



SPANISH

0530/41

Paper 4 Writing

October/November 2018

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 2018 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 | <p>Vas al zoo con tus amigos. Haz una lista en español de 8 cosas que puedes ver.</p> <p>Refuse pez – it is the example Refuse zoo / zoológico</p> <table border="1" data-bbox="526 384 1749 1238"> <thead> <tr> <th data-bbox="526 384 831 451">ACCEPT</th> <th data-bbox="831 384 1135 451"></th> <th data-bbox="1135 384 1440 451">ACCEPT</th> <th data-bbox="1440 384 1749 451"></th> </tr> </thead> <tbody> <tr> <td data-bbox="526 451 831 518">caballo</td> <td data-bbox="831 451 1135 518"></td> <td data-bbox="1135 451 1440 518">ratón</td> <td data-bbox="1440 451 1749 518"></td> </tr> <tr> <td data-bbox="526 518 831 585">cafetería</td> <td data-bbox="831 518 1135 585"></td> <td data-bbox="1135 518 1440 585">restaurante</td> <td data-bbox="1440 518 1749 585"></td> </tr> <tr> <td data-bbox="526 585 831 652">coche</td> <td data-bbox="831 585 1135 652"></td> <td data-bbox="1135 585 1440 652">servicios</td> <td data-bbox="1440 585 1749 652"></td> </tr> <tr> <td data-bbox="526 652 831 719">conejo</td> <td data-bbox="831 652 1135 719"></td> <td data-bbox="1135 652 1440 719">taquilla</td> <td data-bbox="1440 652 1749 719"></td> </tr> <tr> <td data-bbox="526 719 831 786">familia</td> <td data-bbox="831 719 1135 786"></td> <td data-bbox="1135 719 1440 786">tren</td> <td data-bbox="1440 719 1749 786"></td> </tr> <tr> <td data-bbox="526 786 831 853">gato</td> <td data-bbox="831 786 1135 853"></td> <td data-bbox="1135 786 1440 853"></td> <td data-bbox="1440 786 1749 853"></td> </tr> <tr> <td data-bbox="526 853 831 920">guía</td> <td data-bbox="831 853 1135 920"></td> <td data-bbox="1135 853 1440 920"></td> <td data-bbox="1440 853 1749 920"></td> </tr> <tr> <td data-bbox="526 920 831 987">insecto</td> <td data-bbox="831 920 1135 987"></td> <td data-bbox="1135 920 1440 987"></td> <td data-bbox="1440 920 1749 987"></td> </tr> <tr> <td data-bbox="526 987 831 1054">niños</td> <td data-bbox="831 987 1135 1054"></td> <td data-bbox="1135 987 1440 1054"></td> <td data-bbox="1440 987 1749 1054"></td> </tr> <tr> <td data-bbox="526 1054 831 1121">pájaro</td> <td data-bbox="831 1054 1135 1121"></td> <td data-bbox="1135 1054 1440 1121"></td> <td data-bbox="1440 1054 1749 1121"></td> </tr> <tr> <td data-bbox="526 1121 831 1189">perro</td> <td data-bbox="831 1121 1135 1189"></td> <td data-bbox="1135 1121 1440 1189"></td> <td data-bbox="1440 1121 1749 1189"></td> </tr> <tr> <td data-bbox="526 1189 831 1238">personas</td> <td data-bbox="831 1189 1135 1238"></td> <td data-bbox="1135 1189 1440 1238"></td> <td data-bbox="1440 1189 1749 1238"></td> </tr> </tbody> </table> <p data-bbox="1525 1273 1935 1305" style="text-align: right;">Total for Question 1: 5 marks</p> | ACCEPT | | ACCEPT | | caballo | | ratón | | cafetería | | restaurante | | coche | | servicios | | conejo | | taquilla | | familia | | tren | | gato | | | | guía | | | | insecto | | | | niños | | | | pájaro | | | | perro | | | | personas | | | | 5 |
| ACCEPT | | ACCEPT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| caballo | | ratón | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cafetería | | restaurante | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| coche | | servicios | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| conejo | | taquilla | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| familia | | tren | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| gato | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| guía | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| insecto | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| niños | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| pájaro | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| perro | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| personas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|---|--|-------|
| <p>Question 2 Candidates are required to answer the question. 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 2.1. • Language: award a mark out of 5, according to the instructions in 2.2. | | |
