

## *Teacher Resource Bank*

### **GCSE Spanish**

### **Other Guidance**

- Exemplar Student Marked Work:  
Controlled Assessment Writing Spring 2012



# IMPORTANT

You can access via the Secure Key Materials (SKM) section of e-AQA on our website videos of a senior examiner speaking in detail about the work of these students in particular and about how to apply the Writing marking criteria in general. These videos are loaded in SKM under the title: [New Teacher Support Videos for Unit 4: Writing](#)

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## GCSE Modern Foreign Languages Unit 4 Writing

Please tick / select the appropriate box

<input type="checkbox"/> Chinese (Mandarin) 46704	<input type="checkbox"/> French 46554	<input type="checkbox"/> German 46654	<input type="checkbox"/> Italian 46304	<input checked="" type="checkbox"/> Spanish 46954	<input type="checkbox"/> Urdu 46454
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Centre number

Centre name

\_\_\_\_\_

Candidate's full name

Candidate number

STUDENT 1 \_\_\_\_\_

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

**Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.**

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

*As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.*

\_\_\_\_\_

Date

08/04/11

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

\_\_\_\_\_

Date

28/04/11

*This form should be attached to the candidate's work and sent to the examiner.*

*To be completed by the teacher*

I confirm that I have submitted a copy of both tasks with the candidate's work.

Was a Task Planning Form used for Task 1? ~~YES~~ / NO \* (if YES, it must be submitted with the candidate's work)

Was a Task Planning Form used for Task 2? YES / ~~NO~~ \* (if YES, it must be submitted with the candidate's work)

(\* delete as applicable)

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Dr Michael Crasswell, Director General.

## GCSE CONTROLLED ASSESSMENT WRITING TASK

### School

Your friend has e-mailed you asking for your views on school. Reply to her e-mail.

You could include:

- details of what your school is like;
- what happens on a typical school day;
- your subjects and opinions of them;
- the quality of food in the dining room;
- extra-curricular activities you did last week;
- how much homework you get and your opinions;
- what you would like to change and why.

**Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.  
250 – 300 words for B - A\*.**

## Controlled Writing

### School Essay

## Task 1

Mi colegio se llama . . . , es en . . . . Es una escuela para las niñas y ha estado abierta cien años. . . . comenzó . . . y miramos a su . . . es bastante grande y es una colegio moderna con mil alumnos. Hay cien profesores. La colegio comienza a las 8:45 y termina a las 3:45. El almuerzo comienza a las 12:40 y dura una hora. Almuerzo con mis amigos como yo no como comida cantina.

Hay seis edificios: tres de ellas de una capilla, salón y comedor de. Hay ocho laboratorios, cuatro salas de información, tres salas de idiomas y un gimnasio.

ofrece muchas actividades como el baloncesto femenino, hockey, atletismo y tenis. Pero soy un miembro de la empresa joven, que es muy divertida. Lo hago todos los días.

Me gustan el inglés, la historia y la religión. Me gusta el inglés como soy bueno en la escritura. Me gusta la historia porque me gusta aprender sobre el pasado. Me gusta la religión como me resulta fácil. Todos mis profesores son muy agradables.

No me gustan las matemáticas y la geografía. No me gustan las matemáticas ya que es difícil. No me

gusta la geografía como es complicado.

Tengo mucha tarea que puede ser difícil. Tengo la mayoría de las tareas en las ciencias como tengo tres profesores.

La colegio en general es muy buena. Tiene buenas instalaciones, buenos profesores y tengo muchos amigos allí. Pero si pudiera cambiar algo, que iba a terminar la escuela antes. Me gusta en general.



## Student 1 Commentary

### Task 1: School

No task planning form was used for this piece.

### Content

The student's response to the task is wholly relevant to the title. Some simple opinions are expressed and a few of these are explained or developed (*Me gusta la religión como me resulta fácil. No me gustan las matemáticas ya que es difícil.*) A fair amount of information is conveyed. Much of this is fairly basic in nature, often consisting of lists (*Hay ocho laboratorios, cuatro salas de información, tres salas de idiomas y un gimnasio.*) but there is some development of basic ideas. (*Tengo mucha tarea que puede ser difícil. Tengo la mayoría de las tareas en las ciencias como tengo tres profesores.*) While there is the occasional phrase which does not communicate too well (*miramos a su. ...tres de ellas de una capilla, salon y comedor de. ...la empresa joven...*), the vast majority of the information is conveyed very clearly.

In view of the fairly basic nature of most of the information communicated a mark in the 'Sufficient' band is clearly indicated. However, because of the clarity of expression and the explanation of some of the opinions, a mark at the bottom of the 'Good' band was considered, so it is possible to award the top mark in the 'Sufficient' band, ie 9.

### Range of Language

Having awarded a Content mark of 9, a Range of Language mark up to 8 is possible.

