



General Certificate of Secondary Education

Spanish 3692 *Specification B*

36904/S Module 4 Speaking

Mark Scheme

2005 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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 |
| 1-4 | 6 | 6 |
| 5-8 | 8 | 8 |
| 9-12 | 10 | 10 |
| 13-16 | 12 | 12 |

- 4.4 The mark for Spontaneity and Fluency is not limited by the Communication mark band, except when the Communication mark is 0. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher 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).

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 doesn't impede communication.

Foundation Tier

Role-Play 1

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|--|---|---|--|----------|
| 1. Say you want to book a taxi. | <i>Quiero / necesito / deseo / me gustaría</i> etc....(reservar) + <i>un taxi</i> | Absence of verb in first part – e.g. <i>un taxi por favor.</i> or <i>reservar un taxi.</i> | No indication of wanting / reserving a taxi. Incorrect verb form e.g. <i>quieres/quiere una taxi</i> <i>Quiero</i> on its own. | |
| 2. Say for how many people and your destination. | Number + destination e.g. <i>(para/por) number personas / adultos</i> etc. + e.g. <i>(al) aeropuerto / cine</i> etc Also may be credited if appears as extra information in task 1. e.g <i>quiero reservar taxi para tres personas al centro comercial</i> = 4 marks. Accept town / city etc for destination. | <i>(para / por) number + personas / adultos.</i> or destination on its own e.g. <i>(a) la piscina.</i> | No idea of how many people + when. i.e. confusion over numbers. | |

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|-------------------------------------|--|--|--|----------|
| 3. Say for which day and what time. | <p><i>Suitable day + time.</i> e.g. lunes a las tres</p> <p>or</p> <p>lunes por la mañana. (Date acceptable for day + mañana / hoy / esta tarde etc)</p> | <p>Day on its own. e.g. <i>viernes</i> or time on its own e.g. <i>a las diez.</i> <i>a diez</i> <i>las diez</i></p> | <p>Required message not communicated – no day or time. <i>el tiempo</i>..... <i>los sábados</i> = no marks</p> | |
| 4. Ask how much the taxi costs. | <p>¿ Cuánto? + es / son / cuesta / cuestan? or ¿ el precio + es? ¿ el precio por favor? (Question must be implied)</p> | <p>e.g. ¿ <i>Cuántos</i> cuesta? or ¿<i>El precio cuánto</i>? or <i>el precio</i>..... comprehension difficult or ambiguous e.g. ¿ <i>Cuánto es el dinero</i>? Statement, not a question = 1 mark.</p> | <p>Wrong use of ¿<i>Cuántos</i>? e.g. ¿<i>Cuántas</i> personas? ¿ <i>Cuántos</i>? on its own.</p> | |

Role-Play 2

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|---|--|---|---|---|
| 1. Say you want to hire a bike. | <i>Quiero / necesito / deseo alquilar</i> + <i>(una) bicicleta</i> | Absence of verb in the first part. e.g. <i>(una) bicicleta por favor.</i> | Wrong message communicated e.g. <i>quiero alquilar un coche</i> | |
| 2. Say where you are going and with whom. | Suitable destination in Peru or generic name e.g. <i>ir a la playa</i> + person | Destination on its own e.g. <i>al museo</i> or person on its own e.g. <i>mi amiga.</i> | Required message not communicated – neither destination nor person. | Reject anything unlikely to be in Peru. eg Londres/London Madrid etc |
| 3. Give your age and nationality. | age e.g. <i>15 (años)</i> + <i>inglés / (de) Inglaterra</i> | Age on its own e.g. <i>16</i> or comprehension difficult or ambiguous e.g. <i>englis</i> | Wrong message communicated e.g. <i>tengo dos hermanos</i> | |
| 4. Ask how much it is. | <i>¿ Cuánto?</i> + <i>es / son / cuesta / cuestan?</i> <i>or</i> <i>¿ el precio + es?</i> <i>¿ el precio por favor?</i> <i>¿ Cuánto costa?</i> (Question must be implied). | <i>Comprehension difficult or ambiguous</i> e.g. <i>¿ Cuántos cuesta?</i> <i>or</i> <i>¿ El precio cuánto?</i> <i>or</i> <i>el precio.....</i> <i>¿ Cuánto es el dinero? / Cuánto?</i> <i>Statement, not a question = 1 mark.</i> <i>(cuando/cuánto unclear = 1 mark)</i> | Wrong use of <i>¿Cuántos?</i> e.g. <i>¿Cuántas personas?</i> <i>¿Cuántos?</i> on its own. <i>¿Cuándo es?</i> | |