| 2 | <p><i>Mi barrio/pueblo</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. (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> | 15 |

| Question | Answer | Marks | | | | | | | | | | |
|----------|---|-------|--------|----|---|----|---|----|---|----|---|--|
| 2 | <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> <table border="1" data-bbox="398 520 1874 1220"> <thead> <tr> <th data-bbox="398 520 517 584">Tick</th> <th data-bbox="517 520 1874 584">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="398 584 517 820">✓1</td> <td data-bbox="517 584 1874 820"> <p>¿Dónde está tu barrio/pueblo? y ¿cómo es?</p> <p>REWARD: any statement relating to where the candidate's district/village is</p> <p>REWARD: any statement describing the candidate's district/village</p> </td> </tr> <tr> <td data-bbox="398 820 517 954">✓2</td> <td data-bbox="517 820 1874 954"> <p>¿Qué hay para los jóvenes donde vives?</p> <p>REWARD: any statement relating to what there is for young people where the candidate lives</p> </td> </tr> <tr> <td data-bbox="398 954 517 1088">✓3</td> <td data-bbox="517 954 1874 1088"> <p>¿Cuáles son las ventajas de vivir allí?</p> <p>REWARD: any statement relating to what the advantages of living in the candidate's district/village are</p> </td> </tr> <tr> <td data-bbox="398 1088 517 1220">✓4</td> <td data-bbox="517 1088 1874 1220"> <p>¿Dónde te gustaría vivir en el futuro?</p> <p>REWARD: any statement relating to where the candidate would like to live in future</p> </td> </tr> </tbody> </table> | Tick | Accept | ✓1 | <p>¿Dónde está tu barrio/pueblo? y ¿cómo es?</p> <p>REWARD: any statement relating to where the candidate's district/village is</p> <p>REWARD: any statement describing the candidate's district/village</p> | ✓2 | <p>¿Qué hay para los jóvenes donde vives?</p> <p>REWARD: any statement relating to what there is for young people where the candidate lives</p> | ✓3 | <p>¿Cuáles son las ventajas de vivir allí?</p> <p>REWARD: any statement relating to what the advantages of living in the candidate's district/village are</p> | ✓4 | <p>¿Dónde te gustaría vivir en el futuro?</p> <p>REWARD: any statement relating to where the candidate would like to live in future</p> | |
| Tick | Accept | | | | | | | | | | | |
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| ✓2 | <p>¿Qué hay para los jóvenes donde vives?</p> <p>REWARD: any statement relating to what there is for young people where the candidate lives</p> | | | | | | | | | | | |
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| ✓4 | <p>¿Dónde te gustaría vivir en el futuro?</p> <p>REWARD: any statement relating to where the candidate would like to live in future</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="409 453 1863 1117"> <tbody> <tr> <td data-bbox="409 453 488 619">5</td> <td data-bbox="488 453 1863 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="409 619 488 751">4</td> <td data-bbox="488 619 1863 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="409 751 488 884">3</td> <td data-bbox="488 751 1863 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="409 884 488 984">2</td> <td data-bbox="488 884 1863 984">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="409 984 488 1051">1</td> <td data-bbox="488 984 1863 1051">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="409 1051 488 1117">0</td> <td data-bbox="488 1051 1863 1117">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. | |
