



General Certificate of Secondary Education

Spanish 4692

Specification B

Module 4 Speaking

Mark Scheme

2008 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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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS**PART ONE****1 Principles of Marking**

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given in a separate booklet, gives written details of suggested marks for possible utterances made by candidates in the role- playing situations. This guidance cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. All columns must be completed for all candidates.

Foundation Tier

Role Play	$4 \times 2 =$	8
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 =$	24
Total	Maximum	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
Total	Maximum	70

3 Role Playing Situations Foundation Tier

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme.
- 3.2 Each Role-play consists of four discrete tasks. For each of the tasks a maximum of two marks may be awarded in accordance with the assessment criteria below. There are no greetings or endings included in the tasks. Any greetings / endings given by the candidate should be ignored for assessment purposes.
- 3.3 The cards clearly instruct the candidate to speak first. The teacher may need to prompt the candidate to begin the first task but if any vocabulary or structure relevant to the first task is given in so doing then no mark may be awarded for the first task.
- 3.4 The teacher's script is prescriptive. The candidate may not receive credit for repeating something which has been provided by the teacher in the form of a prompt, whether intentionally or not.
- 3.5 Bracketed material in the marking schemes is not required for the award of a mark.
- 3.6 If a candidate corrects him/herself without any teacher intervention, the correction should be accepted as the candidate's intended response.
- 3.7 If the candidate fails to say anything and the teacher prompts him/her without in any way alluding directly to the task, the candidate's subsequent response should be accepted.
- 3.8 If a candidate gives an incorrect response and the teacher questions it e.g. "I don't understand" or "that's not true" whereby the teacher is indicating that the utterance is incorrect or incomprehensible, then no marks should be awarded for any further attempt by the candidate.
- 3.9 Where a teacher has clearly not heard what a candidate has said and asks the candidate to repeat what was first said, then award marks as appropriate for the repeated utterance ignoring any difference between the two utterances.
- 3.10 If the teacher provides either vocabulary or structures which are in any way connected with the task no marks may be awarded, irrespective of what the candidate says.
- 3.11 There will be occasions when a candidate's utterance cannot be heard however many times the cassette is replayed. In such cases no marks can be awarded.
- 3.12 Accept the familiar or polite form in all role-plays.
- 3.13 Do not accept English pronunciation of words in the target language when assessing communication.
- 3.14 In items where a verb is required, a mark cannot be awarded for verbs indicating an incorrect time frame.
- 3.15 You should not penalise the candidate for exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. (no further penalty) in Part 2 of the mark scheme).

