

Teacher Resource Bank

GCSE Spanish

Other Guidance

- Exemplar Student Marked Work:
Controlled Assessment Writing Autumn 2012



Contents - GCSE Spanish Writing TRB Autumn 2012

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STUDENT 1

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

STUDENT 1

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.
 - Make sure that you have covered the task fully.
 - Remove the conjugated verbs ~~complete sentences~~ from the plan.
 - Your plan is too short ~~40~~ (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

25/5/2010

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. 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. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title Written Task 1 Holidays

Plan (40 words maximum)

Barcelona, creanta Malta España
 agosto extraordinario
 acción más rápido Lo bueno
 cómodo Monumentos
 visitar apartamento Lo malo
 Sagrada familia
 también Relaxante
 zoológico
 Vacaciones
 buceo con escafandra

Number of words used

25

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

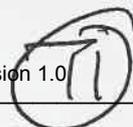
Date

25/5/10

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 Dr Michael Cresswell, Director General.



Mis Vacaciones.

Durante el vacaciones de verano fui a Barcelona en España una semana. Fui en agosto. con mi familia una semana. Porque me encanto las playas.

Fui en agosto pasé un verano

Fui en avión porque es mas rápido que en coche. Fui con mi familia me alojé en un apartamento porque era muy comodo.

~~visite~~ visite muchos monumentos en ~~Barcelona~~ Barcelona. visite la Sagrada Familia. la Sagrada Familia es muy grande y muy bueno. Tambien ~~visite~~ visite muchas playas porque me encanto las playas.

Tuve un problema con un apartamento. Los apartamentos no tienen las aguas. es mas problema porque España hace calor.

en mi opinion las vacaciones es muy bueno me encanto la playa lo alojamiento es muy comodo y es cerca de la playa cinco minutos a pie.

en mi opinion Los vacaciones es muy importante porque. Se ~~es muy interesante~~ tambien las vacaciones muy interesante y muy util.

me gustaria visitar Mucha me preferia. lo buceo con escoba es extraordinario es deporte mi favorito.

Student 1 Commentary

Task 1 - Holidays / Mis Vacaciones

Task Planning Form

Encanta is a conjugated verb. As such, any sentence/clause containing *encanta* will be ignored in the task.

Content

All information provided is relevant to the title. At 162 words, the piece is 'unlikely to score above the Sufficient band'. It just about conveys 'quite a lot of information' and, even when we ignore *me encanta las playas / me encanta la playa* (TPF), a number of opinions are still expressed: *la Sagrada Familia es muy grande y muy bueno ... en mi opinion la vacacion es muy buena ... me gustaría visitar Malta*. There is a little evidence of development of ideas: *me alojé en un apartamento porque era muy comodo ... muy relajante y muy util* and, while paragraph four is not particularly clear, some idea of a lack of water and hot weather is conveyed. Clarity is an issue here and, to a lesser extent, in the last paragraph. The piece has a well organised structure and each paragraph conveys information without the need for reference to the task sheet. The Limited band was a consideration, but there is just enough evidence here to support the lower of the three marks in the Sufficient band.

7 marks

Range of Language

Now the mark for Content is awarded, we consider, as the first option, the equivalent band in Range of Language (ie 5-6 for this piece). There is a little variety of vocabulary though it is the case here that 'a more basic range (is used)... and there (is) more repetition'. Structures are almost always straightforward, though four different tenses are used accurately: preterite, imperfect, present and conditional. While the student's punctuation is not always clear / accurate, some attempts are made at longer sentences, principally using *y* and *porque*. Since evidence is not strong in this band, and consideration may even have been given to the band below, the **mark of 5** is awarded.

Accuracy

There are some major errors (inappropriate infinitives and past participles) but the intended meaning is almost always clear. Minor errors (spelling slips, particularly) are frequent. Verb forms and tenses vary in their accuracy. The piece is just about 'more accurate than inaccurate' and **3 marks** are awarded.