| 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 992"> <tbody> <tr> <td data-bbox="219 794 376 860">2 ticks</td> <td data-bbox="376 794 2018 860">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="219 860 376 925">1 tick</td> <td data-bbox="376 860 2018 925">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="219 925 376 992">0 ticks</td> <td data-bbox="376 925 2018 992">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 style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p> <table border="1" data-bbox="790 587 1444 1114" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="790 587 1167 654">Number of ticks</th> <th data-bbox="1167 587 1444 654">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 654 1167 705">18+</td> <td data-bbox="1167 654 1444 705">8</td> </tr> <tr> <td data-bbox="790 705 1167 756">16,17</td> <td data-bbox="1167 705 1444 756">7</td> </tr> <tr> <td data-bbox="790 756 1167 807">14,15</td> <td data-bbox="1167 756 1444 807">6</td> </tr> <tr> <td data-bbox="790 807 1167 858">12,13</td> <td data-bbox="1167 807 1444 858">5</td> </tr> <tr> <td data-bbox="790 858 1167 909">10,11</td> <td data-bbox="1167 858 1444 909">4</td> </tr> <tr> <td data-bbox="790 909 1167 960">8,9</td> <td data-bbox="1167 909 1444 960">3</td> </tr> <tr> <td data-bbox="790 960 1167 1011">6,7</td> <td data-bbox="1167 960 1444 1011">2</td> </tr> <tr> <td data-bbox="790 1011 1167 1062">4,5</td> <td data-bbox="1167 1011 1444 1062">1</td> </tr> <tr> <td data-bbox="790 1062 1167 1114">0,1,2,3</td> <td data-bbox="1167 1062 1444 1114">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 (no tick) | 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 (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 | |
| 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 <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! (✓) | | | |
| (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 (✓) | | | |
| (e) Participle (past or present) | | | |
| Tick | No tick | Note | |
| Terminado el programa (✓) | | | |
| Siendo estudiante (✓) | | | |
| (f) Reward only the first occurrence of a verb, e.g. | | | |
| <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 | | | |
| However, | | | |
| <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> | | |
| <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>politesses</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. | |

^{^^}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><i>Durante el verano hiciste un curso. Escribe un e-mail a tu amigo/amiga español(a).</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="383 352 1895 1321"> <thead> <tr> <th data-bbox="383 352 479 416">Tick</th> <th data-bbox="479 352 1780 416">Accept</th> <th data-bbox="1780 352 1895 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 584">✓1</td> <td data-bbox="479 416 1780 584"> <p>¿Qué tipo de curso era?</p> <p>Insist on past tense Accept any statement relating to what sort of course it was</p> </td> <td data-bbox="1780 416 1895 584">2</td> </tr> <tr> <td data-bbox="383 584 479 751">✓2</td> <td data-bbox="479 584 1780 751"> <p>¿Qué hiciste durante el curso?</p> <p>Insist on past tense Accept any statement relating to what the candidate did during the course</p> </td> <td data-bbox="1780 584 1895 751">2</td> </tr> <tr> <td data-bbox="383 751 479 986">✓3</td> <td data-bbox="479 751 1780 986"> <p>¿Qué piensas de las otras personas en el curso?</p> <p>Expect opinions/emotions Do not insist on past tense Accept any statement relating to what the candidate thinks of the other people on the course (participants and/or tutors)</p> </td> <td data-bbox="1780 751 1895 986">2</td> </tr> <tr> <td data-bbox="383 986 479 1121">✓4</td> <td data-bbox="479 986 1780 1121"> <p>Explica por qué es importante hacer cursos en tu tiempo libre.</p> <p>Accept any statement relating to why the candidate thinks that taking courses is important</p> </td> <td data-bbox="1780 986 1895 1121">2</td> </tr> <tr> <td data-bbox="383 1121 479 1321">✓5</td> <td data-bbox="479 1121 1780 1321"> <p>¿En qué otros cursos te gustaría participar en el futuro?</p> <p>Expect opinions/emotions Accept any statement relating to which courses the candidate would like to do in future. Consider the task complete if the candidate offers only one course that they would like to do.</p> </td> <td data-bbox="1780 1121 1895 1321">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p>¿Qué tipo de curso era?</p> <p>Insist on past tense Accept any statement relating to what sort of course it was</p> | 2 | ✓2 | <p>¿Qué hiciste durante el curso?