



General Certificate of Secondary Education

Spanish 4692 *Specification B*

Module 4 Speaking

Mark Scheme

2007 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.

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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	$4 \times 2 =$	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	$4 \times 4 = 16 + (2 \times 2 = 4) = 20 \div 2 =$	10
Conversation A + 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).
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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.
1. Say where you want to work.	A job e.g. <i>Quiero (un) trabajo en un supermercado...</i>	Absence of finite verb in the first part. e.g. <i>Trabajar en una tienda</i> <i>trabajo en un supermercado</i>	Wrong message communicated e.g. <i>Quiero mucho dinero.</i> <i>all role-plays - Item 1 just noun = 0</i>
2. Say when you can work and for how long.	Time e.g. <i>(los) lunes y viernes /</i> + length of time e.g. <i>Por / para cinco semanas /</i> <i>cinco horas cada día</i>	One item only e.g. <i>Por / para cinco semanas</i>	Required message not communicated – e.g. <i>Leo libros</i>
3. Say two things about yourself.	Two things e.g. <i>(soy) inteligente</i> <i>y</i> <i>(tengo) 15 años</i>	Comprehension ambiguous or one item only e.g. <i>Soy amable</i>	Required message not communicated Incorrect verb form e.g. <i>Es inteligente.</i>
4. Ask a question about the job.	<i>Question about job.</i> e.g. <i>¿Dónde (está) la tienda?</i> <i>(Question must be implied).</i>	<i>Statement, not a question = 1 mark.</i> e.g. <i>La tienda en el centro.</i>	Message not communicated

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.
1. Say what item of clothing you want to buy.	<i>Verb + item</i> e.g. <i>Quiero (comprar) una falda</i>	Absence of finite verb in first part – e.g. <i>Comprar una falda.</i>	Required message not communicated e.g. <i>Quiero (comprar) un CD</i>
2. Say what size and colour.	e.g. <i>Pequeña (o) y azul</i>	One item only e.g. <i>Azul</i> Comprehension difficult or ambiguous e.g. “Pecueno” etc	Required message not communicated e.g. <i>Me gusta esta falda.</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. 15	Required message not communicated e.g. <i>Tienes euros. Tengo 5 libras.</i>
4. Ask directions to another shop.	Any suitable question e.g. <i>¿Dónde (está / es) el supermercado?</i> (Question must be implied). <i>¿Están los correos cerca de aquí? = 2 marks</i>	<i>Statement, not a question = 1 mark.</i> E.g. <i>El supermercado, por favor ¿El supermercado?/ ¿hay supermercado? = 1 mark</i>	Required message not communicated. <i>hay un supermercado = 0 marks</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.
1. Say you want to go to a concert.	<i>Quiero / necesito / deseo / me gustaría etc ...ir a</i> <i>+ un concierto</i>	Absence of finite verb in first part – e.g. <i>Ir un concierto, por favor.</i> <i>Me gusta ir a concierto</i>	Incorrect verb form e.g. <i>Quieres/quiere ir martes</i> <i>Quiero</i> on its own.
2. Say for how many people and for which day.	Number of people e.g. <i>4 personas</i> + any suitable day: <i>martes /</i> <i>el 10 (de) junio..</i>	Number of tickets or day on its own e.g. <i>Lunes.</i>	No idea of number of people + day.
3 Say how much you want to pay.	Price e.g. <i>20 euros</i> accept <i>libras, pesetas</i>	Comprehension difficult or ambiguous e.g. <i>20</i>	Required message not communicated. E.g. <i>Veinte libros</i>
4. Ask a question about the concert.	<i>E.g. ¿ (A) qué hora termina empieza (el concierto)?</i> <i>(Question must be implied).</i>	<i>Comprehension difficult or ambiguous</i> e.g. <i>¿A qué hora..?</i> <i>Statement, not a question = 1 mark</i>	Required message not communicated e.g. <i>¿Qué hora es?= 0</i>

