



## General Certificate of Secondary Education

# Spanish 3692

## *Specification B*

*36904/S Module 4 Speaking*

# Mark Scheme

*2006 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

<b>Role Play</b>	$4 \times 2 =$	8
<b>Conversation A + B</b>		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 =$	24
	Maximum Total	56

#### Higher Tier

<b>Role Play</b>	$4 \times 4 = 16 + (2 \times 2 = 4) = 20 \div 2$	10
<b>Conversation A + B</b>		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 = 24 (24 \times 3) \div 2 =$	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:

<b>Foundation Tier Role Play - Communication</b>	
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.

<b>Higher Tier Role Play – Communication and Quality of Language</b>	
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.

<b>Higher Tier Interventions – Communication</b>	
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.

<b>Communication</b>	
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.

<b>Spontaneity and Fluency</b>	
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.

<b>Marks</b>	<b>Range &amp; Complexity</b>	<b>Pronunciation &amp; Accuracy</b>
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 where you want to go.	<i>Quiero / necesito / deseo / me gustaría etc ...ir (a)</i> + place <i>e.g. (a) Madrid</i>	Absence of verb in first part – <i>e.g. Ir a Madrid , por favor.</i> <i>Quiero Málaga</i>	No indication of where going. Incorrect verb form <i>e.g. Quieres/quiere ir martes</i> <i>Quiero</i> on its own. Place name alone. <i>A Málaga</i> <i>Málaga, por favor</i> Place unlikely to be in or near Spain.	
2. Say when you want to go and with how many people.	Any suitable time + number of persons <i>e.g. El 10 (de) junio.</i> + ( <i>hay / para / por 4</i> ) <i>4 personas</i> <i>Personas required / Somos + number</i>	Persons or time on its own <i>e.g. Lunes.</i>	No idea of persons + time.	

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. Ask what time it leaves.	¿ (A) qué hora sale (el autobús)? ¿A qué hora es..?= 2 ¿A qué hora salir? (Question must be implied).	Comprehension difficult or ambiguous e.g. ¿A qué hora..? Statement, not a question = 1 mark	Wrong message communicated e.g. ¿Qué hora es?= 0	
4. Say why you want to go.	Suitable reason ( <i>porque</i> not essential) e.g. <i>Me gusta ver (los) monumentos</i>	Comprehension difficult or ambiguous e.g. <i>Gusta Madrid</i>	Required message not communicated – no reason given.	

## 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 like your room.	Verb needed + room e.g. <i>Me gusta (mi) habitación/cuarto/dormitorio.</i>	Absence of verb in the first part. e.g. <i>mi habitación bueno /buena..</i>	Required message not communicated e.g. <i>Me gusta.....</i>	
2. Say <b>two</b> things you like about it.	Two things e.g. <i>(es) grande y bonito.</i>	One item only or comprehension difficult or ambiguous e.g. <i>grande</i>	Required message not communicated e.g. <i>Le gusta.</i>	
3. Say where you are going and when.	Suitable place + time e.g. <i>(Vamos) a la playa a las dos</i> <i>...Madrid por la tarde</i>	One item only or English pronunciation of place or time e.g. <i>las dos</i>	Wrong message communicated	
4. Ask a question about transport.	<i>¿ Hay tren?</i>  (Question must be implied).	Comprehension difficult or ambiguous e.g. <i>¿Tren?</i>  Statement, not a question = 1 mark  .		

