



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SPANISH

0530/43

Paper 4 Writing

May/June 2019

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **34** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1 General Marking Principles**1.1 Crossing out:**

| | |
|------------|---|
| (a) | If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct. |
| (b) | If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. |

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

| | |
|------------|---|
| (a) | there is an indication from the candidate that other material should be considered. |
| (b) | the candidate has continued their answer outside the space provided. |
| (c) | there is no answer in the space provided. |

1.3 Annotation used in the Mark Scheme:

| | |
|------------|---|
| (a) | tc = 'tout court' and means that on its own the material is not sufficient to score the mark. |
| (b) | BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded. |

1.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

Award NR (No Response):

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, RM Assessor will automatically only aggregate the candidate's best result.

| Question | Answer | Marks |
|-------------------|--|-------|
| Question 1 | <p>Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where a candidate has linked two words as in <i>cepillo de dentífrica</i> = 1 tick; however <i>cepillo y dentífrica</i> (candidate intends this as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>pantalones, pantalones cortos</i>: award one mark to each item • <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p> | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|-----------------------|--------|--------|------|--|--------|-----------|--|----------------------|-----------|--|--|-----------|--|--|--------|--|--|-------|--|--|-------------|--|-----------------------|--------|--|--|-------|--|--|------|--|--|--|--|--|--|--|--|--|--|--|---|
| 1 | <p data-bbox="320 217 1688 248">Vas a comprar comida y bebida para una fiesta. Haz una lista en español de 8 cosas que compras.</p> <table border="1" data-bbox="678 284 1594 1270"> <thead> <tr> <th data-bbox="678 284 983 347">ACCEPT</th> <th data-bbox="983 284 1288 347">ACCEPT</th> <th data-bbox="1288 284 1594 347">REFUSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 347 983 411">agua</td> <td data-bbox="983 347 1288 411"></td> <td data-bbox="1288 347 1594 411">helado</td> </tr> <tr> <td data-bbox="678 411 983 507">bocadillo</td> <td data-bbox="983 411 1288 507"></td> <td data-bbox="1288 411 1594 507">platos vasos etc.</td> </tr> <tr> <td data-bbox="678 507 983 579">caramelos</td> <td data-bbox="983 507 1288 579"></td> <td data-bbox="1288 507 1594 579"></td> </tr> <tr> <td data-bbox="678 579 983 643">chocolate</td> <td data-bbox="983 579 1288 643"></td> <td data-bbox="1288 579 1594 643"></td> </tr> <tr> <td data-bbox="678 643 983 707">fresas</td> <td data-bbox="983 643 1288 707"></td> <td data-bbox="1288 643 1594 707"></td> </tr> <tr> <td data-bbox="678 707 983 770">fruta</td> <td data-bbox="983 707 1288 770"></td> <td data-bbox="1288 707 1594 770"></td> </tr> <tr> <td data-bbox="678 770 983 866">hamburguesa</td> <td data-bbox="983 770 1288 866"></td> <td data-bbox="1288 770 1594 866">burguesa hamburger</td> </tr> <tr> <td data-bbox="678 866 983 938">pastel</td> <td data-bbox="983 866 1288 938"></td> <td data-bbox="1288 866 1594 938"></td> </tr> <tr> <td data-bbox="678 938 983 1002">pizza</td> <td data-bbox="983 938 1288 1002"></td> <td data-bbox="1288 938 1594 1002"></td> </tr> <tr> <td data-bbox="678 1002 983 1066">zumo</td> <td data-bbox="983 1002 1288 1066"></td> <td data-bbox="1288 1002 1594 1066"></td> </tr> <tr> <td data-bbox="678 1066 983 1137"></td> <td data-bbox="983 1066 1288 1137"></td> <td data-bbox="1288 1066 1594 1137"></td> </tr> <tr> <td data-bbox="678 1137 983 1201"></td> <td data-bbox="983 1137 1288 1201"></td> <td data-bbox="1288 1137 1594 1201"></td> </tr> <tr> <td data-bbox="678 1201 983 1265"></td> <td data-bbox="983 1201 1288 1265"></td> <td data-bbox="1288 1201 1594 1265"></td> </tr> </tbody> </table> <p data-bbox="1543 1305 1955 1337" style="text-align: right;">Total for Question 1: 5 marks</p> | ACCEPT | ACCEPT | REFUSE | agua | | helado | bocadillo | | platos vasos etc. | caramelos | | | chocolate | | | fresas | | | fruta | | | hamburguesa | | burguesa hamburger | pastel | | | pizza | | | zumo | | | | | | | | | | | | 5 |
| ACCEPT | ACCEPT | REFUSE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| agua | | helado | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| bocadillo | | platos vasos etc. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| caramelos | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| chocolate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| fresas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| fruta | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| hamburguesa | | burguesa hamburger | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pastel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pizza | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| zumo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks |
|-------------------|---|-------|
| Question 2 | Candidates are required to answer the question. Read the whole answer and award marks as follows: <ul style="list-style-type: none">• Communication: award a mark out of 10, according to the instructions in 2.1.• Language: award a mark out of 5, according to the instructions in 2.2. | |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p><i>La televisión</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Ella es alta y delgada y grande y nerviosa.</i> (1 verb, therefore treat as list of 4 items: place one tick over ‘grande’ (third item in list) and another tick over ‘nerviosa’ (fourth item in list)) • <i>Ella es alta. Es delgada. Tiene el pelo moreno.</i> (3 verbs therefore each piece of information can score a separate communication mark) <p>(vi) Only reward each piece of information once, e.g. <i>es fantástica</i> cannot score both as description and reason for liking; <i>es fantástica y sus clases son fantásticas</i> can both be rewarded as <i>fantástica(s)</i> describes different nouns; <i>ella me ayuda a hacer mis deberes</i> and <i>me ayuda todos los días</i> can both be rewarded as they each contain a different extra detail (<i>a hacer mis deberes</i> and <i>todos los días</i>).</p> <p>(vii) Do not penalise factual errors.</p> | 15 |