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.
1. Describe your school.	<i>Mi colegio es grande</i>	Absence of finite verb in first part e.g. <i>Mi colegio grande y mixto</i>	No idea of school e.g. <i>Vivo en Birmingham.</i>
2. Say two things you wear for school	e.g. <i>Corbata y chaqueta.</i>	<i>One thing on own</i> e.g. <i>Corbata</i>	Required message not communicated e.g. <i>Por la tarde</i>
3. Say two subjects you study at school.	any 2 suitable subjects: e.g. <i>Español y Matemáticas</i>	One subject only e.g. <i>Religión</i> (pronunciation anglicised)	Required message not communicated e.g. <i>Voy al gimnasio</i> <i>reject countries for languages</i>
4. Ask what subject your friend likes.	<i>Question about subject friend likes</i> e.g. <i>¿Qué asignatura te gusta (más)?</i> <i>(Question must be implied).</i>	<i>Statement, not a question = 1 mark</i> e.g. <i>Te gusta el español.</i>	Incorrect verb form e.g. <i>¿Gusta ir a nadar?</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.
1. Say where you want to go.	<i>Quiero ir / voy</i> + suitable location or place e.g. <i>A la playa</i>	Absence of finite verb in first part. e.g. <i>Ir a la playa...</i>	Not a place e.g. <i>Quiero tomar el sol</i>
2. Say how you will travel and who with.	Person e.g. <i>Con mi madre</i> + transport e.g. <i>En autobús</i>	One item only e.g. <i>En coche</i>	Required message not communicated e.g. <i>Dos personas</i>
3. Say two things you want to do there.	2 suitable activities e.g. <i>Nadar y tomar el sol</i> <i>natación y comer</i> OR <i>Golf y tenis.</i>	Comprehension difficult or ambiguous or one item only: e.g. <i>Nadar</i>	Required message not communicated
4. Ask a question about your friend's holidays.	Any suitable question about your friend's holidays. e.g. <i>¿Te gusta ir a las montañas?</i> (Question must be implied).	<i>Statement, not a question = 1 mark.</i> e.g. <i>Vas a Italia.</i>	Incorrect verb form e.g. <i>¿Me gusta ir a las montañas?</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.
1. Say what time you are going out.	Verb needed + time e.g. <i>Voy / Salgo a las diez.</i>	Absence of finite verb in the first part. e.g. <i>Ir a las diez</i>	Required message not communicated e.g. <i>Quiero volver a las dos</i>
2. Say where you are going and who with.	Place e.g. <i>a la playa</i> + person e.g. <i>Con mi hermano</i>	One item only e.g. <i>A la playa</i>	Required message not communicated
3. Say why you want to go there.	Suitable reason e.g. <i>Para tomar el sol (es) interesante</i>	<i>Comprehension difficult or ambiguous</i> eg Poor pronunciation	Required message not communicated
4. Ask a question about places to eat.	<i>Suitable question</i> <i>¿ Hay restaurantes?</i> <i>(Question must be implied).</i> <i>¿Dónde restaurante? = 2 marks</i>	<i>Comprehension difficult or ambiguous</i> e.g. <i>¿Comer bocadillos?</i> <i>Statement, not a question = 1 mark</i> <i>¿restaurantes? = 1 mark</i>	Required message not communicated restaurantes = 0 marks

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. **If two elements are required for full communication, only one mark is given if there is only one item communicated.**