### 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 how much money you receive.	Amount of money + verb e.g. <i>Recibo diez libras.</i> <i>Mis padres (me) dan 10 libras</i>  <i>Gano 10 libras</i>	Absence of verb in the first part.  e.g. <i>10 libras</i>	Wrong message communicated  e.g. <i>Quiero mucho dinero.</i>	
2. Say what you do to earn money.	A job e.g. <i>Hago de canguro</i> <i>o</i> <i>Trabajo en un supermercado.</i> <i>Lavar los platos</i> <i>Limpio mi dormitorio.</i> i.e Infinitive acceptable.	Comprehension ambiguous e.g. <i>Supermercado</i> <i>Sainsbury's = 1</i>	Required message not communicated –  e.g. <i>Leo libros</i>	
3. Say <b>two</b> things you buy with your money.	two items e.g. <i>libros y CDs</i>	Comprehension ambiguous or one item only e.g. <i>libros</i>  (Reject anglicised pronunciation of CDs)	No idea something bought.  e.g. <i>Me gusta bailar.</i>	
4. Ask where the shops are.	Question about location of shops. e.g. <i>¿Dónde (están) las tiendas?</i>  (Question must be implied).	Statement, not a question = 1 mark. e.g. <i>Las tiendas 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 where you want to go.	<i>Quiero ir</i> + suitable location  e.g. <i>a la playa</i>	Absence of verb in first part.  e.g. <i>a la playa...</i>	Any inappropriate activity e.g. <i>Quiero fregar los platos</i>	
2. Say <b>two</b> things you want to do there.	2 suitable activities  e.g. <i>Nadar y tomar el sol</i> <i>o</i> <i>natación y comer</i>	Comprehension difficult or ambiguous or one item only: e.g. <i>Nadar</i>	Required message not communicated	
3. Say where and when to meet.	Place e.g. <i>En la estación</i> + time e.g. <i>A las dos</i> <i>esta tarde</i> <i>el lunes</i>	<b>One</b> item only  e.g. <i>A las dos</i>	Required message not communicated  e.g. <i>Dos</i>	
4. Ask a question about transport.	Any suitable question about transport  e.g. <i>¿Hay tren?</i> (Question must be implied).	Statement, not a question = 1 mark.  e.g. <i>Hay tren.</i> <i>¿tren?</i> Comprehension ambiguous		

**Role-Play 5**

<b>TASK</b>	<b>2 Marks</b> Required message conveyed even if not totally correct.	<b>1 Mark</b> Comprehension difficult or ambiguous. Some relevant information conveyed.	<b>0 Marks</b> Required message not communicated.	<b>Comments</b>
1. Say what you want to buy.	<i>Verb + item</i> e.g. <i>Quiero (comprar) un CD</i>	Absence of verb in first part – e.g. <i>Un regalo</i>	Wrong message communicated	
2. Say who it is for.	e.g. <i>(Es) para / por mi madre</i> <i>por / para Fred</i>	Comprehension difficult or ambiguous e.g. <i>Mi madre</i> <i>Fred</i>	Required message not communicated e.g. <i>Me gusta un reloj.....</i>	
3. Say how much you want to spend.	amount e.g. <i>(Tengo) 15 euros</i> accept <i>libras, pesetas</i>	Comprehension difficult or ambiguous e.g. <i>15</i>	Required message not communicated e.g. <i>Tienes euros.</i> <i>Tengo 5 libros.</i>	
4. Ask a question about where to pay.	Any suitable question e.g. <i>¿Dónde (puedo) pagar?</i>  (Question must be implied).	Statement, not a question = 1 mark. e.g. <i>La caja para pagar.</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 where you go on holiday.	<i>Voy a</i> + place	Details on own. e.g. <i>Ir a Barcelona</i> reject English pronunciation.	No idea of holiday e.g. <i>Quiero ir a la piscina.</i>  Place = 0 e.g. <i>Barcelona</i>	
2. Say who you go with and for how long.	person / name + any suitable time  e.g. <i>una semana con mi familia</i>	Any suitable time period on its own  e.g. <i>Una semana</i> or person on own  e.g. <i>Mi madre</i>	Wrong message communicated	
3. Say <b>two</b> things you do on holiday.	Any 2 suitable activities:  e.g. <i>ir a la piscina y playa</i>	One element e.g. <i>(Ir) al museo</i>  comprehension difficult eg pronunciation of words like <i>cine</i>	Wrong message communicated	
4. Ask a question about <b>your Spanish friend's</b> holidays.	Any suitable question about holidays  e.g. <i>¿Qué tipo de vacaciones prefieres?</i>  (Question must be implied).	Statement, not a question = 1 mark e.g. <i>Te gusta ir al mar.</i>	Incorrect person of verb.	