The vocabulary used is generally basic (*...es bastante grande... Hay seis edificios...*) and while there is a certain amount of repetition (*gustar* is used a lot, for example) there are also attempts to introduce a variety of vocabulary (*ofrece* as well as *tiene*; *ya que* and *como* as well as *porque*; *me resulta* as well as *es*).

The structures used are also fairly limited, though there are occasions when the student goes beyond basic language. (*...ha estado abierta cien años. Lo hago... puede ser difícil. Pero si pudiera cambiar algo...*)

While the majority of the piece consists of short, simple sentence, there are a number of attempts at longer sentences using not just *y* but also *que*, *como*, *porque*, *ya que* and *si*.

The piece therefore meets all the criteria for the 5/6 band for Range. While the language of the piece is in general too basic to consider a higher band than this, there are enough examples of attempts to go beyond the basic and include a variety of vocabulary and structures to warrant the top mark in the band.

### Accuracy

Having awarded a Content mark of 9, an Accuracy mark up to 4 is possible.

There are relatively few occasions when communication is slightly delayed (see above), though these do not necessarily occur in attempts at more complex sentences. Apart from this, the piece is generally very accurate and certainly easily fits the criteria for 3 marks ('more accurate than inaccurate').

Apart from the use of *es* for *está* in the first sentence, *es difícil* for *son difíciles* and the wrong tense of *ir* in the last paragraph, all verb forms and tense formations are correct. Otherwise there are few mistakes other than the occasional wrong gender or adjectival agreement (*una colegio moderna... No me gusta la geografía como es complicado*). The piece displays some of the

characteristics of both the 3 mark band and the 4 band but given the general impression of accuracy the piece conveys the examiner had no difficulty awarding 4 marks for accuracy.

**Content: 9/15**

**Range of Language: 6/10**

**Accuracy: 4/5**

**Total Mark: 19/30**

Task 2

## GCSE CONTROLLED ASSESSMENT WRITING TASK

### My local environment

You are writing an article for the school magazine about where you live. You might wish to consider the following points:

- a description of where you live
- a description of your house
- what you can do during the school holidays in your town
- what there is for tourists in your town
- what you would like your home to be like in the future
- details of where exactly you will live in the future

**Remember, in order to score the highest marks you must answer the task fully, developing your response where it is appropriate to do so.  
250 – 300 words for B - A\*.**

## GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

<input type="checkbox"/> Unit 3 Speaking	<input type="checkbox"/> Unit 4 Writing				
<input type="checkbox"/> Chinese (Mandarin) 46703 / 46704	<input type="checkbox"/> French 46553 / 46554	<input type="checkbox"/> German 46653 / 46654	<input type="checkbox"/> Italian 46303 / 46304	<input checked="" type="checkbox"/> Spanish 46953 / 46954	<input type="checkbox"/> Urdu 46453 / 46454

Centre number  Centre name

Candidate's full name  Candidate number

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

### Teacher comments on the plan

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick / select the relevant box(es)

Make sure that what you say / write* fits the title.	<input type="checkbox"/>
Make sure that you have covered the task fully.	<input type="checkbox"/>
Remove the conjugated verbs / complete sentences / codes / visuals* from the plan.	<input type="checkbox"/>
Your plan is too short / long* (40 words maximum).	<input type="checkbox"/>

\* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

  
  
  
  

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

Date 08/04/11

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. If you do, the additional words will not be credited.
- You must use whole words. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes or phonetic transcriptions.
- Do not use drawings, photos, icons or visuals of any kind.
- You can only produce one plan per task and you must prepare this on your own.

Task title

My Local Environment

Plan (40 words maximum)

Vivir

Normalmente..

Querer

Me

Tambien

Que

Querer.....

Contrar

Pero

Mi

Pero

Me

Vivir

Mi

Tambien

Contrar - una EN

Mi..

EN

Number of words used  
(maximum 40 words)

**Candidate declaration** I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

Date

08/08/11

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My local environment

## Task 2

Vivo en . . . . . Es una pequeña ciudad cerca de Manchester. También voy a la colegio en . . . . . Me gusta mucho . . . . . tiene muchas cosas. Cuenta con una sala de cine, tiendas, bancos, ayuntamiento, el transporte y mucho más. Mi pasatiempo favorito es el cine. Pero, no me gusta lo pequeño que es. Me gusta mucho . . . . . porque es muy bonito y mis amigos viven aquí. Vivo una casa adosada cerca de . . . . . Mi casa es bastante grande pero muy maravillosamente. Cuenta con nueve habitaciones - una sala de estar, una cocina, dos baños, un estudio, el jardín de invierno y tres dormitorios. Mi lugar favorito es mi dormitorio. Mi dormitorio es muy pequeña, pero es sólo para mí. Mi dormitorio es muy brillante porque ya tengo pintadas tres de las paredes rosa. En general, mi casa es muy bonito y perfecta para mí. Hay un montón de cosas en . . . . . Normalmente me gustaría ir al cine, las tiendas, la piscina o el parque. Normalmente no se quedar en casa durante las vacaciones. Que normalmente van al extranjero. Pero, me gusta mucho . . . . . Hay muchas

D.T.O

instalaciones. Hay una biblioteca, un hospital, un ayuntamiento, tiendas, piscina, gimnasio, restaurantes y mucho más. También hay transporte público que van a Manchester. En general, es muy divertido.