Role-Play 3

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|--|---|---|---|-----------------|
| 1. Say where you want a table. | <i>Quiero / deseo etc una mesa + place e.g. en la terraza</i> | Part of required message not communicated e.g. <i>Quiero una mesa</i> | Wrong message communicated. e.g. <i>Quiero café con leche.</i> | |
| 2. Say what you want to eat and drink. | Something to eat + something to drink e.g. <i>(quiero) bocadillo y coca cola.</i> <i>(bebo cola = 2 marks)</i> | One drink on its own. e.g. <i>coca cola</i> OR One thing to eat on its own. e.g. <i>bocadillo</i> | Required message not communicated e.g. <i>un libro, por favor.</i> cola | |
| 3. Say what time your plane is. | <i>(el avión, vuelo / salgo)</i> any suitable time e.g. <i>(a) las dos a dos</i> | <i>Vuelo etc.....</i> time on its own e.g. <i>dos</i> <i>A qué hora ocho</i> | No idea of flight or time. e.g. <i>llego tarde..</i> | |
| 4. Ask a question about the airport. | <i>Any suitable question about the airport.</i> e.g. <i>¿Dónde (está) el aeropuerto?</i> (Question must be implied). | Statement, not a question = 1 mark. e.g. <i>el aeropuerto está en el centro</i> | Message not communicated | |

Role-Play 4

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|---|---|--|---|----------|
| 1. Say you want to go to the supermarket. | <i>Quiero ir</i> + (al) supermercado | Absence of verbs in first part. e.g. <i>ir al supermercado...</i> | Any other activity e.g. <i>quiero ir al cine.</i> | |
| 2. Say on what day and by what form of transport. | Suitable day + transport e.g. <i>lunes en coche</i> or <i>en coche por la mañana.</i> (Date acceptable for day + <i>mañana / hoy / esta tarde etc</i>) | Day on its own e.g. <i>Viernes</i> or transport on its own e.g. <i>en coche</i> | Required message not communicated – no day. e.g. <i>a las dos.</i> | |
| 3. Say two things you want to buy. | Two items e.g. <i>jabón y champú</i> | One item only e.g. <i>jabón</i> or anglicised pronunciation e.g. <i>jabón y “shampoo”</i> | <i>Necesitas.....</i> <i>Quieres.... etc</i> | |
| 4. Ask a question about the supermarket. | Any suitable question about the supermarket. e.g. <i>¿Dónde está (el supermercado)?</i> (Question must be implied). Word – supermarket – not essential as already credited / penalised in Task 1 | Statement, not a question = 1 mark. e.g. <i>(el supermercado) está cerca del mercado.</i> | | |

Role-Play 5

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|--|--|--|---|-------------------------------|
| 1. Say which sport you want to do. | <i>Quiero hacer/practicar/jugar + sport.</i> | Sport on its own. one mark for partial communication e.g. <i>tenis (por favor)</i> | No idea of sport activity e.g. <i>quiero ir al teatro</i> | Reject English pronunciation: |
| 2. Say what you think of this sport. | Any suitable reason e.g. <i>(porque) me gusta(n)</i> | e.g. reason ambiguous e.g. <i>yo gusta(n)</i> | Wrong message communicated. e.g. <i>veo la tele.....</i> | |
| 3. Say two things you need. | Any two things e.g. <i>balón y raqueta.</i> Accept brand names | Only one item or some ambiguity e.g. <i>pelota</i> anglicised pronunciation..... | Wrong message communicated e.g. <i>coca cola</i> <i>Necesitas = 0</i> | |
| 4. Ask a question about the sports centre. | <i>Suitable question about the sports centre.</i> e.g. <i>¿A qué hora abre?</i> <i>(Question must be implied).</i> | <i>Statement, not a question = 1 mark.</i> e.g. <i>abre a las siete</i> | | |

