



GCSE
SPANISH
8698/WF

Paper 4 Writing Foundation Tier

Mark scheme

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

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

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Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

| | Communication | Content | Quality of language | Conveying key messages | Application of grammatical knowledge of language and structures | Total |
|------------|---------------|---------|---------------------|------------------------|---|-------|
| Question 1 | 8 | | | | | 8 |
| Question 2 | | 10 | 6 | | | 16 |
| Question 3 | | | | 5 | 5 | 10 |
| Question 4 | | 10 | 6 | | | 16 |
| Total | 8 | 20 | 12 | 5 | 5 | 50 |

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

| Mark | Communication |
|------|---|
| 2 | The relevant message is clearly communicated. |
| 1 | The message is relevant but has some ambiguity and causes a delay in communication. |
| 0 | The message is irrelevant or cannot be understood. |

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (eg 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks

- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in French, where *voici/voilà* may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, eg *il y a/es gibt/hay* plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man.'

He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception of 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).

- The first person of the verb is acceptable, for example: 'I am/we are playing tennis'.
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark

- There is no verb and a minimum of two words, for example: 'good weather' (NB in Spanish and Italian, because the subject of the verb is not required, one word is sufficient for 2 marks if it is an appropriate conjugated verb, for example: *comen/mangiano*).
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are a field'.

For 0 marks:

- The message makes no sense.
- A second person of the verb is used, for example: 'You are wearing a t-shirt'.
- A single word, unless it is a conjugated verb in Spanish or Italian (*comen/mangiano*).

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria:

Content

| Marks | Response |
|-------|---|
| 9–10 | A full coverage of the required information. Communication is clear. |
| 7–8 | A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses. |
| 5–6 | A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses. |
| 3–4 | A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed. |
| 1–2 | A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed. |
| 0 | The content does not meet the standard required for a mark at this tier. |

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding a mark for Content.

- A minimum number of bullet points must be covered for the award of marks for Content, as follows:
 - 9–10 marks: 4 bullet points
 - 5–8 marks: 3 bullet points
 - 3–4 marks: 2 bullet points
 - 1–2 marks: 1 bullet point
- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.
- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.
- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.
- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

| Marks | Response |
|-------|---|
| 5–6 | Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate. |
| 3–4 | Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate. |
| 1–2 | Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors. |
| 0 | The language produced does not meet the standard required for a mark at this tier. |

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.
- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3–4 band is more appropriate than the 5–6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.
- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.
- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.
- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.
- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

| Marks | Responses |
|-------|---------------------------------------|
| 5 | All key messages are conveyed. |
| 4 | Nearly all key messages are conveyed. |
| 3 | Most key messages are conveyed. |
| 2 | Some key messages are conveyed. |
| 1 | Few key messages are conveyed. |
| 0 | No key messages are conveyed. |

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

| Total ticks | Mark |
|-------------|------|
| 12 | 5 |
| 10/11 | 4 |
| 7/8/9 | 3 |
| 4/5/6 | 2 |
| 1/2/3 | 1 |
| 0 | 0 |

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

| Marks | Response |
|-------|---|
| 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 4 ticks and you have awarded a mark of 2 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 1, rather than 2, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4/Higher Question 1

10 marks for Content + 6 marks for Quality of language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria.

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

| Marks | Response |
|-------|--|
| 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 5–6 | A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | The content does not meet the standard required for a mark at this tier. |

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

| | |
|-------|-------------|
| 9–10: | a lot |
| 7–8: | quite a lot |
| 5–6: | some |
| 3–4: | little |
| 1–2: | very little |

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

| | |
|-------|--------------|
| 7–10: | two opinions |
| 3–6: | one opinion |

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

| Marks | Response |
|-------|--|
| 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | The language produced does not meet the standard required for a mark at this tier. |

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions.