Quiero vivir en una casa en el campo porque es bonito, limpio y tranquilo. Me gustaría vivir en Escocia. Quiero que mi casa sea grande con cinco o seis dormitorios. Quiero un gran (cocina donde se puede cocinar.

Quiero un gran jardín con un perro. Mi casa tiene que ser perfecta.

Quiero vivir en el campo, pero estar cerca de una ciudad.

## Student 1 Commentary

### Task 2: My local environment

#### TPF

A task planning form was completed for this piece and it meets all the necessary requirements, though the candidate should have completed the 'Number of words used' box. However, given that there are only 20 words on the form some of which are repeated, it is hard to escape the conclusion that the student could have put the form to better use.

#### Content

The piece is mostly relevant. It could be argued that the passage describing where the student would like to live in the future is not strictly relevant to the title My local environment. A title such as Home and local environment might have avoided the problem.

The piece is similar to Task 1, though a slightly wider range of information is conveyed. As with task 1, the piece communicates well; the only places where information is not conveyed clearly are in the sentence *Mi casa es bastante grande pero muy maravillosamente* and also perhaps at the bottom of the first page when the candidate writes *Normalmente no se quedan en casa durante las vacaciones. Que normalmente van al extranjero.*

In general information is developed more frequently and more fully here than in Task 1. The passages on both the student's present home and where she would like to live in the future are for example much more fully developed than anything in Task 1. A good number of opinions are expressed and some are explained. (*Me gusta mucho Altrincham porque es muy bonito y mis amigos viven aquí. Quiero vivir en una casa en el campo porque es bonito, limpio y tranquilo.*)

In Task 1, a mark at the top of the 'Sufficient' band was awarded though the band above was considered. Here, because there is slightly more information conveyed and developed and slightly less that does not communicate, it was possible to award a mark of 10 at the bottom of the 'Good' band.

#### Range of Language

The range of language used is again similar to Task 1, that is fairly basic with some attempts at a variety of vocabulary and structures. As before there is some reliance on producing long lists of vocabulary items in order to produce longer sentences and *me gusta* is rather overused. However, the candidate does use *cuenta con* as an alternative to *tiene* and *hay* and there is some variety of structures: *No me gusta lo pequeño que es. Quiero que mi casa sea grande. ...se puede cocinar... ...tiene que ser... Quiero vivir en el campo, pero estar cerca de una ciudad.* There are some successful attempts at complex sentences using *porque*, *donde* and *que*.

As with Task 1, the piece fits the descriptor for the 5/6 band for Range of Language. Again, there is not the variety or complexity of language to warrant a mark in the band above but there is plenty of evidence to justify a mark of 6.

#### Accuracy

The level of accuracy is again similar to the first piece. The piece is generally accurate with only a couple of sentences where communication is delayed by gross errors (see above). In the second of these examples there would appear to be a problem with the person of the verb (*se quedan, van*) but apart from this verb forms are generally accurate. There is clearly also a problem in the clause *ya tengo pintadas tres de las paredes rosa*. Otherwise there are few mistakes other than the occasional omission (*Vivo una casa*), wrong gender (*la colegio*) or agreement (*Mi dormitorio es muy pequeña*) and errors of accentuation (*tambien, mas, aqui, publico*).



It is not possible to award a mark in the top band for Accuracy here in view of the gross errors mentioned above, particularly since these do not occur in attempts at more complex sentences. The mistakes with persons of verbs might also indicate that verbs and tense formations are not completely secure. However, the piece easily fits the descriptor for 4 marks.

**Content: 10/15**

**Range of Language: 6/10**

**Accuracy: 4/5**

**Total Mark: 20/30**

**Overall, therefore, Student 1 scored a mark of 39/60.**



## GCSE Modern Foreign Languages Unit 4 Writing

Please tick / select the appropriate box

<input type="checkbox"/> Chinese (Mandarin) 46704	<input type="checkbox"/> French 46554	<input type="checkbox"/> German 46654	<input type="checkbox"/> Italian 46304	<input checked="" type="checkbox"/> Spanish 46954	<input type="checkbox"/> Urdu 46454
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Centre number

Centre name

Candidate's full name

Candidate number

Student 2

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

**Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.**

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

*As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.*

Date 12/04/11

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Date 12/04/11

*This form should be attached to the candidate's work and sent to the examiner.*

Candidate's full name

\_\_\_\_\_

To be completed by the teacher

I confirm that I have submitted a copy of both tasks with the candidate's work.