## 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 – it 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 la situación.	Explain that you want to go home + problem  e.g. <i>Quiero volver a Inglaterra ( a casa) porque hay un problema.</i>	Minor errors in Quality of language used  e.g..... <i>Quiero volver casa porque hay problema</i>	Some significant errors in language  e.g. <i>Quiero vuelvo a Inglaterra porque problema.</i> or one element only	Something communicated but very little  e.g <i>Volver a Inglaterra</i>	
2 !	N/A	N/A	Suitable time  e.g. <i>Mañana</i>	Answer ambiguous  e.g. <i>10 horas</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. Explica cómo prefieres viajar y por qué.	Transport + reason e.g. <i>Prefiero viajar en avión porque es rápido</i>	Minor errors in Quality of language used  e.g. <i>Prefiero viajar avión porque es rápida</i>	Some significant error in language used  e.g. <i>Prefiero en avión porque rápido</i>	Response incomplete or ambiguous  e.g. <i>En avión</i>	
4. Explica dónde te quedas en España y con quién.	Clear location + person etc  e.g. <i>Estoy en Madrid con la familia de mi amigo</i>	Minor errors in Quality of language used  e.g. <i>Soy en Madrid con el familia de mi amigo</i>	Some significant error in language used  e.g. <i>En Madrid con familia de mi amigo</i>	Response incomplete or ambiguous  e.g. <i>En Madrid</i>	
5. !	N/A	N/A	Suitable document  e.g. <i>Pasaporte carné/carnet/tarjeta de identidad.....</i>	Answer incomplete or ambiguous  e.g. Anglicised pronunciation of <i>pasaporte...</i> Passport (English) = 0 marks	