| Question | Answer | Marks | | | | | | | | | | |
|----------|--|-------|--------|----|--|----|---|----|---|----|---|--|
| 2 | <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p> <table border="1" data-bbox="327 284 1948 1050"> <thead> <tr> <th data-bbox="327 284 443 347">Tick</th> <th data-bbox="443 284 1948 347">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 347 443 517">✓1</td> <td data-bbox="443 347 1948 517"> <p>¿Qué tipo de programas te gusta ver?</p> <p>REWARD: any statement relating to the sort of programmes that the candidate likes to watch</p> </td> </tr> <tr> <td data-bbox="327 517 443 651">✓2</td> <td data-bbox="443 517 1948 651"> <p>Describe tu programa favorito.</p> <p>REWARD: any description of the candidate's favourite show</p> </td> </tr> <tr> <td data-bbox="327 651 443 852">✓3</td> <td data-bbox="443 651 1948 852"> <p>¿Cuándo y con quién ves la televisión?</p> <p>REWARD: any statement relating to when the candidate watches television</p> <p>REWARD: any statement relating to with whom the candidate watches television</p> </td> </tr> <tr> <td data-bbox="327 852 443 1050">✓4</td> <td data-bbox="443 852 1948 1050"> <p>¿Te gustaría conocer a una persona famosa de la televisión? Explica por qué.</p> <p>REWARD: any statement relating to whether the candidate would like to meet someone famous from television</p> <p>REWARD: any statement relating to why the candidate would like to meet someone famous from television</p> </td> </tr> </tbody> </table> | Tick | Accept | ✓1 | <p>¿Qué tipo de programas te gusta ver?</p> <p>REWARD: any statement relating to the sort of programmes that the candidate likes to watch</p> | ✓2 | <p>Describe tu programa favorito.</p> <p>REWARD: any description of the candidate's favourite show</p> | ✓3 | <p>¿Cuándo y con quién ves la televisión?</p> <p>REWARD: any statement relating to when the candidate watches television</p> <p>REWARD: any statement relating to with whom the candidate watches television</p> | ✓4 | <p>¿Te gustaría conocer a una persona famosa de la televisión? Explica por qué.</p> <p>REWARD: any statement relating to whether the candidate would like to meet someone famous from television</p> <p>REWARD: any statement relating to why the candidate would like to meet someone famous from television</p> | |
| Tick | Accept | | | | | | | | | | | |
| ✓1 | <p>¿Qué tipo de programas te gusta ver?</p> <p>REWARD: any statement relating to the sort of programmes that the candidate likes to watch</p> | | | | | | | | | | | |
| ✓2 | <p>Describe tu programa favorito.</p> <p>REWARD: any description of the candidate's favourite show</p> | | | | | | | | | | | |
| ✓3 | <p>¿Cuándo y con quién ves la televisión?</p> <p>REWARD: any statement relating to when the candidate watches television</p> <p>REWARD: any statement relating to with whom the candidate watches television</p> | | | | | | | | | | | |
| ✓4 | <p>¿Te gustaría conocer a una persona famosa de la televisión? Explica por qué.</p> <p>REWARD: any statement relating to whether the candidate would like to meet someone famous from television</p> <p>REWARD: any statement relating to why the candidate would like to meet someone famous from television</p> | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|----------|---|-------|--|---|--|---|--|---|--|---|---|---|---|----|
| 2 | <p><u>2.2: Award a mark out of 5 for Language</u></p> <p>Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="327 453 1948 1082"> <tbody> <tr> <td data-bbox="327 453 405 619">5</td> <td data-bbox="405 453 1948 619">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="327 619 405 751">4</td> <td data-bbox="405 619 1948 751">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="327 751 405 884">3</td> <td data-bbox="405 751 1948 884">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="327 884 405 951">2</td> <td data-bbox="405 884 1948 951">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="327 951 405 1018">1</td> <td data-bbox="405 951 1948 1018">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="327 1018 405 1082">0</td> <td data-bbox="405 1018 1948 1082">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p> | 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy. | 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning. | 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. | 0 | One or two disjointed words or short phrases may be recognisable. | 15 |
| 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy. | | | | | | | | | | | | | |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | | | | | | | | | | | | | |
| 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning. | | | | | | | | | | | | | |
| 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | | | | | | | | | | | | | |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. | | | | | | | | | | | | | |
| 0 | One or two disjointed words or short phrases may be recognisable. | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | |
|--|---|-------|----------------|---|---------------|--|----------------|--------------------------------|