Total mark: 15/30

GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking

Unit 4 Writing

French
(46553 / 46554)

German
(46653 / 46654)

Spanish
(46953 / 46954)

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.

Make sure that you have covered the task fully.

Remove the conjugated verbs / complete sentences / codes* from the plan.

Your plan is too short / long* (40 words maximum).

* delete as applicable

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

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 28/2/2011

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. 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. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title

Mi colegio

Plan (40 words maximum)

Plan (40 words maximum)

- Ideal divertido.
- deberes
- Finca
- Galud
- Cambial
- ~~historico~~ edificio
- Instalación uniforme.
- asignatura
- EL Arte de las Actividades
- Submarinismo
- interesante

Number of words used	
----------------------	--

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 _____

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M. Colegio

T2

- 1 Mi Colegio está en el barrio de Croydon cerca de Londres. Mi colegio es un colegio histórico. Pero también instalaciones modernas. Hay doce laboratorios de ciencias. Tres salas de informática con ordenadores modernos. Mi colegio es muy estricto hay que llevar un uniforme.
- 2 Hay ocho clases por la día. Hay veces ~~termina~~ a las once. Este año estoy estudiando nueve asignaturas. es decir, el Inglés, el Diseño la tecnología, la biología, la Física, la Química, las matemáticas. Mi asignatura favorita es diseño y la tecnología porque me muy interesan las cosas ~~tecnicas~~ técnicas.
- 3 El trimestre pasado fui a un club de Submarinismo todos los semanas me gusta mucho porque es muy interesante. Fuimos a Malta para una semana es muy buena.
- 4 Mi profesor malpa es bastante divertido y muy organizado.
- 5 En mi opinión ~~los~~ los deberes es no útil. Mi prefiero trabajo en clase.
- 6 En el Colegio no se debe fumar en ~~el~~ el colegio. Estoy a favor porque fumar es malo para la salud.
- 7 Cambiar las reglas los deberes. Porque es muy estricto. ~~estricto~~

Student 1 Commentary

Task 2 - Mi Colegio

Task Planning Form

Nothing to affect the assessment; deleted words are not at all visible.

Content

All information provided is relevant to the task title. At 168 words, the piece is once again 'unlikely to score above the Sufficient band'. Quite a lot of information is clearly conveyed: the school's location, facilities, daily routine, rules, the student's studies, clubs and teacher. Clarity is only really lost in the last paragraph. Ideas / opinions are expressed reasonably frequently and are often explained. The piece is well organised. The Good band is a consideration, but the piece does not convey 'a lot of information' and, as such, it is awarded the top mark in the Sufficient band. **9 marks**

Range of Language

Vocabulary is certainly appropriate, with occasional variety (*un club de submarinismo / estoy a favor*). There is some variety of structures (*hay que / me muy interesan los cosas tecnicas / no se debe fumar*). There are attempts at longer sentences using *con, es decir, y* and *porque*. More complex sentences (required for the 7-8 band) are rarely used, however. While 7 marks is a consideration, the piece does not contain mainly successful use of complex sentences and so the **mark of 6** is awarded.

Accuracy

The piece is generally accurate. Major errors are rare – the infinitive in the last paragraph is probably a failed attempt at a more complex sentence. There are some minor errors, but spellings are generally sound and verbs are usually correct. **4 marks**

Total mark: 19/30

STUDENT 2

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

Centre name

STUDENT 2

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.

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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 20/3/11

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 school

Plan (40 words maximum)

- Asignatura - Subjects, útil - useless, mandar - order people around, pero no es sano - but its not healthy
- uniform que llevar que (vaqueros) - ugly
Tengo que hacer.
- practicas laborales - work experience, e Jercito, Army
Hamburguesas con salsa
- Siempre simpatico
- futuro soldado - soldier.

Number of words used
(maximum 40 words)

39

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

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Dr Michael Cresswell, Director General.