Role-Play 6

| TASK | 2 Marks Required message conveyed even if not totally correct. | 1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed. | 0 Marks Required message not communicated. | Comments |
|---|--|---|---|----------|
| 1. Say what subject you prefer. | <i>Me gusta(más)/prefiero.</i> + a subject | Absence of verb in first part – e.g. <i>las ciencias</i> | No indication of a subject Incorrect verb form e.g. <i>Prefiero</i> on its own. | |
| 2. Say two things you like about it. | Suitable adjectives. e.g. <i>es interesante</i> + <i>(porque) (es) divertido</i> one verb sufficient | One on its own e.g. <i>es divertido</i> | Required message not communicated. e.g. <i>prefiero coca cola</i> | |
| 3. Say two things you wear for school. | <i>Corbata</i> + <i>falda</i> | One detail only instead of two e.g. <i>falda</i> | Required message not communicated. <i>llevas</i> etc | |
| 4. Ask a question about your friend's school. | <i>Any suitable question about the school.</i> e.g. <i>¿Es mixto?</i> <i>(Question must be implied).</i> | Statement, not a question = 1 mark. e.g. <i>es mixto</i> | | |

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 is required – may not always require a verb. It must be a feasible answer in context of role-play. This applies to all teacher interventions in all role-plays.

Role-Play 7

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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 | 0 Marks Required message not communicated. |
|--|---|--|---|--|--|
| 1. Explica lo que quieres y por qué. | Request for a taxi e.g. <i>quiero reservar un taxi</i> + appropriate reason <i>porque vuelvo a casa</i> | Minor errors in Quality of Language used. e.g. <i>quiero reservar una taxi porque mi vacaciones han terminado</i> | Some significant errors in language or omissions in message e.g. <i>quiero reservar un taxi...</i> | Something communicated but very little e.g. <i>reservar un taxi...</i> | <i>Un taxi.</i> |
| 2. Indica con quién viajas y tu destino. | Person / persons e.g. <i>Viajo solo / con mi amiga</i> + destination e.g. <i>al aeropuerto</i> Accept final destination | Minor errors in Quality of Language. e.g. <i>viajo con mis amigo y necesito ir a la aeropuerto</i> | Only half of the message communicated i.e only reason given. e.g. <i>viajo con mi hermana Luisa</i> | Something communicated but message incomplete or unclear e.g. <i>mi amiga al aeropuerto</i> | |

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--|---|---|--|--|---|
| 3.! | N/A | N/A | A time e.g. <i>a las dos</i> | Comprehension difficult or ambiguous e.g. <i>dos</i> | |
| 4. Explica dónde está tu hotel (dos cosas) | Two details where your hotel is. e.g. <i>El hotel está en las afueras de la ciudad muy cerca del aeropuerto</i> | Minor errors in Quality of Language used. e.g. <i>El hotel está en los afueras de la ciudad y cerca de la aeropuerto</i> Use of <i>ser</i> for <i>estar</i> | Part of message only e.g. one detail only. e.g. <i>el hotel está cerca del aeropuerto</i> | Something communicated but not clear what refers to e.g. <i>cerca del banco</i> | |
| 5. ! | N/A | N/A | Number of cases e.g. <i>(tengo) 2 (maletas)</i> | Comprehension difficult or ambiguous e.g. anglicised pronunciation | |
| 6. Haz una pregunta sobre el taxi | Any suitable question about taxi e.g. <i>¿Cuánto cuesta el taxi?</i> (Question must be implied). | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Cuánto tiempo tengo esperar la taxi?</i> | A significant error in language e.g. <i>¿Cuánto dinero?</i> <i>¿Cuánto costa?</i> | Something communicated but very little e.g. <i>¿Cuánto?</i> Message sounds like a statement rather than a question e.g. <i>cuesta mucho dinero</i> | <i>¿el dinero?</i> |