| <p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2. award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="219 794 2018 991"> <tbody> <tr> <td data-bbox="219 794 374 860">2 ticks</td> <td data-bbox="374 794 2018 860">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="219 860 374 925">1 tick</td> <td data-bbox="374 860 2018 925">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="219 925 374 991">0 ticks</td> <td data-bbox="374 925 2018 991">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p> | | | 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | 0 ticks | Nothing of worth communicated. |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | | | | | | | |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | | | | | | | |
| 0 ticks | Nothing of worth communicated. | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | |
|--|--------|-------|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|
| <p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure the accent/tilde. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Conversion table for accurate use of Verbs (Question 3)</p> | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="788 582 1164 651">Number of ticks</th> <th data-bbox="1164 582 1447 651">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="788 651 1164 715">18+</td> <td data-bbox="1164 651 1447 715">8</td> </tr> <tr> <td data-bbox="788 715 1164 778">16,17</td> <td data-bbox="1164 715 1447 778">7</td> </tr> <tr> <td data-bbox="788 778 1164 842">14,15</td> <td data-bbox="1164 778 1447 842">6</td> </tr> <tr> <td data-bbox="788 842 1164 906">12,13</td> <td data-bbox="1164 842 1447 906">5</td> </tr> <tr> <td data-bbox="788 906 1164 970">10,11</td> <td data-bbox="1164 906 1447 970">4</td> </tr> <tr> <td data-bbox="788 970 1164 1034">8,9</td> <td data-bbox="1164 970 1447 1034">3</td> </tr> <tr> <td data-bbox="788 1034 1164 1098">6,7</td> <td data-bbox="1164 1034 1447 1098">2</td> </tr> <tr> <td data-bbox="788 1098 1164 1161">4,5</td> <td data-bbox="1164 1098 1447 1161">1</td> </tr> <tr> <td data-bbox="788 1161 1164 1246">0,1,2,3</td> <td data-bbox="1164 1161 1447 1246">0</td> </tr> </tbody> </table> | | | Number of ticks | Mark | 18+ | 8 | 16,17 | 7 | 14,15 | 6 | 12,13 | 5 | 10,11 | 4 | 8,9 | 3 | 6,7 | 2 | 4,5 | 1 | 0,1,2,3 | 0 |
| Number of ticks | Mark | | | | | | | | | | | | | | | | | | | | | |
| 18+ | 8 | | | | | | | | | | | | | | | | | | | | | |
| 16,17 | 7 | | | | | | | | | | | | | | | | | | | | | |
| 14,15 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 12,13 | 5 | | | | | | | | | | | | | | | | | | | | | |
| 10,11 | 4 | | | | | | | | | | | | | | | | | | | | | |
| 8,9 | 3 | | | | | | | | | | | | | | | | | | | | | |
| 6,7 | 2 | | | | | | | | | | | | | | | | | | | | | |
| 4,5 | 1 | | | | | | | | | | | | | | | | | | | | | |
| 0,1,2,3 | 0 | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---|---|--|------|---------|------|-----------------------|--|--|--------------------------------------|--|--|-----------------------------------|---|---|
| How to award ticks for accurate use of Verbs (Question 3): | | | | | | | | | | | | | | |
| <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • accents on verbs must be correct in order for a tick to be awarded • do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features. | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="219 528 656 592">Tick</th> <th data-bbox="656 528 1093 592">No tick</th> <th data-bbox="1093 528 2018 592">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="219 592 656 655">Yo soy (✓)</td> <td data-bbox="656 592 1093 655"></td> <td data-bbox="1093 592 2018 655"></td> </tr> <tr> <td data-bbox="219 655 656 719">He hecho (✓)</td> <td data-bbox="656 655 1093 719"></td> <td data-bbox="1093 655 2018 719"></td> </tr> <tr> <td data-bbox="219 719 656 821">Los profesores son (✓) amables</td> <td data-bbox="656 719 1093 821">Los profesores son amables (no tick)</td> <td data-bbox="1093 719 2018 821">incorrect subject means tick cannot be awarded for verb</td> </tr> </tbody> </table> | | | Tick | No tick | Note | Yo soy (✓) | | | He hecho (✓) | | | Los profesores son (✓) amables | Los profesores son amables (no tick) | incorrect subject means tick cannot be awarded for verb |
| Tick | No tick | Note | | | | | | | | | | | | |
| Yo soy (✓) | | | | | | | | | | | | | | |
| He hecho (✓) | | | | | | | | | | | | | | |
| Los profesores son (✓) amables | Los profesores son amables (no tick) | incorrect subject means tick cannot be awarded for verb | | | | | | | | | | | | |
| Use of gerund | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th data-bbox="219 895 656 959">Tick</th> <th data-bbox="656 895 1093 959">No tick</th> <th data-bbox="1093 895 2018 959">Note</th> </tr> </thead> <tbody> <tr> <td data-bbox="219 959 656 1023">Estoy escribiendo (✓)</td> <td data-bbox="656 959 1093 1023"></td> <td data-bbox="1093 959 2018 1023">Continuous forms of <i>estar</i> and gerund are awarded 1 tick</td> </tr> <tr> <td data-bbox="219 1023 656 1125">Llevo (✓) dos años estudiando (✓)</td> <td data-bbox="656 1023 1093 1125"></td> <td data-bbox="1093 1023 2018 1125">Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks</td> </tr> </tbody> </table> | | | Tick | No tick | Note | Estoy escribiendo (✓) | | Continuous forms of <i>estar</i> and gerund are awarded 1 tick | Llevo (✓) dos años estudiando (✓) | | Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks | | | |
| Tick | No tick | Note | | | | | | | | | | | | |
| Estoy escribiendo (✓) | | Continuous forms of <i>estar</i> and gerund are awarded 1 tick | | | | | | | | | | | | |
| Llevo (✓) dos años estudiando (✓) | | Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks | | | | | | | | | | | | |

| Question | Answer | | Marks |
|---|--|---|-------|
| With direct and indirect object pronouns | | | |
| Tick | No tick | Note | |
| Juan lo vio (✓) | | | |
| Reflexive/passive | | | |
| Tick | No tick | Note | |
| Él se levanta (✓) | Él levantase (<i>no tick</i>) | | |
| Ella se ha cortado (✓) | | | |
| La puerta estaba (✓) abierta | | | |
| Yo me lavo (✓) las manos | Yo me lavo (<i>no tick</i>) el coche | <i>lavar</i> should not be used reflexively in this statement | |
| Impersonal verbs such as <i>gustar, quedar, faltar, etc.</i> | | | |
| Tick | No tick | Note | |
| Me gusta (✓) leer (✓) | | | |
| Me gusto (<i>no tick</i>) leer (✓) | | | |
| Me quedan (✓) diez euros | | | |
| Impersonal se | | | |
| Tick | No tick | Note | |
| Se puede (✓) | | | |
| Se habla español (✓) | | | |

| Question | Answer | | Marks |
|--|---|--|-------|
| Impersonal | | | |
| Hay (✓) patatas | | | |
| Es (✓) interesante | | | |
| With negative | | | |
| Tick | No tick | Note | |
| No comen (✓) | | | |
| Sequence of tenses | | | |
| Tick | No tick | Note | |
| Fui (✓) al cine y me gustó (✓) la película | Fui (✓) al cine y me gustaría (no tick) la película | If sequence is incorrect, both verbs cannot be rewarded | |
| Single auxiliary with multiple past participles | | | |
| Sing | | | |
| Tick | No tick | Note | |
| Hemos cantado (✓) y bailado (✓) | | Hemos cantado = tick 1; Hemos bailado = tick 2 | |

| Question | Answer | | Marks |
|--|---|---|-------|
| Verb which requires preposition | | | |
| Tick | No tick | Note | |
| Ayudo (✓) a lavar (✓) el coche | | | |
| Ayudo (✓) lavar el coche | | preposition is required for <i>lavar</i> to be awarded a tick | |
| Ayudo (✓) con lavar el coche | | incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick | |
| Verb which requires personal a | | | |
| Tick | No tick | Note | |
| Veo (✓) a mi amigo | Veo (<i>no tick</i>) mi amigo | personal <i>a</i> is required for <i>veo</i> to be awarded a tick | |
| Correct verb within meaningless statement | | | |
| Tick | No tick | Note | |
| El camino es (✓) largo | El camino es (<i>no tick</i>) inteligente | Do not reward correct verb in a meaningless statement | |
| (b) Imperative | | | |
| Tick | No tick | Note | |
| ¡Ven! (✓) | | | |
| ¡Oiga! (✓) | | | |

| Question | Answer | | Marks |
|---|---------|---|-------|
| (c) Interrogative | | | |
| Tick | No tick | Note | |
| ¿Vienes? (✓) / Vienes. (✓) | | question mark not required for mark to be awarded | |
| (¿) Vas (✓) a venir(?) (✓) | | | |
| (¿) Cómo estás(?) (✓) | | | |
| (d) Infinitive | | | |
| Tick | No tick | Note | |
| Quiero (✓) salir (✓) | | | |
| No quiera (<i>no tick</i>) salir (✓) | | | |
| Quiero (✓) salire (<i>no tick</i>) | | | |
| Voy a (✓) estudiar (✓) | | | |
| Empecé a (✓) llorar (✓) | | | |
| Empecé (<i>no tick</i>) llorar (✓) | | | |
| (e) Participle (past or present) | | | |
| Tick | No tick | Note | |
| Terminado el programa (✓) | | | |
| Siendo estudiante (✓) | | | |

| Question | Answer | Marks |
|----------|---|-------|
| | <p>(f) Reward only the first occurrence of a verb, e.g.</p> <ul style="list-style-type: none"> • Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis • Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis <p>However,</p> <ul style="list-style-type: none"> • Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb • Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (<i>no tick</i>) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time <p><u>3.3: Award a mark out of 12 for Other linguistic features</u></p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that ‘spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct’ so annotation will focus on the degree of success with more complex language.</p> <p>(iii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate’s control of structures:</p> <ul style="list-style-type: none"> • Subordinate clauses, including porque and que (relative pronouns). Indirect or reported speech (dijo que, creo que). Time clauses with cuando, mientras que etc. and si (= if) • Object pronouns (me ha dicho; me lo dio) and ‘strong’ pronouns • Conjunctions other than y and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of <i>politesse</i>s in the letter. | |

| Question | Answer | Marks |
|---|---|-------|
| Grade descriptors for Other linguistic features (Question 3) | | |
| 11–12 | <ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. | |
| 9–10 | <ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level. | |
| 7–8 | <ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. | |
| 5–6 | <ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. | |
| 3–4 | <ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. | |
| 1–2 | <ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 0 | <ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. | |

^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.

