AQA CERTIFICATE

SPANISH

Paper 4 Writing Higher
Mark scheme

Version 0.4: 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Question 1 (20 marks)
Content (12 marks)

Marks	Criteria
10-12	Quite a lot of relevant information conveyed clearly. Some opinions communicated clearly.
7-9	A reasonable amount of relevant information conveyed, but may lack clarity occasionally. Some opinions communicated.
4-6	Some relevant information conveyed but overall a limited response to the task. Can give at least one opinion.
1-3	Little relevant information conveyed in a very limited response to the task.
0	No relevant information communicated.

Range and Accuracy of Language (8 marks)

Marks	Criteria
7-8	Generally accurate. Often forms longer sentences, mainly by means of simple linking words. Some variety of vocabulary and language structures.
5-6	More accurate than inaccurate. Can sometimes form longer sentences, mainly by means of simple linking words. Limited vocabulary and simple language structures.
3-4	Many errors or a lack of evidence due to the limited response. Can form short simple sentences. Simple, sometimes repetitive, vocabulary.
1-2	Serious errors often make comprehension difficult or impossible or there is a lack of evidence due to the very limited response. Very simple and repetitive vocabulary.
0	No relevant information communicated.

- The marks awarded for Range and Accuracy of Language must not be more than one band higher than the mark awarded for Content (see table on page 4).

- If a mark is awarded for Content, this will inevitably lead to the award of a mark 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	Marks for Range and Accuracy of Language
10 - 12	1 - 8
7 - 9	1 - 8
4 - 6	1 - 6
1 - 3	1- 4
0	0

Question 2 (30 marks)
Content (15 marks)

Marks	Criteria
13-15	**Very Good** Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and opinions. Well organised structure.
10-12	**Good** Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and opinions.
7-9	**Sufficient** Response to the task is generally relevant with quite a lot of information clearly communicated. Opinions are expressed and ideas are developed.
4-6	**Limited** Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	**Poor** Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range Of Language (10 marks)

Marks	Criteria
9-10	Comprehensive variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
7-8	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are mostly successful.
5-6	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
3-4	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1-2	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy (5 marks)

Marks	Criteria
5	Accurate, although there may still be a few minor errors and a few other errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with some minor errors and some other errors often occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are often unsuccessful. The intended meaning is generally clear.
2	Frequent errors which delay comprehension. Verb forms are rarely accurate.
1	Limited understanding of sentence formation and errors are such that communication breaks down.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).

- The mark awarded for Accuracy 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 of a mark for Range of Language and for Accuracy.

- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Marks	Marks for Range of Language	Marks for Accuracy
0	0	0
1 - 3	1 - 4	1 - 2
4 - 6	1 - 6	1 - 3
7 - 9	1 - 8	1 - 4
10 - 12	1 -10	1 - 5
13 - 15	1 -10	1 - 5

Assessment Issues

General

What is a relevant response?

- The response must be relevant to the question and all its elements.

And what if there is a significant amount of irrelevant material?

- It would affect the mark for CONTENT.
- Only the material which is relevant should still be assessed for RANGE AND ACCURACY OF LANGUAGE in Foundation Q2/Higher Q1 and for RANGE OF LANGUAGE and ACCURACY in Q2.

How far would the work of semi-native speakers or speakers of other languages such as Portuguese or Turkish be penalised where they write phonetically with lots of spelling errors?

The examiner would have to take each case on its own merits and mark accordingly. If there was any doubt the case would have to be referred to the Principal Examiner.

Question 1

How much balance should there be in a student's answer between the two elements of the question, where the question is asking for a response to a number of aspects? Would just one sentence about one of the elements be acceptable? How would an answer be marked where one of the elements had not been addressed at all but there was a full and clear response to the other element?

If a question has two elements to it and the student does not answer both elements, marks in the top band for Content cannot be awarded. The maximum mark that could be awarded would be 9.

If the student only writes one sentence to the second element, marks from the top band for Content could be awarded.

