



# **General Certificate of Secondary Education**

## **Spanish 4692** *Specification B*

### **Module 4 Writing**

## **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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**WRITING TESTS****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.

**MARK ALLOCATION**

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

<b>Higher</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
Question 1	8	12	20
Question 2	8	12	20
<b>Total</b>	<b>16</b>	<b>24</b>	<b>40</b>

### 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 <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> 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 <b>quite a lot</b> 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 <b>a lot</b> 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:

<b>Maximum Communication Mark</b>	<b>Maximum Range &amp; Complexity Mark</b>	<b>Maximum Accuracy Mark</b>
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.

<b>Marks</b>	<b>Degree of Communication</b>	<b>Explanation</b>
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a <b>little</b> basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	<b>Some</b> 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 <b>quite a lot</b> 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 <b>lot</b> 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.

<b>Quality of Language</b>		
<b>Mark</b>	<b>Range &amp; Complexity</b>	<b>Accuracy</b>
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.



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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.**

**MARK SCHEME – PART TWO****Foundation Tier****Question 1**

This question is assessed for Communication only.

**In 1 (a)** accept all **understandable** words for things the candidate would like to buy in Alicante.

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 <b>four</b> things to buy while in Alicante.</u></p> <p><u>If candidates make more than four attempts, consider the <b>first four only</b>, even if 2 or more of them are on the same line.</u></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• Any things that could be bought in Spain – no need for definite or indefinite articles or quantities.</li> <li>• Wrongly spelt words that would be recognisable to a sympathetic non-English speaking native speaker.</li> <li>• Brand names</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• anything that would not reasonably fit into this category.</li> <li>• anything in English or a language other than Spanish, other than brand names.</li> </ul>		
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
Food & Drink	Libre/libra
Furniture	References to money
School Items	Fútbol
Clothes	Spellings such as Jackta jacketa
Casa	Shops
Coche	Fritas
Bar	
Transport (if could be toys)	
Animals	

**1 (b) & 1 (c) Items in brackets are not required in the candidate's response.  
e.g. 1 (b) (ii) *para ayudar en mi casa* is not required.**

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 marks awarded for 1 (b) (i) and 1 (b) (ii) <b>separately</b> in the right hand margin.</p> <p>i. where you eat (at home). ii. what you do (to help at home).</p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• infinitives <u>qualified</u> by a personal / possessive / pronoun / adjective in the first person e.g. yo comer..., mi comer...</li> <li>• first person plural for first person singular</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• answers where <u>either</u> wrong person of verb <u>or</u> wrong tense of verb or an <u>unqualified</u> infinitive appear</li> <li>• answers not containing a verb</li> <li>• answers where no Spanish at all is written</li> <li>• answers including English words other than proper and brand names</li> <li>• wrong pronouns or possessives</li> </ul>	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

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

	ACCEPT	REJECT
(i)	<i>(mi) como en cocina</i>	<i>Eg Me como es la cocina Hay una cocina Me gustaría cocina</i>
(ii)	<i>limpio mi dormitorio</i>	

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 marks awarded for 1 (c) (i) and 1(c) (ii) in the right hand margin. Then add up the total marks for <b>Question 1</b> and write this in the box provided.</p> <p>(i) what sort of film you like. (ii) what you do (to keep fit).</p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• infinitives <u>qualified</u> by a personal / possessive / pronoun / adjective in the first person e.g. yo beber..., mi beber...</li> <li>• me gusta / prefiero + type of film in Spanish</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• answers where <u>either</u> wrong person of verb <u>or</u> wrong tense of verb or an <u>unqualified</u> infinitive appear</li> <li>• answers not containing a verb</li> <li>• answers where no Spanish at all is written</li> <li>• answers including English words other than proper and brand names</li> <li>• wrong pronouns or possessives.</li> </ul>		
	2	1	0
	Both tasks communicated	One task communicated	Neither task communicated

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

	<b>ACCEPT</b>	<b>REJECT</b>
(i)	Verb & type of film eg <i>me gusta horror</i> <i>romántica</i> <i>historia</i> <i>acción</i> + actor	<i>Me gusto</i>
(ii)	Sports activity Healthy eating <i>Juego al fútbol</i> <i>Tengo un gimnasio</i>	<i>Voy a gym</i> <i>Hay un gimnasio</i> <i>Ejercicio</i> without verb.