*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.

Total for Communication: 10 marks

Total for Verbs: 8 marks. Total for Other linguistic features: 12 marks

Total for Question 3: 30 marks

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|----|--|---|----|---|---|----|---|---|----|---|---|----|---|---|----|
| 3(a) | <p data-bbox="320 217 1827 248"><i>Una obra de teatro en tu colegio. Escribe un e-mail a tu amigo/amiga sobre una obra de teatro en tu colegio.</i></p> <p data-bbox="320 284 1402 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="365 352 1910 1082"> <thead> <tr> <th data-bbox="365 352 479 416">Tick</th> <th data-bbox="479 352 1798 416">Accept</th> <th data-bbox="1798 352 1910 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 416 479 552">✓1</td> <td data-bbox="479 416 1798 552"> <p data-bbox="490 432 808 464">¿De qué trató la obra?</p> <p data-bbox="490 504 1294 536">Description of what the play was about. Insist on a past tense.</p> </td> <td data-bbox="1798 416 1910 552">2</td> </tr> <tr> <td data-bbox="365 552 479 687">✓2</td> <td data-bbox="479 552 1798 687"> <p data-bbox="490 568 824 600">¿Cómo participaste tú?</p> <p data-bbox="490 639 1688 671">Description of how the candidate participated / what the candidate did. Insist on a past tense</p> </td> <td data-bbox="1798 552 1910 687">2</td> </tr> <tr> <td data-bbox="365 687 479 823">✓3</td> <td data-bbox="479 687 1798 823"> <p data-bbox="490 703 1330 735">¿Cuál es tu opinión sobre las obras de teatro <u>en tu colegio</u>?</p> <p data-bbox="490 775 1088 807">Candidate's opinion on plays at his/her school</p> </td> <td data-bbox="1798 687 1910 823">2</td> </tr> <tr> <td data-bbox="365 823 479 951">✓4</td> <td data-bbox="479 823 1798 951"> <p data-bbox="490 839 1032 871">¿Cuándo irás al teatro la próxima vez?</p> <p data-bbox="490 911 1227 943">Mention of when the candidate will next go to the theatre</p> </td> <td data-bbox="1798 823 1910 951">2</td> </tr> <tr> <td data-bbox="365 951 479 1082">✓5</td> <td data-bbox="479 951 1798 1082"> <p data-bbox="490 967 1240 999">¿<u>Por qué</u> (no) te gustaría ser actor/actriz en el futuro?</p> <p data-bbox="490 1038 1429 1070">Explanation of why the candidate would (not) like to be an actor in future</p> </td> <td data-bbox="1798 951 1910 1082">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="490 432 808 464">¿De qué trató la obra?</p> <p data-bbox="490 504 1294 536">Description of what the play was about. Insist on a past tense.</p> | 2 | ✓2 | <p data-bbox="490 568 824 600">¿Cómo participaste tú?</p> <p data-bbox="490 639 1688 671">Description of how the candidate participated / what the candidate did. Insist on a past tense</p> | 2 | ✓3 | <p data-bbox="490 703 1330 735">¿Cuál es tu opinión sobre las obras de teatro <u>en tu colegio</u>?</p> <p data-bbox="490 775 1088 807">Candidate's opinion on plays at his/her school</p> | 2 | ✓4 | <p data-bbox="490 839 1032 871">¿Cuándo irás al teatro la próxima vez?</p> <p data-bbox="490 911 1227 943">Mention of when the candidate will next go to the theatre</p> | 2 | ✓5 | <p data-bbox="490 967 1240 999">¿<u>Por qué</u> (no) te gustaría ser actor/actriz en el futuro?</p> <p data-bbox="490 1038 1429 1070">Explanation of why the candidate would (not) like to be an actor in future</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p data-bbox="490 432 808 464">¿De qué trató la obra?</p> <p data-bbox="490 504 1294 536">Description of what the play was about. Insist on a past tense.</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p data-bbox="490 568 824 600">¿Cómo participaste tú?</p> <p data-bbox="490 639 1688 671">Description of how the candidate participated / what the candidate did. Insist on a past tense</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | <p data-bbox="490 703 1330 735">¿Cuál es tu opinión sobre las obras de teatro <u>en tu colegio</u>?</p> <p data-bbox="490 775 1088 807">Candidate's opinion on plays at his/her school</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | <p data-bbox="490 839 1032 871">¿Cuándo irás al teatro la próxima vez?</p> <p data-bbox="490 911 1227 943">Mention of when the candidate will next go to the theatre</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | <p data-bbox="490 967 1240 999">¿<u>Por qué</u> (no) te gustaría ser actor/actriz en el futuro?</p> <p data-bbox="490 1038 1429 1070">Explanation of why the candidate would (not) like to be an actor in future</p> | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|--|---|---------------------------|-------|
| 3(a) | Communication point | For Verbs, accept: | |
| | 1 | Preterite | |
| | 2 | Preterite | |
| | 3 | Present | |
| | 4 | Present | |
| | 5 | Conditional / Present | |
| | <u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> | | |
| <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u> | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|----|---|---|----|---|---|----|---|---|----|--|---|----|---|---|----|