The following applies to Higher Role-Plays only

- 3.16 The teacher-examiner interventions may not be altered in any way. Each intervention may be repeated once only. If the candidate fails to respond after the first hearing, the intervention may not be reworded for the repetition. It may not be repeated or reworded if the candidate fails to respond on the second occasion.
- 3.17 In all Role-Plays where the response is given to a teacher intervention, credit must also be given for alternatives which are valid in the context and may not appear in the mark scheme.
- 3.18 Marks out of four are awarded for each of the four candidate utterances at Higher Tier on a combined Communication and Quality of Language basis.
- 3.19 Marks out of 2 are awarded for the responses to the teacher interventions 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 at least one 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. Ask if there is a theatre in the town.	Question about theatre. e.g. ¿(Hay) (un) teatro aquí? ¿Hay teatro? ¿Un teatro en la ciudad? (Question must be implied).	Statement, not a question = 1 mark. e.g. <i>El teatro en la ciudad</i>	Wrong message communicated e.g. <i>Hay un cine.</i> <i>¿Dónde teatro?</i>
2. Ask if it is near.	Question about location e.g. ¿(Es / está) (el teatro) cerca/lejos? (Question must be implied).	Comprehension difficult or ambiguous e.g. ¿Dónde(está) el teatro? e.g. <i>poor pronunciation</i> Statement, not a question = 1 mark. ¿Dónde?	Required message not communicated
3. Say how many tickets you want and for when.	Number of tickets e.g. <i>Dos entradas / billetes / personas</i> + <i>time e.g. (por / para) lunes... / a/las dos...</i>	Comprehension ambiguous or one item only e.g. <i>Dos entradas</i>	Wrong message communicated. Reject number on its own as ambiguous.
4. Say what type of play you prefer. * Verb needed.	<i>Prefiero / me gusta</i> + <i>horror / amor etc.</i>	Comprehension ambiguous or one part only e.g. <i>horror / amor preferido.</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. Ask if the centre is big.	Question about size of centre <i>¿Centro grande?</i> (Question must be implied).	Comprehension difficult or ambiguous Statement, not a question = 1 mark. <i>¿(es) grande?</i>	Wrong message communicated <i>es grande = grande as a statement</i>
2. Say two things you need to buy.	Any 2 suitable items	One item only e.g. <i>El jabón</i>	Required message not communicated
3. Say which two shops you want to visit.	Any 2 suitable shops e.g. <i>(el) supermercado y (el) mercado</i> (Brand names accepted)	One item only e.g. <i>El supermercado</i>	Required message not communicated e.g. <i>el cine</i> Repetition of items mentioned in task 2.
4. Say you want to go there by bus. * Verb needed.	<i>Quiero ir etc</i> + transport e.g. <i>Quiero ir en autobús</i>	Absence of finite verb making comprehension ambiguous e.g. <i>Ir en autobús</i> <i>Quiero autobús</i>	Required message not communicated <i>Me gusta autobús</i> e.g. <i>Ir en tren</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 what time you eat breakfast.	<i>Desayuno</i> (verb or noun) + time accept <i>como</i> + time	One part only or comprehension difficult or ambiguous e.g. <i>desayunar a ocho.</i>	No indication of time or eating Incorrect verb form Number = 0
2. Say what you eat – two things.	2 things to eat e.g. <i>pan</i> + <i>cereales</i>	One part only e.g. <i>cereales</i>	Wrong message communicated e.g. No idea of food
3. Say two sports you do to keep fit.	2 sports e.g. <i>(el) baloncesto</i> + <i>(el) ciclismo</i>	One part only e.g. <i>Juego baloncesto</i> or comprehension difficult or ambiguous	Required message not communicated. Reject eg <i>bicicleta, piscina</i>
4. Ask your friend if he / she likes sport. * Verb needed.	<i>¿Te gustan los deportes?</i> <i>¿Qué deportes prefieres?</i> (Question must be implied).	Comprehension difficult or ambiguous e.g. <i>¿gusta los deportes?</i> <i>¿Te gustaría deportes?</i> Statement, not a question = 1 mark <i>¿Te gusta tenis?</i> (specific sport)	Wrong message communicated Incorrect verb form. e.g. <i>¿Qué deportes prefiero?</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. Say you want a room. * Verb needed or "por favor" .	<i>Quiero / deseo / me gustaría</i> + <i>(una) habitación</i> or <i>Una habitación, por favor.</i> <i>N.B. Quiero una habitación con ducha = 3 marks.</i>	Absence of verb in first part or equivalent. e.g. <i>(una) habitación</i>	Wrong message communicated e.g. No idea of room.
2. Ask if it has a shower. *Verb needed .	Question about shower. e.g. <i>¿Tiene / hay</i> + <i>ducha?</i> (Question must be implied).	Absence of verb in first part or equivalent. e.g. <i>¿con ducha?</i> Statement, not a question = 1 mark. e.g. <i>Hay una ducha.</i>	Wrong message communicated e.g. <i>Un baño</i>
3. Give the day and time you will be leaving.	Day/date + time. e.g. <i>Lunes a las dos</i>	One part only e.g. <i>a las tres.</i>	Wrong message communicated e.g. <i>tres días.</i>
4. Ask a question about meals.	Question about meals. e.g. <i>¿A qué hora / cuándo (es) (la) cena?</i> <i>¿Hay (la) cena?</i> (Question must be implied).	Statement, not a question = 1 mark e.g. <i>Hay(la) cena.</i>	Wrong message communicated e.g. <i>¿Dónde el bar?</i> Statement about likes/dislikes of food = 0