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

Role-Play 7

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
	Appropriate and correct response. The task is accomplished fully and without significant error.	Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension.	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	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.	
1. Explica la situación.	Explanation of situation e.g. <i>Voy a vivir en otra casa.</i>	Minor errors in Quality of language used e.g. <i>Voy vivir en otro casa.</i>	Some significant error in language use or omission e.g. <i>Vivir en otra casa.</i>	Something communicated but very little e.g. <i>Casa nueva</i>	
2. Explica la razón.	A reason: e.g. <i>Queremos una casa más grande.</i>	Minor errors in Quality of language used e.g. <i>Queremos un casa más grandes.</i>	Some significant error in language e.g. <i>Querer una casa más grande.</i>	Response incomplete or ambiguous e.g. <i>Una casa grande.</i>	
3. Describe la casa !	N/A	N/A	Description of house e.g. <i>Es bonita</i>	Comprehension difficult or ambiguous e.g. Anglicised pronunciation e.g. <i>Bonita</i>	
4. Indica lo bueno y lo malo de tu pueblo / ciudad.	e.g. <i>Me gusta la piscina + no hay polideportivo.</i>	Minor errors in Quality of language used e.g. <i>. Me gusta el piscina + no hay una polideportivo</i>	Some significant error in language or omission e.g. <i>Gusta la piscina + no el polideportivo</i>	Some comprehension but response incomplete or ambiguous e.g. <i>La piscina + polideportivo</i>	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
5. ¿Qué tiempo hace allí en mayo? !	N/A	N/A	Possible weather e.g. <i>(hace) sol</i>	Something communicated but message incomplete or unclear e.g. <i>Caliente</i>	
6. Haz una pregunta sobre la casa de tu amigo / amiga .	Any suitable question about Spanish friend's house: e.g. <i>¿Cuántos dormitorios tienes?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Es pequeño y modernas tu casa?</i>	Some significant error in language used e.g. <i>¿Grande tu casa en España?</i>	Response incomplete or ambiguous e.g. <i>¿Qué tipo casa?</i> Message sounds like a statement rather than a question e.g. <i>Hay casas grandes en España.</i>	

Role-Play 8

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica lo que quieres y para cuándo.	Appropriate and correct response. The task is accomplished fully and without significant error. Explain what you want and when. e.g. <i>Quiero un trabajo en el verano.</i>	Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension. Minor errors in Quality of language used e.g. <i>Quiero una trabajo en la verano.</i>	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. Some significant error in language used e.g. <i>Trabajar en el verano.</i>	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprensión. The task may not be fully accomplished, but some relevant information is communicated. Something communicated but very little e.g. <i>un Trabajo verano.</i>	
2. ¿Qué idiomas hablas? !	N/A	N/A	language- e.g. <i>Español</i> (only one language required)	Something communicated but message incomplete or unclear e.g. <i>Española</i>	
3. Explica tu experiencia laboral .	Description of job. e.g. <i>Trabajé en un restaurante.</i> or <i>tengo un trabajo en un bar.</i>	Minor errors in Quality of language used e.g. <i>Tengo una trabajo en una bar.</i>	Some significant error in language used or omission e.g. <i>. Trabajar en un restaurante.</i>	Response incomplete or ambiguous e.g. <i>En un restaurante los platos.</i>	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. ¿Qué tipo de persona eres? !	N/A	N/A	Description of personality e.g. <i>(Soy) simpático</i>	Inappropriate description Message ambiguous e.g. <i>Perezoso</i>	For physical description
5. Explica por qué quieres trabajar en España – dos cosas	Reason e.g. <i>Quiero hablar español/ y ganar dinero.</i>	Minor errors in Quality of language used e.g. <i>Quiero hablar española y ganar dinera.</i>	Some significant error in language used or omissions: e.g. <i>Ganar dinero.</i>	Response incomplete or ambiguous e.g. <i>Español y dinero.</i>	
6. Haz una pregunta sobre trabajar en España.	Any suitable question about work in Spain: e.g. <i>¿A qué hora empieza el trabajo?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Los trabajo empieza a la nueve?</i>	Some significant error in language used e.g. <i>¿Cuántos horas trabajar?</i>	Something communicated but very little e.g. <i>¿A qué hora el trabajo?</i> or message sounds like a statement rather than a question e.g. <i>El trabajo empieza a las nueve.</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 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 comprensión. The task may not be fully accomplished, but some relevant information is communicated.	0 Marks
1. Explica lo que necesitas y por qué.	Explain that you need info / books for homework e.g. <i>Quiero libros + para hacer mis deberes</i>	Minor errors in Quality of language used e.g. <i>Necesito informacionas porque tengo deberas</i>	Some significant errors in language or omission e.g. <i>Quiero libros</i>	Something communicated but very little e.g. <i>Libros y deberes</i>	Wrong message e.g. <i>Quiero libras</i>
2 ¿Dónde estudias español? !	N/A	N/A	Suitable place e.g. <i>(el) colegio</i>	Answer ambiguous	
3. Explica tu opinión de estudiar español y la razón.	Reason why like Spanish e.g. <i>Me gusta estudiar español porque quiero</i>	Minor errors in Quality of language used e.g. <i>Me gusta la español porque quiero</i>	Some significant error in language used e.g. <i>Me gusta el español porque vivir en</i>	Response incomplete or ambiguous e.g. <i>El español porque vivir en España</i>	

