. | Candidate: | Answer appropriately. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

Eating and Drinking

House and Home

Shopping

Future Education and Training

CARD ONE

ROLE PLAY C

- C. The notes and pictures below give an outline of **a trip you took to Peru last summer**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



el primer día
¿a qué hora se despertó?



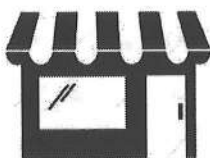
¿y después?



más tarde
un paseo
¿dónde?
¿qué hizo?



al día siguiente
una excursión a un monumento
famoso
su opinión
¿por qué?



el sábado
¿qué compras?
su opinión las compras
¿por qué?



el domingo
¿adónde?
¿con quién?



la última noche
¿qué hicieron ustedes?



su opinión del viaje
¿por qué?

[Turn over

CARD TWO

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are in San José. You and your Costa Rican friend are chatting on the phone. The examiner will play the role of your friend.

Usted está en San José. Está charlando por teléfono con su amigo(-a) costarricense. Yo soy el/la amigo(-a).

- | | | |
|----|-------------------|--|
| | Examiner: | ¿Tienes ganas de salir esta noche? |
| 1. | Candidate: | Say you are tired and want to stay home. |
| | Examiner: | Entonces, ¿qué vas a hacer en casa? |
| 2. | Candidate: | Say you are going to watch a movie. |
| | Examiner: | ¿Te gustaría venir a ver la película a mi casa? |
| 3. | Candidate: | Say yes, you would love to come. |
| | Examiner: | ¿Qué tipo de películas te gustan? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | A mí también. Llevaré palomitas. |
| 5. | Candidate: | Ask at what time (s)he is coming? |
| | Examiner: | A las siete. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Home Life

Health and Fitness

Self, Family and Friends

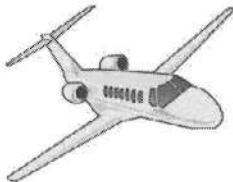
Natural and Made Environment

Future Plans

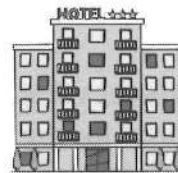
CARD TWO

ROLE PLAY C

- C. The notes and pictures below give an outline of **your class trip to Costa Rica last year**. Tell the examiner what happened. You need not mention every detail but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



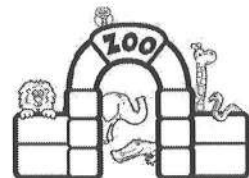
la salida
¿cuándo?
¿qué tal el vuelo?



la llegada
¿adónde?
su opinión del alojamiento
¿por qué?



un día divertido
¿qué hicieron ustedes?



al día siguiente
su opinión
¿por qué?



el viernes
¿qué actividades?



la última noche
¿dónde?
su opinión de la noche
¿por qué?



el regreso
¿a qué hora?



su opinión de la visita
¿por qué?

CARD THREE

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are on a flight bound for Cuba. The flight attendant approaches you. The examiner will play the role of flight attendant.

Usted está viajando a Cuba. El/La auxiliar de vuelo se le acerca. Yo soy el/la auxiliar de vuelo.

- Examiner:** ¡Buenos días, señor(-ita)!
1. **Candidate:** Greet the flight attendant and say you would like some tea.
- Examiner:** Sí, claro ¿Esta es su primera visita a Cuba?
2. **Candidate:** Say you travelled to Cuba last summer.
- Examiner:** ¿Qué va a hacer en Cuba?
3. **Candidate:** Answer appropriately.
- Examiner:** ¿Quiere algo más?
4. **Candidate:** Say you are not hungry.
- Examiner:** Aquí tiene, señor(-ita).
5. **Candidate:** Thank him/her and say that (s)he is very nice.

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

School Routine

Eating and Drinking

Self, Family and Friends

Weather

Holidays and Getting Around

CARD THREE

ROLE PLAY C

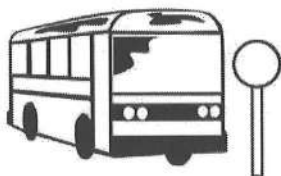
- C. The notes and pictures below give an outline of **a day you spent with a friend**. Tell the examiner what happened. You need not mention every detail but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



el tiempo
¿a qué hora se levantó?



