



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Spanish B (Modular)

3692

Module 4: Speaking tests

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given in a separate booklet, gives written details of suggested marks for possible utterances made by candidates in the role- playing situations. This guidance cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. All columns must be completed for all candidates.

Foundation Tier

Role Play	4 x 2 =	8
Conversation A + B		
Communication	(A) 8 + (B) 8 =	16
Spontaneity & Fluency		8
Quality of Language	12 + 12 =	24
	Maximum Total	56

Higher Tier

Role Play	4 x 4 = 16 + (2 x 2 =4) = 20 ÷ 2	10
Conversation A + B		
Communication	(A) 8 + (B) 8 =	16
Spontaneity & Fluency		8
Quality of Language	12 + 12 = 24 (24 x 3) ÷ 2 =	36
	Maximum Total	70

3 Role Playing Situations Foundation Tier

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme.
- 3.2 Each Role-play consists of four discrete tasks. For each of the tasks a maximum of two marks may be awarded in accordance with the assessment criteria below. There are no greetings or endings included in the tasks. Any greetings / endings given by the candidate should be ignored for assessment purposes.
- 3.3 The cards clearly instruct the candidate to speak first. The teacher may need to prompt the candidate to begin the first task but if any vocabulary or structure relevant to the first task is given in so doing then no mark may be awarded for the first task.
- 3.4 The teacher's script is prescriptive. The candidate may not receive credit for repeating something which has been provided by the teacher in the form of a prompt, whether intentionally or not.
- 3.5 Bracketed material in the marking schemes is not required for the award of a mark.
- 3.6 If a candidate corrects him/herself without any teacher intervention, the correction should be accepted as the candidate's intended response.
- 3.7 If the candidate fails to say anything and the teacher prompts him/her without in any way alluding directly to the task, the candidate's subsequent response should be accepted.
- 3.8 If a candidate gives an incorrect response and the teacher questions it e.g. "I don't understand" or "that's not true" whereby the teacher is indicating that the utterance is incorrect or incomprehensible, then no marks should be awarded for any further attempt by the candidate.
- 3.9 Where a teacher has clearly not heard what a candidate has said and asks the candidate to repeat what was first said, then award marks as appropriate for the repeated utterance ignoring any difference between the two utterances.
- 3.10 If the teacher provides either vocabulary or structures which are in any way connected with the task no marks may be awarded, irrespective of what the candidate says.
- 3.11 There will be occasions when a candidate's utterance cannot be heard however many times the cassette is replayed. In such cases no marks can be awarded.
- 3.12 Accept the familiar or polite form in all role-plays.
- 3.13 Do not accept English pronunciation of words in the target language when assessing communication.
- 3.14 In items where a verb is required, a mark cannot be awarded for verbs indicating an incorrect time frame.

3.15 You should not penalise the candidate for exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. (no further penalty) in Part 2 of the mark scheme).

The following applies to Higher Role-Plays only

3.16 The teacher-examiner interventions may not be altered in any way. Each intervention may be repeated once only. If the candidate fails to respond after the first hearing, the intervention may not be reworded for the repetition. It may not be repeated or reworded if the candidate fails to respond on the second occasion.

3.17 In all Role-Plays where the response is given to a teacher intervention, credit must also be given for alternatives which are valid in the context and may not appear in the mark scheme.

3.18 Marks out of four are awarded for each of the four candidate utterances at Higher Tier on a combined Communication and Quality of Language basis.

3.19 Marks out of 2 are awarded for the responses to the teacher interjections at Higher Tier. These responses are marked for Communication only.

4 Conversation

4.1 You must mark the conversation in accordance with the criteria in this booklet.

4.2 You must not make allowances for poor teacher conduct of the conversation. You can only assess what you hear.

4.3 The mark for Quality of Language is limited by the mark for Communication

Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	4	4
3-4	6	6
5-6	8	8
7-8	12	12

4.4 The mark for Spontaneity and Fluency is not limited by the Communication mark band at either tier.

4.5 To score 7 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events using a verb and /or appropriate time indicator.

- 4.6 A successful example of each time frame is required for a candidate to have access to 7 marks for Range and Complexity. “An attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language specific examples at Standardisation Meetings.
- 4.7 If the Conversation is too long, you should stop marking after the prescribed time. If the Conversation is too short, candidates are unlikely to score high marks for Communication.
- 4.8 If the candidate produces a Conversation that consists largely or entirely of material outside the scope of the Conversation topic(s), you should treat the irrelevant material as if it were silence and award accordingly for Communication.
- 4.9 If the candidate speaks only on one topic throughout the Conversation then no Communication marks can be given for the topic omitted. Quality marks are awarded for the Conversation as a whole so marks for Range and Complexity and Pronunciation and Accuracy should in such cases be awarded bearing in mind that the candidate has only attempted half of the required Conversation.