| 3(b) | <p><i>La salud. Escribe un artículo sobre este tema.</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="365 316 1910 1050"> <thead> <tr> <th data-bbox="365 316 479 383">Tick</th> <th data-bbox="479 316 1798 383">Accept</th> <th data-bbox="1798 316 1910 383">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 383 479 517">✓1</td> <td data-bbox="479 383 1798 517"> Esta semana, ¿qué deportes has practicado? Description of the sport(s) that the candidate did this week </td> <td data-bbox="1798 383 1910 517">2</td> </tr> <tr> <td data-bbox="365 517 479 651">✓2</td> <td data-bbox="479 517 1798 651"> ¿Cómo cuidas de tu salud? Description of how the candidate takes care of his/her health </td> <td data-bbox="1798 517 1910 651">2</td> </tr> <tr> <td data-bbox="365 651 479 785">✓3</td> <td data-bbox="479 651 1798 785"> ¿Qué comida sana comiste ayer? Description of the healthy food that the candidate ate yesterday </td> <td data-bbox="1798 651 1910 785">2</td> </tr> <tr> <td data-bbox="365 785 479 919">✓4</td> <td data-bbox="479 785 1798 919"> En tu opinión, ¿cuál es la comida más importante del día? Mention of which meal is the most important of the day </td> <td data-bbox="1798 785 1910 919">2</td> </tr> <tr> <td data-bbox="365 919 479 1053">✓5</td> <td data-bbox="479 919 1798 1053"> Para los jóvenes, ¿por qué es difícil seguir una dieta sana? Opinion of why it is difficult for young people to follow a healthy diet </td> <td data-bbox="1798 919 1910 1053">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | Esta semana, ¿qué deportes has practicado? Description of the sport(s) that the candidate did this week | 2 | ✓2 | ¿Cómo cuidas de tu salud? Description of how the candidate takes care of his/her health | 2 | ✓3 | ¿Qué comida sana comiste ayer? Description of the healthy food that the candidate ate yesterday | 2 | ✓4 | En tu opinión, ¿cuál es la comida más importante del día? Mention of which meal is the most important of the day | 2 | ✓5 | Para los jóvenes, ¿por qué es difícil seguir una dieta sana? Opinion of why it is difficult for young people to follow a healthy diet | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | Esta semana, ¿qué deportes has practicado? Description of the sport(s) that the candidate did this week | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | ¿Cómo cuidas de tu salud? Description of how the candidate takes care of his/her health | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | ¿Qué comida sana comiste ayer? Description of the healthy food that the candidate ate yesterday | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | En tu opinión, ¿cuál es la comida más importante del día? Mention of which meal is the most important of the day | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | Para los jóvenes, ¿por qué es difícil seguir una dieta sana? Opinion of why it is difficult for young people to follow a healthy diet | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|--|---|---------------------------|-------|
| 3(b) | Communication point | For Verbs, accept: | |
| | 1 | Preterite | |
| | 2 | Present | |
| | 3 | Preterite | |
| | 4 | Present | |
| | 5 | Present | |
| | <u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> | | |
| <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u> | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|---|---|----|--|---|----|--|---|----|--|---|----|--|---|----|
| 3(c) | <p><i>“Estaba en la playa cuando de repente algo me golpeó...”</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="365 316 1910 1050"> <thead> <tr> <th data-bbox="365 316 479 383">Tick</th> <th data-bbox="479 316 1798 383">Accept</th> <th data-bbox="1798 316 1910 383">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 383 479 517">✓1</td> <td data-bbox="479 383 1798 517"> ¿Qué estabas haciendo en la playa? Description of what the candidate was doing on the beach </td> <td data-bbox="1798 383 1910 517">2</td> </tr> <tr> <td data-bbox="365 517 479 651">✓2</td> <td data-bbox="479 517 1798 651"> Describe lo que pasó. Description of what happened </td> <td data-bbox="1798 517 1910 651">2</td> </tr> <tr> <td data-bbox="365 651 479 785">✓3</td> <td data-bbox="479 651 1798 785"> ¿Cómo te sentiste en ese momento? Description of how the candidate felt at that moment </td> <td data-bbox="1798 651 1910 785">2</td> </tr> <tr> <td data-bbox="365 785 479 919">✓4</td> <td data-bbox="479 785 1798 919"> Explica por qué. Explanation of why the candidate felt like that </td> <td data-bbox="1798 785 1910 919">2</td> </tr> <tr> <td data-bbox="365 919 479 1053">✓5</td> <td data-bbox="479 919 1798 1053"> ¿Cómo reaccionó la gente en la playa? Description of how the people on the beach reacted </td> <td data-bbox="1798 919 1910 1053">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | ¿Qué estabas haciendo en la playa? Description of what the candidate was doing on the beach | 2 | ✓2 | Describe lo que pasó. Description of what happened | 2 | ✓3 | ¿Cómo te sentiste en ese momento? Description of how the candidate felt at that moment | 2 | ✓4 | Explica por qué. Explanation of why the candidate felt like that | 2 | ✓5 | ¿Cómo reaccionó la gente en la playa? Description of how the people on the beach reacted | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | ¿Qué estabas haciendo en la playa? Description of what the candidate was doing on the beach | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | Describe lo que pasó. Description of what happened | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | ¿Cómo te sentiste en ese momento? Description of how the candidate felt at that moment | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | Explica por qué. Explanation of why the candidate felt like that | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | ¿Cómo reaccionó la gente en la playa? Description of how the people on the beach reacted | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | | Marks |
|--|---|---------------------------|-------|
| 3(c) | Communication point | For Verbs, accept: | |
| | 1 | Imperfect | |
| | 2 | Preterite | |
| | 3 | Preterite | |
| | 4 | Present | |
| | 5 | Preterite | |
| | <u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u> | | |
| <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u> | | | |