There must be reference to both elements of the question in order to be able to qualify for the top band of marks.

How does the CONTENT mark affect the marks for RANGE AND ACCURACY OF LANGUAGE in Foundation Q2/Higher Q1?

Content	Marks for Range and Accuracy of Language
10 -12	1 – 8
7 – 9	1 – 8
4 – 6	1 – 6
1 – 3	1 – 4
0	0

How should the descriptors in the assessment criteria, regarding the amount of information conveyed, be interpreted and how does the length of response impact on marking?

The length of response can define the marks that can be awarded. Whatever is written will be marked. An examiner will mark what the student writes but if the answer is short it will be self-penalising. On the other hand, an over-long answer is open to the risk of more errors being made by the student and this would also affect the marking.

Any responses which meet the recommended word count and which are clearly understandable, will have access to the highest mark bands in the assessment criteria.

The criteria for assessment

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

 (a) **CONTENT**

GENERAL OVERVIEW

If the descriptor fits the piece exactly, then the examiner will award the middle mark in the band. If there is strong evidence of the descriptors and/or the examiner had been considering the band above, the highest of the three marks would be awarded. If there is just enough evidence and/or the examiner had been considering the band below, then the lowest mark in the band would be awarded.

10-12 marks
- The response will contain **quite a lot** of relevant information which will be conveyed **clearly** and will **generally** be developed.

- There is a requirement to communicate some / opinions (minimum 2).

7-9 marks
- The response will be relevant with **a reasonable amount** of information **generally** conveyed **clearly**.
- There is a requirement to communicate some opinions (minimum 2).

4-6 marks
- The response is **limited** but **some** relevant information will be conveyed.
- There is a requirement to, give an opinion (minimum 1). This could be very simple, eg: 'I like French' or 'France is good.'

1-3 marks
- The response is **very limited** with **little** relevant information conveyed.

0 marks
- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

DETAILED CONSIDERATION OF ISSUES

i) Information conveyed

- It is necessary to consider the information conveyed and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

ii) Expression of ideas/opinions

- Ideas and opinions must be viewed as one notion and are the same for assessment purposes.

- To score 4+ for Content there must be at least **one** opinion expressed.

- To score 7+ for Content, at least **two** opinions must be expressed.

Information/Opinions – Examples

10-12 marks	**Quite a lot** of information- **generally developed**. At least **two** opinions expressed**.**	*Me gusta vivir en Sheffield. Creo que es una ciudad muy interesante. Hay mucho que hacer aquí, por ejemplo la pista de hielo. También me gusta ir al cine en el centro con mis amigos. Preferimos ver las películas de terror.*
7-9 marks	**A reasonable amount** of information. At least **two** opinions. **Some development** of information.	*Me gusta vivir en Sheffield. Es una ciudad interesante pero es industrial. Me gusta ir al cine en el centro con mis amigos para ver películas de terror.*
4-6 marks	**Limited** response – **some** information – **some development**. At least **one** basic opinions expressed	*Vivo en Sheffield. Sheffield es grande. Es industrial. Me gusta Sheffield.*
1-3 marks	**Very limited – little** information.	*Vivo en Sheffield.*
0 marks	**No** relevant information communicated.	*Me habitación Sheffield. Me ami be Wayne.*

iii) **Clarity of expression** In order to gain a mark of 10+ for Content, there is a requirement that information and opinions be conveyed **clearly**. The following are the factors most likely to affect clarity of expression:

- incorrect choice of vocabulary/dictionary errors (eg *atadura* for *corbata, fieltro* for *me sentí, abanico* for *hincha/forofo,* etc)
- gross grammatical errors which hinder communication. Errors with verb endings, particularly the wrong person of the verb, are particularly important here.
- omissions of words or phrases or whole sentences..
- (occasionally) gross errors of punctuation

CONTENT – SUMMARY

- **Only 1 opinion explained** Examiners will not award a mark above 6
- **No opinions expressed** Examiners will not award a mark above 3