</p> <p>Insist on past tense Accept any statement relating to what the candidate did during the course</p> | 2 | ✓3 | <p>¿Qué piensas de las otras personas en el curso?</p> <p>Expect opinions/emotions Do not insist on past tense Accept any statement relating to what the candidate thinks of the other people on the course (participants and/or tutors)</p> | 2 | ✓4 | <p>Explica por qué es importante hacer cursos en tu tiempo libre.</p> <p>Accept any statement relating to why the candidate thinks that taking courses is important</p> | 2 | ✓5 | <p>¿En qué otros cursos te gustaría participar en el futuro?</p> <p>Expect opinions/emotions Accept any statement relating to which courses the candidate would like to do in future. Consider the task complete if the candidate offers only one course that they would like to do.</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p>¿Qué tipo de curso era?</p> <p>Insist on past tense Accept any statement relating to what sort of course it was</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p>¿Qué hiciste durante el curso?</p> <p>Insist on past tense Accept any statement relating to what the candidate did during the course</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | <p>¿Qué piensas de las otras personas en el curso?</p> <p>Expect opinions/emotions Do not insist on past tense Accept any statement relating to what the candidate thinks of the other people on the course (participants and/or tutors)</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | <p>Explica por qué es importante hacer cursos en tu tiempo libre.</p> <p>Accept any statement relating to why the candidate thinks that taking courses is important</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | <p>¿En qué otros cursos te gustaría participar en el futuro?</p> <p>Expect opinions/emotions Accept any statement relating to which courses the candidate would like to do in future. Consider the task complete if the candidate offers only one course that they would like to do.</p> | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | |
|---------------------|---|---------------------|--------------------|---|--|---|--|---|--|---|---|---|---|--|
| 3(a) | <p data-bbox="338 213 1491 245"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="383 284 1892 708"> <thead> <tr> <th data-bbox="383 284 629 379">Communication point</th> <th data-bbox="629 284 1892 379">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 379 629 448">1</td> <td data-bbox="629 379 1892 448">Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 448 629 517">2</td> <td data-bbox="629 448 1892 517">Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 517 629 585">3</td> <td data-bbox="629 517 1892 585">Present / Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 585 629 654">4</td> <td data-bbox="629 585 1892 654">Present / Future / Conditional (depending on context)</td> </tr> <tr> <td data-bbox="383 654 629 708">5</td> <td data-bbox="629 654 1892 708">Present / Future / Conditional (depending on context)</td> </tr> </tbody> </table> <p data-bbox="338 746 1541 778"><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p> | Communication point | For Verbs, accept: | 1 | Preterite / Perfect / Imperfect (depending on context) | 2 | Preterite / Perfect / Imperfect (depending on context) | 3 | Present / Preterite / Perfect / Imperfect (depending on context) | 4 | Present / Future / Conditional (depending on context) | 5 | Present / Future / Conditional (depending on context) | |
| Communication point | For Verbs, accept: | | | | | | | | | | | | | |
| 1 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 2 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 3 | Present / Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 4 | Present / Future / Conditional (depending on context) | | | | | | | | | | | | | |
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| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|----|---|---|----|--|---|----|--|---|----|--|---|----|---|---|----|