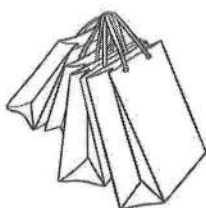
una conversación
¿con quién?



poco después
la salida
¿cómo?
¿cuánto tiempo?



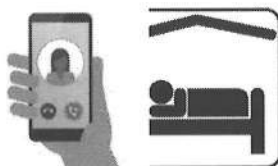
la llegada
¿adónde?
su reacción
¿por qué?



las compras
¿para quienes?



la casa de tu amigo(-a)
¿qué actividades?
su opinión
¿por qué?



el regreso
¿qué hizo?



su opinión del día
¿por qué?

CARD FOUR

EXTENDED LEVEL

ROLE PLAYS:

- B.** You are staying at a hotel in Peru. You go to the front desk to speak to the hotel receptionist. The examiner will play the role of the receptionist.

Usted está hospedado (-a) en un hotel en Perú. Usted va a la recepción para hablar con el/la recepcionista. Yo soy el/la recepcionista.

- | | | |
|----|-------------------|---|
| | Examiner: | Buenas tardes. ¿En qué puedo ayudarle? |
| 1. | Candidate: | Say you have to return to The Bahamas tomorrow. |
| | Examiner: | ¿Qué pasa? |
| 2. | Candidate: | Say your brother is ill. |
| | Examiner: | ¿Cuánto tiempo hace que está aquí? |
| 3. | Candidate: | Say you arrived last Friday. |
| | Examiner: | ¿A qué hora sale del hotel mañana? |
| 4. | Candidate: | Answer appropriately. |
| | Examiner: | El autobús es muy económico. |
| 5. | Candidate: | Say you would prefer a taxi. |

Presentation and Discussion (Ask follow-up questions.)

General Conversation Topics (Select 3 topics per candidate.)

Eating and Drinking

Home Life

Free Time and Social Activities

Weather

Future Plans

CARD FOUR

ROLE PLAY C

- C. The notes and pictures below give an outline of **one day during your visit to Panama last year**. Tell the examiner what happened. You need not mention every detail, but you must cover all the main events. Be prepared to respond to questions or comments from the examiner.



la llegada
¿cuándo?
¿qué tal el vuelo?
¿por qué?



la primera mañana
¿qué preparativos?



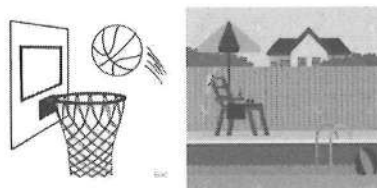
el colegio
¿cómo era?



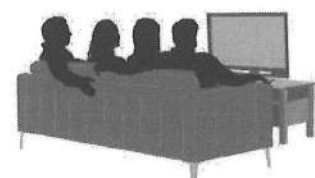
las clases/los alumnos
su opinión
¿por qué?



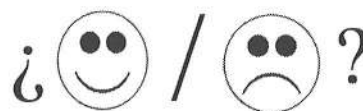
el almuerzo
¿dónde?
¿qué comieron?



después de las clases
¿qué actividades?



por la noche
¿qué hizo?
¿a qué hora se acostó?



su opinión del día
¿por qué?

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School Number	Candidate Number
Surname and Initials	

SPANISH READING COMPREHENSION (CORE)

PAPER 3 8020/3

Wednesday **15 MAY 2024** 12:00 P.M.–1:15 P.M.

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

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INFORMATION FOR CANDIDATES

The number of marks available for each question is shown in brackets [].

FOR EXAMINER'S USE ONLY	
Section 1	
Section 2	
TOTAL	

This question paper consists of 14 printed pages and 2 blank pages.

SECTION 1

EXERCISE 1

Questions 1–10

Answer in **ENGLISH** or tick (✓) the appropriate box.

1. You and your American friend are staying in Colombia. While travelling in the countryside, you decide to visit a lake. Which sign should you follow?