	<i>vivir en España</i>	<i>vivir a España</i>	<i>España</i>		
TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Explica dónde te quedas en España y con quién.	Clear location + person etc e.g. <i>Estoy en Sevilla con la familia de mi amigo</i>	Minor errors in Quality of language used e.g. <i>Soy en Sevilla con el familia de mi amigo</i>	Some significant error in language used e.g. <i>En Sevilla con familia de mi amigo</i>	Response incomplete or ambiguous e.g. <i>En Sevilla</i>	
5. ¿Qué documento de identidad tienes? !	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>	
6. Haz una pregunta sobre la biblioteca .	Any suitable question about the Spanish library e.g. <i>¿A qué hora abre?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Abre el biblioteca las nueve?</i>	Some significant error in language used e.g. <i>¿Abrir la biblioteca a las nueve?</i>	Something communicated but very little e.g. <i>¿Horas de la biblioteca?</i> Message sounds like a statement rather than a question e.g. <i>Abre a las diez.</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 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 comprensión. The task may not be fully accomplished, but some relevant information is communicated	0 Marks .
1. Explica la situación.	Explain that you want to change the plans for your visit. e.g. <i>Quiero cambiar los planes para mi visita.</i>	Minor errors in Quality of language used e.g. <i>Quiero cambio los planes para mi visita.</i>	Some significant errors in language used e.g. <i>Cambiar los planes para mi visita.</i>	Something communicated but very little e.g. <i>Los planes para mi visita.</i>	
2 Explica la razón.	Reason – what problem fully explained: <i>es enferma</i> e.g. <i>Mi madre está enferma.</i>	Minor errors in Quality of language used e.g. <i>Mis madre está enfermo</i>	Some significant errors in language used e.g. <i>Mi madre enferma</i>	Something communicated but very little e.g. <i>Enferma</i> <i>mi madre es mala</i>	
3. ¿Cuándo vas a venir exactamente? !	N/A	N/A	A time accurately conveyed..... e.g. <i>(El) domingo</i>	Comprehension difficult or ambiguous e.g. <i>Once</i> or pronunciation unclear	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Menciona dos actividades que quieres hacer en España.	2 clear activities. e.g. <i>Quiero jugar al tenis y visitar monumentos.</i>	Minor errors in Quality of language used e.g. <i>Quiero jugar a tenis y visitar monumentas</i>	Some significant error in language e.g. <i>Jugar al tenis y visitar monumentos</i>	Response incomplete or ambiguous e.g. <i>Tenis y monumentos.</i>	
5. ¿Por qué quieres hacer estas actividades? !	N/A	N/A	A suitable reason e.g. <i>me gustan.</i>	Message ambiguous pronunciation anglicised	
6. Haz una pregunta sobre el barrio donde vive tu amigo / amiga en España.	Any suitable question about where friend lives e.g. <i>¿Qué instalaciones hay en tu barrio?</i> (Question must be implied). <i>tienes + polideportivo</i> (<i>barrio</i> clearly said or implied) <i>¿Dónde está la piscina?</i>	Minor errors in Quality of language used	Some significant errors in language used <i>¿Dónde es?</i> e.g. <i>¿Cuáles instalaciones son en tu barrio?</i>	Something communicated but very little e.g. <i>¿Dónde piscina en tu barrio?</i> message sounds like / or is a statement rather than a question e.g. <i>Tu barrio no tiene una piscina. ¿es piscina en tu barrio?</i>	e.g. <i>¿Piscina y cine?</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 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 comprensión. The task may not be fully accomplished, but some relevant information is communicated	0 Marks
1. Explica el problema.	Cannot find friend (in Spain) expressed with verb e.g. <i>He perdido a mi amigo</i> or <i>No sé dónde está mi amigo.</i> <i>No encuentro etc..</i> <i>no tengo etc.....</i>	Minor errors in Quality of language used e.g. <i>He perdida mi amigo</i>	Some significant error in language e.g. <i>Perdido mi amigo.....</i>	Something communicated but very little e.g..... <i>Mi amigo./ amiga</i>	
2. ¿Cuándo perdiste contacto con tu amigo/amiga? !	N/A	N/A	Time clearly expressed without ambiguity e.g <i>Hace una hora</i>	Something communicated but not clear e.g. <i>Una hora</i>	
3. Describe a tu amigo / tu amiga – tres cosas.	Description of friend: e.g. <i>Mi amiga es alta etc</i> (three clear details)	Minor errors in Quality of language used e.g. <i>Mi amiga es alto etc</i>	Some significant error in language or omission of details e.g. <i>Mi amigo está alta (ser / estar as a major error here...)</i> 2 details = 2 marks	Something communicated but very little e.g. <i>Mi amigo es alta</i> (1 major + 1 minor error) 1 detail = 1 mark	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Explica lo que hacías.	past needed A suitable activity e.g. <i>Estaba tomando el sol</i> <i>Tomaba el sol</i> preterite ok	minor errors in Quality of language used e.g. <i>Estaba tomando la sol</i>	Some significant error in language e.g. <i>Estaba tomar sol</i>	Response incomplete or ambiguous e.g. <i>En la playa.</i>	any other response = 0
5. ¿Dónde te quedas en Málaga? !	N/A	N/A	Place clearly expressed e.g. <i>Hotel Sol</i>	Something communicated but not clear e.g. <i>Sol</i>	
6. Haz una pregunta sobre esta situación.	Any suitable question about situation e.g. <i>¿Qué puedo hacer ahora?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Adónde está el comisaría?</i>	Some significant error in language used e.g. <i>¿Ir al hotel ahora?</i>	Something communicated but very little Message sounds like a statement rather than a question e.g. <i>Tengo que ir al hotel.</i>	