Was a Task Planning Form used for Task 1? YES / ~~NO~~ \*

(if YES, it must be submitted with the candidate's work)

Was a Task Planning Form used for Task 2? YES / ~~NO~~ \*

(if YES, it must be submitted with the candidate's work)

(\* delete as applicable)

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## GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

<input type="checkbox"/> Unit 3 Speaking	<input checked="" type="checkbox"/> Unit 4 Writing				
<input type="checkbox"/> Chinese (Mandarin) 46703 / 46704	<input type="checkbox"/> French 46553 / 46554	<input type="checkbox"/> German 46653 / 46654	<input type="checkbox"/> Italian 46303 / 46304	<input checked="" type="checkbox"/> Spanish 46953 / 46954	<input type="checkbox"/> Urdu 46453 / 46454

Centre number 37463	Centre name Heckmondwike Grammar School
------------------------	--

Candidate's full name Student 2	Candidate number
------------------------------------	------------------

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

### Teacher comments on the plan

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick / select the relevant box(es)

Make sure that what you say / write* fits the title.	<input type="checkbox"/>
Make sure that you have covered the task fully.	<input type="checkbox"/>
Remove the conjugated verbs / complete sentences / codes / visuals* from the plan.	<input type="checkbox"/>
( ) ur plan is too short / long* (40 words maximum).	<input type="checkbox"/>

\* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

Date 11/01/2011

Candidate's full name

To be completed by the candidate

- Do not write more than 40 words in total. If you do, the additional words will not be credited.
- You must use whole words. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes or phonetic transcriptions.
- Do not use drawings, photos, icons or visuals of any kind.
- You can only produce one plan per task and you must prepare this on your own.

Task title Mis vacaciones favoritas

Plan (40 words maximum)

Despejado nublado  
 Afortunadamente viento  
 monumentos  
 proteger  
 naturalezas  
 voluntario  
 sociedad  
 techo

Number of words used  
(maximum 40 words)

10

Candidate declaration I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

[Signature box]

Date

11 / 01 / 11

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## Mis vacaciones favoritas

Normalmente, voy a Italia con mi familia. Voy en avión porque es muy cómodo y rápido. Conozco a muchas personas en Italia. Generalmente, hace sol y está despejado. Me gusta alojarme en un hotel de cinco estrellas porque hay habitaciones grandes. Afortunadamente, en un hotel, hay una piscina y hay una sala ~~de~~ de juegos. Sin embargo, prefiero ir a un camping porque no hay mucho contaminación.

Durante mis vacaciones, me encanta comprar recuerdos y nadar en el mar porque es muy divertido. Soy miembro de un club de bádmin-ton así que juego al bádmin-ton en la noche. Odio el fútbol y tomo el sol en la playa. A veces visitamos monumentos.

El año pasado, fui a Francia con mis amigos. Me quedé en el camping porque es muy bonito. El protege las naturalezas y el ambiente porque no hay mucha basura. Monto en bicicleta y no ture esperar. Fuimos para un correr en el campo.

También, hicimos agua mineral y comimos las patatas. Hace bastante viento en Francia. Lo que más me gusta es que ~~no~~ hay mucho tráfico y hay espacios verdes pero lo que menos me gusta es que no hay muchas tiendas.

El año próximo, quisiera ir a Estados Unidos con mis hermanas porque hay un famoso centro comercial ~~almacenes~~ y tiene siempre ropas agradables. Voy a lugares de interés una vez por semana. Voy a sacar muchas fotos y voy a bailar. Visitaré los restaurantes diferentes.

Si ganaras la lotería, me gustaría ir a Sudáfrica porque me encantan los animales y mejoraré la sociedad. Quisiera, trabajo con los sin techo y trabajo de un voluntario. Después, voy a España porque es necesario hablar con las personas de culturas diferentes y mejoraré mi Español.

## Student 2 Commentary

### Task 1: My favourite holidays

#### TPF

The task title should be given in English. Otherwise, the task planning form has been correctly completed, though the student has not made full use of the 40 words permitted.

