



General Certificate of Secondary Education

Spanish 3692 *Specification B*

36904/W Module 4 Writing

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.

WRITING TESTS – FOUNDATION AND HIGHER TIERS

MARK SCHEME – PART ONE

1. Principles of marking

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for language successfully conveying the target message without ambiguity.
- There is no need to count the words used to answer each question. The sole criterion is completion of the tasks set.

2. Mechanics of Marking

- All part marks awarded as indicated in the marking schemes must be clearly shown on the candidate scripts. Carefully check marks which may need multiplying and / or dividing to arrive at any weighted totals.

3. MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
Question 1a	2		2
Questions 1b & 1c	4		4
Question 2	8	12	20
Total	14	12	26

Higher	Communication	Quality of Language	Total
Question 1	8	12	20
Question 2	8	12	20
Total	16	24	40

3. Foundation Tier Question One

This question will be assessed for Communication only. The marks are allocated in the following way:

Question 1a (List Question):

Marks	Degree of Communication
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark - 2

Questions 1b and 1c:

Each task has a total of 2 marks. The Part 2 Mark Scheme each year will outline in detail how those communication marks should be divided and awarded.

4. Question Two

This question is marked out of 8 for Communication and 12 for Quality of Language.

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

5. Quality of Language

- Marks will be awarded out of 12 for each of Range/Complexity and Accuracy. The resulting total mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Marks for Quality of Language are awarded according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

The prescribed tasks in Question Two at Foundation Tier and Question One at Higher Tier offer an opportunity for the candidate to write in three time frames. Successful use of these opportunities will give the candidate an opportunity to gain access to the higher quality mark bands. Items of communication containing obviously incorrect / ambiguous time frames / tenses will not score for Communication.

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

The maximum mark for the Foundation Tier paper is 26.

HIGHER TIER

Both questions are assessed for Communication using the same criteria as at Foundation Tier. Both questions are marked out of 8 for Communication and 12 for Quality of Language.

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Further details of how to award the marks for Communication will be given in the Part 2 Mark Scheme.

Marks	Degree of Communication	Explanation
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

At Higher Tier the mark for Quality of Language are awarded per question, according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks out of 12 are given for Range and Complexity and Accuracy. For each question the resulting mark out of 24 is divided by 2 to give a total mark of 12 per question for Quality of Language.

The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

Half marks should be rounded up at the end of each question.

The maximum mark for the Higher Tier paper is 40.

Writing – Part 2 Mark Scheme

Foundation Tier

Question 1

This question is assessed for Communication only.

In 1 (a) accept all **understandable** words for living room items. Tick each word you accept.

In 1 (b) & (c) tick each task that is successfully communicated using a complete sentence.

1 (a)

(2 marks)

Marks	Degree of Communication
0	No understandable words
1	1 - 2 understandable words
2	3 - 4 understandable words

1 (a)	<p>This question is assessed for Communication only. Indicate each accepted item with a tick in the body of the task. Put the total marks awarded for 1 (a) (out of 2) in the right hand margin.</p> <p><u>A list of four more things that are in the candidate's lounge / living room</u></p> <p><u>If candidates make more than four attempts, consider the first four only</u></p> <p>Accept:</p> <ul style="list-style-type: none"> • anything that would be appropriate for a living room. Single vocabulary items are acceptable – no need for definite or indefinite articles or quantities. • Wrongly spelt words that would be recognisable to a sympathetic non-English speaking native speaker. <p>Reject:</p> <ul style="list-style-type: none"> • anything that would not fit into this category. • anything in English, or language other than Spanish. 	
2	1	0
Three or four words communicated	One or two words communicated	No words communicated

Spanish examples for 1 (a) to be added here for pre-standardisation.