This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of language and Range of language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg *prefiero* and *me encanta* rather than just *me gusta viajar*, *coger* (*el tren/autobús...*), *llegar a* etc, rather than just *ir*, *espléndido*, *emocionante*, *estupendo*, *maravilloso*, etc, rather than *bueno* etc
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de*, *antes de*, *al*, *para*, *sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir*, *suelo ir*)
- use of object pronouns
- use of disjunctive pronouns (*conmigo*, *para mí*, etc)
- use of indefinite pronouns such as *algo*, *alguien*, etc
- use of connectives such as *tanto... como...*, *no sólo... sino también...*, *por un lado... y por otro...*, *por una parte... por otra parte...*, *además (de)*, *aparte de*, *a pesar de*
- use of adverbs and adverbial phrases such as *sin embargo*, *por eso*, *por lo tanto*, *también*, *el año que viene*, *por ejemplo*
- use of negatives (*nada*, *nadie*, *nunca*, *ninguno*, *jamás*, *ni*, *tampoco*, *sino*, etc)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que*, *más/menos... que...*)
- use of demonstrative adjectives and pronouns (*este*, *ese*, *aquel*, etc)
- use of possessive pronouns (*el mío*, *la mía*, etc)
- use of *lo* + adjective (*lo bueno*, *lo más importante*, etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by eg *si*, *cuando*, *donde*, *porque*, *como*, *aunque*, *mientras que*, *ya que*, *dado que*, etc
- use of relative clauses introduced by *que*, *quien*, *lo que*, *el que*, *el cual*, *cuyo*, etc
- use of the present subjunctive after verbs of wishing, command, request, emotion, after *cuando* to express the future, after *para que* to express purpose

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *y*, *pero*, *así que*.

Use of time frames/tenses

- The criteria for Quality of language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2**A glossary of terms used in the Writing assessment criteria**

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

| | |
|------------------------|--|
| ambiguity | A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring'). |
| appropriate | Language which is suitable for the requirements of the task. |
| coherent | Language which is easy to follow with a logical sequencing of ideas. See 'fluent'. |
| complex sentences | Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples. |
| complex structures | See Appendix 1 for examples. |
| confidence | Accurate use of language. |
| delay in communication | A problem with immediate communication caused by grammatical or lexical inaccuracy. |
| fluent | Language which is easy to follow with a logical sequencing of ideas. See 'coherent'. |
| grammatical structures | Structures which are listed in the specification. |
| justified | The reason for holding a stated opinion. |
| key messages | With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme. |
| lapses | A problem with communication caused by grammatical inaccuracy. |
| linking words | Words such as <i>porque</i> , <i>pero</i> , <i>aunque</i> , used to create longer sentences. |
| longer sentences | These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>porque</i> ; <i>pero</i> ; <i>aunque</i> . |
| major errors | Errors which impair communication. |
| minor errors | Errors which do not have a bearing on communication. |
| opinions | A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example 'I think that my bedroom is very small'. |
| secure | Accurate. |
| structures | See 'grammatical structures'. |
| style and register | The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register. |
| time frames | The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg <i>Este fin de semana voy al cine</i> (future time frame); <i>Estudio español desde hace cuatro años</i> (past time frame). |
| variety | Use of different verbs, nouns and adjectives which avoid a lot of conspicuous repetition. |

Part 2 – Marking guidance for June 2023 series**Question 01**

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

| Mark | Response |
|------|---|
| 2 | The relevant message is clearly communicated. |
| 1 | The message is relevant but has some ambiguity and causes a delay in communication. |
| 0 | The message is irrelevant or cannot be understood. |

The following indicative content is an example of the responses that students may give to this question.

| | 2 marks | 1 mark | 0 marks | |
|------|---------------------------|---|-------------------|------------------|
| 01.1 | Es un cumpleaños | Hace un cumpleaños | Soy un cumpleaños | [2 marks] |
| 01.2 | Hay cuatro personas | Cuatro personas | Cuatro | [2 marks] |
| 01.3 | La chica tiene siete años | La chica tener siete años La chica es 7 años | La chica es siete | [2 marks] |
| 01.4 | Tomo zumo | Zumo de naranja | Naranja | [2 marks] |

The use of es / son / está / están / hay es / hay está / hay son / hay están are accepted for 2 marks in an otherwise appropriate sentence. Accept sentences that begin with En la photo...

NB The whole sentence should be considered when awarding marks.