Role-play

The following criteria are used for the Role-Playing situations in Module 4.

The Foundation Tier Role-Play is marked out of 8 as follows:

Foundation Tier Role Play - Communication	
0	Required message not communicated
1	Comprehension difficult or ambiguous. Some relevant information conveyed
2	Required message conveyed even if not totally correct
4 tasks x 2 = 8 marks	

The Higher Tier Role-Play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

Higher Tier Role Play – Communication and Quality of Language	
0	Required message not communicated
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16 marks	

* ‘without significant error’ = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

Each response to an intervention question from the teacher-examiner is marked out of 2.

Higher Tier Interventions – Communication	
0	Required message not communicated
1	Comprehension difficult or ambiguous. Some relevant information conveyed
2	Required message conveyed even if not totally correct
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier Role-Play. (Half marks are rounded up).

Conversation

The following criteria will be used for the Conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1-2	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
3-4	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
5-6	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
7-8	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1-2	Sometimes hesitant; little natural flow of language.
3-4	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative
5-6	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
7-8	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently

The Conversation as a whole is marked for Quality of Language using the criteria below.

Marks	Range & Complexity	Pronunciation & Accuracy
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 – 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
5-6	Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
7-8	Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
9-10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11-12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated accurately using a variety of tenses.

Marks are given out of 12 for Range & Complexity and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up).



GCSE Modern Languages Speaking Tests: Module 4.

Examiner's Detailed Mark Sheet

Language _____ FOUNDATION TIER

Centre No

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Tape No

CAND NO.	CANDIDATE'S NAME	R-P NO.	CONV CARD	ROLE PLAY MARKS				SUB TOTAL (8)	CONVERSATION					SUB TOTAL (48)	TOTAL (56)
									Topic A Comm. (8)	Topic B Comm. (8)	S+F (8)	Quality of Language			
												R+C (12)	P+A (12)		

Name.....(Examiner)
(Please Print)

Sheet No	
Total sheets for this centre	



GCSE Modern Languages Speaking Tests: Module 4.
Examiner's Detailed Mark Sheet

Language _____ HIGHER TIER

Centre No

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Tape No _____

CAND NO.	CANDIDATE'S NAME	R-P NO.	CONV CARD	ROLE PLAY MARKS						SUB TOTAL (20)	SUB TOTAL ÷ 2 (10)	CONVERSATION								TOTAL (70)		
												Topic A Comm (8)	Topic B Comm (8)	S+F (8)	SUB TOTAL (24)	Quality of Language						
																R+C (12)	P+A (12)	SUB TOTAL (24)	SUB TOTAL x 3 ÷ 2 (36)			

Name.....(Examiner)

(Please Print)

Sheet No	
Total sheets for this centre	

SPEAKING – PART TWO

General Principles

Not all tasks require a verb to communicate. However for the first task of each Foundation role play a verb **is** required to gain full marks. This applies to **all** Foundation role plays. Ignore irrelevant material throughout role plays as long as it does not impede communication.

Foundation Tier

Role-Play 1

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say you want a room	Quiero / necesito / deseo / me gustaría etc....(reservar) + un/una habitación / un/una dormitorio / un/una cama	Absence of verb in first part – i.e. <i>por favor</i> etc not enough for 2 marks e.g. un/una habitación / un/una dormitorio / un/una cama, por favor un/una habitación / un/una dormitorio / un/una cama on its own	No indication of <i>want</i> or <i>room</i> or equivalents Incorrect verb form e.g. <i>quieres/quiere una habitación</i>	
2. Say for how many people and for how many nights	(<i>para/por</i>) <i>Number & personas / adultos</i> etc + <i>Number & noches</i>	(<i>para/por</i>) <i>Number & personas / adultos</i> etc on its own e.g. (<i>para/por</i>) 3 personas <i>Number & noches</i> on its own e.g. (<i>para/por</i>) 2 noches	Absence of person(s) room is for and for how long	
3. Say two things you want in the room	<i>Any two suitable facilities in hotel room</i>	One suitable facility only e.g. con ducha or comprehension difficult or ambiguous	Inappropriate facilities e.g. con discoteca y polideportivo	
4. Ask what time breakfast is	(¿A) qué hora..... + el/la desayuno.....? (question must be implied but verb not essential) ¿El desayuno a las 8? Credit interrogative without intonation	¿el/la desayuno.....? on its own or el/la desayuno a las ocho – statement, not a question = 1 mark ¿Hay desayuno?	Question about time not communicated ¿a qué tiempo? Wrong meal e.g. la cena ¿A qué hora?...on its own – message not communicated (hay) desayuno on own – not a question	¿A qué hora la cena? = 0