ACCEPT	REJECT
Only items that may be stored found or left in the living room.	Any people. PH for letter F.
Items of furniture (including lampa).	Cama, baño.
Fixtures and fittings (ventana, escalera, barra(s), vaso(s), copa(s), balcon)	Bar.
Electrical goods suitable for living room (radio, teléfono, estéreo, hifi, Playstation, PS2, Xbox, DVD, CD, ordenador/computadora, guitarra, música.)	Musique/a, stereo, ordinateur, fútbol, libre.
Items of equipment and games (libros,boli(grafo), carpeta).	
Items of decoration (photos, balón, plants, pictures, deberes).	Plantos.
Pets + cama perro.	
Money (dinero, libra(s), monedero, bolso/a, euros).	Caballo.
Items of clothing.	
Basura	
Food and Drink	

1 (b)	<p>Indicate each accepted item with a tick in the body of the task at the point where you have decided to accept the item. Put the total marks awarded for 1 (b) (out of 2) in the right hand margin.</p> <p>N.B. Do not obscure what the candidate has written.</p> <p>(i) <u>What time you have breakfast</u></p> <p>(ii) <u>How you get to (school)</u></p> <p>Accept:</p> <ul style="list-style-type: none"> • numbers in figures • wrong possessives • infinitives <u>qualified</u> by a personal / possessive / pronoun / adjective in the first person e.g. yo beber..., mi beber... • first person plural for first person singular. <p>Reject:</p> <ul style="list-style-type: none"> • answers where <u>either</u> wrong person <u>or</u> wrong tense or an <u>unqualified</u> infinitive appear • answers where no Spanish at all is written • answers including English words other than proper names • verbs in wrong person • verbs in wrong tense even if time frame is correct • answers not containing a verb. 	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

Spanish examples 1 (b) (i) and 1 (b) (ii) to be added here for pre-standardisation.

ACCEPT	REJECT
b (i) Como (el) desayuno a la(s) + time.	Desayuno siete.
Tomo (el) desayuno a + time.	Como.
Mi desayuno + time.	
Como por la mañana + time.	
No desayuno.	Voy a ir + transport.
b (ii) Tengo un coche/una bicicleta etc.	Hay + transport.
Voy en/a/con/por+method of transport.	Andó.
	Tengo el footing.

1 (c)	<p>Indicate each accepted item with a tick in the body of the task at the point where you have decided to accept the item. Put the total marks awarded for 1 (c) (out of 2) in the right hand margin. Then add up the total marks for Question 1 (out of 6) and write this in the square provided.</p> <p style="padding-left: 40px;">(i) <u>what you read</u></p> <p style="padding-left: 40px;">(ii) <u>how you earn money</u></p> <p>Accept:</p> <ul style="list-style-type: none"> • wrong object pronouns • infinitives <u>qualified</u> by a personal / possessive / pronoun / adjective in the first person e.g. yo leer..., mi leer... • first person plural for first person singular. <p>Reject:</p> <ul style="list-style-type: none"> • answers where <u>either</u> wrong person <u>or</u> wrong tense or an unqualified infinitive appear • answers where no Spanish at all is written • answers including English words <u>other than</u> proper names or titles. • verbs in wrong person • verbs in wrong tense even if time frame is correct • answers not containing a verb. 	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

Spanish examples 1 (c) (i) and 1 (c) (ii) to be added here for pre-standardisation.

ACCEPT	REJECT
c (i) Leo + magazines, books (even in English).	Libre/Libra for Libro.
Leo Shakespeare.	Me Libro + title.
Tengo libros/revistas etc.	Hay + title.
Me gusta Shakespeare./Hello.	
c (ii) Soy un camarero.	Voy trabaja (ambiguous.)
Me trabajo en una tienda.	Hay trabajo con mi madre.
Trabajo en supermercado.	
Trabajo(en) Sainsbury's.	
Voy al trabajo.	
Trabajo.	
Mi trabajo es professor.	

Foundation Tier Question 2

**(8 marks - Communication)
(12 marks – Quality of Language)**

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text by a tick, with e.g. 1, 2, 3 in the left hand margin. To assist you further in assessing the work, please also use the following annotations within the body of the text:

D = development

O = opinion

J = justification.

N.B. The ticks and annotations will help you to arrive at a fair communication mark, but it does not automatically follow that six ticks will score all 8 communication marks. The final decision on a communication mark must be based on matching the candidate's overall performance against the descriptors.