18th February 2011

MY SCHOOL

Mi colegio es ^{es mixto} tengo hacer cinco Asignatures. Mi favorito Asignature es espanol porque la profesores es muy siempre y simpatico. No me gusta Religioso porque la profesores es util y es mandar la cafeteria es muy fantasito. mi favorito como es hamburguesas con patatas fritas pero mi opinion no es sano.

Uevar Pantalones negro y camisa blanco con jersey azul. en mi opinion la uniforme es muy vaqueros y asquerosa.

~~es~~ me gusta practicas Laborals es dificil ir ^{en} veje cito en auto car. Mi Prepararse por algo al perder a la guerra. la catatoria es increible comer la pasta con salsa es delicioso ~~es~~ y lo mejor de todo es muy divertirse.

en la futuro ^{en mi opin:} quiero a ser la Solidado porque me gust viajar y por y me gusta fusil.

Los siete

133 words.

Student 2 Commentary

Task 1 - My School

Task Planning Form

The student includes two conjugated verbs, *es* and *tengo*. As such, any sentence / clause containing either of these verbs will be ignored in the task.

Content

The student writes 133 words, though conveys relatively little information when all work containing *es* or *tengo* is disregarded. There is some idea of what the school uniform is and some idea of eating pasta with sauce. Details about work experience and future plans could be relevant to the title if they were linked and not long digressions but, in this case, these details are difficult to understand, anyway. Opinions are often marred by inaccuracy (*no me gusta Religious*) or include the verb *es*. It would not be fair to say that the student produces no language which is worthy of credit, but it does not go beyond **1 mark**. (Now that a mark has been awarded for Content, a mark of at least 1 and no more than 4 should be awarded for Range of Language and a mark of at least 1 and no more than 2 should be awarded for Accuracy).

Range of Language

There is little understanding of language structure here, with just an occasional short phrase which is vaguely understandable. Vocabulary is basic but, even then, often spelt incorrectly (*favouroto / fantasito / deliciouso*) and it does not always convey a message: *la professores es utitul y es mandar*. **1 mark**

Accuracy

Errors are frequent and regularly impede communication, eg, *mi prepararse por algo alspercer a lagieien*. There is limited understanding of the most basic linguistic structures – *es* is almost the only verb used accurately in the entire piece and this was used on the TPF. **1 mark**

Total mark: 3/30

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

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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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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 _____

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

ME & MY FAMILY

Plan (40 words maximum)

- ~~say~~ ~~from~~
- ~~Basante~~ - Alto - Tall
cords - fut hacerse - hurt me
Baja enfada - Annoying
 - Siempre - Always
 - Paciente - Patient
 - Babiladoro - Chatty
 - ✓
 - el pelo - Curly hair
 - Salir - to go out
- Pasado - last summer
 - quisiera - I am going
 - trabajo - to work
 - Científico - Scientist
 - ~~asbestos~~ - comidos - ~~am~~ going to eat.

Number of words used
(maximum 40 words)

39

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

07/04/11

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Dr Michael Cresswell, Director General.

Me llamo _____ y vivo en _____
con mi familia. Soy Alto y gordo
Soy siempre Babiladoro. Tengo ~~Atto~~ Largo
narron pelo y Soy tiene once seis años

Mi madre es Beverley esta es Paciente
y muy enfada. Este tiene catorce seite años
esta tiene el pelo corta

Mi padre es Anthony estan Siempre
muy inteligente su gusta, futbol y
español estan a soldado Soy
orgulliso

esta Dos hermanos y uno hermana

Mi dos hermanos ser Jamie y Stuart
ellos hacen y enfad no me gusta.

Salir un restaurante comimos Patas
fritas con mi salsa en mi
opinión me encanta salsa con Patas
fritas.

Pasado fui un Restaurante Per no
salsa no felte e me gusta salud
porque es sano

en el futuro quisiera
trabajar a científico dinero
y me gustan científico es
muy interesante .

Student 2 Commentary

Task 2 - Me and My Family

Task Planning Form

The student includes four conjugated verbs, *soy* (even though this has a line through it, it is still clearly legible); *enfada*; *quisdiera* (sic) and *comimos*. Any sentence / clause including these items will be ignored in the task.