Role-Play 2

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say you want a ticket to Acapulco	Quiero / necesito / deseo etc.....(comprar) un billete/boleto/ticket – Spanish pronunciation + (a/para) Acapulco	No indication of place e.g. quiero un billete = 1 Absence of verb in first part Eg un/una billete Acapulco, por favor	No indication of wanting a ticket for Acapulco Wrong place ...Acapulco on its own ...Acapulco, por favor on its own Ticket pronounced as in English e.g. quiere Incorrect verb ending Quiero un billete <u>de</u> Acapulco (Ticketa/tickete as Spanish word for <i>billete</i>)	Reject <i>tiquete</i> Acapulco, por favor = 0
2. Say what class of ticket and for how many	Number + <i>any suitable class</i> e.g. (para/por) dos + primera / segunda / club / turística clase (ignore agreements)	Number of tickets only..... or Primera / Segunda clase etc on its own.....	No idea of <i>number</i> or <i>class</i> (referring to trains) Primera/segunda on its own	
3. Say which day and date you want to travel	<i>Suitable day</i> + <i>date (to travel)</i> e.g. lunes (el) 2 mayo	Day on its own e.g. viernes / mañana Date on its own e.g. (el) 4 abril Comprehension difficult or ambiguous Day + time = 1 mark e.g. jueves a las cinco	Required message not communicated – no <i>day</i> or <i>date</i> <u>por la mañana</u> en verano	Reject English pronunciation of <u>mayo</u>
4. Ask what time the train leaves	(¿A) qué hora / cuándo....sale / va etc or (¿a) qué hora el/la tren? (question must be implied but verb not essential)	¿el/la tren sale? / ¿el/la tren sale a las dos? Or el/la tren sale..... statement, not a question = 1 mark	No question about time and no reference to train leaving or ¿a qué tiempo? No question & train arriving e.g. el/la tren llega..... ¿A qué hora? on its own	

Role-Play 3

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say you want to reserve a table	Quiero / necesito / deseo etc.....(reservar) + Un/una mesa	Absence of verb in first part e.g. un/una mesa, por favor or reservar un/una mesa	No idea of <i>wanting/reserving a table</i> Quiero etc on its own Incorrect verb form e.g. quieres/quiere una mesa	
2. Say for how many people and for what time	<i>Number & suitable time (in evening)</i> e.g. (para/por) number personas / adultos etc + e.g.(a) las ocho (Credit first attempt if teacher tries to get them to repeat it and it's now incorrect.) Also may be credited if appears as extra information in task 1 e.g. quiero reservar una mesa para tres personas a las siete = 4 marks.... (with numbers / no ambiguity for full marks)	(para/por) Number & personas / adultos etc on its own e.g. (para/por) 3 personas on its own or time on its own e.g. (a) las siete y media e.g. number of people and day / date = 1 mark e.g. dos personas (el) 10 (de) julio	No idea of how many people & what time i.e. confusion over numbers..... or el tiempo..... number on its own e.g. ocho	
3. Say that one person is vegetarian	Person....(es) + vegetariano / a e.g. Yo (soy) / Anna / mi amiga + vegetariana/o (adj. agreement not necessary)	<i>Vegetariano</i> mentioned on its own..... or person identified but rest of message unclear	Required message not communicated <u>Vegetarian</u> in English on it's own	
4. Ask how much the meal costs	¿Cuánto? + es / son / cuesta / cuestan? or ¿el precio + es?/ ¿el precio, por favor? (Question must be implied)	e.g. ¿Cuántos cuesta? or ¿El precio cuánto? or el precio..... statement, not a question = 1 mark ¿Cuánto es el dinero?	Wrong use of ¿Cuántos? e.g. ¿Cuántas personas? ¿Cuántos? on its own	