In the top band, a performance which matches the descriptor **exactly** should be awarded the middle mark of 11; the top mark (12) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression
10-12 marks	Mainly relevant	Quite a lot of information	At least **two** opinions expressed **clearly**	Quite a lot of information conveyed clearly
7-9 marks	Generally relevant	A reasonable amount of info	At least **two** opinions communicated	Occasional lack of clarity
4-6 marks	Some relevant information	Limited response- some relevant information	At least **one** basic opinion expressed	Clarity of expression generally a problem
1-3 marks	Little relevant information	Very limited - little information	No basic opinions expressed	
0 marks	No relevant information communicated in a coherent fashion			

(b) RANGE AND ACCURACY OF LANGUAGE
How should the assessment criteria descriptors for Range and Accuracy of Language be interpreted?

GENERAL OVERVIEW

7-8 marks
- Generally accurate
- **Mainly successful** use of longer sentences.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of 'variety of … language structures.'
- There must be **some variety** of vocabulary, so students in this band will be trying to avoid repetition of the more common words.

5-6 marks
- More accurate than inaccurate
- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as 'and' / 'but', though 'because' will also be found fairly frequently when students attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be successful.
- There will be **limited** vocabulary and students will generally be using a more basic range of vocabulary than in the higher band and there may be more repetition.

3-4 marks

- There will be many errors or a lack of evidence in the response.
- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.
- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited,** with a lot of repetition and overuse of a few common verbs such as *to be, to have, to like, to go.*

1-2 marks
- There will be serious errors making comprehension difficult/impossible.
- Vocabulary will be very **basic** and repetitive. Vocabulary will often be anglicised.
- There may be a lack of evidence due to the limited response.

RANGE AND ACCURACY OF LANGUAGE – SUMMARY

- **Repetitive vocabulary and/or language structures** Examiners do not award a mark above 6
- **The Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	Variety of vocabulary	**Variety of structures**	**Use of complex / longer sentences**	
7-8 marks	Some variety of vocabulary	Some variety of structures used with some success,	Often forms longer sentences.	
5-6 marks	Limited vocabulary and repetition of some common words	Simple language structures, and more difficult structures may not always be used successfully.	At least two attempts at longer sentences using appropriate linking words (eg *y, pero, porque*)	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as ser, tener, ir, gustar, hay, bueno. There may be poor dictionary use.	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful, leading to many errors.	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very simple and repetitive vocabulary, often anglicised or containing many cognates. Incorrect use of some words. Sometimes, only isolated words used correctly.	Little understanding of language structure. Serious errors make comprehension difficult/impossible		
0 marks	No language produced which is worthy of credit			

Question 2

How will the assessment criteria be applied?

See previous notes above regarding Question 1.

Additionally, it should be noted that all the prompts/elements in a question need to be acknowledged for it to be possible to award full marks ie fully relevant. All of the elements do not need equal coverage in order to be eligible for the top band of marks - they just need to be acknowledged/referenced in some way.

If one or more elements are missed by the student, the maximum mark for Content can only be 12.

How does the length of response impact on marking?

See previous notes above on Question 1.

How does the CONTENT mark affect the marks for RANGE OF LANGUAGE and for ACCURACY in Higher Q2?

Content	Marks for Range of Language	Marks for Accuracy
0	0	0
1 – 3	1 – 4	1 – 2
4 – 6	1 – 6	1 – 3
7 – 9	1 – 8	1 – 4
10 – 12	1 – 10	1 – 5
13 – 15	1 - 10	1 – 5

(a) CONTENT

GENERAL OVERVIEW

If the descriptor fits the piece exactly, then the examiner will award the middle mark in the band. If there is strong evidence of the descriptors and/or the examiner had been considering the band above, the highest of the three marks would be awarded. If there is just enough evidence and/or the examiner had been considering the band below, then the lowest mark in the band would be awarded.