| 3(b) | <p data-bbox="338 213 1621 245"><i>Durante la semana pasada tu colegio celebró 100 años. Escribe un artículo sobre este tema.</i></p> <p data-bbox="338 284 1420 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="383 352 1895 1219"> <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 1895 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 584">✓1</td> <td data-bbox="479 416 1778 584"> <p data-bbox="490 432 1140 464">¿Qué había en la exposición que se organizó?</p> <p data-bbox="490 501 1285 564">Insist on past tense Accept any statement relating to what the exhibition was like</p> </td> <td data-bbox="1778 416 1895 584">2</td> </tr> <tr> <td data-bbox="383 584 479 751">✓2</td> <td data-bbox="479 584 1778 751"> <p data-bbox="490 600 1520 632">¿Qué actividades especiales hicieron los estudiantes durante la semana?</p> <p data-bbox="490 668 1644 732">Insist on past tense Accept any statement relating to what special activities the students did during the week</p> </td> <td data-bbox="1778 584 1895 751">2</td> </tr> <tr> <td data-bbox="383 751 479 919">✓3</td> <td data-bbox="479 751 1778 919"> <p data-bbox="490 767 1296 799">¿Cómo se sienten los profesores después de la semana?</p> <p data-bbox="490 836 1659 900">Expect opinions/emotions Accept any statement relating to how the teachers feel now after the week of celebrations</p> </td> <td data-bbox="1778 751 1895 919">2</td> </tr> <tr> <td data-bbox="383 919 479 1086">✓4</td> <td data-bbox="479 919 1778 1086"> <p data-bbox="490 935 1207 967">En tu opinión, ¿cuál es lo mejor de tu colegio hoy?</p> <p data-bbox="490 1003 1744 1067">Expect opinions/emotions Accept any statement relating to what the candidate thinks is the best thing about his/her school</p> </td> <td data-bbox="1778 919 1895 1086">2</td> </tr> <tr> <td data-bbox="383 1086 479 1219">✓5</td> <td data-bbox="479 1086 1778 1219"> <p data-bbox="490 1102 1453 1134">Para los próximos 100 años, ¿qué te gustaría cambiar en el colegio?</p> <p data-bbox="490 1171 1671 1203">Accept any statement relating to what the candidate would like to change about the school</p> </td> <td data-bbox="1778 1086 1895 1219">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="490 432 1140 464">¿Qué había en la exposición que se organizó?</p> <p data-bbox="490 501 1285 564">Insist on past tense Accept any statement relating to what the exhibition was like</p> | 2 | ✓2 | <p data-bbox="490 600 1520 632">¿Qué actividades especiales hicieron los estudiantes durante la semana?</p> <p data-bbox="490 668 1644 732">Insist on past tense Accept any statement relating to what special activities the students did during the week</p> | 2 | ✓3 | <p data-bbox="490 767 1296 799">¿Cómo se sienten los profesores después de la semana?</p> <p data-bbox="490 836 1659 900">Expect opinions/emotions Accept any statement relating to how the teachers feel now after the week of celebrations</p> | 2 | ✓4 | <p data-bbox="490 935 1207 967">En tu opinión, ¿cuál es lo mejor de tu colegio hoy?</p> <p data-bbox="490 1003 1744 1067">Expect opinions/emotions Accept any statement relating to what the candidate thinks is the best thing about his/her school</p> | 2 | ✓5 | <p data-bbox="490 1102 1453 1134">Para los próximos 100 años, ¿qué te gustaría cambiar en el colegio?</p> <p data-bbox="490 1171 1671 1203">Accept any statement relating to what the candidate would like to change about the school</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p data-bbox="490 432 1140 464">¿Qué había en la exposición que se organizó?</p> <p data-bbox="490 501 1285 564">Insist on past tense Accept any statement relating to what the exhibition was like</p> | 2 | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | | | | | | | | | | | | |
|---------------------|---|---------------------|--------------------|---|--|---|--|---|--|---|---|---|---|--|