Content

The title of Me and My Family gives broad scope for relevant material but, even so, the two paragraphs on restaurants are rather tenuous in the way they are expressed here. The student writes around 130 words but fails to communicate very much since we have to disregard sentences which include *soy*, *quisdiera* and *comimos*. Despite inaccuracy in the expression of opinions, one gains the impression that the student does not like his siblings, he loves sauce and something scientific is very interesting. Again, the piece falls into the Poor band. The information is very limited but we do understand some details about the student and his family. **2 marks**

Range of Language

There is little understanding of language structure (*soy tiene cinco seis años*) – particularly after the first three paragraphs. Vocabulary is very basic and sometimes inappropriate (*babladoro, patas, salid, cientifico dinero*). Nevertheless, there are some short, simple sentences and so the upper of the two marks in the appropriate band is awarded.

2 marks

Accuracy

Many errors often impede communication and verb forms are rarely accurate with confusion caused through inappropriate infinitives or the lack of a verb at all. After the first two lines, most sentences contain mistakes. **1 mark**

Total marks: 5/30

STUDENT 3

GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking

Unit 4 Writing

French
(46553 / 46554)

German
(46653 / 46654)

Spanish
(46953 / 46954)

Centre number

Centre name

Candidate's full name

STUDENT 3

Candidate number

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Teacher comments on the plan

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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* from the plan.

Your plan is too short / long* (40 words maximum).

* delete as applicable

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

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 10.3.11.

Candidate's full name

Candidate number

To be completed by the candidate

- Do not write more than 40 words in total. 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. You can include drawings and diagrams.
- You can only produce one plan per task and you must prepare this on your own.

Task title EL lugar donde vivo.

Plan (40 words maximum)

- Lived here → 11 years
- → school → fields
- Peterborough → brendas, un cure, piscina
↳ Sin embargo, trafico, ruidosa... pero
- → smaller
→ menos casas, escuela más pequeña
- mejorar public transport. reciclar... limpio
- → trafico + litter. If not...
- Alemania... child

Number of words used

33

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

10/3/2011

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Candidate name:

STUDENT 3

El lugar donde vivo

TASK 1

Hola. Me llamo [redacted] y tengo dieciséis años. Vivo en Morton con mi familia.

Morton es un pueblo gran en el campo cerca de Bourne. He vivido en Morton durante once años y me gusta Morton porque es muy bonito y hay mucha gente amigable. En Morton hay dos bares, un gran iglesia, una pequeña iglesia bautista, una escuela primaria, un parque y muchos campos.

La ciudad más cercana a Morton es Peterborough. Hay más que hacer en Peterborough porque hay muchas tiendas, un cine y una piscina. Yo no se aburren en Peterborough sin embargo no me gusta el tráfico, ya que es demasiado ruidosa, pero Morton es tranquilo.

En el pasado, Morton solía ser mucho menor de lo que es ahora. Solía tener menos casas, una escuela era más pequeña y no mucha gente vivía allí.

Me gustaría mejorar el área donde vivo al tener más transporte público para que pueda llegar al pueblo más cercano y a la ciudad. Me gustaría reciclar más lo que hay menos basura de la zona donde vivo es más limpio.

En el futuro me gustaría ir al sur de Inglaterra, cerca de Londres, porque los puestos de trabajo en la zona están bien pagados y no hay más que ver porque está cerca de la ciudad capital. Pero lo malo es que hay un gran cantidad de basura en las ciudades y el tráfico que no me gusta. Si esto no sucedió, me gustaría vivir en Alemania porque me encantó vivir en Alemania como un niño.

Student 3 Commentary

Task 1 - El lugar donde vivo

Task Planning Form

The title includes a conjugated verb, *vivo*, but students should not be penalised for this; it is not a word they have included, it is the title the teacher provided. While *limpio* may be a verb, it is used as an adjective in the student's work and accrues no penalty.

