



SPANISH

0530/41

Paper 4 Writing

May/June 2017

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 will not enter into discussions about these mark schemes.

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This document consists of **30** printed pages.

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
<p>Question 1</p>	<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	Estás en un parque de atracciones. Haz una lista de 8 cosas que puedes ver.				5
Accept		Reject			
amigos				mapa	
árbol					
billete		bilete			
cafetería		café (BoD for candidates on food)			
castillo					
taquilla					
dinero		plata			
entrada					
helado (1 item of food OR drink only in addition to helado)		elado			
jóvenes				hóvenes	
mochila					
niños					
restaurante		restarante/resturante/ restorante		ristorante	
salida					
grupos					
servicios/baños				banho	
tienda (de recuerdos)					
Total for Question 1: 5 marks					

Question	Answer	Marks
<p>Question 2</p> <p>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>Las vacaciones</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										
	<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="398 518 1870 1042"> <thead> <tr> <th data-bbox="398 518 510 566">Tick</th> <th data-bbox="510 518 1870 566">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="398 566 510 651">✓1</td> <td data-bbox="510 566 1870 651"> ¿Adónde vas de vacaciones normalmente? REWARD: any statement relating to where the candidate usually goes on holiday </td> </tr> <tr> <td data-bbox="398 651 510 735">✓2</td> <td data-bbox="510 651 1870 735"> Describe el lugar donde pasas las vacaciones. REWARD: any detail describing the place where the candidate spends his/her holidays </td> </tr> <tr> <td data-bbox="398 735 510 820">✓3</td> <td data-bbox="510 735 1870 820"> Explica por qué te gusta pasar las vacaciones allí. REWARD: any reason why the candidate likes to spend his/her holidays there </td> </tr> <tr> <td data-bbox="398 820 510 1042">✓4</td> <td data-bbox="510 820 1870 1042"> ¿Con quién te gustaría ir de vacaciones el año próximo? ¿Por qué? Task 1: REWARD: any statement relating to the person with whom the candidate would like to go on holiday next year. Must indicate future context. Task 2: REWARD: any reason why, even if it is not clear with whom the candidate would like to go on holiday next year. Must indicate future context. </td> </tr> </tbody> </table>	Tick	Accept	✓1	¿Adónde vas de vacaciones normalmente? REWARD: any statement relating to where the candidate usually goes on holiday	✓2	Describe el lugar donde pasas las vacaciones. REWARD: any detail describing the place where the candidate spends his/her holidays	✓3	Explica por qué te gusta pasar las vacaciones allí. REWARD: any reason why the candidate likes to spend his/her holidays there	✓4	¿Con quién te gustaría ir de vacaciones el año próximo? ¿Por qué? Task 1: REWARD: any statement relating to the person with whom the candidate would like to go on holiday next year. Must indicate future context. Task 2: REWARD: any reason why , even if it is not clear with whom the candidate would like to go on holiday next year. Must indicate future context.	
Tick	Accept											
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Question	Answer	Marks												
	<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="405 453 1861 1027"> <tbody> <tr> <td data-bbox="405 453 488 603">5</td> <td data-bbox="488 453 1861 603">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="405 603 488 719">4</td> <td data-bbox="488 603 1861 719">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="405 719 488 836">3</td> <td data-bbox="488 719 1861 836">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="405 836 488 922">2</td> <td data-bbox="488 836 1861 922">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="405 922 488 975">1</td> <td data-bbox="488 922 1861 975">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="405 975 488 1027">0</td> <td data-bbox="488 975 1861 1027">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						
<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 10 for Verbs, according to the instructions in 3.2. award a mark out of 10 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="181 794 1977 900"> <tbody> <tr> <td data-bbox="181 794 333 831">2 ticks</td> <td data-bbox="333 794 1977 831">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 831 333 868">1 tick</td> <td data-bbox="333 831 1977 868">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 868 333 900">0 ticks</td> <td data-bbox="333 868 1977 900">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.		
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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 1094"> <thead> <tr> <th data-bbox="790 587 1167 639">Number of ticks</th> <th data-bbox="1167 587 1444 639">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 639 1167 687">18+</td> <td data-bbox="1167 639 1444 687">8</td> </tr> <tr> <td data-bbox="790 687 1167 735">16,17</td> <td data-bbox="1167 687 1444 735">7</td> </tr> <tr> <td data-bbox="790 735 1167 783">14,15</td> <td data-bbox="1167 735 1444 783">6</td> </tr> <tr> <td data-bbox="790 783 1167 831">12,13</td> <td data-bbox="1167 783 1444 831">5</td> </tr> <tr> <td data-bbox="790 831 1167 879">10,11</td> <td data-bbox="1167 831 1444 879">4</td> </tr> <tr> <td data-bbox="790 879 1167 927">8,9</td> <td data-bbox="1167 879 1444 927">3</td> </tr> <tr> <td data-bbox="790 927 1167 975">6,7</td> <td data-bbox="1167 927 1444 975">2</td> </tr> <tr> <td data-bbox="790 975 1167 1023">4,5</td> <td data-bbox="1167 975 1444 1023">1</td> </tr> <tr> <td data-bbox="790 1023 1167 1094">0,1,2,3</td> <td data-bbox="1167 1023 1444 1094">0</td> </tr> </tbody> </table> <p>How to award ticks for accurate use of Verbs (Question 3):</p> <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. 			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
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 (✓)			
Reflexive/passive			
Tick	No tick	Note	
Él se levanta (✓)	Él levántase (no tick)		
Ella se ha cortado (✓)			
La puerta estaba (✓) abierta			
Yo me lavo (✓) las manos	Yo me lavo (no tick) el coche	<i>lavar</i> should not be used reflexively in this statement	

Question	Answer		Marks
Impersonal verbs such as <i>gustar, quedar, faltar</i> etc.			
Tick	No tick	Note	
Me gusta (✓) leer (✓)			
Me gusta (no tick) leer (✓)			
Me quedan (✓) diez euros			
Impersonal se			
Tick	No tick	Note	
Se puede (✓)			
Se habla español (✓)			
Impersonal			
Hay (✓) patatas			
Es (✓) interesante			
With negative			
Tick	No tick	Note	
No comen (✓)			
Sequence of tenses			
Tick	No tick	Note	
Fui (✓) al cine y me gustó (✓) la película	Fui (✓) al cine y me gustaría (no tick) la película	If sequence is incorrect, both verbs cannot be rewarded	
Single auxiliary with multiple past participles			
Sing			
Tick	No tick	Note	
Hemos cantado (✓) y bailado (✓)		Hemos cantado = tick 1; Hemos bailado = tick 2	

Question	Answer		Marks
Verb which requires preposition			
Tick	No tick	Note	
Ayudo (✓) a lavar (✓) el coche			
Ayudo (✓) lavar el coche		preposition is required for <i>lavar</i> to be awarded a tick	
Ayudo (✓) con lavar el coche		incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick	
Verb which requires personal a			
Tick	No tick	Note	
Veo (✓) a mi amigo	Veo (<i>no tick</i>) mi amigo	personal <i>a</i> is required for <i>veo</i> to be awarded a tick	
Correct verb within meaningless statement			
Tick	No tick	Note	
El camino es (✓) largo	El camino es (<i>no tick</i>) inteligente	Do not reward correct verb in a meaningless statement	
(b) Imperative			
Tick	No tick	Note	
¡Ven! (✓)			
¡Oiga! (✓)			
(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>politeses</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>^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p>*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p>		
<p>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="344 213 1245 245"><i>Email to a friend about a concert of your favourite group / singer</i></p> <p data-bbox="344 284 1429 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="344 354 1861 1166"> <thead> <tr> <th data-bbox="344 354 445 405">Tick</th> <th data-bbox="445 354 1747 405">Accept</th> <th data-bbox="1747 354 1861 405">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="344 405 445 557">✓1</td> <td data-bbox="445 405 1747 557"> <p data-bbox="459 416 981 448">Invita a tu amigo / amiga al concierto.</p> <p data-bbox="459 483 1520 549">For 2 communication marks allow anything sensible in an appropriate tense Expect a question but allow a statement e.g. quiero invitarte a un concierto</p> </td> <td data-bbox="1747 405 1861 557">2</td> </tr> <tr> <td data-bbox="344 557 445 676">✓2</td> <td data-bbox="445 557 1747 676"> <p data-bbox="459 568 965 600">¿Qué ropa vas a llevar al concierto?</p> <p data-bbox="459 635 1520 667">For 2 communication marks allow anything sensible in an appropriate tense</p> </td> <td data-bbox="1747 557 1861 676">2</td> </tr> <tr> <td data-bbox="344 676 445 831">✓3</td> <td data-bbox="445 676 1747 831"> <p data-bbox="459 687 1099 719">Explica por qué te gusta ese grupo / cantante.</p> <p data-bbox="459 754 1520 820">For 2 communication marks allow anything sensible in an appropriate tense Expect opinions / emotions / explanations</p> </td> <td data-bbox="1747 676 1861 831">2</td> </tr> <tr> <td data-bbox="344 831 445 983">✓4</td> <td data-bbox="445 831 1747 983"> <p data-bbox="459 842 1615 874">Describe la última vez que fuiste a un concierto. (¿dónde? ¿cuándo? ¿con quién?)</p> <p data-bbox="459 909 1440 975">Insist on past tense for 2 communication marks Allow any detail relating to the concert, e.g. el concierto tuvo lugar en enero</p> </td> <td data-bbox="1747 831 1861 983">2</td> </tr> <tr> <td data-bbox="344 983 445 1166">✓5</td> <td data-bbox="445 983 1747 1166"> <p data-bbox="459 994 831 1026">¿Cómo fue ese concierto?</p> <p data-bbox="459 1061 1680 1158">Insist on past tense for 2 communication marks Expect opinions / emotions / explanations. 1 communication mark if detail is added without additional verb to BP4 e.g. fui a un concierto extraordinario con mis amigos</p> </td> <td data-bbox="1747 983 1861 1166">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="459 416 981 448">Invita a tu amigo / amiga al concierto.</p> <p data-bbox="459 483 1520 549">For 2 communication marks allow anything sensible in an appropriate tense Expect a question but allow a statement e.g. quiero invitarte a un concierto</p>	2	✓2	<p data-bbox="459 568 965 600">¿Qué ropa vas a llevar al concierto?</p> <p data-bbox="459 635 1520 667">For 2 communication marks allow anything sensible in an appropriate tense</p>	2	✓3	<p data-bbox="459 687 1099 719">Explica por qué te gusta ese grupo / cantante.</p> <p data-bbox="459 754 1520 820">For 2 communication marks allow anything sensible in an appropriate tense Expect opinions / emotions / explanations</p>	2	✓4	<p data-bbox="459 842 1615 874">Describe la última vez que fuiste a un concierto. (¿dónde? ¿cuándo? ¿con quién?)</p> <p data-bbox="459 909 1440 975">Insist on past tense for 2 communication marks Allow any detail relating to the concert, e.g. el concierto tuvo lugar en enero</p>	2	✓5	<p data-bbox="459 994 831 1026">¿Cómo fue ese concierto?</p> <p data-bbox="459 1061 1680 1158">Insist on past tense for 2 communication marks Expect opinions / emotions / explanations. 1 communication mark if detail is added without additional verb to BP4 e.g. fui a un concierto extraordinario con mis amigos</p>	2	30
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	2		Present / Conditional / Future	
	3		Present / Preterite (if used correctly in context)	
	4		Preterite / Imperfect / Perfect (if used correctly in context)	
5	Preterite / Imperfect / Perfect (if used correctly in context)			
	<p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>			

Question	Answer	Marks																		
3(b)	<p><i>Article about the Internet</i> <u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="376 316 1890 1129"> <thead> <tr> <th data-bbox="376 316 477 368">Tick</th> <th data-bbox="477 316 1776 368">Accept</th> <th data-bbox="1776 316 1890 368">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 368 477 488">✓1</td> <td data-bbox="477 368 1776 488"> En el colegio, ¿en qué asignaturas usas Internet normalmente? For 2 communication marks allow anything sensible in an appropriate tense </td> <td data-bbox="1776 368 1890 488">2</td> </tr> <tr> <td data-bbox="376 488 477 608">✓2</td> <td data-bbox="477 488 1776 608"> ¿Para qué utilizaste Internet ayer <u>en clase</u>? Insist on past tense for 2 communication marks </td> <td data-bbox="1776 488 1890 608">2</td> </tr> <tr> <td data-bbox="376 608 477 759">✓3</td> <td data-bbox="477 608 1776 759"> En tu opinión, ¿cuáles son las ventajas de utilizar Internet en clase? For 2 communication marks allow anything sensible in an appropriate tense Expect opinions/emotions/explanations. Insist on an advantage. Must relate to academic use. </td> <td data-bbox="1776 608 1890 759">2</td> </tr> <tr> <td data-bbox="376 759 477 975">✓4</td> <td data-bbox="477 759 1776 975"> Cuando haces los deberes, ¿prefieres buscar información en los libros o en Internet? ¿Por qué? For 2 communication marks allow anything sensible in an appropriate tense Award the marks for the explanation rather than for the selection of <i>libros</i> or <i>Internet</i> Expect opinions/emotions/explanations </td> <td data-bbox="1776 759 1890 975">2</td> </tr> <tr> <td data-bbox="376 975 477 1129">✓5</td> <td data-bbox="477 975 1776 1129"> La semana pasada, en tu tiempo libre, ¿cuántas horas pasaste navegando por Internet? Insist on past tense for 2 communication marks Insist on indication of time spent </td> <td data-bbox="1776 975 1890 1129">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	En el colegio, ¿en qué asignaturas usas Internet normalmente? For 2 communication marks allow anything sensible in an appropriate tense	2	✓2	¿Para qué utilizaste Internet ayer <u>en clase</u>? Insist on past tense for 2 communication marks	2	✓3	En tu opinión, ¿cuáles son las ventajas de utilizar Internet en clase? For 2 communication marks allow anything sensible in an appropriate tense Expect opinions/emotions/explanations. Insist on an advantage. Must relate to academic use.	2	✓4	Cuando haces los deberes, ¿prefieres buscar información en los libros o en Internet? ¿Por qué? For 2 communication marks allow anything sensible in an appropriate tense Award the marks for the explanation rather than for the selection of <i>libros</i> or <i>Internet</i> Expect opinions/emotions/explanations	2	✓5	La semana pasada, en tu tiempo libre, ¿cuántas horas pasaste navegando por Internet? Insist on past tense for 2 communication marks Insist on indication of time spent	2	30
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Question	Answer	Marks
<p>Appendix I</p> <p>Note on using mark schemes with Grade descriptors</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>To select the most appropriate mark within each set of descriptors, use the following guidance:</p> <ul style="list-style-type: none"> • 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. <p>Note on irrelevant material</p> <p>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.</p> <p>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.</p>		

Question	Answer	Marks
<p>Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning</p> <p>Communication</p> <ul style="list-style-type: none"> • 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. 		

Question	Answer		Marks
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>Empezé a correr</i> = 2 for communication <i>Sugiero que vallas</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 lavar los platos</i> = 0 for communication (double ‘ll’ is not a phonetic rendering of single ‘l’) The ll – y can be inverted e.g. me yamo Juan	
(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.		

Question	Answer		Marks
(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)		

Question	Answer	Marks
B QUESTIONS 2 AND 3: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> 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 = 1 for communication</i> <i>La gente están contenta = 1 for communication</i> <i>Yo trabaje durante las vacaciones = 1 for communication</i> <i>Yo voy pasaré = 1 for communication</i>	No ticks are scored for these verbs
	Task: what do you want to eat for lunch? Candidate writes: <i>Quiero comeré la fruta = 1 for communication</i>	<i>Quiero = tick for verb</i>
	Task: what will you do next year? Candidate writes: <i>El año pasado voy a España = 1 for communication</i> <i>El año pasado voy a viajar en España = 1 for communication</i> <i>El año que viene yo iba a España = 1 for communication</i> <i>El año que viene me gusto jugar al tenis = 1 for communication</i>	<i>...voy a... verb is not rewarded as there is no future context (e.g. <i>El año que viene...</i>) and there is discordance / confusion between the verb and the time indicator that the candidate has used</i> <i>...voy a viajar... 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> <i>...iba... verb does not receive a tick</i> <i>...me gusto... verb does not receive a tick</i>
	<i>El año que viene yo vaya al centro = 1 for communication (<i>ir</i> is an appropriate verb, <i>vaya</i> is a form of the verb <i>ir</i> (subjunctive))</i>	<i>El año que viene yo vaye al centro = 0 for communication (<i>vaye</i> is not any part of the verb <i>ir</i>)</i>

Question	Answer		Marks
(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>gustar</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		

Question	Answer		Marks
(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)	

Question	Answer	Marks
(viii)	Errors of accent on verbs: award one communication mark (see also A (v))	
	<p><i>Yo comi patatas</i> = 1 for communication (an attempted preterite tense)</p> <p><i>Íre a Francia</i> = 1 for communication (an attempted future tense)</p> <p><i>Estába en España</i> = 1 for communication (an attempted imperfect tense)</p>	
C QUESTIONS 2 AND 3: Award 0 communication marks in the following cases.		
(i)	No attempt at a (real) verb = 0 for communication	
	<p><i>yo pie al instituto</i> = 0 for communication</p> <p><i>yo caminata mi perro</i> = 0 for communication</p> <p><i>llove</i> = 0 for communication</p> <p><i>yo preferir ir al colegio</i> = 0 for communication</p>	
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<p><i>mi padre tiene profesor</i> for <i>mi padre es profesor</i> = 0 for communication</p> <p><i>llora</i> for <i>llueve</i> = 0 for communication</p>	
(iii)	The attempt at the verb is not a part / form of an appropriate verb or a phonetic rendition thereof = 0 for communication	
	<p><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>)</p> <p><i>Yo buscé mis gafas</i> = 0 for communication (<i>buscé</i> is not any part of the verb <i>buscar</i>)</p> <p><i>Me gutsa (el tenis)</i> = 0 for communication (<i>gutsa</i> is not any part of the verb <i>gustar</i>)</p>	