



SPANISH

0530/41

Paper 4 Writing

October/November 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 October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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	¿Adónde vas con tus amigos/amigas? Haz una lista en español de 8 lugares.			5
	ACCEPT:	ACCEPT:	REFUSE:	
	cafetería		Discoteca (it's the example given)	
	centro comercial		theatre	
	cine		park(e)	
	estadio		stadium	
	gimnasio		gymnasium	
	parque		Any activities	
	playa			
	piscina			
	pista de hielo			
	polideportivo			
	restaurante			
	teatro	theatro		
	ciudad			
Total for Question 1: 5 marks				

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>2.1: Award a mark out of 10 for Communication</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. (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> • <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i> <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> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer	Marks										
2	<p><i>Mi familia</i></p> <table border="1"> <thead> <tr> <th data-bbox="400 284 517 347">Tick</th> <th data-bbox="517 284 1872 347">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 347 517 483">✓1</td> <td data-bbox="517 347 1872 483"> Describe tu familia. REWARD: any statement describing the candidate's family </td> </tr> <tr> <td data-bbox="400 483 517 619">✓2</td> <td data-bbox="517 483 1872 619"> ¿Qué tipo de actividades haces con tu familia? REWARD: any statement relating to the activities that the candidate does with his/her family </td> </tr> <tr> <td data-bbox="400 619 517 754">✓3</td> <td data-bbox="517 619 1872 754"> ¿Cuál es la comida preferida de tu familia? REWARD: any statement relating to the family's favourite meal </td> </tr> <tr> <td data-bbox="400 754 517 890">✓4</td> <td data-bbox="517 754 1872 890"> ¿Cómo sería un(a) hermano/a ideal? REWARD: any statement relating to what the candidate's ideal sibling would be like </td> </tr> </tbody> </table>	Tick	Accept	✓1	Describe tu familia. REWARD: any statement describing the candidate's family	✓2	¿Qué tipo de actividades haces con tu familia? REWARD: any statement relating to the activities that the candidate does with his/her family	✓3	¿Cuál es la comida preferida de tu familia ? REWARD: any statement relating to the family's favourite meal	✓4	¿Cómo sería un(a) hermano/a ideal? REWARD: any statement relating to what the candidate's ideal sibling would be like	
Tick	Accept											
✓1	Describe tu familia. REWARD: any statement describing the candidate's family											
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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="340 453 1798 1155"> <tbody> <tr> <td data-bbox="340 453 421 624">5</td> <td data-bbox="421 453 1798 624">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="340 624 421 746">4</td> <td data-bbox="421 624 1798 746">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="340 746 421 887">3</td> <td data-bbox="421 746 1798 887">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="340 887 421 984">2</td> <td data-bbox="421 887 1798 984">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="340 984 421 1074">1</td> <td data-bbox="421 984 1798 1074">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="340 1074 421 1155">0</td> <td data-bbox="421 1074 1798 1155">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.	
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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
Question 3		
Candidates answer 1 question from a choice of 3. 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 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. 		
For question-specific guidance, see later in this mark scheme.		
<u>3.1: Award a mark out of 10 for Communication</u>		
(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.		
(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).		
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.	
(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.		
(iv) Add up the ticks to give a mark out of 10 for Communication.		