Content

The title could be a little restrictive since the piece must concentrate on where the student lives. The final paragraph could be seen to stray from this title since it begins, *en el futuro me gustaría ir al sur de Inglaterra*, whereas *vivir en el sur* would have linked it in nicely. However, the last sentence draws it back into the title and the whole response is, therefore, relevant. At 254 words, the piece has access to the full mark range and the student provides a lot of information with clarity – even though a couple of ideas are not expressed successfully, eg, *yo no se aburrirán en Peterborough sin embargo no me gusta el tráfico*. Information is generally developed but this is not a detailed response and some developments are unclear, eg, both explanations in paragraph 5. Opinions are expressed quite frequently and are usually explained. The piece is well organised and each paragraph can be understood without reference to the task sheet. The piece fits neatly into the Good band and a **mark of 11** is awarded.

Range of Language

The 7-8 band, the equivalent band to Content, should be consulted first. There is a good variety of vocabulary and the student generally avoids repetition, though *hay* + nouns appear in paragraphs 2 and 3. Longer sentences are not solely dependent on simple connectives (5-6 band), *sin embargo* and *ya que* are used and there is a good variety of structures: *hay más que hacer, soler* + infinitive, *...de lo que es ahora, me gustaría* + infinitive, *lo malo es que...* More complex sentences are attempted, albeit not fully successfully, eg, *al tener más transporte público*. A good range of tenses is used, and usually successfully. Given the strong evidence in the 7-8 band, the upper of the two marks is awarded. **8 marks**

Accuracy

The piece is certainly more accurate than inaccurate (3), but does it reach 4 marks? Errors do occur in attempts at more complex sentences, eg, *si esto no sucedió, me gustaría vivir en Alemania* and the piece is generally accurate. Errors may occasionally cloud but do not impede communication. Verbs and tenses are usually correct. **4 marks**

Total marks: 23/30



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 Candidate number

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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 27.4.11.

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 Una carta para solicitar un puesto

Plan (40 words maximum)

- Estimado
- años GCSE
- estudiantes
- España, Estados Unidos, Australia
- ...ir universidad
- química, español
- España - idioma, cultura, país

Le saluda atentamente

~~_____~~

Number of words used (maximum 40 words)	19
--	----

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.

_____ ature

Date 27/4/2011

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Dr Michael Cresswell, Director General.

Candidate name: STUDENT 3

Una carta para solicitar un puesto

TASK 2

Estimado señor/señora,

Me llamo [redacted] y tengo dieciseis años. Recientemente terminado mis años de GCSE a [redacted] en Inglaterra y estoy buscando experiencia de trabajo en una escuela por mi año sabático. Soy una persona amable y trabajadora y amistosa hacia los demás. Me gusta aprender, pero también, me gusta hacer deporte como el tenis y el hockey.

Me gustaría que el trabajo que usted esta ofreciendo, ya que me dará experiencia en las escuelas y trabajar con los estudiantes. Creo que sería bueno en el trabajo que están ofreciendo a causa de mi personalidad amistosa y estoy decidido a ayudar a los niños para aprender, incluso cuando es difícil.

No he hecho ningún trabajo experiencia una escuela antes, pero he hecho dos semanas de experiencia laboral en una tienda donde adquirí experiencia en la comunicación y el trabajo con otros adultos.

Viajado muchas veces en el extranjero. Cuando yo era niño fui a España cada año y también estado en Estados Unidos y Australia. Todos estos días de fiesta fueron sorprendentes. En España, el clima era muy caluroso, así que tomaba el sol mucho y fue en la piscina todos los días. En Estados Unidos fui a parques de atracciones y en el mundo de

Disney. finalmente, cuando fui a Australia me fui a la selva a buscar a todos los animales.

En el futuro, después de ganar experiencia laboral en mi año sabático, me gustaría ir a la universidad con el fin de estudiar química y español y convertirse en un maestro de estos temas. La razón por la que me gustaría estudiar estos temas es porque los quiero y que me interesan. Quiero ser un maestro, porque creo que será divertido para trabajar con niños y enseñarles los temas que me gustan.