Mark Scheme

Role-Play 4

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say where you are going (in Spain)	Quiero / necesito / deseo etc.....(ir / visitar etc) + Any suitable place in Spain	Idea of visit on its own e.g. visitar / visita / ir <i>Madrid</i>	No idea of go/visit & place in Spain or wrong place e.g. <i>quiero ir Blackpool / el museo</i>	
2. Say two places you want to visit	<i>Two suitable places</i> e.g.(el) museo y (la) catedral (2 towns etc not correct as scene setting says you are in a town in the beginning) <i>Also may be credited if appears as extra information in task 1</i> e.g. quiero visitar (el) castillo y (la) iglesia (a/en) Barcelona = 4 marks	One place only e.g. la Alhambra	Repetition of where in task 1 in form of two different towns, regions, countries etc. e.g. Sevilla y Granada	
3. Say which day and what time you want to go	Suitable day + time e.g.lunes a las once or lunes por la mañana etc or mañana por la mañana etc	Day on its own e.g. Viernes or time on its own e.g. a las diez or day + date = 1 mark e.g. jueves (el) cinco <i>e.g. date for day = 1 mark</i>	Required message not communicated – no day or time el tiempo.....	
4. Ask a question about transport	Any suitable question about transport e.g. dónde / cómo / cuándo / a qué hora / con quién etc. + el transporte / el tren etc <i>(question must be implied but verb not essential)</i>	Any suitable question on its own e.g. dónde / cómo / cuándo / a qué hora / con quién vas etc. <i>or</i> <i>transport on its own</i> e.g. ¿el tren? <i>or</i> <i>El tren sale.....</i> statement, not a question = 1 mark	No idea of transport	

Role-Play 5

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say you want to go shopping	Quiero / necesito / deseo ir etc + de compras / comprar / a las tiendas / al centro comercial etc Quiero ir al supermercado / zapataría etc (Can use brand names suitable for Spain)	Quiero ir + wrong place e.g. quiero ir a Madrid – OK – any place could have shops or de compras / comprar / a las tiendas / al centro comercial etc (on its own) Quiero ir a Sainsbury's (brand name not in Spain) al centro/centro ciudad	Place not implying shops	
2. Say two things you want to buy	<i>Two suitable presents</i> + e.g. dos libros Not necessarily suitable for shop mentioned.	Only one present instead of two	Required message not communicated – i.e. not possible as presents	
3. Say how much you want to spend	<i>Any suitable details about money or value</i> e.g.(tengo / gasto / necesito) 10 libras-euros etc pesetas	Cuesta 10 libras.....	Required message not communicated – i.e. must be about money	
4. Ask where the shops are	¿Dónde (está / hay / es / están / son) + la(s) tienda(s) or ¿Dónde (está / hay / es / están / son) = 2 marks if <i>tiendas</i> already mentioned in task 1 Accept singular verb for plural and vice versa ¿Dónde está el supermercado or other specific shop = 2 N.B. = 2 even if used in Task 1 ¿Dónde está Sainsbury's? (even if used in Task 1 NFP)	e.g. ¿la(s) tienda(s) cerca / lejos? statement, not a question = 1 mark	Required message not communicated – asking where las tiendas cerca =statement ¿Dónde? on its own	

Role-Play 6

TASK	2 Marks	1 Mark	0 Marks	Comments
1. Say what place of interest you want to visit	Quiero / necesito / deseo ir etc... + <i>suitable place</i>	Only half of task completed successfully OR both parts attempted but comprehension difficult or ambiguous	Required message not communicated – must be clear you want to go to	
2. Say what day and when you want to go	<i>Any suitable day</i> + Time (verb not essential)	Only half of task completed successfully OR both parts attempted but comprehension difficult or ambiguous e.g. day = date but day + date and not time = 1 mark	Required message not communicated – nothing to do with timing	
3. Say you want tickets for yourself and your family	Quiero / necesito / deseo etc.....(comprar)... + billete & mi familia entrada	No indication who for: e.g. quiero un/una billete Madrid or Absence of verb in first part Eg un/una billete (para/por) mi familia Quiero un billete para 4 personas	Required message not communicated – wrong people e.g. mis amigas + no indication of <i>want</i> or <i>ticket</i> (ticket as Spanish word for <i>billete</i>)	NB – <i>personas</i> does not indicate <i>familia</i> = 1 mark
4. Ask what time it opens	¿A qué hora / cuándo... + abre / (está) abierto? etc (question must be implied)	¿abre / (está) abierto? ..on its own or El museo (está) abierto..... statement, not a question = 1 mark	Required message not communicated e.g. el museo cerrar/cierra..... ¿A qué hora / Cuándo?...on its own	

Higher Tier**General Principles:**

Although one minor error is allowed, for full marks we are looking for a full response, which includes the use of a verb in the correct time frame. This applies to all H/T role-play tasks. The stimulus for task 1 is provided at the beginning of each role-play in the scene setting.