13-15 marks
- Students provide a **fully relevant** and **detailed** response with **almost all** information conveyed **clearly** and **developed**.
- They must offer ideas and opinions (minimum 2) and at least two of them must be explained or justified.
- The piece should have a well organised structure, ie a sound ordering of ideas.

10-12 marks
- The response will be **mostly** relevant and **a lot** of information will still be provided and conveyed **clearly** and will **generally** be developed.
- There is a requirement to **express and explain** ideas / opinions (minimum 2)

7-9 marks
- The response will be **generally** relevant with **quite a lot** of information conveyed **clearly**.
- There will still be evidence of an ability to **develop** ideas.
- There is a requirement to give opinions (minimum 2).

4-6 marks
- The response is **limited** but **some** relevant information will be conveyed.
- There will be **some development** of basic ideas.
- There is a requirement to express simple opinions (minimum 2). These could be very simple, eg: 'I like French. I like Spanish. France is good.' = 3 simple opinions.

1-3 marks
- The response is **very limited** with **little** relevant information conveyed.
- There will be **no real structure.**

0 marks
- No relevant information is communicated in a coherent fashion. If zero is awarded for Content, zero must also be awarded for Range of Language and Accuracy.

DETAILED CONSIDERATION OF ISSUES

i) Information conveyed

- It is necessary to consider the information produced and the extent to which it is developed. (Development of information/ideas means going beyond a basic response to give additional detail.)

ii) Expression and explanation of ideas and opinions

- Ideas and opinions must be viewed as one notion and are the same for assessment purposes.

- To score 4+ for Content there must be at least **two** opinions/ideas expressed.

- To score 10+ for Content, at least **two** opinions must be expressed **and explained / justified.** At a basic level, explanation of an opinion is most likely to consist of a statement of the opinion followed by *porque…,* but more able students may find more subtle ways of justifying their opinions. For example, the explanation may come before the opinion (see below).

Information/Opinions – Examples

13-15 marks	**Detailed** response – almost all information **developed**. A number (at least **two**) opinions expressed **and explained.**	*En Sheffield hay tanto que hacer y por eso me encanta vivir aquí. Hay teatros, discotecas, bares e incluso una pista de hielo pero mi lugar favorito es el cine en el centro. Normalmente voy allí los sábados con mis amigos sobre todo si ponen una película de terror. Preferimos las películas que dan miedo – son más emocionantes que las películas románticas.*
10-12 marks	**A lot** of information-**generally developed**. At least **two** opinions expressed **and explained.**	*Me gusta vivir en Sheffield porque – aunque es industrial – creo que es una ciudad muy interesante. Hay mucho que hacer aquí, por ejemplo la pista de hielo. También me gusta ir al cine en el centro con mis amigos. Preferimos ver las películas de terror porque son emocionantes.*
7-9 marks	**Quite a lot** of information. At least **two** opinions. **Some development** of information and opinions.	*Me gusta vivir en Sheffield. Es una ciudad interesante pero es industrial. Me gusta ir al cine en el centro con mis amigos para ver películas de terror.*
4-6 marks	**Limited** response – **some** information – **some development**. At least **two** basic opinions expressed	*Vivo en Sheffield. Sheffield es grande. Es industrial. Me gusta Sheffield. Me gusta el cine.*
1-3 marks	**Very limited – little** information. **No** basic opinions	*Vivo en Sheffield. Sheffield es grande.*
0 marks	**No** relevant information communicated.	*Me habitación Sheffield. Me ami be Wayne.*

iii) **Clarity of expression** In order to gain a mark of 7+ for Content, there is a requirement that information, opinions and development of points be conveyed **clearly**. The following are the factors most likely to affect clarity of expression:

- incorrect choice of vocabulary/dictionary errors (eg *atadura* for *corbata, fieltro* for *me sentí, abanico* for *hincha/forofo,* etc)
- gross grammatical errors which hinder communication. Errors with verb endings, particularly the wrong person of the verb, are particularly important here.
- omissions of words or phrases or whole sentences.
- (occasionally) gross errors of punctuation.

iv) Organisation For the top Content band there is a requirement that the piece should have a **well organised structure.** Pieces scoring in the bottom band may have **no real structure.** Note the following points:

- A well organised structure means a sound ordering of ideas.
- In the vast majority of cases, the requirement for a piece placed in the top band for Content to have a well organised structure will not be an issue. It will be other factors which determine whether it scores in the top band and many pieces placed in lower bands will also be well organised.