**Foundation Tier Question 2**  
**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 (any piece of additional information **which contains a finite or infinite verb**)

O = opinion (a personal reaction)

J = justification (may be the justification of an opinion or a reason for an activity)

N.B. The ticks and annotations will help you to arrive at a reliable 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 noun or a subject/object/possessive pronoun in the correct person may be accepted for communication ONLY as an attempt at a present tense.**
- **Any item including English words or a language other than Spanish cannot communicate.**
- **Two elements may be combined in one sentence with one verb.**

**EXAMPLES FOR GUIDANCE IN MARKING COMMUNICATION IN FOUNDATION QUESTION 2 AND HIGHER TIER QUESTION 1.**

<u>ACCEPT</u>	<u>REJECT</u>
<i>Me gustaría visitaré</i> = I would like to visit	<i>Es calor/frío</i> = it is hot/cold ref weather
<i>Me gusta juego</i> = I like to play	<i>Mi es juego</i> = I play
<i>Voy cine</i> = I go to the cinema	
<i>Juego el fútbol</i> = I play football	<i>Vistar</i> = to visit
<i>Cornwall and Cyprus etc</i> in English	<i>Hay = tiene</i>
<i>Edinburgh</i> in English	<i>Voy de</i> = I go to
<u>London or other towns in English</u>	<i>Me gustaría for me gusta</i>
	<i>Me gusto</i>

Notes task by task

Task 1	Tell him about the town or city where you live (mention <b>three things</b> ).	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Any <b>complete sentences or parts of complete sentences</b> which fulfil the requirements of the task.</li> <li>Villages for town or city.</li> <li>A list of three items depending on one verb.</li> <li>Accept name of town eg <i>Mi pueblo se llama Halifax</i></li> </ul> Accept activities candidate does in the town (present tense) if not credited elsewhere.	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person or tense of verb</li> <li>Answers which do not give three pieces of information</li> <li>Area/region/country in task 1/but thereafter NFP.</li> <li>Adjectives which appear English eg grand, tranquil, modern</li> </ul>

Task 2	Say what you think about it and explain why.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Any <b>complete sentences or parts of complete sentences</b> which fulfil the requirements of the task.</li> <li>Accept first person singular only for opinion/me gusta</li> <li>Reason can be in any person.</li> <li>Adjectives eg grande, sucio, moderno for opinion.</li> <li>Reason must relate to opinion</li> <li>Accept reason on own as partial communication, so this can be considered for Quality.</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/ possessive pronoun or time reference.</li> </ul>

Task 3	Say how you get to the centre and why.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Any complete sentences or parts of complete sentences which fulfil the requirements of the task.</li> <li><i>Vamos</i> for <i>voy</i></li> <li>Why can be communicated as a reason for using transport <u>or</u> a reason for going to the centre.</li> <li>Consider incomplete answers when assessing Quality.</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/ possessive pronoun or time reference</li> <li>Answers which do not deal with both parts of the task.</li> </ul>

<b>Task 4</b>	<b>Mention something that you did in your town or city (last week.)</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Any complete sentences or parts of complete sentences which fulfil the requirements of the task</li> <li>Accept preterites without accents, provided the lack of accent does not create serious ambiguity.</li> <li>There is no need to say that the activity was done <u>in the town</u> but it must be implied</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/ possessive pronoun or time reference</li> <li>Answers which do not use the past time scale.</li> </ul>

<b>Task 5</b>	<b>Explain what special plans you have (either to celebrate/ or after your last examination.)</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Future time scale may be accomplished by use of either future tense, <i>ir a</i> &amp; infinitive or other suitable verb &amp; infinitive constructions e.g. <i>pienso, quiero etc.</i> or <i>voy</i> + future time reference</li> <li>Must mention either               <ol style="list-style-type: none"> <li>Nearfuture time reference</li> <li>after last exam</li> <li>to celebrate</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject/ possessive pronoun or time reference.</li> <li><i>Para celebrar tu último examen, voy a ...</i></li> </ul>