For Teacher interventions one detail required – may not always require a verb. Must be feasible answer in context of role-play. This applies to all teacher interventions in all role-plays.

Role-Play 7

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica lo que quieres hacer	Request to book a trip to Madrid with your friend. e.g. Quiero / deseo / me gustaría / necesito reservar / hacer / ir.... un viaje / una excursión / de viaje..... con mi amigo / amiga.... Or Queremos....etc Quiero visitar Madrid con mi amigo	No difficulties in comprehension but minor errors in Quality of Language e.g. absence of verb Hacer una excursión a Madrid (para/por) dos personas / con mi amigo - amiga por favor	Some significant errors in language or omissions in full communication of message e.g. visitar a Madrid	Something communicated but very little e.g. viaje a Madrid	
2. Menciona las fechas de tu salida y tu vuelta	2 suitable dates for departure and return needed and clearly stated e.g. Quiero salir el 3 de junio y volver el 5 de junio	No difficulties in comprehension but minor errors in Quality of Language e.g. absence of verb Salida es el 8 de Julio / vuelta es el 11 de julio	Part of message only e.g. incomplete dates, one date only, incorrect pronunciation, e.g. anglicized version of months etc. e.g. La salida es 5 de junio.... or e.g. 3 julio y 5 de julio	Something communicated but not clear when indicated or to what dates refer julio y agosto	

Mark Scheme

3. !	N/A	N/A	Preferred method of transport e.g. (prefiero) ir en) tren etc or (en) autobús.....	Some comprehension but response incomplete or ambiguous anglicised pronunciation e.g. treno / otobus	
4. Indica tu alojamiento preferido y por qué	Preferred accommodation explained with a clear reason why e.g. quiero estar en un camping + porque es barato / me gusta el aire libre..... (Any reason acceptable provided it is feasible in context)	No difficulties in comprehension but minor errors in Quality of Language or explanation / reason not fully explained e.g. quiero un camping porque no mucho dinero	Only half of message communicated e.g. prefiero un hotel or message attempted but some ambiguity e.g. un hotel es cómodo	Something communicated but message incomplete or unclear e.g. un hotel (on its own) or porque cómodo (on its own)	
5. !	N/A	N/A	Type of food e.g. (prefiero) queso/ pizza / italiano / verduras / pescado	Some part of task completed but comprehension difficult or ambiguous e.g. anglicised pronunciation	
6. Haz una pregunta sobre el viaje	Any suitable question about the journey – intonation not enough in an answer not including a verb e.g. ¿Hay un autobus? ¿A qué hora llega a Madrid? ¿Cuánto cuesta el viaje? ¿Cuánto dura el viaje? ¿Qué hay que hacer en Madrid?	No difficulties in comprehension but minor errors in Quality of Language e.g. ¿A qué hora llegar en Madrid?	Some significant errors in language or ambiguous e.g. ¿A qué hora en Madrid? ¿El precio, por favor? (no verb)	Something communicated but information lacking or quite ambiguous e.g. ¿Madrid lejos? message sounds like a statement rather than a question e.g. Madrid es interesante ¿un autobus? Hay un autobus	un autobus = 0

Role-Play 8

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica lo que quieres hacer	Explain you want to do any suitable (favourite) activity in sports' centre e.g. Quiero / deseo / me gustaría / necesito jugar / practicar / reservar el/al fútbol / tenis etc or Queremos....etc	No difficulties in comprehension but minor errors in Quality of Language e.g. jugar / practicar / reservar el/al fútbol / tenis etc por favor	Some significant errors in language or omissions in full communication of message e.g. practicar baloncesto	Something communicated but not enough detail... or lots of errors leading to ambiguity e.g. quiero baloncesto	
2. Indica para cuánto tiempo y con quién	For how long and with whom for this activity e.g quiero jugar etc para / por una hora etc con mi amigo / amiga....	No difficulties in comprehension but minor errors in Quality of Language e.g. practicar media hora con mi hermano	Only half of message communicated... e.g. quiero jugar (por/para) una hora or me gusta jugar con mi amiga or message attempted but some errors leading to ambiguity quince minutos un amigo	Something communicated but very little e.g.dos horas	
3. !	N/A	N/A	Age of participant – needs to include años for full marks e.g. (tengo) quince años	Some comprehension but response incomplete or ambiguous i.e. just number e.g. diez y seis....	Wrong form of verb e.g. tienes 15 años Tiene 15 años