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. Describe your sports centre.	<i>El polideportivo (es)</i> + adjective. e.g. <i>grande</i>	e.g. <i>adj = grande.</i> <i>Es grande = 1</i>	Not a sports centre e.g. <i>Mi colegio es grande.</i>
2. Say where it is - two things.	Location x 2 e.g. <i>En el centro</i> + <i>cerca (del) cine</i>	One item only e.g. <i>En el centro.</i>	Required message not communicated e.g. <i>Dos personas</i>
3. Say two sports you play there.	2 suitable sports. e.g. <i>Natación y baloncesto.</i>	Comprehension difficult or ambiguous or one item only: e.g. <i>Tenis.</i>	Required message not communicated Reject <i>Piscina and bicicleta</i>
4. Ask your friend what he / she does on Saturday. *Verb needed.	Question about activity on Saturday e.g. <i>¿Qué haces (los / el) sábado(s)?</i> (Question must be implied).	One part only or comprehension difficult or ambiguous e.g. <i>¿Qué haces?</i> <i>¿Juegas al fútbol?</i> Statement, not a question = 1 mark. <i>Juegas al fútbol el sábado</i>	Incorrect verb form e.g. <i>¿hago el rugby?</i> <i>Juegas al fútbol = 0</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 you want a caravan * Verb needed or “por favor”.	Verb needed + caravan e.g. <i>Quiero / deseo / me gustaría una caravana. or e.g. una caravana, por favor.</i>	Absence of finite verb in the first part or equivalent	Required message not communicated e.g. <i>Una tienda, por favor. Quiero caravan Me gusta (una) caravana.</i>
2. Say for how many people and for how many nights.	Number of people + number of nights e.g. <i>dos personas + (por /para) dos noches.</i>	One part only e.g. <i>dos personas</i> or comprehension difficult or ambiguous <i>(para) tres (para) dos noches</i>	Required message not communicated <i>(para) dos (para) tres</i>
3. Ask if there is a shower. *verb needed	Question about shower e.g. <i>¿Hay/Tiene?</i> + <i>(una) ducha</i> (Question must be implied).	Comprehension difficult or ambiguous <i>Quisiera ducha</i> Statement, not a question = 1 mark e.g. <i>Hay duchas.</i>	Wrong message communicated <i>¿Quisiera ducha?</i>
4. Ask where the supermarket is.	Question about supermarkets. e.g. <i>¿Dónde(es / está)</i> + <i>El supermercado?</i> (Question must be implied). <i>¿Dónde es(tá) + brand name?</i>	Comprehension difficult or ambiguous <i>¿Hay supermercado?</i> Statement, not a question = 1 mark e.g. <i>el supermercado está aquí.</i> <i>¿Dónde está (una) tienda?</i> <i>Quiero supermercado</i>	Wrong message communicated e.g. <i>¿Hay mercado?</i> <i>¿Dónde está supermarket?</i> <i>¿Quiero supermercado?</i>

Higher Tier

General Principles:

Although one minor error is allowed, for full marks we are looking for a full response, which includes the use of a verb in the correct time frame. This applies to all H/T role-play tasks. The stimulus for task 1 is provided at the beginning of each role-play in the scene setting. **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 – may not always require a verb. Must be feasible answer in context of role-play. This applies to all teacher interventions in all role-plays.

Role-Play 7

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.	0 Marks
1. <i>Explica lo que vas a hacer</i>	Explanation of what you want to do . e.g. <i>Quiero/ Voy a preparar una cena (para la familia).</i>	Minor errors in Quality of language used e.g. <i>Quiero preparar un cena (para el familia).</i>	Some significant error in language use or omission e.g. <i>preparar una cena (para la familia).</i>	Something communicated but very little e.g. <i>una cena (para familia).</i>	
2. <i>Explica por qué vas a hacer eso.</i>	Reason. e.g. <i>porque es el cumpleaños de tu madre.</i>	Minor errors in Quality of language used e.g. <i>porque es la cumpleaños de tu madre.</i>	Some significant error in language e.g. <i>porque el cumpleaños de tu madre.</i>	Response incomplete or ambiguous e.g. <i>cumpleaños de tu madre.</i>	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
3. ! ¿Qué vamos a beber?	N/A	N/A	A drink e.g. <i>cerveza</i> .	Response incomplete or ambiguous	
4. Indica tu opinión de la comida española y la razón.	Opinion + reason e.g. <i>me gusta</i> + <i>porque es buena</i> .	Minor errors in Quality of language used e.g. <i>me gusta</i> + <i>porque es bien</i> .	Some significant error in language or omission e.g. <i>gusta</i> + <i>sabor bueno</i>	Some comprehension but response incomplete or ambiguous e.g. <i>bueno</i>	
5. ! ¿Quién prepara la comida normalmente en tu casa?	N/A	N/A	A person e.g. <i>mi madre</i>	Something communicated but message incomplete or unclear	
6. Haz una pregunta sobre los restaurantes en España.	Any suitable question about Spanish restaurants e.g. <i>¿Son buenos los restaurantes en España?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Están buenos los restaurantes en España?</i>	Some significant error in language used e.g. <i>¿Buenos los restaurantes en España?</i>	Response incomplete or ambiguous e.g. <i>buenos restaurantes</i> Message sounds like a statement rather than a question	