Creo que me gustaría trabajar en España porque me gusta el idioma y me gusta el clima, en fin es un hermoso país para vivir.

Espero que usted me considere para el trabajo que yo estoy muy interesado y creo que sería una gran experiencia.

Le saluda atentamente

Student 3 Commentary

Task 2 - Una carta para solicitar un puesto

Task Planning Form

Saluda is a conjugated verb

Content

Given that the task is a letter of application for a job (in Spain, understood), the majority of the response is relevant. Paragraph 4 is tenuous; while some explanation of experience abroad / travel experience may be relevant, sunbathing, theme parks and animal hunts are not. There is no need to count the number of words as this is clearly a very full response. Ideas and points of view are expressed and explained. There is a well organised structure. As well as the slight irrelevance in paragraph 4, the other reason why the piece does not quite make top band is that it cannot be said that almost all information is conveyed clearly. The repeated use of a past participle with no auxiliary verb creates a loss of clarity, as do the two cases of 3rd person verbs instead of 1st (*adquirió* and *fue*) and the third paragraph is rather confused. As such, the piece is given **12 marks**.

Range of Language

As usual, we consult the equivalent band. On re-reading the piece, it seems clear that these criteria are fulfilled and we should consider the 9-10 band. There is a wide variety of vocabulary and structures: *ningún / a causa de / así que / después de + infinitive / me gustaría + infinitive / con el fin de + infinitive / indirect object pronoun / even an accurate subjunctive*. More complex sentences are handled with confidence: *creo que sería bueno en el trabajo que están ofreciendo ... La razón por la que me gustaría estudiar estos temas es porque ... espero que usted me considere para el trabajo*. A good number of tenses are used successfully: present, (present continuous), conditional, future, imperfect and preterite; the perfect tense is not successful, however. In this case, the band above the Content band applies and a **mark of 9** is awarded.

Accuracy

The Content and Range of Language marks would lead us to consider 4 or 5 marks for Accuracy. The piece is mainly accurate, with the exception of paragraph 3. While a range of tenses is used accurately, the perfect tense is consistently incorrect and a couple of preterites are used in the wrong person. **4 marks**

Total marks: 25/30

STUDENT 4

GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking Unit 4 Writing
 Chinese (Mandarin) French German Italian Spanish Urdu
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Centre number _____ Centre name _____

Candidate's full name _____ **STUDENT 4** _____ Candidate number _____

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Teacher comments on the plan

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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 28/1/11

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

A letter to a problem page. Task ①

Plan (40 words maximum)

Horrorosa	clínica	cine	estrés
Fines	bolsillo	recibir	viola
fregar	ganar	trabajar	viola
Jaula	salir	así que	piscina
Próxima	pasar	Joven	tercer
ventanas	perder	para	teñido
		demasiado	gerida
algo	dar		desde.
haber	libertad		
castigar	antipática		
deberes			
mañana			
ayer			
llevar			
llevar			
Perezosa			

Number of words used
(maximum 40 words)

40

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 28/1/11

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Component code
46954

A letter to a problem
page.

¡Hola!

Vivo con mis padres y mi hermana.

Ayúdame, por favor, porque creo que mi vida es horrible.

Tengo que hacer todo el trabajo en casa. Cuando mi madre está enferma, tengo que preparar las comidas, entonces, friego los platos. Los fines de semana, tuve que lavar los coches y hice las camas, porque mi madre ~~estuvo~~ ^{estuvo} enferma. Después tuve que limpiar la jaula del cobayo. Sé la próxima semana tendré que limpiar la casa y lavar las ventanas.

En mi colegio, mis amigos no me hablan, porque he hecho algo malo, pero no sé que. Mis profesoras siempre me castigan por nada, o por haber ayudado mi amiga con sus deberes. Por ejemplo, ayer mi amiga dijo con mi, y mañana mi profesora dirá no escucho. No me llevo bien ~~con~~ ^{con} mi hermana porque no hace nada en casa, es perezosa. Mis padres no me dan libertad porque piensan que no ayudo en casa y soy antipática a mi hermana todos los días.