A	BOSQUE	
B	LAGO	
C	MONTAÑAS	
D	RÍO	

[1]

2. You see this sign at the entrance to the lake. What does it say?

PROHIBIDO NADAR

[1]

3. You and your friend stop at the local zoo. She would like to see the lions. Which sign should she follow?

A	LEONES	
B	MONOS	
C	PÁJAROS	
D	TIGRES	

[1]

4. You stop at a local restaurant and want to have a chicken dish. Which item should you choose?

A	CAMARONES AL AJILLO	
B	CARNE DE RES	
C	ENSALADA DE POLLO	
D	MILANESA DE CABALLO	

[1]

5. You want to order a soft drink as well. Which item should you choose?

A	AGUA MINERAL	
B	BATIDOS	
C	REFRESCOS	
D	VINOS	

[1]



6. Your friend would like to use the bathroom. Where should she go?

A	BAÑOS	
B	CAJA	
C	ENTRADA	
D	SALIDA	

[1]

7. On the following day, your friend would like to have her hair styled. Which building should she look for?

A	CARNICERÍA	
B	LIBRERÍA	
C	PAPELERÍA	
D	PELUQUERÍA	

[1]

8. While in town, you see this sign posted in a shop window. What does it say?

SE HABLA INGLÉS

[1]

9. Your friend enters the shop to buy a CD by her favourite singer. Which sign should she follow?

A	ACCESORIOS	
B	DISCOS	
C	LIBROS	
D	RECUERDOS	

[1]

10. You decide to watch a soccer match on television while in the hotel. Which heading should you look for?

A	DEPORTES	
B	DOCUMENTALES	
C	NOTICIAS	
D	PELÍCULAS	

[1]

TOTAL MARKS [10]

EXERCISE 2

Questions 11–16

You come across this flyer.



ROMPERÍA

ROMPERÍA
"la tienda de la moda"



ROMPERÍA



30-40%

Venta de Navidad
Solo una semana de descuentos

CHAQUETAS PARA NIÑOS

**COMPRA 1
LLEVA 1
GRATIS**

Pantalones, camisas, sandalias, vestidos
trajes, corbatas y mucho más

Zapatos de cuero
50% de descuento



Situada en el centro de la ciudad

EN VENTA

EN VENTA

Answer in **ENGLISH**:

11. For what holiday season is this sale being offered?

_____ [1]

12. How long will the sale last?

_____ [1]



13. List **THREE** items that have a 30 to 40% discount.

_____ [1]

_____ [1]

_____ [1]

14. What kind of shoes are on special offer?

_____ [1]

15. Which item are you encouraged to buy in order to get one free?

_____ [1]

16. Where is *Rompería* located?

_____ [1]

TOTAL MARKS [8]

EXERCISE 3

Questions 17–21

Read this instant message conversation between Pablo and Gerardo.

The image shows a WhatsApp chat interface. At the top right is the WhatsApp logo and the word "WhatsApp". Below it are icons for voice and video calls. A horizontal line separates the header from the chat history, with the text "last seen today at:" centered below it. The chat history consists of several messages in speech bubbles, alternating between Pablo and Gerardo. Pablo's messages are in white bubbles with black text, and Gerardo's messages are in grey bubbles with white text. The names "PABLO" and "GERARDO" are written in white text on black rectangular labels next to their respective messages.

WhatsApp

last seen today at:

¿Qué tal? Voy a ir al cine este fin de semana. ¿Quieres ir?

PABLO

Me gustaría, pero no puedo. Tengo un examen de química el próximo martes.

GERARDO

¡Ay, qué pena! Voy a ver la nueva película de aventuras de Banderas y Salma Hayek.

PABLO

Yo también quiero verla. Por favor, no me digas la historia. ¿Vale?

GERARDO

Puedes verla después de tu examen.

PABLO

Sí, claro. ¡Diviértete! Nos hablamos pronto.