Role-Play 8

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. <i>Explica adónde quieres ir y para cuánto tiempo.</i>	Appropriate and correct response. The task is accomplished fully and without significant error. Explain where you want to go on holiday and for how long. e.g. <i>Quiero ir a (los) Estados Unidos para dos semanas.</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 ir a las Estados Unidos para dos semanas.</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>ir a Madrid en el verano.</i>	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. Something communicated but very little e.g. <i>Barcelona verano.</i>	
2. <i>! ¿Con quién te gustaría ir?</i>	N/A	N/A	Person (s)- e.g. <i>mi amiga.</i>	Something communicated but message incomplete or unclear	
3. <i>Menciona dos actividades que quieres hacer allí.</i>	2 possible activities e.g. <i>Quiero ir a la playa y visitar los monumentos.</i>	Minor errors in Quality of language used e.g. <i>Quiero ir al playa y visitar las monumentos.</i>	Some significant error in language used or omissions: e.g. <i>ir a la playa y visitar los monumentos.</i>	Response incomplete or ambiguous e.g. <i>la playa y los monumentos.</i>	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. ! ¿Cómo vas a viajar allí?	N/A	N/A	Transport e.g. <i>En tren</i> .	Something communicated but message incomplete or unclear	Reject English pronunciation . e.g. train
5. Explica tu opinión de los hoteles y la razón.	Opinion + reason e.g. <i>me gustan (los hoteles)</i> + <i>porque son buenos.</i>	Minor errors in Quality of language used e.g. <i>me gusta (los hoteles)</i> + <i>porque son buenas.</i>	Some significant error in language or omission e.g. <i>me gusta porque bueno</i>	Some comprehension but response incomplete or ambiguous e.g. <i>hoteles buenos</i>	
6. Haz una pregunta sobre el turismo en España.	Any suitable question about tourism in Spain. e.g. <i>¿Qué hay para los turistas en tu región?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿ Qué hay por los turistas en tus región?</i>	Some significant error in language used e.g. <i>¿ Qué para turistas en tu región?</i>	Something communicated but very little e.g. <i>turistas en tu región</i> or message sounds like a statement rather than a question e.g. <i>Hay mucho para los turistas en tu región.</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 comprehension. The task may not be fully accomplished, but some relevant information is communicated.	0 Marks
1. <i>Explica dónde vives y con quién.</i>	Explain where you live and who with. e.g. <i>Vivo en Londres con mi madre.</i>	Minor errors in Quality of language used e.g. <i>Vivo Londres con madre.</i>	Some significant errors in language or omission e.g. <i>Vivir en Londres con mi madre.</i>	Something communicated but very little e.g. <i>Londres y mi madre.</i>	
2 ! <i>¿Qué hay en tu dormitorio?</i>	N/A	N/A	Suitable item e.g. <i>(una) cama</i>	Answer ambiguous	
3. <i>Explica lo que haces para ayudar en casa – dos cosas.</i>	Explain 2 things you do to help at home e.g. <i>Saco la basura y lavo el coche.</i>	Minor errors in Quality of language used e.g. <i>Saco las basura y lavo la coche.</i>	Some significant errors in language or omission e.g. <i>sacar la basura y lavar el coche.</i>	Something communicated but very little e.g. <i>la basura</i>	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. ! ¿Cómo sería tu casa ideal?	N/A	N/A	Suitable description e.g <i>grande</i>	Answer incomplete or ambiguous	
5. Da tu opinión de tu región y la razón.	Opinion of region + Reason e.g. <i>Me gusta mi región porque hay muchas tiendas.</i>	Minor errors in Quality of language used e.g. <i>Me gusta el región porque hay mucha tiendas.</i>	Some significant error in language used e.g. <i>Me gusta mi región porque muchas tiendas.</i>	Response incomplete or ambiguous e.g. <i>muchas tiendas.</i>	
6. Haz una pregunta sobre las casas en España.	Any suitable question about houses in Spain e.g. <i>¿Cómo son las casas en España?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Cómo son los casas en la España?</i>	Some significant error in language used e.g. <i>¿Qué tipo de casas en España?</i>	Something communicated but very little e.g. <i>¿casas en España?</i> Message sounds like a statement rather than a question e.g.. <i>Hay muchos pisos en España.</i>	

Role-Play 10

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of language is such that minor errors would cause no difficulty of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated	0 Marks .
1. Describe <i>tu colegio</i> – dos cosas.	2 details describing school e.g. <i>(Mi colegio) es mixto y tiene 5 laboratorios.</i>	Minor errors in Quality of language used e.g. <i>(Mi colegio) es mixta y tiene 5 laboratorio.</i>	Some significant errors in language used e.g. <i>(Mi colegio) mixto con 5 laboratorios.</i>	Something communicated but very little e.g. <i>Mi colegio mixto.</i>	
2 ! ¿Cómo vas al colegio?	N/A	N/A	Transport e.g. <i>en coche</i>	Comprehension difficult or ambiguous	Reject English pronunciation. e.g. train
3. Explica tus planes para el año que viene – dos cosas.	What you plan to do in future – 2 details. e.g. <i>Voy a estudiar español en el colegio.</i>	Minor errors in Quality of language used e.g. <i>Voy a estudiar la español en la colegio.</i>	Some significant errors in language used e.g. <i>Estudiar el español en el colegio.</i>	Something communicated but very little e.g. <i>El español en el colegio.</i>	Reject: Wrong person of verb – e.g. <i>Vas....</i>