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

| Level | Marks | Response |
|-------|-------|---|
| 5 | 9–10 | A full coverage of the required information. Communication is clear. |
| 4 | 7–8 | A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses. |
| 3 | 5–6 | A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses. |
| 2 | 3–4 | A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed. |
| 1 | 1–2 | A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

Quality of language

| Level | Marks | Response |
|-------|-------|---|
| 3 | 5–6 | Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate. |
| 2 | 3–4 | Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate. |
| 1 | 1–2 | Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

| Bullet | Accept | Reject |
|-------------------------------|---|---------------|
| • estudios | Any comment about studies / lessons / teachers | |
| • instalaciones | Any comment about facilities, indoor or outdoor | |
| • exámenes | Any comment about tests / exams, internal or external | |
| • comida en el colegio | Any comment about meals at school / food eaten in school (including packed lunches) | |

The following indicative content is an example of the response that students may also give to this question.

Estudio nueve asignaturas. Tengo matemáticas todos los días. El español es mi clase favorita. Las instalaciones no son buenas porque son viejas. Odio los exámenes porque son muy difíciles. Me gusta la comida en la cafetería, sobre todo la pizza. (40 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]**Conveying key messages**

| Level | Marks | Response |
|-------|-------|---------------------------------------|
| 5 | 5 | All key messages are conveyed. |
| 4 | 4 | Nearly all key messages are conveyed. |
| 3 | 3 | Most key messages are conveyed. |
| 2 | 2 | Some key messages are conveyed. |
| 1 | 1 | Few key messages are conveyed. |
| 0 | 0 | No key messages are conveyed. |

Application of grammatical knowledge of language and structures

| Level | Marks | Response |
|-------|-------|---|
| 5 | 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

| | Message | Accept | Reject |
|----|----------------------|--|---|
| 1 | I live | Vivo | |
| 2 | in the countryside. | en (el) campo. | en un campo. |
| 3 | I want | Quiero / quisiera / me gustaría | |
| 4 | a good job. | (un) buen(o) empleo / (un) empleo bueno. (un) buen(o) trabajo / (un) trabajo bueno. bien <i>for</i> bueno | trabajar/emplear <i>for</i> trabajo/empleo |
| 5 | I get on well | (Me) llevo <u>bien</u> / (Me) relaciono <u>bien</u> / <u>Me</u> entiendo (bien) buen(o) <i>for</i> bien Tengo buena(s) relacion(es) | Me gustan |
| 6 | with my parents. | con mis padres / mi padres. con mis madres / mi madres. con mi madre y (con mi) padre. | mi padre mi madre mis parientes |
| 7 | I have to | Tengo <u>que</u> / Debo / Necesito | |
| 8 | buy | comprar/compro | <i>Any other conjugations of comprar</i> |
| 9 | a new computer. | (un/una/el/la) nuevo ordenador (portátil) / un ordenador (portátil) nuevo. una nueva computadora / una computadora nueva. un(a) nuevo(a) laptop / un(a) laptop nuevo(a). | nuevo un computador |
| 10 | We went to a shop | Fuimos/fuemos <u>a/en</u> (una/un/el/la) tienda | <i>Omission of 'a'/'en'</i> <i>Type of shop, eg supermercado</i> |
| 11 | where the ice creams | donde (los/las/el/la) helados | |
| 12 | are great. | son/es/están/está estupendos / fabuloso(s) / espléndido(s) / fenomenal(es) / genial(es). | grandes (muy) buenos/bien |

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

| Total ticks | Mark |
|-------------|------|
| 12 | 5 |
| 10/11 | 4 |
| 7/8/9 | 3 |
| 4/5/6 | 2 |
| 1/2/3 | 1 |
| 0 | 0 |