#### Content

The content of the piece is fully relevant to the title set and a lot of information is conveyed. Despite an occasional major error, particularly with verb endings (*monto* for *monté*; *ganaras* for *ganara*) there is little difficulty understanding the basic message and the majority of the information is communicated clearly. Nearly all points made are developed in some way and the student expresses a number of points of view, some of which are explained. (*Me gusta alojame en un hotel de cinco estrellas porque hay habitaciones grandes. Sin embargo, prefiero ir a un camping porque no hay mucho contaminación. Durante mis vacaciones, me encanta comprar recuerdos y nadar en el mar porque es muy divertido.*)

This piece clearly goes well beyond a basic response and corresponds well to the descriptor for the 'Good' band. There are, however, some passages which are somewhat disjointed or where ideas have not quite been explained thoroughly enough to meet the more sophisticated level of writing required for a mark in the top band. (*Afortunadamente, en un hotel, hay una piscina... El año proximo, quisiera ir a Estados Unidos con mis hermanas porque hay un famoso centro commercial y tiene siempre ropas agradables. Voy a lugares de interes una vez por semana. Voy a sacar muchos fotos... Si ganaras la lotería, me gustaría ir a Sur de África porque me encantan los animales y mejoraré la sociedad.*) Nevertheless, since the top band was considered, it is just possible here to go to the top mark in the 'Good' band and 12 marks were awarded.

#### Range of Language

The student uses a good variety of vocabulary. For example, she uses *encantar* and *preferir* as well as *gustar*, *alojarse* as well as *quedarse*, *está despejado* as well as *hace sol*, *lo que menos me gusta es...* as well as *odio*. She also uses some higher tier vocabulary such as (*un hotel*) *de cinco estrellas* and *los sin techo*.

There is also a variety of structures used. Present, immediate future, future, preterite, conditional and imperfect subjunctive tenses are all to be found in the piece. Good use is also made of adverbs and adverbial phrases such as *normalmente*, *generalmente*, *afortunadamente*, *sin embargo*, *después*, *una vez por semana*. There are also successful attempts at complex sentences using linking words such as *porque*, *así que*, *lo que* and *que*.

There is therefore plenty of evidence to justify a mark at the top of the 7/8 band for Range of Language. A greater range of complex sentences and a more confident handling of complex language would be needed for a mark in the top band.

#### Accuracy

While the piece contains a number of errors, it is clearly more accurate than inaccurate. There are a number of minor errors of spelling (*miembo*, *conozo*) and accentuation (*comodo* y *rapido*) and occasional omissions (*no tuve esperar*) which do not hinder communication. Rather more serious are the mistakes with verb endings mentioned above and the occasional phrase where the meaning is perhaps initially somewhat obscure (*El protege las naturalezas y el ambiente...*). These major errors preclude a mark in the top band particularly since they do not always occur in attempts at more complex sentences and the two errors in verb endings indicate that verbs and



tense formations may not be completely secure. However, since the piece is generally accurate a mark of 4 is possible.

**Content: 12/15**

**Range of Language: 8/10**

**Accuracy: 4/5**

**Total Mark: 24/30**

## GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

**Unit 3 Speaking**       **Unit 4 Writing**  
 **Chinese (Mandarin)**     **French**     **German**     **Italian**     **Spanish**     **Urdu**  
 46703 / 46704    46553 / 46554    46653 / 46654    46303 / 46304    46953 / 46954    46453 / 46454

Centre number \_\_\_\_\_ Centre name \_\_\_\_\_

Candidate's full name Student 2 Candidate number \_\_\_\_\_

If you want to prepare a plan for your Unit 3 Speaking task or Unit 4 Writing task, you must use this form, so that your teacher can give you some feedback before you produce your final version. Your teacher can only give you feedback on your plan, he/she cannot give you feedback on your draft or the final version.

*Teacher comments on the plan*

This section should be completed by the teacher/assessor. The form should then be returned to the candidate, who should ensure that it is submitted with the completed piece of work and handed in to the teacher/assessor.

Please tick / select the relevant box(es)

Make sure that what you say / write\* fits the title.   
 Make sure that you have covered the task fully.   
 Remove the conjugated verbs / complete sentences / codes / visuals\* from the plan.   
 Your plan is too short / long\* (40 words maximum).   
 \* delete as applicable

**Further feedback** (if not covered by the boxes above). Please note this must be restricted to the extent to which the candidate is meeting the requirements of the task and must not include comments on the actual language used.

  
  
  
  

**Teacher declaration** I confirm that the candidate's plan was written by the candidate. Any feedback which I have given on the plan has been restricted to the comments which I have written on this form.

\_\_\_\_\_

Date 12/04/2011

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. If you do, the additional words will not be credited.
- You must use whole words. You must not use conjugated verbs or complete sentences.
- We would advise you to write in the target language, but you can write in English if you prefer. Do not use any codes or phonetic transcriptions.
- Do not use drawings, photos, icons or visuals of any kind.
- You can only produce one plan per task and you must prepare this on your own.

Task title

El colegio

Plan (40 words maximum)

mixto	tienda
bonito	uniforme
coche	bocadillo
madre	tren
desafortunadamente	ordenadores
sol	
cigarillos	
dinero	
amable	
química	
hora	
comer	

Number of words used  
(maximum 40 words)

17

**Candidate declaration** I confirm that I have prepared the above plan myself and that the only feedback I have received is my teacher's comments on this form.