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 style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p>																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="790 584 1164 651">Number of ticks</th> <th data-bbox="1164 584 1447 651">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 651 1164 716">18+</td> <td data-bbox="1164 651 1447 716">8</td> </tr> <tr> <td data-bbox="790 716 1164 782">16,17</td> <td data-bbox="1164 716 1447 782">7</td> </tr> <tr> <td data-bbox="790 782 1164 847">14,15</td> <td data-bbox="1164 782 1447 847">6</td> </tr> <tr> <td data-bbox="790 847 1164 912">12,13</td> <td data-bbox="1164 847 1447 912">5</td> </tr> <tr> <td data-bbox="790 912 1164 978">10,11</td> <td data-bbox="1164 912 1447 978">4</td> </tr> <tr> <td data-bbox="790 978 1164 1043">8,9</td> <td data-bbox="1164 978 1447 1043">3</td> </tr> <tr> <td data-bbox="790 1043 1164 1109">6,7</td> <td data-bbox="1164 1043 1447 1109">2</td> </tr> <tr> <td data-bbox="790 1109 1164 1174">4,5</td> <td data-bbox="1164 1109 1447 1174">1</td> </tr> <tr> <td data-bbox="790 1174 1164 1241">0,1,2,3</td> <td data-bbox="1164 1174 1447 1241">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. 			
Tick	No tick	Note	
Yo soy (✓)			
He hecho (✓)			
Los profesores son (✓) amables	Los profesores son amables (<i>no tick</i>)	incorrect subject means tick cannot be awarded for verb	
Use of gerund			
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	
With direct and indirect object pronouns			
Tick	No tick	Note	
Juan lo vio (✓)			

Question	Answer		Marks
Reflexive/passive			
Tick	No tick	Note	
Él se levanta (✓)	Él levántase (<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 (✓)			
Impersonal			
Hay (✓) patatas			
Es (✓) interesante			

Question	Answer		Marks
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 (<i>no tick</i>) 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	
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	

Question	Answer		Marks
Verb which requires personal a			
Tick	No tick	Note	
Veo (✓) a mi amigo	Veo (<i>no tick</i>) mi amigo	personal a is required for veo to be awarded a tick	
Correct verb within meaningless statement			
Tick	No tick		
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! (✓)			
(c) Interrogative			
Tick	No tick	Note	
¿Vienes? (✓) / Vienes. (✓)		question mark not required for mark to be awarded	
(¿)Vas (✓) a venir(?) (✓)			
(¿)Cómo estás(?) (✓)			

Question	Answer		Marks
(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 (✓)			
3			
(e) Participle (past or present)			
Tick	No tick	Note	
Terminado el programa (✓)			
Siendo estudiante (✓)			
<p>(f) Reward only the first occurrence of a verb, e.g. 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> <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 			

Question	Answer	Marks
<u>3.3: Award a mark out of 12 for Other linguistic features</u>		
(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)).	
(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.	
(iii)	<p>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> 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. 	
<p data-bbox="159 1145 2074 1182">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="159 1182 2074 1219">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1458 1251 2074 1398" style="text-align: right;"> Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks </p>		