Appendix I**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking **Question 3** you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material in Question 3

In the case of an answer which is completely irrelevant to the chosen question (**3(a)** or **3(b)** or **3(c)**), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning**Communication**

- an attempt at a verb is required for any communication mark to be awarded
- for **QUESTION 2**, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for **QUESTION 3**, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

A QUESTION 3 ONLY: Where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE, 2 communication marks are awarded in the following cases.

| | | |
|-------------|---|--------------------------------|
| (i) | For 2 communication marks: accept a Present where a Future context is apparent | |
| | <i>El año que viene voy a España = 2 for communication</i> (but see also B (i) for further information) | (voy receives a tick for verb) |
| (ii) | For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa | |
| | | |

| | | |
|--------------|--|---|
| (iii) | For 2 communication marks: accept a ‘phonetic version’ of the correct time frame | |
| | <p><i>He pasado las vacaciones</i> = 2 for communication <i>E pasado las vacaciones</i> = 2 for communication <i>Mi madre necessita mi ayuda</i> = 2 for communication <i>Nececito ir a la tienda</i> = 2 for communication <i>He apprendido mucho</i> = 2 for communication <i>Mi tia tienne un club</i> = 2 for communication <i>He organizado una fiesta</i> = 2 for communication <i>Boy a ir al centro</i> = 2 for communication</p> | <p>(<i>Empezó a juego</i> = 1 for communication – <i>juego</i> is not phonetic) <i>Yo quiero jugar al fútbol</i> = 0 for communication (doubled ‘r’ is not a phonetic rendering of single ‘r’) <i>Yo prefiero llavar los platos</i> = 0 for communication (double ‘ll’ is not a phonetic rendering of single ‘l’)</p> |
| (iv) | For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate | |
| | Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs. | |
| (v) | Errors of accent: award 2 communication marks (eg <i>estuve alli</i> = 2, <i>tambien fue</i> = 2, <i>es fantastico</i> = 2), <u>except</u> in the following cases | |
| | For 2 communication marks, insist on the accent on verbs which require it | <p><i>Yo comi</i> = 1 for communication (as an attempted preterite tense) <i>Esperabamos</i> = 1 for communication (as an attempted imperfect tense)</p> |
| | For 2 communication marks, tolerate a grave accent for an acute accent | <i>Yo comi</i> = 2 for communication |

| | | |
|--------------|--|--|
| (vi) | In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task) | |
| | <i>Mi amigo dijo que tenía dolor de cabeza</i> = 2 for communication (in addition both verbs can receive a tick) <i>Mi amigo dice</i> (wrong tense) <i>que tenía dolor de cabeza</i> = 2 for communication (in addition second verb can receive a tick) | However, <i>Mi amigo dijo que tiene dolor de cabeza</i> = 1 for communication (see B (vii)) (in addition first verb can receive a tick) <i>Mi amigo dijo que él dolor de cabeza</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick) |
| | <i>Creía que estaba enfermo</i> = 2 for communication (in addition both verbs receive a tick) | However: <i>Creía que llueve</i> = 1 for communication (see B (vii)) <i>Creía que tenía enfermo</i> = 0 for communication (see B (vii)) (In addition, in both cases, first verb can receive a tick) |
| (vii) | Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks | |
| | <i>No creo que haya muchas personas allí</i> = 2 for communication (plus both verbs receive a tick) <i>No creo que hay muchas personas allí</i> = 2 for communication (plus first verb receives a tick) | |

B QUESTIONS 2 AND 3: Where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.