Additional notes

- Consider **everything relevant** that the candidate has written before arriving at a **Quality of language mark**.
- Infinitives preceded by a subject/object/possessive pronoun in the correct person may be accepted **ONLY** as an attempt at a **present** tense
- Any item including English or non-Spanish words cannot communicate
- Two tasks may be combined in one sentence with one verb.
- Accept preterites without accents unless the lack of accent creates serious ambiguity.

Task 1	A description of the Spanish school	
	Accept	Reject
	<ul style="list-style-type: none"> • Must make it clear that they are setting the school in a Spanish context. • Any complete sentences or parts of complete sentences which fulfil the requirements of the task. • Accept en español for España in task 1 only. • Accept present or past tenses. • Accept letters referring to Gloria's school, or mi colegio. • Accept any suitable adjective, including opinion. • Accept description of teachers. 	<ul style="list-style-type: none"> • Ambiguous statements because of wrong person or tense of verb. • Reject any attempt not making it clear the candidate is talking about a school in Spain.

Task 2	What you did in the school	
	Accept	Reject
	<ul style="list-style-type: none"> • Any complete sentences or parts of complete sentences which fulfil the requirements of the task • Accept first person singular or plural • Accept only answers including a past time frame. 	<ul style="list-style-type: none"> • Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/possessive pronoun or time reference. • España for español.

Task 3	Your opinion of the (Spanish) food, with a reason	
	Accept	Reject
	<ul style="list-style-type: none"> • Any complete sentences or parts of complete sentences which fulfil the requirements of the task. • Accept present or past. • Accept me gusté/me gusto. 	<ul style="list-style-type: none"> • Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference • Answers which do not deal with both parts of the task • Me guste.

Task 4	What you did with the (Spanish) family	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task Accept <u>only</u> answers including a past time frame. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/possessive pronoun or time reference e.g. yo fue. Answers which do not use past time frame.

Task 5	Your opinion about exchanges	
	Accept	Reject
	<ul style="list-style-type: none"> Any tense could be acceptable here. Accept opinions about the particular exchange described above. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person, <u>even if</u> qualified by correct subject /possessive pronoun or time reference.

Task 6	Your plans for a future visit to Spain	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task Future time frame may be accomplished by use of either future tense, <i>ir a</i> & infinitive or other suitable verb & infinitive constructions. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference. Español for España.

Quality of Language

Quality of Language marks are awarded as per the Quality of Language criteria grid below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

Communication Mark	Max. Range & Complexity Mark	Max. Accuracy Mark
0	0	0
1 - 2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy and these are added together. The resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. (Half marks are rounded up).

Higher Tier Question 1

**(8 marks - Communication)
(12 marks – Quality of Language)**

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text by a tick, with e.g. 1, 2, 3 in the left hand margin. To assist you further in assessing the work, please also use the following annotations within the body of the text:

D = development

O = opinion

J = justification.

N.B. The ticks and annotations will help you to arrive at a fair communication mark, but it does not automatically follow that six ticks will score all 8 communication marks. The final decision on a communication mark must be based on matching the candidate’s overall performance against the descriptors.

Additional notes

- **Infinitives preceded by a subject/object/possessive pronoun in the correct person may be accepted ONLY as an attempt at a present tense**
- **Any item including English or non-Spanish words cannot communicate**
- **Two tasks may be combined in one sentence with one verb.**

Task 1	A description of the Spanish school	
	Accept	Reject
	<ul style="list-style-type: none"> • Must make it clear that they are setting the school in a Spanish context. • Any complete sentences or parts of complete sentences which fulfil the requirements of the task. • Accept en español for España in task 1 only. • Accept present or past tenses. • Accept letters referring to Gloria’s school, or mi colegio. • Accept any suitable adjective, including opinion. • Accept description of teachers. 	<ul style="list-style-type: none"> • Ambiguous statements because of wrong person or tense of verb. • Reject any attempt not making it clear the candidate is talking about a school in Spain.

Task 2	What you did in the school	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task Accept first person singular or plural Accept only answers including a past time frame. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/possessive pronoun or time reference. España for español.