Mark Scheme

<p>4. Indica a qué hora quieres terminar y por qué</p>	<p>End time for activity and a clear reason <u>why</u> e.g. quiero terminar a las tres porque tengo que volver a casa..... (Any reason acceptable provided it is feasible in context)</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. terminar a las seis porque voy a la cena</p>	<p>Only half of message communicated e.g. termino a las cinco or vuelvo a casa or message attempted but some errors leading to ambiguity e.g. (las) cinco y media porque es tren</p>	<p>Something communicated but very little e.g. porque cansado</p>	
<p>5. !</p>	<p>N/A</p>	<p>N/A</p>	<p>A different sport or sporting activity (pronunciation in Spanish.....) e.g. el golf</p>	<p>Some comprehension but response incomplete or ambiguous e.g. anglicised pronunciation</p>	
<p>6. Haz una pregunta sobre el polideportivo</p>	<p>Any suitable question about the centre – intonation not enough e.g. ¿Dónde están los servicios? ¿Hay un bar / duchas? ¿Cuánto cuesta por hora? etc</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. ¿abierto a qué hora? ¿cuándo cerrado el polideportivo?</p>	<p>Some significant errors in language or ambiguous e.g. ¿el polideportivo abierto?</p>	<p>Something communicated but...information lacking or quite ambiguous ¿un bar? message sounds like a statement rather than a question e.g. Hay un bar aquí.</p>	

Role-Play 9

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica el problema que tienes	Explain you have lost your suitcase he perdido la maleta	No difficulties in comprehension but minor errors in Quality of Language e.g. llegar en España y he perdido la maleta he llegado aquí y no tengo mi maleta bolsa or mochila for maleta	Some significant errors in language e.g. perder la maleta en el aeropuerto or omissions in full communication of message e.g. no tengo mi maleta he perdido mi bolso perdido la maleta	Something communicated but very little e.g. la maleta no tengo mi bolso/bolsa/mochila	
2. !	N/A	N/A	Place where case could be lost e.g. (a) Londres e.g. en el bar / los servicios / la tienda / la sala de espera / cerca de la salida etc no (lo) sé	Some comprehension but response incomplete or ambiguous e.g. la sala	
3. Describe el objeto (dos detalles)	Two clear details describing object e.g. la maleta es muy grande y de color azul.....	No difficulties in comprehension but minor errors in Quality of Language e.g. no grande y rojo	Only half of message communicated e.g. es grande (one detail) or message attempted but some errors leading to ambiguity pequeño y verde...mis-pronounced.... e.g. “pekuenyo e verd....”	Something communicated but not enough detail or ambiguous e.g. negro contradicting information pequeño y grande	

Mark Scheme

<p>4. Menciona dos cosas de tu viaje</p>	<p>Two clear details about the journey e.g. llegué al aeropuerto en coche y el viaje duró dos horas.... viajé de Londres a las seis y media</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. salir de casa a las nueve y el viaje era aburrido</p>	<p>Only one detail communicated ... e.g. el viaje era interesante or Two details attempted but some errors leading to ambiguity e.g. un viaje aburrido y muy largo viaje de Londres a las seis y media</p>	<p>Something communicated but..... e.g. el vuelo a las diez viaje de Londres + no extra information</p>	<p>Londres</p>
<p>5. !</p>	<p>N/A</p>	<p>N/A</p>	<p>Anything suitable packed in a suitcase – one item e.g. zapatos, libro, abrigo, regalos de Inglaterra etc</p>	<p>Some comprehension but response incomplete or ambiguous e.g. mis-pronunciation of suitable item.....</p>	
<p>6. Haz una pregunta sobre el aeropuerto</p>	<p>Any suitable question about the airport – intonation not enough e.g. ¿Dónde están los servicios? ¿Hay un bar / un cambio? ¿Dónde está la entrada / la salida / la oficina de objetos perdidos / el teléfono? etc</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. es for estar ¿Dónde es los servicios?</p>	<p>Some significant errors in language or ambiguous e.g. ¿Dónde los servicios?</p>	<p>Something communicated but...information lacking or quite ambiguous ¿cambio en aeropuerto? message sounds like a statement rather than a question e.g. Hay un cambio en el aeropuerto</p>	