Date

29/03/11

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## Task 2

El colegio

Mi colegio se llama .

. El edificio es

bastante grande y muy moderno. Es mixto y mi colegio

es bastante bonito con otros colegios. También, hay

muchas aulas, por ejemplo, unos vestuarios, una biblioteca y

un comedor. Hay aproximadamente seiscientos alumnos

y cuatrocientos alumnas. Frecuentemente, voy al

colegio en el coche con mi madre pero hay mucho

contaminación. Nunca voy andando en invierno porque

hace mucho frío desafortunadamente.

En España, hace sol y se permite comer chicle en

clase. En mi colegio, no se permite comer chicle o usar

en el móvil en el clase. ~~Es~~ <sup>EL</sup> problema más grande  
~~una~~

en Inglaterra son los cigarrillos porque son causas

mas muertes. Además, estoy en contra los drogas.

Sin embargo, me encantan los profesores porque son

amables y trabajadores.

Ayer en mi colegio, estudié la química, el inglés y las matemáticas. No me gusta el inglés porque era difícil y aburrido pero saco buenas notas en la química.

Durante la hora de comer, comí un bocadillo y fui a la tienda con mis amigos. Ayer no llevar uniforme para un caridad.

En mi opinión, el colegio del futuro será muy diferente y no será feo. También, tendrá ordenadores portátiles.

Los alumnos irán al colegio en el tren o en avión. No irán a pie. Me gustaría ir al colegio del futuro porque será una buena experiencia.

## Student 2 Commentary

### Task 2: School

#### TPF

As with Task 1, the title should be given in English. Again, the student has not made full use of the number of words permitted.

#### Content

As with Task 1, the student has produced a fully relevant response to the task. A lot of information is conveyed clearly and, unlike Task 1, there are no points where lack of clarity delays communication. Points are in general developed and there are some attempts to describe some aspects of school (eg school rules, what the school of the future will be like) in some detail. The student gives a number of opinions, some of which are explained. (*Me encantan los profesores porque son amables y trabajadores. No me gusta el ingles porque era difícil y aburrido.*) The piece is generally well organised.

In Task 1, the piece was placed at the top of the 'Good' band; here, because the candidate has avoided the lack of clarity found in places in the first piece, it is just possible to award the slightly higher mark of 13, at the bottom of the 'Very good' band.

#### Range of language

As in Task 1, there is a good variety of vocabulary with use of synonyms such as *gustar* and *encantar*. There is some range of structures with present, future, preterite and conditional tenses used correctly as well as the impersonal impression (*no*) *se permite*, use of the phrase *nunca voy andando* and adverbs and adverbial expressions such as *aproximadamente*, *frecuentemente*, *además*, *sin embargo* and *en mi opinión*. There are a number of longer sentences linked by *y* and *porque*. There is certainly enough here to justify inclusion in the 7/8 band for Range of language but the language here does not quite match the sophistication or complexity of that in Task 1, so the lower mark of 7 is the more appropriate.

#### Accuracy

The general impression is one of accuracy. However, a few fairly serious errors, such as *era* for *es*, and use of the infinitive *llevar* rather than a past tense and other problems of syntax such as *son causas mas muertas* or *usar en el móvil*, make it impossible to award a mark of 5. However, other mistakes are minor with only an occasional mistake of accentuation (*tám bien*), spelling (*cigarillos*) or gender (*mucho contaminación, el clase, un bueno experiencia*). Apart from the two examples quoted above, verbs and tense formations are correct. An Accuracy mark of 4 is therefore appropriate.

**Content: 13/15**

**Range of Language: 7/10**

**Accuracy: 4/5**

**Total Mark: 24/30**

**Overall, therefore, Student 2 scored a mark of 48/60.**

## GCSE Modern Foreign Languages Unit 4 Writing

Please tick / select the appropriate box

<input type="checkbox"/> Chinese (Mandarin) 46704	<input type="checkbox"/> French 46554	<input type="checkbox"/> German 46654	<input type="checkbox"/> Italian 46304	<input checked="" type="checkbox"/> Spanish 46954	<input type="checkbox"/> Urdu 46454
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Centre number

Centre name

\_\_\_\_\_

Candidate's full name

Candidate number

Student 3 \_\_\_\_\_

**Notice to candidate** The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

Remember, the task titles that you submit for Writing must be different from the task titles that you submit for Speaking.

*To be completed by the candidate*

**Candidate declaration** I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

*As part of AQA's commitment to assist students, AQA may make your work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your work is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact AQA.*

Candidate signature

Date \_\_\_\_\_

**Teacher declaration** I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher signature

Date \_\_\_\_\_

*This form should be attached to the candidate's work and sent to the examiner.*

To be completed by the teacher

Task 1 title

MONEY AND SHOPPING

Was a Task Planning Form used for task 1? YES / NO

Delete as applicable.  
If YES, it must be submitted with the candidate's work.