Role-Play 8

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--|--|--|---|---|--|
| 1. Explica la situación | Explanation that there is a problem with your waiter in the restaurant e.g. <i>No estoy contento con el camarero.</i> | Minor errors in Quality of Language used e.g. <i>mis camarero no es muy buena</i> <i>Hay problemas con la camarero.</i> | Some significant errors in language or omissions in message e.g. <i>tener problemas con mi camarero</i> | Something communicated but very little. e.g. <i>mi camarero problema..</i> | |
| 2. ! | N/A | N/A | Adjectives or features etc to describe him e.g. <i>ojos negros</i> | Comprehension difficult or ambiguous e.g. anglicised pronunciation e.g. <i>ogios negros</i> | |
| 3. Indica dos problemas que tienes con el camarero. | 2 clear problems given e.g. <i>no es cortés y el servicio es lento.</i> (Any 2 problems acceptable provided they are feasible in context) (if same 2 problems repeated from task 1, only credit once) | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>el servicio está lento y no es cortesa.</i> | Only half of message communicated i.e only one problem given e.g. <i>el servicio es lento</i> | Something communicated but very little e.g. <i>servicio lento</i> | |

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|---|--|--|--|--|---|
| 4. Indica tu solución. | A clear solution given e.g. <i>me puede dar otro camarero</i> (Any solution acceptable provided it is feasible in context) | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>me gustaría tener otro camarero más rápida</i> | Only half of message communicated or message attempted but some ambiguity e.g. <i>tener otro camarero</i> | Some comprehension but response incomplete or ambiguous e.g. <i>otro camarero</i> | |
| 5. ! | N/A | N/A | Any suitable dessert e.g. <i>un helado</i> | Something communicated but message ambiguous. | |
| 6. Haz una pregunta sobre el restaurante. | Any suitable question about the restaurant – intonation not enough e.g. <i>¿Puedo pagar con tarjeta de crédito?</i> (Question must be implied). | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿es posible cambio mi plato principale?</i> | Some significant errors in language or ambiguous e.g. <i>¿pedir plato diferente?</i> | Something communicated but very little. e.g. <i>¿mi comida pagar?</i> or Message sounds like a statement rather than a question e.g. <i>quiero pagar.</i> | |

Role-Play 9

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|---|--|---|--|---|---|
| 1. Explica la situación. | Explain that you have a problem with a purchase. e.g. <i>tengo un problema con esta blusa.....</i> | Minor errors in Quality of Language used e.g. <i>es posible cambio esta blusa negro, por favor.</i> | A significant error in language e.g. <i>quiero es blusa pequeña</i> | Something communicated but very little e.g. <i>la camisa pequeña</i> | |
| 2. ! | N/A | N/A | Time needed e.g. <i>ayer por la tarde etc a las dos compro el sábado pasado</i> | Something communicated but message incomplete or unclear | <i>compró = 0</i> |
| 3. Indica dos problemas que tienes | 2 clear problems given e.g. <i>es demasiado grande y necesito otro color</i> (Any 2 problems acceptable provided they are feasible in context) | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>no tiene botones y necesito otra color</i> | Only half of message communicated i.e. only one problem given e.g. <i>no hay botones</i> | Some comprehension but response incomplete or ambiguous e.g. <i>la camisa pequeña</i> | |

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--------------------------------------|--|---|--|--|---|
| 4. ! | N/A | N/A | Clear indication of price e.g. <i>30 euros</i> <i>30 libras</i> <i>(me pago) + price</i> <i>(mi pagar) + price</i> | Message ambiguous e.g. 30 | |
| 5. Indica tu solución | A clear solution given e.g. <i>me puede dar otra camisa más grande, por favor.</i> | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>me gustaría otros camisa azul.</i> | Only half of message communicated..... e.g. <i>tener una camisa más grande.....</i> | Some comprehension but response incomplete. e.g. <i>más grande camisa</i> | |
| 6. Haz una pregunta sobre la tienda. | Any suitable question about the shop – intonation not enough e.g. <i>¿Dónde está la caja?</i> (Question must be implied). | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿A qué hora es cerrado hoy?</i> | A significant error in language or ambiguous e.g. <i>¿servicios en la tienda?</i> or e.g. <i>Están los servicios en la segunda planta.</i> (Verb inversion so question applied.) | Something communicated but very little or message sounds like a statement rather than a question e.g. <i>Los servicios están en la segunda planta.</i> | |