Role-Play 10

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica lo que quieres	<p>Explain request to stay at campsite e.g. Quiero / deseo / me gustaría / necesito....</p> <p>estar aquí / alojarme / quedarme aquí / sitio para una tienda etc or Queremos....etc</p>	<p>No difficulties in comprehension but minor errors in Quality of Language or insufficient detail e.g. Quiero una caravana</p>	<p>Some significant errors in language or omissions in full communication of message Quiero un caraván</p>	<p>Something communicated but..... information lacking or quite ambiguous Una caravana</p>	<p>Campo-not enough on its own.</p>
2 Explica para cuánto tiempo y con quién	<p>Indication of how long and with whom Me gustaría quedarme dos días con mi amigo / amiga que se llama Mark / Jenny....</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. quedarme dos días con mi amigo / amiga (Verb omitted)</p>	<p>Only half of message communicated e.g. Me gustaría quedarme dos días or estoy con mi amigo or message attempted but some errors leading to ambiguity e.g. soy con amigo para tres días</p>	<p>Something communicated but very little e.g. una semana</p>	
3. !	N/A	N/A	<p>Nationality - e.g. inglés, ingleses de Inglaterra</p>	<p>Some comprehension but response incomplete or ambiguous e.g. mis-pronunciation of nationality e.g. Inglesia name of country on it's own e.g. Inglaterra</p>	<p>iglesia</p>

Mark Scheme

<p>4. Indica dos cosas que necesitas en el camping</p>	<p>Explain two things needed at the campsite - must be feasible in context of role-play – include accommodation e.g. necesito sombra y quiero saber si hay duchas...</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. gustaría un supermercado y los baños</p>	<p>Only one thing communicated ... e.g. quiero un supermercado or Two things attempted but some errors leading to ambiguity e.g. duchas y piscina</p>	<p>Something communicated but not enough detail or ambiguous e.g. piscina</p>	
<p>5. !</p>	<p>N/A</p>	<p>N/A</p>	<p>Feasible position for a tent / caravan in a campsite e.g. cerca de los árboles</p>	<p>Some comprehension but response incomplete or ambiguous e.g. el restaurante (no position...)</p>	
<p>6. Haz una pregunta sobre el camping</p>	<p>Any suitable question about the campsite – intonation not enough e.g. ¿Dónde están los servicios? ¿Hay un bar / una tienda? ¿Dónde está el teléfono / la parada de autobuses / el agua? etc</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. es for estar . ¿Dónde es los servicios?</p>	<p>Some significant errors in language or ambiguous e.g. ¿Dónde la piscina?</p>	<p>Something communicated but...information lacking or quite ambiguous ¿la piscina? message sounds like / or is a statement rather than a question e.g. Hay un bar / una tienda</p>	

Role-Play 11

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica lo que quieres hacer	Explain request to send a present to your family from the Post Office. e.g. Quiero / deseo / me gustaría / necesito.... enviar un paquete / un regalo para / por mi familia	No difficulties in comprehension but minor errors in Quality of Language e.g. enviar un paquete / un regalo para / por mi familia en Inglaterra	Some significant errors in language or omissions in full communication of message e.g. un paquete / un regalo para / por mi familia en Inglaterra	Something communicated but information lacking or quite ambiguous e.g. un paquete / un regalo	Un paquete de Inglaterra
2 Describe exactamente lo que hay en el paquete (dos detalles)	Description of present, giving two clear details e.g. hay una muñeca (para mi hermana) y un libro (para mi padre)	No difficulties in comprehension but minor errors in Quality of Language e.g. absence of finite verb, tener un juguete (para mi hermano) y una revista (para mi hermana)	Only one detail communicated e.g. contiene un juguete (para mi hermano) or Two details attempted but some errors leading to ambiguity – no verb e.g. un juguete y un libro	Something communicated but not enough detail or ambiguous e.g. una muñeca	
3. !	N/A	N/A	A sum of money or expression of value of present - accept pesetas / euros / libras	Some comprehension but response incomplete or ambiguous e.g. mis-pronunciation of libras... numbers... hay – euros en el paquete	

Mark Scheme

<p>4. Explica cuándo tiene que llegar y por qué</p>	<p>Indication of when the present must get there and a clear reason <u>why</u> e.g. tiene que llegar el sábado porque es el cumpleaños de mi hermana (Any reason acceptable provided it is feasible in context)</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. tiene que llegar la semana que viene porque el cumpleaños de mi hermana</p>	<p>Only half of message communicated... e.g. tiene que llegar el sábado or es el cumpleaños de mi hermana or message attempted but some errors leading to ambiguity e.g. jueves el cumpleaños de mi hermana</p>	<p>Something communicated very little e.g. viernes</p>	
<p>5. !</p>	<p>N/A</p>	<p>N/A</p>	<p>Address or possible lodgings / place to stay in Spain e.g. Hotel Madrid / en Málaga / en el sudeste</p>	<p>Some comprehension but response incomplete or ambiguous e.g. hotel</p>	
<p>6. Haz una pregunta sobre otro servicio en Correos</p>	<p>Any suitable question about another postal service – intonation not enough e.g. ¿Dónde está el buzón para postales? ¿Cuánto cuesta un sello para Inglaterra?</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. ¿Cuánto costar un sello para Inglaterra? or e.g. es for estar ¿Dónde es el buzón para postales?</p>	<p>Some significant errors in language or ambiguous e.g. ¿Cuánto un sello para Inglaterra?</p>	<p>Something communicated but information lacking or quite ambiguous e.g. sellos message sounds like a statement rather than a question e.g. un sello para Inglaterra cuesta... Necesito un pasaporte</p>	