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]**Content**

| Level | Marks | Response |
|-------|-------|--|
| 5 | 9–10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 4 | 7–8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 3 | 5–6 | A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 2 | 3–4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1 | 1–2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

| Level | Marks | Response |
|-------|-------|--|
| 3 | 5–6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 2 | 3–4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1 | 1–2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 04.1 Content

| Bullet | Comment |
|---|--|
| <ul style="list-style-type: none"> qué hiciste la última vez que fuiste al centro de la ciudad | <p>There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg <i>Voy / Ir de compras en Brighton el sábado pasado</i>).</p> <p>There needs to be a reference to any activity that could feasibly take place in a town centre (eg <i>Jugué al fútbol</i> – there could be a sports centre in the town centre).</p> <p>For responses which begin with <i>la última vez que fuiste al centro</i>, accept accomplishment of the bullet point <u>only</u> if a first person past tense verb is used subsequently (eg <i>La última vez que fuiste al centro compré/compraba/he comprado caramelos</i>).</p> |
| <ul style="list-style-type: none"> tu opinión sobre la música pop | Any opinion is acceptable. |
| <ul style="list-style-type: none"> si prefieres ver películas online o en el cine | A positive / negative comment about either element is acceptable (eg <i>(No) me gusta ver películas online</i>). |

| | |
|---|--|
| | Accept references to watching films at home instead of online. |
| <ul style="list-style-type: none"> qué deporte vas a hacer este fin de semana. | <p>Any form of physical activity is acceptable. There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>Este fin de semana jugar al tenis</i>).</p> |

Question 04.2 Content

| Bullet | Comment |
|---|---|
| <ul style="list-style-type: none"> qué hiciste recientemente para mantenerte en forma | Reference to physical activity and / or mental well-being and / or eating habits is acceptable. There needs to be a reference to the past, either by the use of a past tense or through a time marker with a present tense / infinitive (eg <i>Voy / ir al gimnasio ayer</i>). For responses which begin with <i>para mantenerte en forma</i> , accept accomplishment of the bullet point <u>only</u> if a first person past tense verb is used subsequently (eg <i>para mantenerte en forma fui/iba/he ido al gimnasio.</i>) |
| <ul style="list-style-type: none"> si prefieres pasar tiempo con muchos amigos o con un amigo especial | A positive / negative comment about either element is acceptable (eg <i>(No) me gusta salir con muchos amigos</i>). Accept <i>novio /novia</i> as a special friend. Only accept a name or family member if these are described as being a friend. |
| <ul style="list-style-type: none"> tu opinión sobre el Internet | Any opinion is acceptable. |
| <ul style="list-style-type: none"> qué vas a hacer en el futuro para ayudar a otras personas. | There needs to be a reference to the future, either by the use of a future time frame or through a time marker with an infinitive (eg <i>En el futuro hacer la compra para mi abuela</i>). Accept any activity that could feasibly be linked to helping others; For example: <i>Para ayudar a otras personas, voy a jugar al tenis</i> (they could be coaching younger players). Reject an activity not linked to helping others. For example: <i>Me gustaría jugar al tenis con mis amigos.</i> |

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

| | | |
|--------|---------------|---|
| Either | Question 04.1 | <p>This is a possible response (indicative content):</p> <p>El sábado pasado fui a Leeds con mis amigos. Nos encontramos en una cafetería y, después de tomar un refresco, fuimos de compras. Tenía que comprar un regalo para mi padre, que va a celebrar su cumpleaños en junio. No me gusta mucho la música pop porque creo que es demasiado comercial y muy tonta. Desafortunadamente, no tenemos cine en mi pueblo y por eso prefiero ver las pelis online. Este fin de semana voy a jugar al hockey. Es un deporte que me gusta mucho porque soy muy competitiva. (90 words)</p> <p style="text-align: right;">[16 marks]</p> |
| or | Question 04.2 | <p>This is a possible response (indicative content):</p> <p>Paso muchas horas estudiando para mis exámenes, pero es importante mantenerse en forma también. Ayer fui a la piscina y, después de nadar, hice ejercicio en el gimnasio. Me gusta correr, pero es difícil encontrar tiempo con tanto trabajo escolar. Prefiero salir con muchos amigos porque es más divertido. El Internet es fenomenal. Lo uso cada día y me ayuda mucho con mis estudios. Creo que es importante ayudar a otros. Voy a ayudar más a mi abuela y hay una tienda solidaria en mi pueblo donde me gustaría trabajar. (90 words)</p> <p style="text-align: right;">[16 marks]</p> |

There may be some imbalance in the coverage of the compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will still have access to full marks where the other criteria are met.