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.
6. Haz una pregunta sobre el viaje	Any suitable <b>question</b> about the journey  e.g. <i>¿Cuánto tiempo dura el viaje?</i>  (Question must be implied).	Minor errors in Quality of language used  e.g. <i>¿Cuánta tiempo dura la viaje?</i>	Some significant error in language used  e.g. <i>¿Cuánto tiempo el viaje?</i>	Something communicated but very little  e.g. <i>¿Horas del viaje?</i> message sounds like a statement rather than a question e.g. <i>El viaje dura 2 horas.</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	Problem with tent eg <i>tengo un problema con la tienda</i>	Minor errors in Quality of language used. <i>tengo una problema con el tienda</i>	Some significant error in language used eg <i>problema con la tienda.</i>	Something communicated but very little. eg <i>problema tienda.</i>	
2. Explica cuál es el problema exactamente	Reason expressed accordingly eg <i>La tienda es demasiado pequeña.</i>	Minor errors in Quality of Language used. eg <i>El tienda es demasiado pequeño.</i>	Some significant error in language used eg <i>La tienda demasiado pequeña</i>	Something communicated but very little eg <i>tienda pequeña</i>	
3. !	NA	NA	People – no of people eg <i>dos (personas)</i>	Comprehension difficult or ambiguous or pronunciation unclear eg <i>familia</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 por qué haces camping en España- <b>dos</b> cosas	e.g. <i>Me gusta el clima y es bonito. es interesante y bonito</i>	Minor errors in Quality of Language used. eg <i>me gusta la clima y es bonita.</i>	Some significant error in language used. <i>gusta clima y bueno</i>	Response incomplete or ambiguous. <i>clima bonito</i>	
5. !	NA	NA	Length of time eg <i>dos semanas</i>	Comprehension difficult or ambiguous or pronunciation unclear.  eg <i>dos</i>	
6. Haz una pregunta sobre las actividades en el camping	Any suitable <b>question</b> about the campsite programme: e.g. <i>¿Qué deportes hay?</i>  (Question must be implied)	Minor errors in Quality of Language used: e.g. <i>¿Cuándo es fútbol?</i>	Some significant error in language used. e.g. <i>¿Dónde las clases de baloncesto?</i>	Response incomplete or ambiguous eg <i>Qué deportes?</i>  Message sounds like a statement rather than a question  eg <i>Hay muchos deportes</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.	Explanation that you have an invitation to a party  e.g. .... <i>Tengo una invitación a una fiesta de cumpleaños...</i>	Minor errors in Quality of language used  e.g. <i>Tengo un invitación a una fiesta de cumpleaños....</i>	Some significant error in language used  e.g. <i>Tener una invitación a una fiesta de cumpleaños....</i>	Something communicated but very little  e.g. <i>Una invitación a una fiesta....</i>	
2. !	N/A	N/A	A day accurately conveyed..... e.g. <i>(El) jueves</i>	Comprehension difficult or ambiguous e.g. <i>Anglicised pronunciation</i>	
3. Indica el lugar de la fiesta y la hora.	Place + time e.g. <i>La fiesta está en la casa de mi amiga a las dos .</i>	Minor errors in Quality of language used  e.g. <i>El fiesta está en el casa de mi amiga a las dos</i>	Some significant error in language  e.g. <i>La fiesta en la casa de mi amiga y a las dos</i>	Response incomplete or ambiguous  e.g. <i>La fiesta en casa de mi amiga .....</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 el regalo que vas a comprar y descríbelo.	Present + description: e.g. <i>Voy a comprar una falda blanca</i>	Minor errors in Quality of language used e.g. <i>Voy comprar un falda blanca.</i>	Some significant error in language e.g. <i>Comprar una falda azul</i>	Some comprehension but response incomplete or ambiguous e.g. <i>Una falda</i>	
5. !	N/A	N/A	Possible food item e.g. <i>Chocolate</i>	Something communicated but message incomplete or unclear e.g. <b>Chocolate</b> (anglicised pronunciation)	
6. Haz una pregunta sobre las fiestas en España .	Any suitable <b>question</b> about parties in Spain e.g. <i>¿Qué tipo de fiestas hay en España?</i>  (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Qué tipos fiestas hay en España?</i>	Some significant error in language used e.g. <i>¿Qué tipo de fiestas en España?</i>  [Correct answer using <i>español</i> for <i>España</i> ]	Response incomplete or ambiguous e.g. <i>¿Qué tipo de fiestas?</i>  Message sounds like a statement rather than a question e.g. <i>Hay fiestas importantes en España.</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 el problema	Lost mobile phone (in Spain) expressed with a verb e.g. <i>he perdido el (teléfono) móvil de mi amigo</i>	Minor errors in Quality of Language used e.g. <i>he perdida la móvil de mi amigo.....</i>	Some significant error in language. e.g. <i>perdido el (teléfono) móvil de mi amigo.....</i>	Something communicated but very little e.g. <i>el (teléfono) móvil</i>  No mention of friend.	
2. !	NA	NA	Time clearly expressed without ambiguity. e.g. <i>Por la mañana</i>	Something communicated but not clear.	
3 Explica por qué necesitabas el teléfono	A clear reason given e.g. <i>Necesitaba el teléfono para llamar a casa</i> or <i>quiero el teléfono porque + reason.</i>  <i>Para llamar (a) mi madre = 4</i>	Minor errors in Quality of Language used or incomplete explanation e.g. <i>Quiero la teléfono porque llamo mi madre</i>	Some significant error in language e.g. <i>necesitar un teléfono para llamar mi madre.....</i>	Response incomplete or ambiguous e.g. <i>llamar.</i>	<i>Necesitabas...</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. !	NA	NA	Adjective, basic description..... e.g. <i>(es) pequeño (a)</i>	Some part of task completed but comprehension difficult or ambiguous e.g Pronunciation of adjectives <i>grand(e)</i>	
5 Indica la reacción de tu amigo / amiga	Reaction of friends: e.g. <i>mi amiga no está contenta</i>  Mention of friend required.	Minor errors in Quality of Language used.	Some significant error in language. e.g. <i>Mi amigo no es contento (ser/estar as a major error)</i>  <i>La reacción es triste</i> [e.g. <i>Mi amigo es contenta</i> ]	Something communicated but very little  <i>Mi amigo contento</i>	<i>Contento</i>
6. Haz una pregunta sobre los teléfonos en España	Any suitable question about telephones. e.g. <i>¿Cuánto cuesta llamar con mi teléfono móvil?</i>  (Question must be implied.)	Minor errors in Quality of Language used: e.g. <i>¿Cuánta cuesta llamar con una teléfono móvil?</i>	Some significant error in language used: e.g. <i>¿Cuánto dinero una llamada teléfono móvil?</i>	Something communicated but very little: e.g. <i>¿Comprar un teléfono móvil?</i> Message sounds like a statement rather than a question: e.g. <i>Una llamada con teléfono móvil cuesta mucho dinero</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 lo que haces – lugar y día.	Explain what you do and when i.e. restaurant on Saturday e.g. <i>Tengo un trabajo el sábado en un restaurante.....</i>  (Any day acceptable)	Minor errors in Quality of language used  e.g. <i>Tengo una trabajo en sábado en un restaurante.</i>	Some significant error in language used  e.g. <i>Tengo trabajar en un restaurante.....</i>	Something communicated but very little e.g. <i>Un trabajo restaurante</i>  <i>Ayudar mi madre.i.e. wrong job = 0 marks.</i>	
2. !	N/A	N/A	Transport  e.g. <i>En coche</i>	Something communicated but message incomplete or unclear  e.g. <i>Pie</i>	Anglicised pronunciation of pie = pie
3. Explica lo que haces en el trabajo – dos actividades.	Description of job – two things: e.g. <i>Lavo los platos y pongo la mesa</i>	Minor errors in Quality of language used  e.g. <i>Lavo las platos y pongo la mesas</i>	Some significant error in language used  e.g. <i>Lavar los platos y poner la mesa</i>	Response incomplete or ambiguous  e.g. <i>Los platos y la mesa</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 opinion  e.g. <i>Me gusta mucho</i>	Message ambiguous  e.g. <i>No interesante</i>	
5. Describe a tu jefe – aspecto físico y carácter.	Description including 2 details e.g. <i>Mi jefa es alta y simpática.</i>	Minor errors in Quality of language used  e.g. <i>Mi jefa es alto y simpáticas.</i>	Some significant error in language used or omissions:  e.g. <i>Mi jefe es alta</i>	Response incomplete or ambiguous  <i>delgado y alto</i>	
6. Haz una pregunta sobre los planes de trabajo de tu amigo / tu amiga.	Any suitable <b>question</b> about friend's future plans for work  e.g. <i>¿Qué trabajo quieres hacer?</i>  (Question must be implied).	Minor errors in Quality of language used  e.g. <i>¿Quieres una trabajo en una supermercado?</i>	Some significant error in language used  e.g. <i>¿Gusta trabajo con niños?</i>	Something communicated but very little  e.g. <i>¿Un trabajo con niños??</i> or Message sounds like a statement rather than a question e.g. <i>Te gustaría trabajar con niños.</i>	