Task 2 title

YOUNG PEOPLE'S VIEWS ON THE ENVIRONMENT

Was a Task Planning Form used for task 2? YES / NO

Delete as applicable.  
If YES, it must be submitted with the candidate's work.

I confirm that I have submitted a copy of both tasks with the candidate's work.



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Task 1

Task: Money and Shopping

¡Hola! me llamo \_\_\_\_\_ y en mi opinión creo que tengo suficiente dinero porque trabajo a los fines de semana en una cafetería y yo también ~~ayudo~~ ayudo mis padres por ejemplo lavo el coche y cuido las plantas. Gano, por lo general quince libras a la semana y normalmente gasto en salir con mis amigas.

Voy de compras a menudo con mis amigas y vamos a Blackpool y vamos en autobús. Sin embargo suelo ir con mi madre cada semana y voy en su coche. El trayecto dura dos horas. Vamos un centro comercial que está Manchester y es muy grande y bonito.

La semana pasada me lo pase <sup>fantástico</sup> ~~genial~~ porque fui de compras con mi hermana mejor y yo raramente la veo ya que está en la universidad. Compré muchas camisetas y zapatos y comí un Subway para mi almuerzo. Además compramos un regalo para su madre porque era su cumpleaños. Creo ~~que~~ que fue muy divertido aunque hecho mucho de menos a mi hermana.

El dinero no es importante para mí ya que pienso que no da felicidad. No hace falta mucho dinero porque no necesito comprar mucho. ~~Yo~~ También no necesito mucho dinero ya que mis padres pagan todo.

En mi opinión el dinero es muy importante para los jóvenes porque necesitamos salir con nuestras

amigas. El dinero es importante para nosotros ya que nos gusta comprar ropa por ejemplo un vestido o una camisa. Además según mi opinión es importante para los jóvenes aprender como ser independiente.

Me gustaría comprar un coche grande porque ~~siempre~~ siempre me quedo uno. Tendría ruedas grande y sería negro. <sup>También me gustaría comprar un perro pequeño con patas pequeñas porque necesito uno.</sup>

<sup>Finalmente</sup> Si fuera rica compraría un billete y saldría enseguida de Inglaterra y viajaría a Italia porque mi familia vive allí. También compraría más ropas ya que me encanta mucho. (

## Student 3 Commentary

### Task 1: Money and Shopping

#### Content

The piece is a fully relevant response to the title. The structure of the piece is well organised with a number of points relating to the title arranged in a logical sequence, each one in a separate paragraph. The student conveys a lot of detailed information most of which is fully developed. Take for example the way the bullet point 'Where do you go shopping and who do you go with?' is developed in the second paragraph. Whilst there are some minor errors, these do not hinder communication and all the information is expressed clearly. She regularly expresses opinions and points of view, many of which are explained in some detail. (eg *El dinero no es importante para mí ya que pienso que no da felicidad. No hace falta mucho dinero porque no necesito comprar mucho. También no necesito mucho dinero ya que mis padres pagan todo.*)

Clearly there is plenty of evidence here to support a mark in the top band and because the criteria for this band are met very fully a mark of 15 is possible.

#### Range of Language

The student uses a wide variety of vocabulary with a number of synonyms used to avoid repetition (*gustar/encantar, ir/viajar – trayecto* is also used –, *porque/ya que, necesitar/hacer falta, normalmente/por lo general/suelo, creo que/pienso que/ en mi opinión*). There is also good range of structures. Present, perfect, preterite, conditional and imperfect subjunctive tenses are used. Good use is made of adverbs and adverbial phrases (eg *además, en mi opinion, por ejemplo, enseguida*) as well as some infinitive constructions (*suelo ir, gasto en salir, es importante...aprender como ser independiente*). There are also a couple of uses of object pronouns. There is hardly a sentence which is not complex, with *porque, ya que, aunque* and *que* used as conjunctions and use also made of the relative pronoun *que*.

Since there is use of more than one tense a mark in the top band for Range of Language is available. The piece gives the impression of an ability to handle language confidently and easily fulfils all the requirements for this band. There is enough evidence to warrant the top mark of 10 being awarded.

#### Accuracy

There are no major errors and verbs and tense formations are certainly secure. There are a few minor errors – a number of spelling mistakes such as *hecho* (for *echo*) and *felizidad*, a few omissions (as in the sentence: *Vamos un centro comercial que está Manchester...*) and one or two other minor mistakes such as *ropas* for *ropa* in the final sentence of the piece. However, none of these seriously affect communication, so the examiner has been able to award the full 5 marks available for Accuracy.