| | | |
|-----|--|---|
| (i) | The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark | |
| | <i>He vender el libro</i> = 1 for communication <i>La gente están contenta</i> = 1 for communication <i>Yo trabaje durante las vacaciones</i> = 1 for communication <i>Yo voy pasaré</i> = 1 for communication | No ticks are scored for these verbs |
| | Task: what do you want to eat for lunch? Candidate writes: <i>Quiero comeré la fruta</i> = 1 for communication | <i>Quiero</i> = tick for verb |
| | Task: what will you do next year? Candidate writes: <i>El año pasado voy a España</i> = 1 for communication <i>El año pasado voy a viajar en España</i> = 1 for communication <i>El año que viene yo iba a España</i> = 1 for communication <i>El año que viene me gusto jugar al tenis</i> = 1 for communication | ... <i>voy a...</i> verb is not rewarded as there is no future context (eg <i>El año que viene...</i>) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used ... <i>voy a viajar...</i> scores 2 ticks for verbs (<i>voy a, viajar</i>) as the task requires a future and, despite the use of <i>pasado</i> , there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required ... <i>iba...</i> verb does not receive a tick ... <i>me gusto...</i> verb does not receive a tick |
| | <i>El año que viene yo vaya al centro</i> = 1 for communication (<i>ir</i> is an appropriate verb, <i>vaya</i> is a form of the verb <i>ir</i> (subjunctive)) | <i>El año que viene yo vaye al centro</i> = 0 for communication (<i>vaye</i> is not any part of the verb <i>ir</i>) |

| | | |
|-------|---|--|
| (ii) | The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark | |
| | Task: what did you enjoy doing on holiday? Candidate writes: <i>Me gustta el tenis</i> = 1 for communication (phonetic version of the incorrect tense (<i>me gusta</i>) of an appropriate verb) | <i>Me gutsa (el tenis)</i> (<i>gutsa</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>gusta</i>) |
| | Task: what happened at school today? Candidate writes: <i>Apprendo mucho</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>aprendo</i>) of an appropriate verb) | <i>Apriendo mucho</i> = 0 for communication (<i>apriendo</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>aprender</i>) |
| (iii) | Use of <i>ser</i> when <i>estar</i> would be correct and vice versa: award 1 communication mark | |
| | <p><i>Soy en acuerdo con el proyecto</i> = 1 <i>Soy esperando tu carta</i> = 1 <i>Era con su hijo</i> = 1 <i>Mis hermanas son en la casa</i> = 1 <i>Estaba una experiencia maravillosa</i> = 1 <i>Estoy un buen estudiante</i> = 1 <i>Tu carta está interesante</i> = 1 <i>Estará una buena idea</i> = 1</p> | |
| (iv) | Mis-use of <i>haber</i>, <i>hacer</i>, <i>tener</i> and <i>ser/estar</i> in idiomatic phrases/simple descriptions: award 1 communication mark | |
| | <p><i>Era/Estaba miedo</i> = 1 <i>Era/Estaba sed</i> = 1 <i>Era/Estaba hambre</i> = 1 <i>Era/Estaba cinco años</i> = 1 <i>Estaba muy frío en mi casa</i> = 1 <i>¿Está playas cerca de tu ciudad?</i> = 1</p> | <p>(no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) (no tick for verb) However: <i>Ella es el pelo negro</i> = 0 <i>Tenía cansado</i> = 0 <i>Tenía enfermo</i> = 0</p> |

| | | |
|--------------|--|--|
| (v) | The following commonly seen inappropriate usages: award 1 communication mark | |
| | Accept for 1 mark <i>Miré un accidente for Vi un accidente</i> <i>Yo gusta la música for Me gusta la música</i> <i>Escuché un ruido for Oí un ruido</i> <i>En Madrid hay calor for En Madrid hace calor</i> | Refuse <i>Tenía un tiempo muy bueno for Lo pasé bien</i> <i>He mirado para mi chaqueta for He buscado mi chaqueta</i> |
| (vi) | The following commonly seen mis-usages: award 1 communication mark | |
| | <i>Me gusto mi casa</i> <i>Me prefiero los gatos</i> <i>Me vivo en el centro</i> <i>Me llamo es (Ana)</i> | <i>Me llama es (Ana) = 0</i> as nothing of worth is communicated <i>Me llama (Ana)</i> when the candidate is trying to give his/her own name = 0 |
| (vii) | In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A (vi)) | |
| | <i>Mi amigo dijo que tiene dolor de cabeza = 1</i> for communication | The subordinate clause, <i>tiene dolor de cabeza</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick) |
| | <i>Creía que llueve = 1</i> for communication | The subordinate clause, <i>que llueve</i> , contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick) |

C QUESTIONS 2 AND 3: Award 0 communication marks in the following cases.

| | | |
|--------------|---|--|
| (i) | No attempt at a (real) verb = 0 for communication | |
| | <i>yo pie al instituto</i> = 0 for communication <i>yo caminata mi perro</i> = 0 for communication <i>llove</i> = 0 for communication <i>yo preferir ir al colegio</i> = 0 for communication | |
| (ii) | The verb attempted delivers a message different from the desired one = 0 for communication | |
| | <i>mi padre tiene profesor</i> for <i>mi padre es profesor</i> = 0 for communication <i>llora</i> for <i>llueve</i> = 0 for communication | |
| (iii) | The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication | |
| | <i>El año que viene yo viajar en el centro</i> = 0 for communication (<i>viajer</i> is not any part of the verb <i>viajar</i>) <i>Yo buscé mis gafas</i> = 0 for communication (<i>buscé</i> is not any part of the verb <i>buscar</i>) <i>Me gutsa (el tenis)</i> = 0 for Communication (<i>gutsa</i> is not any part of the verb <i>gustar</i>) | |