## 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 la situación.	Explain that you have a problem on your journey: <i>e.g. Tengo un problema con mi viaje..</i>	Minor errors in Quality of language used <i>e.g. Tengo una problema con mi viajes.</i>	Some significant errors in language used <i>e.g. Un problema con mi viaje..</i>	Something communicated but very little <i>e.g. Problema viaje</i>	
2 Explica qué ha pasado, exactamente	Reason – any problem on journey fully explained: <i>e.g. El avión llega (llegó) con dos horas de retraso</i>	Minor errors in Quality of language used <i>e.g. La avión llega (llegó) con dos hora de retraso</i>	Some significant errors in language used <i>e.g. El avión dos horas de retraso</i>	Something communicated but very little <i>e.g. Retraso dos horas</i>	
3. !	N/A	N/A	Time accurately conveyed..... <i>e.g. A las once</i>	Comprehension difficult or ambiguous <i>e.g. Once</i> or Pronunciation unclear	

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. Da información sobre tu reserva en el hotel - <b>dos</b> cosas.	2 clear details of your reservation  e.g. <i>Quiero una habitación doble con baño</i>	Minor errors in Quality of language used  e.g. <i>Quiero un habitación doble con baña</i>	Some significant error in language  e.g. <i>Tiengo un habitación doble con baño</i>	Response incomplete or ambiguous  e.g. <i>Una habitación doble</i>	
5. !	N/A	N/A	A suitable place  e.g. <i>En el tren</i>	Message ambiguous  e.g. Pronunciation anglicised <i>En el <b>train</b></i>	train = 0
6. Haz una pregunta sobre las instalaciones en el hotel.	Any suitable <b>question</b> about the hotel facilities  e.g. <i>¿Cuáles son las instalaciones en el hotel?</i>  (Question must be implied).	Minor errors in Quality of language used  e.g. <i>¿Cuáles instalaciones están en la hotel?</i>	Some significant errors in language used  e.g. <i>¿Dónde piscina en el hotel?</i>	Something communicated but very little  e.g. <i>¿El hotel piscina?</i> or Message sounds like / or is a statement rather than a question  e.g. <i>El hotel tiene una piscina.</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.