**Content: 15/15**

**Range of Language: 10/10**

**Accuracy: 5/5**

**Total Mark: 30/30**

## Task 2

Task: An article on Young People's views on the environment

¡Hola! Me llamo Aimee y vivo en un pequeño pueblo en el noroeste de Inglaterra. Cercano a en Blackpool hay muchas atracciones ~~atracciones~~ incluyendo un cine grande, se llama <sup>el</sup> Odeon y la torre de Blackpool. Además hay un aeropuerto que es muy útil cuando quiero ir de vacaciones. Me ~~gusta~~ encanta vivir aquí pero creo que el tiempo es mal.

¡Según mi opinión mi pueblo es fantástico! Una ventaja es que mi pueblo es muy limpio y no hay ruido. También no hay ~~fabrías~~ <sup>lo malo</sup> ~~que~~ así que no hay mucho contaminación. Sin embargo <sup>lo malo</sup> no hay nada que hacer y es a veces muy aburrido y yo me quedo sola porque no tengo amigas en

Mi pueblo era muy turístico, pero de repente se hizo muy tranquilo y collado y ahora está actualmente sin gente. También había muchas tiendas y restaurantes con gentes amable y ahora no me gusta porque estoy triste.

Mi barrio está muy contaminado por lo que tiene efectos nocivos. ~~y~~ ~~nesta~~ Hay muchas problemas con la contaminación de los ríos porque los peces se mueren, es horrible. Me preocupa mucho el aire contaminado por el tráfico ya que no es buena para la salud. Deberíamos reducir tráfico y viajar más en trenes y autobuses públicos.

Los problemas medioambientales de mi planeta son la <sup>me preocupa</sup> extinción de especies raras y ~~la~~ <sup>la</sup> tala masiva de los bosques cosa que en mi opinión es necesario que protejamos ya que los árboles están en peligro ~~Además eres~~ ~~me~~ ~~más especies raras~~ ~~se~~ ~~deberían~~ ~~extinguir~~ ~~se~~. Pienso que en el futuro la clima será menos estable y las variaciones

de temperatura se intensificaran. Además creo que más especies raras se acabarán extinguiendo.

Si fuera el Presidente diría que deberíamos reciclar más y nadie debería tirar basura en el suelo. También para que el mundo fuese mejor, tendríamos reducir basura de casa, no gastar el papel, separar la basura y reutilizar las bolsas de plástico del supermercado <sup>y finalmente,</sup> y fomentar la limpieza.

## Student 3 Commentary

### Task 2: Young people's views on the environment

#### Content

The piece is again relevant to the title though it is worth noting here that a more general title such as 'The Environment' would be less likely to produce a situation where a candidate might be penalised for irrelevance. Again, a lot of information is conveyed in some detail and developed and some opinions are expressed and explained (*Me preocupa mucho el aire contaminado por el tráfico ya que no es buena para la salud. Me preocupa la tala masiva de los bosques cosa que en mi opinion es necesario que protejamos ya que los árboles están en peligro.*) This is again clearly a piece which meets the criteria for the top Content band. However, while there is still evidence of organisation of the material, the piece is perhaps not quite as well planned as Task 1. The clarity of expression is not quite as marked as in Task 1 and there are one or two unexplained contradictions. In the second paragraph the student writes: *...mi pueblo es muy limpio y no hay ruido. También no hay fábricas así que no hay mucho contaminación.* However, later she writes: *Mi barrio está muy contaminado...* Some slight confusion is also caused because in the final sentence *no* appears to have been omitted before *malgastar*. It is therefore more appropriate to award 14 marks rather than 15.

#### Range of Language

Again there is a good variety of appropriate vocabulary with use of items such as *efectos nocivos, la extinción de especies raras, fomentar, actualmente*. There is also a wide range of structures used: *lo malo es que no hay nada que hacer, yo me quedo sola, se acabarán extinguiendo*. Present, future, conditional, imperfect and imperfect subjunctive tenses are all correctly used and there is a range of longer and complex sentences introduced by *así que, porque, ya que, si, que and para que*, as well as *y* and *pero*. Again, the piece clearly fits the descriptor for 9/10 marks. However, since the writing is rather more uneven than in Task 1, with some slightly less felicitous passages (eg *el tiempo es mal*) the examiner has awarded 9 marks rather than 10.

#### Accuracy

While the piece is not faultless, there are few, if any, major errors, most of the mistakes being misspellings (*collado*), missing accents (*fabricas, se intensificaran*), wrong genders or agreements (*la clima, muchos atracciones, mucho contaminación, gentes amable*) and occasional omissions (*tendríamos reducir*). Verbs and tense formations are secure. An accuracy mark of 5 is therefore clearly indicated.

**Content: 14/15**

**Range of Language: 9/10**

**Accuracy: 5/5**

**Total Mark: 28/30**

**Overall, therefore, Student 3 scored a mark of 58/60.**