GERARDO

Answer in **ENGLISH**:

17. When is Pablo going to the cinema?



18. Why is Gerardo unable to go?

_____ [1]

19. What type of movie is Pablo going to see?

_____ [1]

20. What does he suggest to Gerardo?

_____ [1]

21. What does Gerardo encourage Pablo to do? Identify **ONE** thing.

_____ [1]

TOTAL MARKS [5]

EXERCISE 4

Questions 22–27

Read this email that Ana has written to Estefanía.

¡Hola, Estefanía!

Soy Ana. Tu amiga Marta me ha dado tu correo electrónico y número para ponerme en contacto contigo. Marta no puede ir a recibirte al aeropuerto. Quería mandarte un mensaje por teléfono pero no puedo porque mi padre me ha confiscado mi celular. Está muy enojado conmigo.

Ya sé el número del vuelo y la hora de llegada. Por favor, dime qué ropa vas a llevar para poder reconocerte. No quiero llevar un cartel con tu nombre porque hay muchas personas con carteles y es difícil leerlos todos.

Me vas a reconocer enseguida porque soy muy delgada y llevo gafas. Además, me voy a poner un sombrero amarillo.

Hasta mañana,
Ana

Answer in **ENGLISH**:

22. What is Marta unable to do?

_____ [1]

23. Why is Ana unable to send an instant message to Estefanía?

_____ [1]

24. What does Ana already know about Estefanía's travel plans? Identify **ONE** thing.

_____ [1]



25. What does she ask Estefanía to do?

_____ [1]

26. Ana will **not** have a sign at the airport. Why not?

_____ [1]

27. How will Estefanía recognise Ana? Identify **TWO** things.

_____ [1]

_____ [1]

TOTAL MARKS [7]

W. 2019 2020



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SECTION 2

EXERCISE 1

Questions 1–6

Lee este anuncio.

Concurso de Fotografía

Si te encanta la fotografía, regístrate en el primer Concurso de Fotografía organizado por el Club Zonta. El tema del concurso son los animales y las plantas del campo.



Para participar en el concurso debes tener entre nueve y doce años.

Tienes que enviar tus fotos más hermosas por correo electrónico e incluir tu número de teléfono.



Las fotos se mostrarán en una exposición abierta al público en la biblioteca nacional. Un equipo de artistas y periodistas locales decidirá cuál es la mejor foto.

El ganador tomará clases durante los meses de verano en un estudio de fotografía profesional. Todos los que participen recibirán un certificado.

¡Apúntate!

Marque (✓) la casilla correspondiente a la respuesta correcta:

1. El concurso es para los aficionados a la fotografía.
2. Tienes que mandar tus fotos más bellas para participar en el concurso.
3. Solo los niños/as pueden participar en el concurso.
4. El premio es una cámara profesional.
5. Hay que sacar fotos de la naturaleza.
6. Todo el mundo podrá votar por las fotos en la exposición.

CIERTO	FALSO

[1]

[1]

[1]

[1]

[1]

[1]

TOTAL MARKS [6]

[Turn over]

EXERCISE 2

Questions 7–12

Read the following email.

¡Hola, Óscar!

Te escribo para contarte sobre la fiesta de ayer para celebrar los cincuenta años de la boda de mis abuelos. Fuimos todos a un restaurante y estuvo genial.



Como sabes, todos los nietos prepararon la fiesta. Los abuelos llegaron al restaurante, como hacen todos los domingos, pensando que estarían solos. Cuando vieron a toda la familia esperándolos allí, no sabían qué decir.

Después de la comida (la más rica que he probado), empezó la música y los abuelos no pararon de bailar en toda la tarde. Al final, les dimos el regalo: un viaje en barco por el Caribe. Mi abuela estaba feliz. Mi abuelo no dijo mucho; ya sabes que es bastante callado pero ayer parecía muy emocionado.

¡Te echamos de menos!

Un abrazo,
Manuela



Answer in **ENGLISH** or tick (✓) the appropriate box:

7. What has Manuela's family recently celebrated?

_____ [1]

8. Who organised the event?

_____ [1]



9. On arriving at the restaurant, Manuela's grandparents were _____.

A	amused.	
B	impatient.	
C	speechless.	
D	unemotional.	