| 3(b) | <p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="383 284 1892 710"> <thead> <tr> <th data-bbox="383 284 629 379">Communication point</th> <th data-bbox="629 284 1892 379">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 379 629 448">1</td> <td data-bbox="629 379 1892 448">Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 448 629 517">2</td> <td data-bbox="629 448 1892 517">Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 517 629 585">3</td> <td data-bbox="629 517 1892 585">Present/Preterite / Perfect / Imperfect (depending on context)</td> </tr> <tr> <td data-bbox="383 585 629 654">4</td> <td data-bbox="629 585 1892 654">Present / Future / Conditional (depending on context)</td> </tr> <tr> <td data-bbox="383 654 629 710">5</td> <td data-bbox="629 654 1892 710">Present / Future / Conditional (depending on context)</td> </tr> </tbody> </table> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p> | Communication point | For Verbs, accept: | 1 | Preterite / Perfect / Imperfect (depending on context) | 2 | Preterite / Perfect / Imperfect (depending on context) | 3 | Present/Preterite / Perfect / Imperfect (depending on context) | 4 | Present / Future / Conditional (depending on context) | 5 | Present / Future / Conditional (depending on context) | |
| Communication point | For Verbs, accept: | | | | | | | | | | | | | |
| 1 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 2 | Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 3 | Present/Preterite / Perfect / Imperfect (depending on context) | | | | | | | | | | | | | |
| 4 | Present / Future / Conditional (depending on context) | | | | | | | | | | | | | |
| 5 | Present / Future / Conditional (depending on context) | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|--|---|----|---|---|----|---|---|----|--|---|----|--|---|----|
| 3(c) | <p data-bbox="342 213 1861 245"><i>“El jueves pasado me sentía fatal. No era grave pero tuve que ir al hospital. Mi amigo/amiga vino de visita...”</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="383 352 1895 1321"> <thead> <tr> <th data-bbox="383 352 479 416">Tick</th> <th data-bbox="479 352 1780 416">Accept</th> <th data-bbox="1780 352 1895 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 416 479 584">✓1</td> <td data-bbox="479 416 1780 584"> <p data-bbox="495 432 1182 464">¿Qué estabas haciendo cuando empezó el dolor?</p> <p data-bbox="495 501 1603 564">Insist on past tense Accept any statement relating to what the candidate was doing when the pain started</p> </td> <td data-bbox="1780 416 1895 584">2</td> </tr> <tr> <td data-bbox="383 584 479 751">✓2</td> <td data-bbox="479 584 1780 751"> <p data-bbox="495 600 1368 632">En el hospital, ¿qué cosas hizo tu amigo/amiga para animarte?</p> <p data-bbox="495 668 1581 732">Insist on past tense Accept any statement relating to what the candidate’s friend did to cheer him/her up</p> </td> <td data-bbox="1780 584 1895 751">2</td> </tr> <tr> <td data-bbox="383 751 479 951">✓3</td> <td data-bbox="479 751 1780 951"> <p data-bbox="495 767 1317 799">¿Cómo te sentiste después de la visita de tu amigo/amiga?</p> <p data-bbox="495 836 1536 932">Expect opinions/emotions Do not insist on past tense Accept any statement relating to how the candidate felt after his/her friend’s visit</p> </td> <td data-bbox="1780 751 1895 951">2</td> </tr> <tr> <td data-bbox="383 951 479 1118">✓4</td> <td data-bbox="479 951 1780 1118"> <p data-bbox="495 967 1447 999">Cuando te mejores, ¿qué actividad vas a hacer con tu amigo/amiga?</p> <p data-bbox="495 1035 1715 1099">Accept any statement relating to what the candidate is going to do with his friend when s/he is better</p> </td> <td data-bbox="1780 951 1895 1118">2</td> </tr> <tr> <td data-bbox="383 1118 479 1321">✓5</td> <td data-bbox="479 1118 1780 1321"> <p data-bbox="495 1134 1205 1166">¿Cuál fue tu opinión de los médicos y enfermeros?</p> <p data-bbox="495 1203 1603 1299">Expect opinions/emotions Do not insist on past tense Accept any statement relating to the candidate’s opinion of the doctors and/or nurses</p> </td> <td data-bbox="1780 1118 1895 1321">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p data-bbox="495 432 1182 464">¿Qué estabas haciendo cuando empezó el dolor?</p> <p data-bbox="495 501 1603 564">Insist on past tense Accept any statement relating to what the candidate was doing when the pain started</p> | 2 | ✓2 | <p data-bbox="495 600 1368 632">En el hospital, ¿qué cosas hizo tu amigo/amiga para animarte?