Task 3	Your opinion of the (Spanish) food, with a reason	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Accept present or past. Accept me gusté/me gustó. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference Answers which do not deal with both parts of the task. Me guste.

Task 4	What you did with the (Spanish) family	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task Accept <u>only</u> answers including a past time frame. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference e.g. yo fue. Answers which do not use past time frame.

Task 5	Your opinion about exchanges	
	Accept	Reject
	<ul style="list-style-type: none"> Any tense could be acceptable here. Accept opinions about the particular exchange described above 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person, <u>even if</u> qualified by correct subject /possessive pronoun or time reference.

Task 6	Your plans for a future visit to Spain	
Accept	Reject	
<ul style="list-style-type: none">• Any complete sentences or parts of complete sentences which fulfil the requirements of the task• Future time frame may be accomplished by use of either future tense, <i>ir a</i> & infinitive or other suitable verb & infinitive constructions.	<ul style="list-style-type: none">• Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference.• Español for España.	

Quality of Language

Quality of Language marks are awarded as per the Quality of Language criteria grid below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

Communication Mark	Max. Range & Complexity Mark	Max. Accuracy Mark
0	0	0
1 - 2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy and these are added together. The resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. (Half marks are rounded up).

Higher Tier Question 2**(8 marks – Communication)
(12 marks – Quality of Language)**

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text by a tick, with e.g. 1, 2, 3 in the left hand margin. To assist you further in assessing the work, please also use the following annotations within the body of the text:

D = development

O = opinion

J = justification.

N.B. The ticks and annotations will help you to arrive at a fair communication mark, but it does not automatically follow that six ticks will score all 8 communication marks. The final decision on a communication mark must be based on matching the candidate's overall performance against the descriptors.

Task 1	Tu región – la situación geográfica y el clima.	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task Region interpreted as town or even village, in all parts of this question. Both parts required. 	<ul style="list-style-type: none"> Answers which do not deal with both parts of the task

Task 2	Dos aspectos <u>buenos</u> de tu región y por qué son buenos en tu opinión.	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Buenos can be implied. Accept one reason with 2 positive aspects. 	<ul style="list-style-type: none"> Answers which do not deal with all parts of the item. Reject negative aspects.

Task 3		Los cambios en tu región (durante los últimos cinco años) (Dos cosas)	
Accept		Reject	
<ul style="list-style-type: none"> Answers are likely to use past time frame, but answers in the present may be accepted. A comparison is required. 		Only one change mentioned.	

Task 4		Tu opinión de estos cambios, con tus razones	
Accept		Reject	
<ul style="list-style-type: none"> Accept an opinion of <u>one</u> of the changes, with <u>one</u> reason. 		<ul style="list-style-type: none"> Answers that do not clearly express an opinion. 	

Task 5		Los problemas del medio ambiente en tu región (dos cosas)	
Accept		Reject	
<ul style="list-style-type: none"> Answers in any time frame. Answers saying there are no problems. Sólo hay un problema + details. 		<ul style="list-style-type: none"> Answers which do not deal with problems. 	

Task 6		Solucion(es) posible(s) para uno de estos problemas	
Accept		Reject	
<ul style="list-style-type: none"> Answers are most likely to be in future time frame, but could also be in the present. Accept any <u>one</u> solution. Candidates who maintain that there are no problems in Task 5, must explain why there are no problems and therefore why no solutions are needed in order to score for Task 6. 		<ul style="list-style-type: none"> Answers in the past time frame. Answers which do not refer to problems mentioned in Task 5. Reject past problems which have now been resolved. 	

Quality of Language

Questions 1 & 2

As per the descriptors in the Part 1 Mark Scheme, award a mark of between 0-12 for each question for Quality of Language. The whole piece of work should be considered when arriving at a judgement about the Quality of Language. Ignore only any sections which are totally irrelevant.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

Communication Mark	Max. Range & Complexity Mark	Max. Accuracy Mark
0	0	0
1 - 2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy and these are added together. The resulting mark out of 24 is then divided by 2 to give a final mark out of 12 for Quality of Language.

Half marks should be rounded up at the end of each question.