Question	Answer	Marks																		
3(a)	<p data-bbox="338 213 1523 245"><i>Un trabajo de verano. Escribe un e-mail a tu amigo/amiga sobre tu trabajo de verano.</i></p> <p data-bbox="338 284 1422 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="378 352 1895 1082"> <thead> <tr> <th data-bbox="383 352 479 416">Tick</th> <th data-bbox="479 352 1778 416">Accept</th> <th data-bbox="1778 352 1890 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 552">✓1</td> <td data-bbox="479 416 1778 552"> <p data-bbox="490 432 1043 464">Describe el trabajo que estás haciendo.</p> <p data-bbox="490 501 1120 533">Description of the job that the candidate is doing</p> </td> <td data-bbox="1778 416 1890 552">2</td> </tr> <tr> <td data-bbox="383 552 479 683">✓2</td> <td data-bbox="479 552 1778 683"> <p data-bbox="490 568 846 600">¿Cómo fue el primer día?</p> <p data-bbox="490 636 1668 668">Description of how the candidate's first day in the job was (Accept an opinion or an activity)</p> </td> <td data-bbox="1778 552 1890 683">2</td> </tr> <tr> <td data-bbox="383 683 479 815">✓3</td> <td data-bbox="479 683 1778 815"> <p data-bbox="490 699 792 730">¿Qué has aprendido?</p> <p data-bbox="490 767 1193 799">Description of what the candidate has learnt in this job</p> </td> <td data-bbox="1778 683 1890 815">2</td> </tr> <tr> <td data-bbox="383 815 479 948">✓4</td> <td data-bbox="479 815 1778 948"> <p data-bbox="490 831 947 863">¿Qué es lo peor de este trabajo?</p> <p data-bbox="490 900 1420 932">Description of what the candidate thinks is the worst thing about this job</p> </td> <td data-bbox="1778 815 1890 948">2</td> </tr> <tr> <td data-bbox="383 948 479 1082">✓5</td> <td data-bbox="479 948 1778 1082"> <p data-bbox="490 963 1279 995">¿Cuáles son las ventajas de tener un trabajo de verano?</p> <p data-bbox="490 1032 1193 1064">Description of the advantages of having a summer job</p> </td> <td data-bbox="1778 948 1890 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="490 432 1043 464">Describe el trabajo que estás haciendo.</p> <p data-bbox="490 501 1120 533">Description of the job that the candidate is doing</p>	2	✓2	<p data-bbox="490 568 846 600">¿Cómo fue el primer día?</p> <p data-bbox="490 636 1668 668">Description of how the candidate's first day in the job was (Accept an opinion or an activity)</p>	2	✓3	<p data-bbox="490 699 792 730">¿Qué has aprendido?</p> <p data-bbox="490 767 1193 799">Description of what the candidate has learnt in this job</p>	2	✓4	<p data-bbox="490 831 947 863">¿Qué es lo peor de este trabajo?</p> <p data-bbox="490 900 1420 932">Description of what the candidate thinks is the worst thing about this job</p>	2	✓5	<p data-bbox="490 963 1279 995">¿Cuáles son las ventajas de tener un trabajo de verano?</p> <p data-bbox="490 1032 1193 1064">Description of the advantages of having a summer job</p>	2	30
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Question	Answer		Marks
3(a)	Communication point	For Verbs, accept:	
	1	Present/Preterite/Imperfect	
	2	Preterite / Imperfect	
	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(b)	<p><i>Las zonas turísticas. Escribe un artículo sobre este tema.</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p>		30
Tick	Accept	Mark	
✓1	<p>Describe un fin de semana que pasaste en una zona turística.</p> <p>Description of a weekend that the candidate spent in a tourist area</p>	2	
✓2	<p>¿Qué aprendiste de la región?</p> <p>Description of what the candidate learnt about the area</p>	2	
✓3	<p>Durante el año, ¿cuántas veces visitas zonas turísticas?</p> <p>Mention of how many times the candidate visits tourist areas in an average year</p>	2	
✓4	<p>En tu opinión, ¿por qué (no) sería una buena experiencia vivir en una zona turística?</p> <p>Candidate's opinion on why it would or would not be a good thing to live in a tourist area</p>	2	
✓5	<p>¿Causa el turismo daño al medio ambiente? Explica por qué (no).</p> <p>Candidate's opinion on whether tourism damages the environment and why</p>	2	