<b>Task 6</b>	<b>Ask your friend a question about his house in Murcia.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Any complete sentences or parts of complete sentences which fulfil the requirements of the task.</li> <li>Answers with a question mark only at the end of the item.</li> <li>Answers with no question marks where subject and verb are inverted.</li> <li>Describe tu casa</li> </ul>	<ul style="list-style-type: none"> <li>Any item which is not clearly a question.</li> <li>Answers which could be interpreted as a statement rather than a question.</li> </ul>

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**Quality of Language**

**The whole piece of work should be considered when arriving at a judgment about its quality. Ignore only any sections which are totally irrelevant.**

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).

Please record your marks for the whole piece of work as in the following example:

Comm	8
R & C	12
Acc	12
	---
	12
	---
	20

Then put the final mark for the question in the right hand margin, in the box provided.



**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.**

**Additional notes**

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

Task 1	Tus relaciones con tu familia.	
	Accept	Reject
	<ul style="list-style-type: none"> <li>• Any complete sentences or parts of complete sentences which fulfil the requirements of the task.</li> <li>• Opinions about or descriptions of relationships with the family (this may be only one person).</li> <li>• Details of character of family member implying an opinion on relationships eg <i>mi madre es simpática</i></li> </ul>	<ul style="list-style-type: none"> <li>• Answers which do not deal with relationships.</li> <li>• Answer which are <u>merely</u> physical descriptions of members of the family</li> <li>• Details of character implying fact eg <i>mi hermana es ambiciosa</i></li> </ul>

<b>Task 2</b>	<b>Los problemas entre los jóvenes y los padres</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Any complete sentences or parts of complete sentences which fulfil the requirements of the task.</li> <li>Answers which deal with past problems.</li> <li>Answers which explain that the candidate does not have any problems.</li> <li>Accept general and own problems</li> <li>Accept 1 problem only.</li> <li><i>No hay problemas entre los jóvenes y los padres</i></li> </ul>	

<b>Task 3</b>	<b>Algo agradable que ha ocurrido en tu casa recientemente.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Answers must be past time scale.</li> <li>Must have taken place in the home</li> </ul>	<ul style="list-style-type: none"> <li>Answers which write only about future events/plans.</li> </ul>

<b>Task 4</b>	<b>Cómo ganas dinero</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>This may be answered using past and/or present time scales. Both are acceptable.</li> <li>Pocket money as "earning".</li> <li><i>No tengo dinero</i></li> </ul>	<p>Answers not mentioning money eg <i>Lavo los platos.</i></p>

<b>Task 5</b>	<b>Tu opinión sobre las tiendas en tu región.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Answers must deal with a minimum of two shops or <u>with shops</u> in general.</li> </ul>	<ul style="list-style-type: none"> <li>Answers which do not give opinions.</li> <li>Answers which deal with only one shop; even if it is their favourite one, they must mention a second one.</li> </ul>

Task 6	Tus planes para gastar los €2,000 y por qué	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Answers must be in future time scale (not necessarily the conditional).</li> <li>Do not penalise lack of a subjunctive if they try to use a conditional clause!</li> <li>Must refer to 2000 euros/money/winning competition</li> <li>Accept items likely to cost more than 2000 euros</li> </ul>	<ul style="list-style-type: none"> <li>Answers which do not deal with both parts of the task.</li> <li>Names of countries to be visited which are not in Spanish eg for Thailand, New Zealand.</li> <li><i>español</i> for <i>España</i></li> </ul>

### Quality of Language

The whole piece of work should be considered when arriving at a judgment about its quality. Ignore only any sections which are **totally** irrelevant.

As per the descriptors in the Part 1 Mark Scheme, award a mark of between 0-12 for Quality of Language.

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).

Please record your marks for the whole piece of work as in the following example:

Comm	8
R & C	12
Acc	12
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	12
	---
	20

Then put the final mark for the question in the right hand margin, in the box provided.