[1]

10. When did the dancing begin?

[1]

11. What gift did the couple receive?

[1]

12. How did Manuela's grandfather react to the gift?

[1]

TOTAL MARKS [6]

EXERCISE 3

Questions 13–20

Read this email from Beatriz and the response from Horacio.

Beatriz escribe:

El año que viene, mis compañeros van a ir de vacaciones a la montaña para caminar. Yo también quiero ir. El problema es que todos mis amigos son muy deportistas. Yo no soy así. No me quiero perder unas vacaciones maravillosas, pero no estoy en forma. ¿Qué me aconsejas?

Horacio responde:

¡No te preocupes, Beatriz! Tienes todo el invierno para entrenarte. Para empezar, debes caminar por lo menos tres horas por semana. Pero ¡ten cuidado! Es importante caminar despacio para no sentir dolor.

Después, debes continuar practicando pero en un terreno más difícil, por ejemplo, subiendo una colina en vez de pasear por un lugar llano. Además, llevar una mochila pesada te ayudará a ponerte en forma más rápidamente.

Tan importante como entrenarse es elegir bien la ropa, ya que si pasas demasiado frío no disfrutarás del camino. Claro que las botas son muy importantes, pero los calcetines cómodos son los que realmente te protegen los pies.

Y no te olvides la botella de agua porque debes tomar agua con frecuencia. Si empiezas ahora, ¡seguro que estarás lista para caminar por la montaña con tus amigos!

Answer in **ENGLISH**:

13. When are Beatriz's friends going on holiday?

_____ [1]

14. What might prevent Beatriz from going on holiday with her friends?

_____ [1]

15. When does Horacio encourage her to train?

_____ [1]



16. According to Horacio, how should Beatriz train to avoid injury?
_____ [1]
17. Why should she carry a heavy backpack?
_____ [1]
18. According to Horacio, what must Beatriz do in order to enjoy her training sessions?
_____ [1]
19. Why are comfortable socks highly recommended?
_____ [1]
20. Why does Horacio advise Beatriz to start training soon?
_____ [1]

TOTAL MARKS [8]

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School Number	Candidate Number
Surname and Initials	

SPANISH READING COMPREHENSION (EXTENDED)

PAPER 7 8020/7

Wednesday **15 MAY 2024** 12:00–1:15 P.M.

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

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Section 3	
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CIERTO	FALSO
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

[1]

[1]

[1]

[1]

[1]

[1]



TOTAL MARKS [6]

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EXERCISE 2

Questions 7–12

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¡Te echamos de menos!

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Manuela



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8. Who organised the event?

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[1]

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_____ [1]

TOTAL MARKS [6]

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Questions 13–20

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Después, debes continuar practicando pero en un terreno más difícil, por ejemplo, subiendo una colina en vez de pasear por un lugar llano. Además, llevar una mochila pesada te ayudará a ponerte en forma más rápidamente.

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_____ [1]

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_____ [1]

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_____ [1]

19. Why are comfortable socks highly recommended?

_____ [1]

20. Why does Horacio advise Beatriz to start training soon?

_____ [1]

TOTAL MARKS [8]

SECTION 3

EXERCISE 1

Questions 1–7

Usted esta navegando por Internet. En una de sus cuentas lee estos comentarios.



Dr. Murillo @doctorMurillo

Las becas para estudiar posgrados en el extranjero solamente llegan a gente con recursos y no a los que realmente las necesitan.



Jesica Peña @jpeña78

Tengo muchas ganas de ir a un casamiento. Para mí, es uno de esos días que siempre guardo en la memoria.



Humberto Valdez @valdezbertino

La vida es para disfrutarla. No te la tomes tan en serio. Ríe, corre, baila, grita, al final nadie saldrá vivo de ella. 😊😊😊😊



Belén Guerrero @bguerreroxx

Empecé con mucha fiebre, fatiga, falta de apetito y no toleraba las harinas. El dolor de cuerpo era tan agudo que creí que me iba a morir.



Noelia Ovejero @Ovejer0N0

Aprendan a reservarse sus comentarios 🗑️. No todo lo que llega a la mente debe decirse. 🗨️



Ana Pérez @anthal12345

Después de tanto loquear, llega una edad donde solo quieres paz.