13-15 marks	Well organised structure	*Normalmente voy de vacaciones a Francia con mi familia. Solemos pasar dos semanas allí en agosto y nos alojamos en una pensión.*
		Sin embargo, el año pasado decidimos ir a España y nos alojamos en un hotel en Madrid.
10-12 marks (and below)	(Structure less well organised – can only be fully understood by reference to the question)	*Voy de vacaciones a Francia con mi familia. Pasamos dos semanas allí en agosto y nos alojamos en una pensión. Fuimos a España y nos alojamos en un hotel en Madrid.*
1-3 marks	No real structure	*Voy a Francia. Fuimos a España. Fuimos a Madrid. Voy con mi familia. Nos alojamos en un hotel.*

CONTENT – SUMMARY

- **Content not fully relevant** Examiners will not award a mark above 12
- **Structure obviously not well organised** Examiners will not award a mark above 12
- **Only one opinion or no opinions expressed** Examiners will not award a mark above 3
- **Deciding on a mark within the Content band** If the descriptor fits the piece exactly examiners will award the middle mark in the band. If there is strong evidence of the descriptors and/or examiners considered the band above, then examiners will award the highest of the three marks; if there is only just enough evidence and/or examiners considered the band below, then examiners will award the lowest mark.
  In the top (Very Good) band, a performance which matches the descriptor **exactly** will be awarded the middle mark of 14; the top mark (15) **comfortably** fulfils all of the criteria and *may* even go beyond them.

	Relevance	Information conveyed	Opinions expressed / explained	Clarity of expression	Organisation
Very Good 13-15 marks	Fully relevant	Detailed response – almost all information developed	A number (at least **two**) opinions expressed **and explained** in some detail.	Almost all information conveyed clearly	Well organised structure
Good 10-12 marks	Mostly relevant	A lot of information - generally developed	At least **two** opinions expressed **and explained**	A lot of information conveyed clearly	Structure less well organised
Sufficient 7-9 marks	Generally relevant	Quite a lot of information - some development	At least **two** opinions. Some development of opinions.	Some information conveyed clearly	
Limited 4-6 marks	Some relevant information	Limited response- some information – some development	At least **two** basic opinions expressed	Clarity of expression generally a problem	
Poor 1-3 marks	Little relevant information	Very limited - little information	One or no basic opinions expressed		No real structure
0 marks	No relevant information communicated in a coherent fashion				

(b) RANGE OF LANGUAGE
How should the assessment criteria descriptors for Range of Language be interpreted?

GENERAL OVERVIEW

9-10 marks
- A variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. 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. An overall judgement needs to be made as to whether "verb tenses are used successfully." There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.
- The use of different tenses is not a 'passport' to the 9-10 band.
- There must be evidence of **successful use of complex sentences**. This could be:

- use of subordinating conjunctions (but this is not an absolute requirement)
- use of adverbial phrases (*al llegar..,*etc).
- use of infinitive constructions after a preposition (e.g. *después de ir*), after an adjective (eg *fácil hacerlo*) or after a verb (eg modal verbs; *prefiero ir* etc)
- a range of different structures leading to longer, more varied sentences (eg *suelo ir* rather than *voy)*
- use of pronoun objects
- use of adverbial conjunctions (eg *sin embargo*) or prepositional phrases (eg *por ejemplo*)
- regular use of connectives to form longer sentences.