No recibo dinero de bolsillo de mis ~~padres~~ ^{padres} porque soy antipática. Para ganar un poco, tengo que ayudar en el jardín y fregar los platos. Entonces no tengo bastante dinero, para salir con mis amigos. El sábado pasado no pude salir con mis amigos al cine, porque no tenía dinero. Porque no tengo dinero, no compro ropa. No trabajo, porque estoy demasiado

mpointcode

46954

Joven, así que no tengo dinero para salir con mis amigas.

Siempre estoy enferma! porque tengo mucho estrés en mi vida porque soy bastante gorda y siempre me duele la espalda y no puedo ir a la piscina con mis amigas. Los fines de semana, me torcí el tobillo cuando iba a la casa de mi amiga. El tobillo, me duele desde hace dos días.

Student 4 Commentary

Task 1 - A letter to a problem page

Task Planning Form

Nothing to affect the assessment

Content

All information is fully relevant to the title; the student clearly has a lot of problems. The piece clearly exceeds 200 words, thus accessing the full mark range. This is a detailed response: almost all points are expressed with clarity and are developed. It is true that there are only two direct opinions: *creo que mi vida es horrorosa* (the rest of the response providing clear explanation) and *Mis padres ... piensan que no ayudo en casa*, but we must remember that 'ideas, points of view and opinions must be viewed as one notion and are the same for assessment purposes' (Notes, p.6). This piece is full of ideas and points of view and almost all are explained, some in detail. There is a well organised structure. We are clearly in top band. The thing that prevents full marks is that, just occasionally, there is a loss of clarity: on two occasions, *los fines de semana* is followed by preterite tenses and it is unclear whether these actions happen at weekends or happened last weekend; *ayer mi amigo dijo con mi y mi profesora dirá no escucho* is again unclear and the occasional infinitive / wrong person of the verb delays our comprehension. As such, a **mark of 14** is awarded.

Range of Language

We first consider top band. There is a wide variety of vocabulary and structures, eg, life is not just *mala*, it is *horrorosa*; there is no sense of repetition and vocabulary generally is more sophisticated / 'Higher Tier'. Structures include *tener que* + infinitive in three tenses; pronoun objects; idiom; *para* + infinitive; *así que*; impersonal verbs and all accurately used. More complex sentences are handled with confidence: *Siempre me castigan por nada o por haber ayudado mi amiga con sus deberes; El tobillo me duele desde hace dos días*. All in all, the piece is worthy of the top mark. **10 marks**

Accuracy

We first consider 5 marks. The piece is largely accurate though we cannot say that errors occur only in complex sentences. While there are frequent examples of accurate verb and tense formations, there are errors: *mi hermana ... no hacer nada; no puedo salí; porque no tengo dinero, no compra ropa; no puedo voy al piscina* as well as the errors mentioned in Content above. **4 marks**

Total marks: 28/30

GCSE Modern Foreign Languages

Please tick / select the appropriate boxes

Unit 3 Speaking Unit 4 Writing
 Chinese (Mandarin) French German Italian Spanish Urdu
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Centre number _____ Centre name _____

Candidate's full name _____ **STUDENT 4** _____ Candidate number _____

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Teacher comments on the plan

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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 11/11

Candidate's full name _____

Candidate number _____

To be completed by the candidate

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- You must use whole words. You must not use conjugated verbs or complete sentences.
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- 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 A description of my work experience. Task 2

Plan (40 words maximum)	empeszar	tratar
Prácticas	tareas	impacientes
compañía	contestar	malo
organizada	preparar	aprender
Querer	café	mismas
allí	archivar	cosas
despertarse	fácil	ser
Cuarto	contentar	inútil
arreglarse		buena
Padre	hora	experiencia
Tardar	Durante	adulta
llegar	Comprds	terminar
	Paseo	gustar - divertido
	Charlar	cabaña
	antipáticos	tripulación

Number of words used (maximum 40 words)	40
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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 15/2/11

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Controlled Assessment

Task 2

A description of my work experience.