Role-Play 12

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Explica la situación.	Appropriate and correct response. The task is accomplished fully and without significant error. Explain that you have a problem with your car: e.g. <i>Tengo(tenemos) un problema con el coche...</i>	Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension. Minor errors in Quality of language used: e.g. <i>.Tengo(tenemos) una problema con la coche...</i>	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message. Some significant errors in language used e.g. <i>.Tener problema con el coche...</i>	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprensión. The task may not be fully accomplished, but some relevant information is communicated Something communicated but very little e.g. <i>Un problema el coche...</i>	
2. Indica dónde estás – dos cosas.	Location: e.g. <i>Estoy en el centro de la ciudad cerca del banco.</i>	Minor errors in Quality of language used: e.g. <i>Estoy en la centro ciudad cerca de la banco etc</i>	Some significant errors in language used e.g. <i>En el centro ciudad cerca del banco</i>	Something communicated but very little e.g. <i>. Cerca del banco</i>	está = 0
3. Describa el coche, por favor. !	N/A	N/A	Description..... e.g. <i>(es) blanco / blanca</i>	Comprehension difficult or ambiguous or pronunciation unclear e.g. “Negro” - anglicised	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Indica lo que necesitas.	Solution expressed e.g. <i>Quiero otro coche / ¿puede reparar el coche? etc</i>	Minor errors in Quality of language used e.g. <i>¿Puede reparar la coche y las frenos?</i>	Some significant error in language used e.g. <i>¿Reparar el coche? etc</i>	Response incomplete or ambiguous e.g. <i>Otro coche</i>	
5. ¿Adónde va usted? !	N/A	N/A	Location... e.g. (A) <i>Madrid</i>	Comprehension difficult or ambiguous e.g. pronunciation unclear	
6. Haz una pregunta sobre el garaje.	Any suitable question about the garage: e.g. <i>¿Dónde está el garaje?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Dónde es la garaje?</i>	Some significant error in language used e.g. <i>¿Dónde el garaje?</i>	Something communicated but very little e.g. <i>¿El garaje?</i> message sounds like / or is a statement rather than a question e.g. <i>Está el garaje en el centro.</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 2007 tests only. There may be additional clarifications for the marking of the 2008 tests.