Ruth Trujillo @trujilloRuth

Debía estar estudiando para seis pruebas que tengo, pero no, decidí olvidarme de mis responsabilidades y disfrutar de unas horas haciendo lo que realmente me gusta.



Para contestar cada pregunta, escriba el nombre de la persona que comparte estas ideas:

- | | | |
|----------|---|-----|
| 1. _____ | Pensó que era el final. | [1] |
| 2. _____ | A esa persona le encanta procrastinar. | [1] |
| 3. _____ | Sueña con asistir a una boda. | [1] |
| 4. _____ | Con los años solo se necesita tranquilidad. | [1] |
| 5. _____ | Hay mucha desigualdad a la hora de recibir dinero para ir a la universidad. | [1] |
| 6. _____ | Hay que vivir sin preocupaciones. | [1] |
| 7. _____ | A veces es importante mantener la boca cerrada. | [1] |

TOTAL MARKS [7]

EXERCISE 2

Questions 8-13

Read the following article. Then answer the questions in **ENGLISH** or tick (✓) the appropriate box.

Oviedo: solidaridad con Fabián, de 3 años y nacido con pérdida auditiva

Los padres de Fabián, un niño que nació con una discapacidad auditiva, están solicitando donaciones para financiar la operación de su hijo.



“Queremos que crezca como un niño normal, que pueda vivir sin que los demás se rían de él. Desde su nacimiento, este niño pequeño solamente ha podido escuchar el 20%. Está casi sordo. Estas son las palabras de sus jóvenes padres, Manolo y Esther Ortega. “Tiene un problema muy gordo identificando los sonidos sobre todo de los autos y los aviones”.

Los médicos explicaron a la pareja que en España no se podía hacer una operación de reconstrucción antes de los 10 años. “Afortunadamente, gracias a Gustavo Menéndez, un chico que tenía la misma edad y el mismo problema que Fabián, hemos sabido que ahora hay una posibilidad de cirugía en los Estados Unidos”, dice Esther Ortega. A Gustavo le operaron con éxito en Palo Alto (California) en la primavera de 2023. Desde entonces, Gustavo ha recuperado el 80% de su audición.

El verano pasado los padres y amigos crearon una asociación para pagar los costos de la intervención en California. Esta operación y los gastos de transporte a los Estados Unidos son muy caros. Pueden ascender a más de 80.000 euros.



Se ha abierto una cuenta en línea y se han organizado múltiples eventos en su pueblo San Julián, que ya han recaudado 38.000 euros. “Estamos muy conmovidos por la generosidad de los donantes y esperamos obtener el dinero necesario para el 7 de diciembre, fecha prevista para la salida a América”, dice su padre Manolo.

Si desea ayudar a Fabián, escriba **Un viaje para un niño** en el sitio web www.vidasnormales.es. La asociación **Un viaje para Fabián** espera llegar a los donantes en toda España. Les quedan diez meses para obtener los fondos necesarios.



8. What problem has Fabián had since birth?

_____ [1]

9. Why do his parents want him to have a normal life?

_____ [1]

10. Why is Fabián unable to do the surgery in Spain?

_____ [1]

11. Why does Gustavo's experience make Fabian's parents hopeful? Give **TWO** reasons.

_____ [1]

_____ [1]

12. Why do Fabián's parents need more than 80,000 euros?

_____ [1]

13. Which **ONE** word best describes Fabián's parents?

A	determined	
B	disinterested	
C	fearful	
D	pessimistic	

[1]

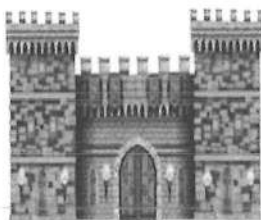
TOTAL MARKS [7]

EXERCISE 3

Questions 14–21

Read this article about a summer work programme.

Vacaciones diferentes: un campamento de trabajo



A partir de hoy, unos treinta chicos participan como voluntarios en un campamento de trabajo en Chubasco. En vez de recibir un sueldo, tendrán alojamiento, alimentación y seguro médico gratis. Un voluntario, Odón, dice: “Es una gran forma de pasar las vacaciones. El único gasto que tenemos es el transporte desde casa hasta el campamento. Para los que vienen en avión, sale un poco más caro.”