However, this is IGCSE so even in the highest mark band examiners are not necessarily looking for use of the subjunctive or similar grammatical structures.
- There needs to be a **wide range of vocabulary**. This means that students will not be too repetitive in the words they use.

7-8 marks
- **Mainly successful** use of complex sentences. The note above about what constitutes complexity for the 9-10 band will also apply here.
- No specific requirement to use more than one tense but the use of different tenses may constitute evidence of 'more complex sentences.'
- There must be a **good range** of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.

5-6 marks
- There will be some attempts made at longer sentences using appropriate linking words. At this level this will often mean repeated dependence on simple connectives such as 'and' / 'but', though 'because' will also be found fairly frequently when students attempt to explain ideas and points of view. Use of other forms of complex sentences will often not be wholly successful.
- There should be **some variety** of vocabulary, though students will generally be using a more basic range of vocabulary than in the higher bands and there may be more repetition.

3-4 marks
- Language will be basic, with **short, simple sentences**. Attempts at longer sentences and more difficult constructions will usually not be successful.
- Vocabulary will generally be appropriate to the basic needs of the task but will be **limited,** with a lot of repetition and overuse of a few common verbs such as *to be, to have, to like, to go.*

1-2 marks
- Little understanding of language structure shown with just the occasional short phrase which is correctly used.
- Vocabulary will be very **basic**, with only isolated words correctly used. Vocabulary will often be anglicised.

DETAILED CONSIDERATION OF ISSUES

i) Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar, coger (el tren/autobús…), llegar a* etc, rather than just *ir espléndido, emocionante, estupendo, maravilloso,* etc, rather than *bueno* etc, etc.
- use of 'Higher Tier'/more sophisticated vocabulary – though this may vary somewhat from centre to centre depending on course books used, etc.
- dictionary use – frequent poor dictionary use is likely to have a limiting effect on the mark available

ii) Variety of structures

Consider:

- use of infinitive constructions introduced by prepositions (*después de, antes de, al, para, sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir, suelo ir)*
- use of object pronouns (*Se lo daré*)
- use of connectives such as *tanto… como…, no sólo… sino también…, por un lado… y por otro…, por una parte… por otra parte…, además(de), aparte de*
- use of adverbs and adverbial phrases such as *sin embargo, por eso, por lo tanto, también, el año que viene, por ejemplo*
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan… como/que, más/menos… que…*)
- use of demonstrative adjectives and pronouns (*este, ese, aquel,* etc)
- use of complex sentences and a range of tenses (v below)

iii) Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si, cuando, donde, porque, como, aunque, mientras que, ya que, dado que* and relative pronouns such as *que, lo que*
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose and, when considering use of longer sentences:
- use of co-ordinating conjunctions: *y, pero, así que*

iv) Use of tenses

- To score 9 or 10 marks for Range of Language a variety of **tenses** must be used **successfully**. This means two or more tenses and a minimum of one instance of a tense use which is other than the default tense used. The tenses could come from the

same time frame (for example the preterite and the imperfect). A greater range of tenses will add to the complexity of the language used.

An overall judgement needs to be made as to whether "verb tenses are used *successfully*." There needs to be evidence that the student can communicate messages successfully in more than one tense. There may be minor spelling errors but provided they do not prevent communication they can be credited.

- The immediate future (ie *voy a* + infinitive, etc) counts as a separate tense (and a different tense from the future (ie iré). A present tense verb with a future time marker (eg *La semana que viene voy a Barcelona…; Dentro de dos años espero ir a la Universidad.)* does not.

- The present subjunctive does not count as a separate tense from the present indicative. A construction using the present tense to refer to the past (eg *Toco el piano desde hace 2 años / Llevo 5 años estudiando español / Acabo de salir*) counts as the present tense.

  Similarly a construction using the present tense to refer to the future (eg *Espero ir al cine)* counts as the present.

- The imperfect subjunctive and the passive voice are not required for active use in this specification but should be credited if used.

- The use of different tenses is not a 'passport' to the 9-10 band.