Role-Play 10

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|---------------------------|--|---|--|---|---|
| 1. Explica la situación. | Explain that you are a witness / have seen an accident. e.g. <i>Vi/he visto un accidente en la calle</i> or <i>hay un accidente etc</i> (either tense might work) | Minor errors in Quality of Language used e.g. <i>he visto una accidente en el calle</i> | A significant error in language or omissions in message e.g. <i>visto un accidente</i> | Something communicated but very little e.g. <i>un accidente por la carretera</i> | <i>Un accidente</i> |
| 2 ! | N/A | N/A | Clear indication of services required e.g. <i>ambulancia</i> | Message ambiguous | Reject English pronunciation |
| 3. Indica lo que ocurrió. | e.g. <i>un coche chocó con un autobús</i> past tense / timeframe needed or <i>un coche acaba de chocar con un autobús</i> | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>una coche chocó con una autobús</i> | Only half of message communicated i.e. <i>un coche chocó</i> | Something communicated but message incomplete or unclear e.g. <i>un coche por la carretera</i> | <i>Un coche</i> |

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--|---|--|--|--|---|
| 4. ! | N/A | N?A | Time of accident e.g. <i>a las tres</i> <i>hace cinco minutos..</i> | Something communicated but message incomplete or unclear e.g. <i>cinco minutos</i> | |
| 5. Explica dónde estás (dos cosas). | Clear indication of location given (2 details) e.g. <i>estoy en la calle(Sol) delante del supermercado</i> | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>estoy delante de la bar y la hotel grande</i> | Only half of message communicated or major error in message. e.g. <i>Estoy en el centro</i> | Some comprehension but response incomplete or ambiguous e.g. <i>cerca el mercado</i> | |
| 6. Haz una pregunta sobre los servicios de urgencia. | Any suitable question about emergency services – intonation not enough e.g. <i>¿Cuánto tiempo tarda usted en llegar?</i> <i>¿Cuándo va a llegar la ambulancia?</i> (Question must be implied) | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Cuándo va a llegar el ambulancia y los policía?</i> | A significant error in language or ambiguous e.g. <i>¿Cuándo minutos es llegar?</i> | Something communicated but very little. e.g. <i>¿llegar cuándo?</i> or message sounds like / or is a statement rather than a question e.g. <i>La ambulancia está cerca.</i> | |

Role-Play 11

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--|--|---|---|--|---|
| 1. Explica la situación. | Explain that you are ringing because you have seen a robbery. e.g. <i>Un chico ha robado un monedero.</i> (idea of theft...) | Minor errors in Quality of Language used e.g. <i>una chico ha robado la monedero.</i> | A significant error in language e.g. <i>el chico robado un monedero</i> | Something communicated but very little e.g. <i>mi monedero robada.</i> | <i>Mi monedero.</i> |
| 2 ! | N/A | N/A | Name and nationality accurately conveyed... e.g. <i>Fred (Bates)</i> (-soy) <i>inglés</i> | Comprehension difficult or ambiguous e.g. <i>Fred (Bates)</i> <i>Inglaterra</i> or pronunciation unclear | |
| 3. Indica dónde estás ahora (dos cosas). | Clear indication of location given e.g. <i>Estoy en la estación en la sala de espera</i> (2 details). (Any 2 acceptable provided they are feasible in context) | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>estoy en la hotel cerca del entrada</i> | Only half of message communicated i.e. only one item mentioned e.g. <i>estoy delante del hotel</i> or a significant error (no verb) e.g. <i>delante del hotel y las tiendas</i> | Some comprehension but response incomplete or ambiguous e.g. <i>el aeropuerto cerca</i> | |