</p> <p data-bbox="495 668 1581 732">Insist on past tense Accept any statement relating to what the candidate’s friend did to cheer him/her up</p> | 2 | ✓3 | <p data-bbox="495 767 1317 799">¿Cómo te sentiste después de la visita de tu amigo/amiga?</p> <p data-bbox="495 836 1536 932">Expect opinions/emotions Do not insist on past tense Accept any statement relating to how the candidate felt after his/her friend’s visit</p> | 2 | ✓4 | <p data-bbox="495 967 1447 999">Cuando te mejores, ¿qué actividad vas a hacer con tu amigo/amiga?</p> <p data-bbox="495 1035 1715 1099">Accept any statement relating to what the candidate is going to do with his friend when s/he is better</p> | 2 | ✓5 | <p data-bbox="495 1134 1205 1166">¿Cuál fue tu opinión de los médicos y enfermeros?</p> <p data-bbox="495 1203 1603 1299">Expect opinions/emotions Do not insist on past tense Accept any statement relating to the candidate’s opinion of the doctors and/or nurses</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
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| Question | Answer | Marks | | | | | | | | | | | | |
|---------------------|---|---------------------|--------------------|---|--|---|--|---|--|---|--|---|--|--|
| 3(c) | <p data-bbox="338 217 1491 248"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <table border="1" data-bbox="383 284 1895 711"> <thead> <tr> <th data-bbox="383 284 629 379">Communication point</th> <th data-bbox="629 284 1895 379">For Verbs, accept:</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 379 629 448">1</td> <td data-bbox="629 379 1895 448">Imperfect / Perfect / Preterite (depending on context)</td> </tr> <tr> <td data-bbox="383 448 629 517">2</td> <td data-bbox="629 448 1895 517">Imperfect / Perfect / Preterite (depending on context)</td> </tr> <tr> <td data-bbox="383 517 629 585">3</td> <td data-bbox="629 517 1895 585">Present/Imperfect / Perfect / Preterite (depending on context)</td> </tr> <tr> <td data-bbox="383 585 629 654">4</td> <td data-bbox="629 585 1895 654">Present /Future/Conditional (depending on context)</td> </tr> <tr> <td data-bbox="383 654 629 711">5</td> <td data-bbox="629 654 1895 711">Present / Imperfect / Perfect / Preterite (depending on context)</td> </tr> </tbody> </table> <p data-bbox="338 746 1541 778"><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p> | Communication point | For Verbs, accept: | 1 | Imperfect / Perfect / Preterite (depending on context) | 2 | Imperfect / Perfect / Preterite (depending on context) | 3 | Present/Imperfect / Perfect / Preterite (depending on context) | 4 | Present /Future/Conditional (depending on context) | 5 | Present / Imperfect / Perfect / Preterite (depending on context) | |
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| 5 | Present / Imperfect / Perfect / Preterite (depending on context) | | | | | | | | | | | | | |

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 the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

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) | (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 | |
| | <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 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 (doblé ‘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) |
| (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) | |

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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 | |
| | <p><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</p> | No ticks are scored for these verbs |
| | <p>Task: what do you want to eat for lunch? Candidate writes: <i>Quiero comeré la fruta</i> = 1 for communication</p> | <i>Quiero</i> = tick for verb |
| | <p>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</p> | <p>...<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</p> |
| | <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 <i>¿Está playas cerca de tu ciudad?</i> = 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 prefier 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>) | |