Role-Play 12

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica el problema que tienes	Explain (by phone call) that there is a problem with booked seats for the theatre e.g. Quiero / deseo / me gustaría / necesito – tengo un problema.... cambiar/ / no puedo venir las entradas para hoy / al teatro hoy etc	No difficulties in comprehension but minor errors in Quality of Language e.g. el problema es no venir al teatro hoy	Some significant errors in language or omissions in full communication of message e.g. problema con las entradas al teatro	Something communicated but..... information lacking or quite ambiguous e.g ir al teatro	
2 Indica una razón y por qué	Suitable reason for change of booking + clear explanation e.g. mi madre está enferma y tengo que estar con ella (Any reason acceptable provided it is feasible in context)	No difficulties in comprehension but minor errors in Quality of Language e.g.porque mi madre enferma y yo estar con ella	Only half of message communicated e.g. mi padre no tiene coche or message attempted but some errors leading to ambiguity yo no venir porque mi padre coche	Something communicated but not enough detail or ambiguous e.g. enfermo	
3. !	N/A	N/A	Number of people involved in group... (number enough)	Some comprehension but response incomplete or ambiguous e.g. mis-pronunciation of numbers...	

Mark Scheme

<p>4. Indica tu día y tu fecha preferida</p>	<p>Clear expression of day and date for changed booking e.g. prefiero unas entradas para / por jueves el dos de mayo si es posible</p>	<p>No difficulties in comprehension but minor errors in Quality of Language e.g. cambiar entradas para / por martes el cinco julio</p>	<p>Only half of message communicated ... e.g. tres de junio or message attempted but some errors leading to ambiguity e.g. viernes el dose julio (mis-pronunciation of numbers...e.g. dos / doce)</p>	<p>Something communicated very little e.g. viernes próximo</p>	
<p>5. !</p>	<p>N/A</p>	<p>N/A</p>	<p>Day, time or date when tickets can be collected e.g mañana / por la tarde / a las ocho / lunes / el cinco agosto</p>	<p>Some comprehension but response incomplete or ambiguous e.g. tarde / cinco</p>	
<p>6. Haz una pregunta sobre el teatro</p>	<p>Any suitable question about the theatre – intonation not enough e.g. ¿Dónde está el teatro? ¿A qué hora abre / se cierra / está abierto hoy? ¿A qué hora termina el espectáculo?</p>	<p>No difficulties in comprehension but minor errors in Quality of Language ¿A qué hora terminar el espectáculo?</p>	<p>Some significant errors in language or ambiguous e.g. ¿Dónde la taquilla? ¿A qué hora abierto?</p>	<p>Something communicated but...information lacking or quite ambiguous ¿la taquilla? message sounds like a statement rather than a question e.g. abre / se cierra / está abierto el teatro hoy...</p>	

ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

MINOR/MAJOR ERRORS

This information applies to Spanish Specification A Speaking Tests and Specification B Module 4 Speaking Tests only.

The following are examples of **minor** errors.

1. **Gender**

- incorrect genders, e.g. *un* for *una*, *el* for *la*
- incorrect agreements, including adjectives, possessive, demonstrative and personal pronouns

2. **Number**

- *el/la* for *los/las* and vice versa
- *un/una* for *unos/unas* and vice versa
- omission of 's' at end of a plural noun

3. **Omission of personal a**

The above are errors which usually do not affect communication. They should be treated as minor **unless the Part Two Mark Scheme states otherwise**.

Using the incorrect person or tense of a verb is considered a **major** error **unless the Part Two Mark Scheme states otherwise**.

However, if a candidate uses a construction that requires the subjunctive mood but instead uses the indicative in the **correct tense and person**, this is classed as a **minor** error.

This list is not exhaustive and is to be used as a guide to the marking of the 2003 tests only. There may be additional clarifications for the marking of the 2004 tests.