El objetivo del proyecto es que los jóvenes trabajen en algo beneficioso para la comunidad, al mismo tiempo que hagan amistades. Comparado con el año pasado, este verano se han incorporado voluntarios de diferentes países como novedad, lo que seguramente mejorará la experiencia.



Chubasco es un pueblo pequeño con verdaderas joyas de la arquitectura, como el castillo del siglo XV, pero hace falta arreglarlas. Los voluntarios, dirigidos por arquitectos, se dedicarán al cuidado de los edificios antiguos aunque, por supuesto, el trabajo no se terminará este verano.

Una voluntaria del año pasado, Valentina, dice: “Sabía que el trabajo sería duro así que decidí entrenarme durante dos meses antes de venir al campamento.”

Los fines de semana, los voluntarios no trabajan. Valentina cuenta: “El año pasado, para los ratos libres, se organizaron diferentes actividades de ocio. Sin embargo, pocos voluntarios se interesaron, aunque podían practicar cosas divertidas como piragüismo.”



Para ser voluntario necesitas saber que no vas a tener los lujos que hay en casa. Leandro es un voluntario con mucha experiencia en campamentos de trabajo y nos explica: “En otro campamento al que asistí antes, teníamos que dormir en el suelo, lo que encontré difícil.”

Los habitantes de Chubasco están de acuerdo con el proyecto. Dice un vecino: “Al principio temíamos que los grupos de jóvenes no se portaran bien, pero descubrimos que son educados. Además, con este proyecto nuestro pueblo está mejor.”

Answer in **ENGLISH** or tick (✓) the appropriate box.

14. Apart from meals, how will volunteers be compensated for their service? Identify **ONE** way.



15. What is **ONE** objective of the programme?

_____ [1]

16. In what way has the programme changed?

_____ [1]

17. How will the volunteers assist in Chubasco?

_____ [1]

18. Why did Valentina decide to train before volunteering?

_____ [1]

19. What was the volunteers' response to the organised activities?

A	anxious	
B	apathetic	
C	disappointed	
D	enthusiastic	

[1]

20. What should volunteers realise in advance?

_____ [1]

21. The residents of Chubasco think that the volunteers are:

A	arrogant.	
B	educated.	
C	lazy.	
D	well behaved.	

[1]

TOTAL MARKS [8]

EXERCISE 4

Questions 22–29

Read this article about the latest movie.

PRESTO lanza “La Familia Cuenca 4”, la nueva película española de terror más exitosa.

Una de las producciones más terroríficas y exitosas del cine español, “La Familia Cuenca 4” llega a la plataforma digital de **PRESTO** justo a tiempo para esta Noche de las Brujas.



La temporada más terrorífica del año está a la vuelta de la esquina y las plataformas preparan sus nuevos estrenos de series y películas para celebrar la Noche de las Brujas. En el caso de **PRESTO** ya están disponibles “La Familia Cuenca”, “La Familia Cuenca de nuevo (2)” y “La Familia Cuenca 3”, una opción perfecta para un buen maratón de terror cuando se quiera disfrutar de un rato de miedo con palomitas.

¿De qué trata “La Familia Cuenca 4”?

La película comienza en una estación de bomberos con la reportera Graciela Manzano Vidal y su compañero de trabajo, el camarógrafo Humberto Bonilla Husillos, grabando el programa “Mientras usted duerme” para la televisión de Barcelona. Todo parece completamente ordinario hasta que la brigada recibe una llamada de emergencia. Unos vecinos les informan de que una señora mayor necesita ayuda porque se encuentra encerrada en su apartamento, desde donde salen gritos fuertes.

A partir de ahí, lo que parecía una noche de trabajo rutinario e incluso aburrido, tanto para los bomberos como para el dúo de periodistas, se convertirá en una auténtica pesadilla dentro de ese bloque de pisos. El falso documental convierte al espectador en un personaje más de la historia por medio de la cámara y éste es precisamente uno de los principales encantos de la película.