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|---------------------------------------|--|---|--|--|---|
| 4. ! | N/A | N/A | A detail about when the theft occurred e.g. <i>hace una hora.</i> or <i>A las tres / a tres las tres</i> | Response ambiguous e.g. <i>una hora tres</i> | |
| 5. Describe al ladrón (tres cosas). | 3 details with verb e.g. <i>es un chico alto con gafas y el pelo negro</i> | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>es un chico pelo negra y con gafas</i> | Only half of message communicated e.g. <i>es un chico alto con gafas</i> | Something communicated but message incomplete or unclear e.g. <i>chico con gafas</i> | |
| 6. Haz una pregunta sobre la policia. | Any suitable question about the police – intonation not enough e.g. <i>¿Dónde está la comisaría?</i> <i>¿Dónde está la policia?</i> (Question must be implied) | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Dónde es el / la comisaría?</i> | A significant error in language or ambiguous e.g. <i>¿Dónde la comisaría?</i> | Something communicated but very little. e.g. <i>¿cuántos minutos?</i> or message sounds like / or is a statement rather than a question e.g. <i>La policia está cerca.</i> <i>¿Dónde esta la estación de policia?</i> =1 mark | <i>¿Dónde está la estación?</i> =0 |

Role-Play 12

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--------------------------------------|--|---|--|---|---|
| 1. Explica lo que quieres. | Explain that you want two tickets with a student discount. e.g. <i>Quiero dos entradas con un descuento para estudiantes.</i> | Minor errors in Quality of language used e.g. <i>quiero dos entradas con una descuento por estudiantes.</i> | A significant error in language or omissions in message e.g. <i>Quiero dos entradas con un descuento.</i> | Something communicated but very little e.g. <i>dos entradas, por favor</i> | |
| 2 ! | N/A | N/A | Suitable ID e.g. <i>pasaporte, carnet etc.</i> | Answer ambiguous e.g. anglicised pronunciation. | “passport” in English. |
| 3. Describe lo que estudias y dónde. | Subject studied and where e.g. <i>estudio el francés + en el instituto / colegio (voy al instituto de idiomas)</i> (Should be feasible in context) | No difficulties in comprehension but minor errors in Quality of Language. e.g. <i>estudio la francés y voy a la colegio cerca de mi casa</i> | Only half of message communicated i.e. only one item given. e.g. <i>estudio el francés</i> or e.g. <i>el francés en el colegio de idiomas en mi pueblo</i> | Some comprehension but response incomplete or ambiguous e.g. <i>el francés al instituto</i> | |

| TASK | 4 Marks Appropriate and correct response. The task is accomplished fully and without significant error. | 3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension. | 2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. | 1 Mark 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. | 0 Marks Required message not communicated. |
|--|--|---|--|--|---|
| 4. Indica la sesión que prefieres y el tipo de película. | Time and type of film. e.g. <i>Prefiero la sesión que empieza a las seis y (me gustan) las películas de horror</i> | No difficulties in comprehension but minor errors in Quality of Language e.g. <i>prefiero el sesión a las seis y las películas de horror</i> | Only half of message communicated e.g. <i>las películas de horror y la sesión a las ocho.</i> | Some communicated but message incomplete or unclear. e.g. <i>las películas de horror.</i> | |
| 5. ! | N/A | N/A | Adjective indicating opinion. e.g. <i>fenomenal</i> | Message ambiguous. | |
| 6. Haz una pregunta sobre el cine. | Any suitable question about the cinema – intonation not enough e.g. <i>¿A qué hora termina la película?</i> (Question must be implied). | No difficulties in comprehension but minor errors in Quality of Language <i>¿Dónde es el bar?</i> | Some significant errors in language or ambiguous <i>¿Dónde los servicios?</i> | Something communicated but very little. <i>¿la película las nueve?</i> message sounds like a statement rather than a question e.g. <i>La película termina a las nueve.</i> | |

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**

4. **Inappropriate use of *ser/estar*.**

5. **Use by candidate of the perfect tense** in response to a question in the preterite tense.

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 2005 tests only. There may be additional clarifications for the marking of the 2006 tests.