Question	Answer		Marks
3(b)	Communication point	For Verbs, accept:	
	1	Preterite / Imperfect / Perfect	
	2	Preterite / Imperfect	
	3	Present	
	4	Conditional / Future / 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 data-bbox="342 217 1805 248"><i>‘Estaba en clase cuando la directora del colegio, con una cara feliz, entró acompañada por mis padres...’</i></p> <p data-bbox="342 284 1420 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="342 352 1930 1082"> <thead> <tr> <th data-bbox="342 352 443 416">Tick</th> <th data-bbox="443 352 1809 416">Accept</th> <th data-bbox="1809 352 1930 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="342 416 443 552">✓1</td> <td data-bbox="443 416 1809 552"> <p data-bbox="459 435 965 467">¿Qué estabas haciendo en la clase?</p> <p data-bbox="459 502 1151 534">Description of what the candidate was doing in class</p> </td> <td data-bbox="1809 416 1930 552">2</td> </tr> <tr> <td data-bbox="342 552 443 687">✓2</td> <td data-bbox="443 552 1809 687"> <p data-bbox="459 571 999 603">¿Cómo te sentiste al ver a tus padres?</p> <p data-bbox="459 638 1301 670">Description of how the candidate felt upon seeing his/her parents</p> </td> <td data-bbox="1809 552 1930 687">2</td> </tr> <tr> <td data-bbox="342 687 443 823">✓3</td> <td data-bbox="443 687 1809 823"> <p data-bbox="459 707 685 738">Explica por qué.</p> <p data-bbox="459 774 1055 805">Explanation of why the candidate felt that way</p> </td> <td data-bbox="1809 687 1930 823">2</td> </tr> <tr> <td data-bbox="342 823 443 959">✓4</td> <td data-bbox="443 823 1809 959"> <p data-bbox="459 842 842 874">¿Qué anunció la directora?</p> <p data-bbox="459 909 1088 941">Description of what the head teacher announced</p> </td> <td data-bbox="1809 823 1930 959">2</td> </tr> <tr> <td data-bbox="342 959 443 1082">✓5</td> <td data-bbox="443 959 1809 1082"> <p data-bbox="459 978 887 1010">Cuenta lo que hiciste después.</p> <p data-bbox="459 1045 1003 1077">Description of what the candidate did next</p> </td> <td data-bbox="1809 959 1930 1082">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="459 435 965 467">¿Qué estabas haciendo en la clase?</p> <p data-bbox="459 502 1151 534">Description of what the candidate was doing in class</p>	2	✓2	<p data-bbox="459 571 999 603">¿Cómo te sentiste al ver a tus padres?</p> <p data-bbox="459 638 1301 670">Description of how the candidate felt upon seeing his/her parents</p>	2	✓3	<p data-bbox="459 707 685 738">Explica por qué.</p> <p data-bbox="459 774 1055 805">Explanation of why the candidate felt that way</p>	2	✓4	<p data-bbox="459 842 842 874">¿Qué anunció la directora?</p> <p data-bbox="459 909 1088 941">Description of what the head teacher announced</p>	2	✓5	<p data-bbox="459 978 887 1010">Cuenta lo que hiciste después.</p> <p data-bbox="459 1045 1003 1077">Description of what the candidate did next</p>	2	30
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Question	Answer		Marks
3(c)	Communication point	For Verbs, accept:	
	1	Imperfect	
	2	Preterite / Imperfect	
	3	Preterite / Imperfect / Present	
	4	Preterite / Conditional / Future	
	5	Preterite / Imperfect	
	<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

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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</i> = 2 for communication (but see also B (i) for further information)	(<i>voy</i> 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	
	<i>He pasado las vacaciones</i> = 2 for communication <i>E pasado las vacaciones</i> = 2 for communication <i>Mi madre necesita mi ayuda</i> = 2 for communication <i>Nececito ir a la tienda</i> = 2 for communication <i>He aprendido mucho</i> = 2 for communication <i>Mi tía tiene 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	(<i>Empezó a juego</i> = 1 for communication – <i>juego</i> is not phonetic) <i>Yo quiero jugar al fútbol</i> = 0 for communication (double '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')
(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 allí</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	<i>Yo comi</i> = 1 for communication (as an attempted preterite tense) <i>Esperabamos</i> = 1 for communication (as an attempted imperfect tense)
	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)
(vi)	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)	

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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	
	<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	

(iv)	Mis-use of <i>haber, hacer, tener</i> and <i>ser/estar</i> in idiomatic phrases/simple descriptions: award 1 communication mark	
	<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 ¿Está playas cerca de tu ciudad? = 1	(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
(v)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>Miré un accidente</i> for <i>Vi un accidente</i> <i>Yo gusta la música</i> for <i>Me gusta la música</i> <i>Escuché un ruido</i> for <i>Oí un ruido</i> <i>En Madrid hay calor</i> for <i>En Madrid hace calor</i>	Refuse <i>Tenía un tiempo muy bueno</i> for <i>Lo pasé bien</i> <i>He mirado para mi chaqueta</i> for <i>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)</i> = 0 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</i> = 1 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</i> = 1 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>)	