- Below the 9-10 band, use of a range of tenses is a factor to take into consideration when judging use of a variety of structures/complex language.

RANGE OF LANGUAGE – SUMMARY

- **Only one tense used** Examiners do not award a mark above 8
- **Only one or no longer/complex sentences** Examiners do not award a mark above 4
- **The Range of Language mark must not be more than one band higher than the mark awarded for Content.**

	Variety of vocabulary	**Variety of structures**	**Use of complex / longer sentences**	**Use of tenses**
9-10 marks	Wide variety of vocabulary. Avoidance of repetition. Use of 'Higher Tier'/more sophisticated vocabulary	Wide variety of structures used successfully	Successful use of complex sentences – handled with confidence to produce a fluent piece of coherent language	At least two tenses used successfully
7-8 marks	Good variety of vocabulary – some attempts to avoid repetition	Good variety of structures used with some success, enabling the student to communicate with some degree of precision.	Mostly successful use of complex sentences	No requirement to use more than one tense, but, when used, a range of tenses can be considered under variety of structures
5-6 marks	Some variety of vocabulary but repetition of some common words	Some variety of structures, though more difficult structures may not always be used successfully	At least two attempts at longer sentences using appropriate linking words (eg *y, pero, porque*)	
3-4 marks	Limited vocabulary but appropriate to the basic needs of the task. A lot of repetition. Overuse of common words such as ser, tener, ir, gustar, hay, bueno. There may be poor dictionary use.	Basic language using simple structures which are rarely linked. Attempts at difficult constructions will often be unsuccessful	Sentences mainly short and simple. Attempts at longer sentences may be flawed	
1-2 marks	Very limited vocabulary, often anglicised or containing many cognates. Incorrect use of some words. Sometimes, only isolated words used correctly.	Little understanding of language structure. An occasional short phrase or sentence may be correctly used.		
0 marks	No language produced which is worthy of credit			

Examples

9-10 marks	*Vivo en Dundee y me gusta porque hay un gran variedad de tiendas, lo que es importante para mí ya que me encanta ir de compras. La ciudad se encuentra a lado del Río Tay y es muy pintoresco. Dundee es una ciudad dinámica con un Universidad, un teatro y un excelente centro cultural, donde a veces ponen peliculas españolas… En el siglo diecinueve muchos irlandeses llegaron a Dundee porque en Irlanda la gente se moría de hambre.*
7-8 marks	*En cuanto a la gente con quien yo trabajaba una mujer se llevaba Aicha, una amiga de mi familia. Tenía el pelo rubio y corto y llevaba gafas. Me llevaba con ella porque amable y era no estricta… En el futuro me gustaría ser florista porque pienso que es muy interesante y me gustan flores.*
5-6 marks	*En mi tiempo libre me gusta hacer patinaje porque es facil. me encanta navegar por internet en mi ordenador portatil. No soporto fumar y beber. me encanta la fotographia porque es divertido. me gusta la musica especialmente 'Rock'. me encanta la comida rapida y una coca-cola porque es deliciosa. Sin embargo es mas calorias.*
3-4 marks	*Voy a describir a el cantante justin bieber. Me encanta Justin mucho, en el musica. es fecha de nacimiento marzo uno 1994. justin bieber tiene el pelo castano y corto y los ojos de marrone. justin bieber no tiene e hermano y hermana su lugar de naciemiento es canada.*
1-2 marks	*Mi familia y yo era sano. comer - fruta, pollo, pescado y verduras. beber - aqua. Cuando joven yo mal sano no comer – fruta, pollo, pecado, y verduras comer – patatas, fritas y pasteles. No tomar – futbol, volbol y rugby.*
0 marks	*yo trabajo abierto de Lunes. De viernes abierto de ocho y tres el empleados hay be muy un poco algo y antento de mi.*

(c) ACCURACY

GENERAL OVERVIEW

NB. Range of tenses is assessed under RANGE OF LANGUAGE. The range of tenses is not considered when assessing Accuracy.