18th February 2018

En el mes de marzo, hice mis prácticas laborales duran una semana. Fui a trabajar en una oficina de la compañía de marquerina constructor que se llama De Boer Structures. Mis prácticas laborales fueron organizadas por mi instituto y yo. Quería trabajar allí porque tengo una amiga que trabaja allí.

Tenia que despertarme a las seis y cuarto y levantarme a las seis y media, luego tenia que arreglarse y salir la casa a las siete y media. Iba en coche de mi padre y tardaba treinta minutos llegar a la oficina.

Llegaba a las ocho y empezaba a las ocho y media y terminaba a las cinco. Tenia que hacer muchas tareas! Pasaba mi tiempo escribiendo en el ordenador y estaba contestando llamadas telefónicas porque estaba ocupado. También tenia que preparar el té y el café y archivar los documentos todos los días. No me gustó el trabajar porque fue aburrido y fácil y no estaba contento.

No había una pausa, la hora de comer a las doce y una. Durante la hora de comer, iba de compras con mis amigas y luego íbamos de paseo. No charlaba con mis colegas porque eran muy antipáticas y no me trataron bien y estaba un poco impacientes.

Creo que es una mala idea, porque no aprendi nada, y fue una pérdida de tiempo. Las mismas cosas

description of my work experience

18th February 2011

todos los días y fue inútil. Sin embargo, es una buena idea porque tener experiencia de adulta

~~me~~

Gustaría ~~ser~~ trabajar en ~~un~~ un avión en la cabina tripulación, porque me gusta ~~el~~ viajar.

words

Student 4 Commentary

Task 2 - A description of my work experience

Task Planning Form

Nothing to affect the assessment

Content

The student gives a full description of her work experience and all information is relevant to the title. At around 250 words, the piece will have access to the full mark range. The student provides detailed information, with developments / explanations, in the first four paragraphs: where she worked; how she came by the post; why she wanted to work there; details of daily routine; the sort of tasks undertaken and her opinion of those tasks, with reasoning; an opinion on colleagues, with reasoning. We are drawn to top band but there is a potential problem with paragraph 5, in terms of organisation. We must ask if this paragraph can be fully understood without reference to the task sheet (ie, is it clear that *creo que es una mala idea* refers to the student's view of work experience?). If not, 'a piece which cannot be fully understood without reference to the task sheet is unlikely to demonstrate a well organised structure, and thus 13-15 marks. The student is given the benefit of the doubt here since the subject of the opinion is certainly inferred, if not precisely stated. However, this factor is taken into account, as is the loss of clarity created by a missing verb in the second sentence here and the infinitive in the final sentence. In a similar vein, the last paragraph would have benefited from a link to the title (eg, *Porque no me gustaron las practicas, no voy a trabajar allí en el futuro ...*) and the lack of the indirect object pronoun in the last sentence delays our comprehension.

13 marks

Range of Language

There is certainly a good variety of vocabulary and structures, but does the piece reach top band? Vocabulary is certainly appropriate and occasionally sophisticated (*mis colegas eran muy antipáticas y no me trataron bien / fue una pérdida de tiempo*). Structures include an accurate passive, subordinate clauses, *tener que* + infinitive, but one would expect a greater variety and further examples of complex sentences for the top band. There is accurate usage of three tenses: the present, preterite and imperfect; while only two tenses are required to access top band, 'a greater range of tenses will add to the complexity of the language used'. Since the top band was certainly considered, the upper mark in the band below is awarded. **8 marks**

Accuracy

Given our marks for Content and Range of Language, we are clearly considering 4 or 5 marks. Errors in the first three paragraphs are all of a minor nature. There is a verb missing in the first sentence of paragraph 4 and the last verb of the paragraph should be plural. Problems in the final section have been discussed under Content. Verb and tense formations are secure. This is a close call, but **4 marks** are awarded.

Total marks: 25/30