¿Por qué tuvo tanto éxito la película “La Familia Cuenca 4”?

“La Familia Cuenca 4” dirigida por Fausto Arroyo Balero fue un gran éxito. Empezó con un presupuesto de cinco millones de euros y acabó recaudando más de quinientos millones. En su estreno en 2022 tuvo una extraordinaria aceptación por parte de la crítica y del público, además triunfó en el Festival Internacional de Cine de Sitges consiguiendo cuatro premios.

En resumen, las circunstancias y el escenario en el que todo sucede le suman veracidad a la historia. Todo ocurre en un edificio de viviendas normal, de un barrio común y corriente y los protagonistas son personas ordinarias. Todo esto conecta con el espectador porque podría sucederle a él y a sus vecinos.



Answer the questions in **ENGLISH** or tick (✓) the appropriate box:

22. How will viewers be able to watch *La Familia Cuenca 4*?

A	blu-ray	
B	cable television	
C	online streaming	
D	pay-per-view only	

[1]

23. When will *La Familia Cuenca 4* be available on *PRESTO*?

[1]

24. When are movie fanatics encouraged to watch it?

[1]

25. Where does the opening scene of the movie take place?

[1]

26. Why did the neighbours alert the authorities? Give **ONE** reason.

[1]

27. What is uniquely different about *La Familia Cuenca 4*?

A	It is all about nightmares.	
B	It is more of a documentary than a movie.	
C	The viewer is a character in the movie.	
D	They use ordinary people instead of professional actors.	

[1]

28. What suggests that *La Familia Cuenca 4* was a box office success?

[1]

29. Apart from its box office success, what other great achievement has the movie had? Identify **ONE**.

[1]

TOTAL MARKS [8]

End]

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8020/8

BGCSE

School Number	Candidate Number
Surname and Initials	

SPANISH WRITING (EXTENDED)

PAPER 8 8020/8

Wednesday **15 MAY 2024** 1:30 P.M.–2:30 P.M.

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your school number, candidate number, surname and initials in the spaces at the top of this page.

Answer **ALL** questions in the spaces provided in this booklet.

INFORMATION FOR CANDIDATES

The number of marks available for each exercise is shown in brackets [].

FOR EXAMINER'S USE ONLY	
Section 2	
Section 3	
TOTAL	

This question paper consists of 5 printed pages and 3 blank pages.

SECTION 2

EITHER

- A.** You are at school in Panama. Write an email of about **100 words** to your Colombian friend. You must write the email in **SPANISH**, including the following details:

- when you arrived in Panama and how long you are going to be there
- a physical description of the school (details about its appearance)
- details about the school (classes, teachers, students)
- a recent class outing/field trip that you enjoyed
- what you are going to study in the future and why.

OR

- B.** Your Mexican friend wants to know about your island. Write an email of about **100 words** to your friend. You must write the email in **SPANISH**, including the following details:

- give the location and a description of your island
- different activities that you do on your island (mention at least 2 things)
- give details about a place of interest on your island (mention at least 2 things)
- an event that you attended recently and whether you had fun
- when you are going to visit another island in your country and why.



This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.**TOTAL MARKS [20]**

[Turn over



SECTION 3

EITHER

- A. You have just returned from an exchange programme in Spain. The leader of the Spanish Club has asked you to write an article for the Spanish Club newsletter. Write an article of approximately **150 words** in **SPANISH**, including the following details:

- your flight to Spain
- a description of your host family **AND** your accommodation
- activities you participated in during your stay
- an event that made your stay memorable **AND** why you enjoyed it
- your plans to enrol in another programme in the future.

OR

- B. You attended a graduation party last year. Write a letter of about **150 words** to your Colombian friend, telling your friend about the party. You must write the letter in **SPANISH**, including the following details:

- when **AND** where the party took place
- a description of the party (e.g. decorations, food, activities etc.)
- something that happened **AND** your reaction
- whether you had a good time or not at the party **AND** why
- how you plan to celebrate your graduation.



[illegible]

TOTAL MARKS [30]

End]



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