5 marks
- **Largely accurate**.
- Major errors only usually appear in complex structures.
- There may be some minor errors (eg gender).
- Verbs and tenses are **secure**.

4 marks
- Errors occur but the piece is **generally accurate**. Mistakes made will not generally impede communication.
- Verbs and tenses are **usually correct**.

3 marks
- **More accurate than inaccurate**, though there will often be fairly frequent errors.
- The intended **meaning is clear**.
- Verbs and tenses are **sometimes unsuccessful.**

2 marks
- **Many errors.**
- Mistakes **often delay comprehension.**
- Verbs are **rarely accurate.**

1 mark
- **Frequent errors.**
- Mistakes **regularly cause breakdown in communication.**
- **Limited understanding** of sentence formation.

DETAILED CONSIDERATION OF ISSUES

- There are only 5 marks available to cover the whole range of ability (ie 8 grades). Each mark will therefore cover a relatively wide range of performance.
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content.
- Examiners are not over-influenced by the standard of accuracy in the last part of a piece – this will probably be the most inaccurate bit. If in doubt, they re-read the whole piece.
- A repeated major error (ie one where communication is impeded) should be considered each time it occurs. Repeated minor errors will incur no further penalty after the first occurrence.

		Major errors	Minor errors	Verbs/tenses
5 marks	**Largely accurate**	Hardly any, usually only in attempts at more complex sentences	A few (eg mistakes of gender, minor spelling mistakes)	Secure
4 marks	**Generally accurate**	A few, usually only in attempts at more complex sentences	Some	Usually correct
3 marks	**More accurate than inaccurate**	Some gross errors but the intended meaning is clear	Fairly frequent	Sometimes correct
2 marks	**Frequent errors**	Many – comprehension is often delayed	Many errors – most sentences contain mistakes	Rarely correct
1 mark	**Many errors**	Frequent – errors regularly cause breakdown in communication	Frequent – Limited understanding of sentence formation	Limited understanding
0 marks	**No language produced which is worthy of credit** Little, if any understanding of the most basic linguistic structures			

Examples

5 marks	*Hice mís practícas laborales en una escuela primeria. Trabajaba de nueve a tres e iba a mi sitio de trabajo en coche o a pie. Normalmente durante una semana escolar me levanto a las siete y media pero durante mís prácticas me levantaba alas siete menos cuarto.*
4 marks	*El fin de semana pasado fui a montar la caballo con mi madre, este tipo de deporte es peligroso pero facil tambien emociantes. Luego fui la restaurante y comer pollo y patatas fritas y beber lemonada. Luego al domingo fui al parque con mis amigos y comi comida rapida y bebi sprite, jugué al futbol con mis amigos, lo pasamos bomba.*
3 marks	*El fin de semana pasado fui al centro comercial porque muchas tiendas, fui con mis amigos y tambien my hermana. fuimos en coche. comi muchas ropas por ejemplo los vaqueros azules y camisetas tambien zapatillos. fui en restaurante y comi pollo y patatas fritas y bebi una coca-cola. Lluego fuimos mi amigo casa. Gasté cuarenta libras en restaurante y gasté sesenta libras en mi ropas.*
2 marks	*Normalmente, mi nunca desayuno para la veces me gusta desayuno. cuando como me gusta tostada mi madre decir desayuno es sano. Aversión el fumar es repugnarte un malsano. En mi opinion el alcohol me gusta pero es perjududicial.*
1 mark	*En el futuro yo y mi famila era comer sano y mas ejercicio. beber mas zumo de fruta y menos coca y también comer menos comida, comida rapida y más verduras, pollo y sano comido. En mi opinion una vida sano importante. tambien no engordar en mi opinion.*
0 marks	*Yo aprended mucho sobre la engañgar de la los tracos del comercio. Me gusto el mucho porque yo aprended mucho porque la por menor industrial y personas be muy bueno la mi.*

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion.