

AQA CERTIFICATE

SPANISH

Paper 3 Speaking
Mark scheme

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Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Part 1 Photo Card (Total 15 Marks)**Communication**

13-15	Gives clear information in reply to all or nearly all questions. Responses are generally in the form of longer answers, which show development of ideas. Gives and explains 2 or more opinions.
10-12	Answers most questions clearly with some longer answers, showing some development of ideas. Gives 2 or more opinions and explains at least one of them.
7-9	Gives understandable replies to most questions, some of them in sentence form. Gives at least 2 opinions.
4-6	Gives understandable short replies to most questions. Gives at least 2 opinions.
1-3	Communicates very little information in short responses to some questions.
0	Communicates nothing.

Part 2 General Conversation (Total 30 marks)

	Marks
Content	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
TOTAL	30

Marks	Content
9-10	Very Good Information, ideas and points of view are presented and explained with confidence.
7-8	Good A good amount of information and points of view are conveyed and regularly developed.
5-6	Sufficient A reasonable amount of information and points of view are conveyed and sometimes developed.
3-4	Limited Some simple information and opinions are conveyed. Few responses are developed.
1-2	Poor Little relevant information communicated. Very few appropriate responses are developed.
0	No relevant information conveyed. A zero score.

Marks	Range and Accuracy of Language
9-10	A wide range of vocabulary, complex structures and a variety of verb tenses. Errors may appear especially where more complex structures are used.
7-8	A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.
5-6	Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.
3-4	Very limited vocabulary; short, simple sentences. Errors very frequent.
1-2	Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.
0	No language produced is worthy of credit.

Marks	Pronunciation and Intonation
5	Consistently good pronunciation and intonation.
4	Generally good.
3	Generally accurate but some inconsistency.
2	Understandable, but comprehension is sometimes delayed.
1	Barely understandable, making comprehension difficult.
0	No language produced is worthy of credit.

Marks	Interaction and Fluency
5	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
4	Answers without hesitation and extends responses beyond the minimum with some flow of language.
3	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range and Accuracy of Language, Pronunciation and Intonation, Interaction and Fluency must not be more than one band higher than the mark awarded for Content. (See table below).
- If a mark is awarded for Content, this will inevitably lead to the award for a mark for Pronunciation and Intonation, for Interaction and Fluency and for Range and Accuracy of Language.
- A mark of zero for Content will automatically result in a zero score for the task as a whole.

Content	Marks for each of Pronunciation and Intonation and Interaction and Fluency	Marks for Range and Accuracy of Language
0	0	0
1 – 2	1 – 2	1 – 4
3 – 4	1 – 3	1 – 6
5 – 6	1 – 4	1 – 8
7 – 8	1 – 5	1 – 10
9 – 10	1 – 5	1 – 10

Marking Issues

Photo Card

When does the timing of the Photo Card begin?

In the Photo card, the timing begins when the teacher-examiner starts to ask the first question ie from the first word of the first question.

Timings - what, if any, in the way of penalties should be applied for short/long tests both in terms of the total duration and in terms of the different component parts?

In the case of the compulsory questions, teacher-examiners should aim to complete all of them in the 3 minutes allowed. If all of them are completed, follow-up questions can be asked if the student has not fulfilled all of the assessment criteria. However, the teacher-examiner needs to ensure that the student does not spend too long on each question.

Marking will stop at 3 minutes but a student is allowed to finish a sentence that has already been started at the 3 minute point.

If follow-up questions are asked, these must be considered in the marking ie all questions including supplementary ones will be assessed together with the compulsory questions.

Amplification of assessment criteria for the compulsory questions:

“all or nearly all questions” = 4 or 5 questions ie eligible for 13-15 marks band

“most questions” = 3 questions ie eligible for 10-12 marks band or 7-9 marks band

“short replies to most questions” = 3 questions ie eligible for 4-6 marks band

“some questions” = 1 or 2 questions ie eligible for 1-3 marks band.

However, if there are follow-up questions then 'most' must mean over half of the total questions asked. This is more problematical with 'nearly all'. An able student who gives good responses to bullets 1-4 and then ran out of time could still get a mark in the top band.

What if a follow-up question is asked in and amongst the compulsory questions?

That follow-up question should be treated separately to the compulsory questions. However, if the question was used as a prompt it cannot be accepted. Provided such questions do not interfere with the compulsory questions, they can be accepted.

What happens if follow-up questions are irrelevant to the topic area?

These questions will be rejected - they will be ignored in the marking as they cannot be given any credit.

What happens in cases where a teacher-examiner changes, adds to or re-phrases the compulsory questions or substitutes their own version and fails to ask one or more of the questions in part 1?

No credit can be given for responses to changed/rephrased questions or the teacher-examiner's own substituted questions. Changes to nouns, verbs, adjectives etc in the questions will invalidate such questions but a slight change to a pronoun (*tu* instead of *la*, for example) would be accepted.

Even if a student misunderstands just one word eg *regla* or *mascota*, the teacher-examiner must not re-phrase or change the word. All compulsory questions are prescribed and as such must be asked exactly as they are printed on the card. All vocabulary will be in the specification at Foundation Tier and may include cognates.

Can the teacher-examiner interrupt if a student begins to give an incorrect response to a compulsory question?

Yes. The teacher-examiner can interrupt if the student has started to give an incorrect response. They should do this by repeating the compulsory question, exactly as it is written on the card, before the student gets to the end of their incorrect response. If the student then gives a correct response, this response will be credited.

However, if the student gives a **complete and incorrect** response to the compulsory question, any second attempt at that question will not be credited.

What happens if a teacher-examiner rushes through the 5 compulsory questions in part 1 and then asks 10 or more, simpler questions of their own to compensate?

See notes above on timings.

What happens if a teacher-examiner finishes off a student's responses for him/her or supplies key vocabulary in order to allow a student to complete a partial answer?

No credit can be given. Credit can only be given to what a student says independently.

What is meant by 'development of ideas' in the assessment criteria? Is 'idea' to be construed as an explained opinion or is it something grander?

This can be clarified simply as 'additional information'.

If an able candidate gives a superb description of the picture, but takes so long that there is not enough time for many/all further questions to be asked, what approach will be taken by the examiner, given that it is the fault of the teacher?

Teacher-examiner conduct of the test does affect a student's performance so if the teacher-examiner conducts the test badly, the student can be disadvantaged. See notes above for further information.

If a candidate describes the content of the picture (particularly the people in it) using specific colours, although the picture is black and white, would the responses be accepted?

Yes.

When describing a picture scene, is the normal 3rd person form of verbs acceptable?

Yes, 3rd person present tense is OK.

Should the teacher-examiner be trying to fill the 3 minutes allocated, by asking, if appropriate, additional questions, or does it not matter if they just ask the 5 questions, no matter how quickly they get through them? (Obviously they are aware of the fact that the 3 minutes is the maximum time allowed).

Teachers should not feel that they must ask follow-up questions if the time spent on the 5 compulsory questions is less than 3 minutes. However, a lot will depend on how much the student has said as to the mark awarded. For instance, a student who gives one-sentence answers to the 5 compulsory questions would not be able to score more than 9 marks for the Photo Card, as there would be no development. Indeed, this may well fit in the 'short replies' category of the 4-6 marks band. And this could still be the case if similar short replies were given in any follow-up questions. On the other hand, an able student could develop 4 or 5 of the compulsory questions fluently, in two minutes for example, and this would fit the criteria of the 13-15 marks band. This student would then have access to the top mark without any follow-up questions.

If a student inadvertently gives an answer to one of the later questions, when asked an earlier one, should the teacher-examiner still ask that question when the time comes?

If the student answers an upcoming question in reply to a previous one, the upcoming question should not be asked, as this repetition will have no beneficial effect on the student's responses. If a student answers, for example, bullet 3 in an extended reply to bullet 2, then this should count as both questions having been answered. (This is also consistent with what happens currently in GCSE Controlled Assessment).

If the student ran out of time and the teacher did not get on to bullet 5, 'nearly all' questions would have been answered and full marks would still be possible.

Can opinions and justifications be counted if they occur in follow-up questions asked by the teacher (ie if a pupil only supplies one opinion + justification in answer to the 5 questions but adds an extra one in follow-up questions)?

Yes they can.

Can opinions and justifications be given credit in replies which do not answer the question? (eg in answer to the question '*¿Qué piensas de las reglas en tu colegio?*' the student replies '*Me encanta mi colegio porque veo a mis amigos.*')

No, if the answer to the question is completely the wrong answer. However, in this case, if the student says this as a prelude to talking about rules (something like '*Aparte de eso lo odio porque las reglas son tontas.*') then it would count as an opinion and justification.

What happens if a student asks for repetition in English?

Students should be encouraged to ask in Spanish for a question to be repeated. However, if a student asks for repetition in English, anything that is uttered in the target language in response to the repeated question will still be credited.

However, if the student says, either in Spanish or English, 'I don't know' or equivalents, then this counts as an answer and no more rephrasing would be allowed.

General Conversation

When does the timing of the General Conversation begin?

In the General Conversation, the timing begins when the teacher-examiner starts to ask the first question ie from the first word of the first question.

What happens if a student asks for repetition in English?

Students should be encouraged to ask in the target language for a question to be repeated. However, if a student asks for repetition in English, he/she could be penalised on Interaction and Fluency but anything that is uttered in the target language will still be credited.

What constitutes a past, present and future tense in terms of communication/accuracy?

If it communicates, credit can be given for Content but if the tense is incorrect it will be penalised in terms of Accuracy in the Assessment Criteria.

However, if the wrong person is used, then generally it cannot be credited.

NB tenses, not time frames, are assessed.

In relation to 'tenses', is *voy a* followed by the infinitive acceptable as a future tense, as is currently the case in GCSE?

The immediate future will count as a tense all on its own.

What are we looking for with regard to development of answers compared to Controlled Assessment?

As this is an externally assessed component of the examination, the Principal Examiner should take this into account when guiding his/her team of examiners in the application of the assessment criteria.

How strict will marking be with regard to balanced coverage of the two topics eg where a teacher-examiner asks the majority of questions on one of the topics but hardly covers the other topic?

Some discretion in marking will be allowed. There should be an equal 3 minutes spent on each topic but the global 6 minutes is more important. So if the 3 minutes is exceeded on the first topic, for example, and less than 3 minutes is spent on the second topic, the performance can still be eligible for full marks. Marking will stop at the end of the student's sentence at the 6 minutes point.

If a wrong topic is covered, will we discount it for assessment purposes in all categories (C, R&A, P&I, I&F)?

Yes.

What happens if a teacher-examiner only asks questions on one of the topics in Part 2?

If only one topic was covered the maximum mark for Content would be 5.

What if a teacher-examiner does not use the topics on the card and just asks general conversation questions without keeping to any set topic area (thereby making it impossible for the examiner to decide which topic the questions asked come from)?

The examiner can only mark what is relevant. In the above situation an examiner will refer the test to the Principal Examiner.

The criteria for assessment

All of the criteria should be considered when deciding on a mark, but the following guidelines may prove particularly useful.

(a) Content

9-10 marks

- Students can speak with confidence. In order to do this, they will have to develop their answers well.
- They will have to offer ideas / opinions / points of view (minimum 2) and be able to explain them.

7-8 marks

- The answers will be regularly developed, even though some of them may not be. However, for the award of a mark in this band, most answers will show some development.
- There is a requirement to give opinions (minimum 2).

5-6 marks

- There will still be evidence of an ability to develop some answers.
- There is a requirement to give opinions (minimum 2).

3-4 marks

- Few responses are developed, but for some questions you can expect replies to go beyond the minimal, even if this is in the form of lists or very simple sentences.
- There is a requirement to give opinions (minimum 2).

1-2 marks

- Very few appropriate responses are developed, but therefore there has to be evidence of development, however basic, in at least one reply.

0 marks

- No relevant information is communicated, but a student could still give some very minimal replies and still score zero if there was no development at all.

(b) Range and Accuracy of Language

- For performances with a large amount of complex language but lots of errors the following should be noted: the Accuracy strand in Range and Accuracy has a bearing on communication of intended messages. If communication is not taking place the marks awarded have to reflect this and a mark of 8 could not be awarded. If for, example, the Range strand warrants 10 marks and the Accuracy strand warrants 4 marks, then a maximum mark of 7 would be appropriate.
- The immediate future (eg *voy a ir*) counts as a tense in its own right and different from the future (*iré*). A present tense verb with a future time marker (eg *Esta noche voy al cine*) is still a present tense.
- The subjunctive is a mood and not a tense so the present subjunctive, for example, does not count as a separate tense from the present indicative.

- A construction using the present tense to refer to the past counts as the present tense. An example of this might be *Vivo en mi ciudad desde hace diez años* or *Acabo de terminar mis deberes*.

9-10 marks

- A variety of **tenses** must be used. This means two or more. The tenses could come from the same time frame (for example the preterite and the imperfect) but a greater range of tenses will add to the complexity of the language used and most students getting marks in this band will probably use three or more tenses, unless the nature of the task does not allow it.
- There will be complex structures, but remember that this is GCSE level and not higher. We will not necessarily be looking for subjunctive phrases or similar grammatical structures. Complexity will often be achieved by variety of expression, for instance *suelo ir* instead of *voy*, or *debería* instead of *me gustaría*.
- There needs to be a wide range of vocabulary. This means that students will not be too repetitive in the words they use.
- Errors usually appear in complex structures, or they may be minor errors, for instance of gender, which do not appear too often.

7-8 marks

- Two or more tenses must be used.
- Some complex structures will be used, but the note about what constitutes complexity for the 9-10 band will apply here.
- There must be a range of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.
- Errors occur, but the message is clear, so that the type of mistake made will not prevent communication.

5-6 marks

- There is no need for students to use more than one tense to be awarded a mark in this band.
- Sentences are generally simple but occasionally more complex. There will be more repetition of simple constructions here, but sometimes a more unusual structure will be used.
- Errors are quite frequent, but the language used is **more accurate than inaccurate**. This should be apparent from the annotation used for marking.

3-4 marks

- The sentences are short and simple and probably there will be quite a lot of repetition of the more common verbs, such as *gustar*, *ser haber (hay)*.
- The vocabulary is very limited, so there will probably be quite a lot of repetition of the same words.
- Errors are very frequent and it will be **more inaccurate than accurate**, or there will be relatively little said, so the lack of evidence means we cannot go into a higher band.

1-2 marks

- There are only isolated words of vocabulary with the occasional short phrase. It may well be that there is quite a lot of silence.
- Errors often impede communication, or there is very little evidence to enable us to form an opinion.

(c) Pronunciation and Intonation

5 marks

- Consistently good pronunciation and intonation are required. Isolated errors in an otherwise full and correct performance can be ignored (ie, we are not looking for a 100% flawless performance).

4 marks

- Generally good. It may be that problems arise mainly with the sounds that students traditionally find more difficult, such as the letter *r* and the *jota* sound.

3 marks

- Generally accurate, but there is some inconsistency. As well as the more common mispronunciations, there may be problems with some vowel sounds and anglicised words.

2 marks

- What is said is understandable, although comprehension is sometimes delayed. In other words there will be occasions where we have to listen very carefully to what is being said in order to get the intended meaning.

1 mark

- What is said is barely understandable and comprehension is difficult. There may well be very little to go on, because not much is said by the student.

(d) Interaction and Fluency

5 marks

- The student responds readily, without significant pause before answering the questions.
- There is initiative, as the student is able to fully develop answers to the questions.
- The conversation is sustained at a reasonable speed, but clearly not at native speaker pace.

4 marks

- The student will again have to answer without hesitation.
- The replies will go beyond the minimum, although there will not be as much development as in the top band.
- There is some flow of language, even if from time to time there is some pausing for thought.

3 marks

- There are ready responses, where the student can answer reasonably promptly most of the time.
- There is little if any initiative, so the student may not develop answers to any great extent.
- There is an ability to sustain a conversation, so that any hesitation does not break up the interchange of information too much.

2 marks

- There is some reaction to the teacher's questions, but the student is sometimes hesitant. In practice, there will be more sections of the test where the student is thinking what to say or cannot answer.
- There is little natural flow.

1 mark

- There is little reaction to what the teacher asks and the student is so hesitant that the conversation becomes disjointed. There will in all probability be lots of silence during the task.

(e) Limiting marks

- You cannot go more than **one band** higher than the band in which the Communication mark was given when awarding marks in the other categories. For instance, if you award 5 for Communication, the highest mark you can award for Range and Accuracy is 8, and for Pronunciation and Intonation and Interaction and Fluency the maximum mark would be 4.
- It is possible to give marks in lower bands for Range and Accuracy, Pronunciation and Intonation and Interaction and Fluency than the band in which the mark for Communication was given.
- If you give one mark or more for Communication, you must give at least one mark in all other categories.
- If you give zero for Communication, you must give zero for everything else.