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. <i>Explica por qué quieres hacer eso – dos cosas.</i>	2 clear reasons e.g. <i>Quiero ir a la universidad y ser profesor.</i>	Minor errors in Quality of language used e.g. <i>Quiero ir al universidad y ser profesores</i>	Some significant error in language e.g. <i>Ir a la universidad y ser profesor</i>	Response incomplete or ambiguous e.g. <i>. Universidad y profesor</i>	
5. <i>¿Cuándo terminan los exámenes?</i>	N/A	N/A	A time / day / date e.g. <i>jueves</i>	Message ambiguous	
6. <i>Haz una pregunta sobre el día en el colegio de tu amigo / tu amiga.</i>	Any suitable question about friend's day in school e.g. <i>¿A qué hora empieza el colegio ?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿ A qué hora empieza la colegios?</i>	Some significant errors in language used e.g. <i>¿ A qué hora empezar el colegio?</i>	Something communicated but very little e.g. <i>¿ A qué hora el colegio?</i> or message sounds like / or is a statement rather than a question e.g. <i>El colegio empieza a las nueve.</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 comprehension. The task may not be fully accomplished, but some relevant information is communicated	0 Marks .
1. <i>Explica lo que haces para mantenerte en forma – dos actividades.</i>	2 activities to keep fit e.g. <i>Voy a la piscina y juego al fútbol.</i> <i>Juego al fútbol y al tenis</i>	Minor errors in Quality of language used e.g. <i>Voy al piscina y juego a la fútbol.</i>	Some significant error in language e.g. <i>nadar y jugar al fútbol.</i>	Something communicated but very little e.g. <i>piscina y fútbol.</i>	Reject: <i>Para mantenerte en forma, juego al fútbol.</i>
2. <i>! ¿Con quién haces eso?</i>	N/A	N/A	A person e.g. <i>mi hermana.</i>	Something communicated but not clear	
3. <i>Explica por qué te gusta hacer estas actividades.</i>	Reason e.g. <i>(Porque) es muy emocionante.</i>	Minor errors in Quality of language used e.g. <i>Porque es mucho emocionantes.</i>	Some significant error in language or omission of details e.g. <i>. Porque emocionante.</i>	Something communicated but very little e.g. <i>Emocionante.</i>	

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. <i>Explica adónde vas y cuántas veces por semana.</i>	Venue + number of times. e.g <i>Voy al polideportivo dos veces por semana.</i>	Minor errors in Quality of language used e.g. <i>Voy a la polideportivo dos veces por semanas.</i>	Some significant error in language e.g. <i>Ir al polideportivo dos veces por semana.</i>	Response incomplete or ambiguous e.g. <i>Polideportivo</i>	
5. <i>! ¿Cuánto cuesta ir a la piscina en tu ciudad?</i>	N/A	N/A	A price e.g <i>5 euros</i> -euros must be correctly pronounced	Something communicated but not clear e.g English pronunciation of euros	Reject <i>libros</i> , <u>pounds</u> .
6. <i>Haz una pregunta sobre la dieta de tu amigo / tu amiga.</i>	Any suitable question about situation e.g. <i>¿Qué te gusta comer (para mantenerte en forma)?</i> (Question must be implied).	Minor errors in Quality of language used e.g. <i>¿Te gustan comer fruto?</i>	Some significant error in language used e.g. <i>¿Gusta comer fruta?</i>	Something communicated but very little e.g. message sounds like a statement rather than a question e.g <i>Te gusta comer fruta.</i>	

Role-Play 12

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
1. Describe a <i>tu mejor amigo / tu mejor amiga</i> – dos aspectos físicos.	Description of friend – 2 physical features e.g. <i>Mi amigo es delgado y alto etc</i>	Minor errors in Quality of language used: e.g. <i>Mi amigo es delgada y altos etc</i>	Some significant errors in language used e.g. <i>Mi amigo delgado y alto etc</i>	Something communicated but very little e.g. <i>delgado y alto</i>	Reject: Wrong person of verb – e.g. <i>Soy....</i>
2. ! ¿Dónde vive tu amigo / tu amiga?	N/A	N/A	Location e.g. <i>cerca de mi casa...../ (en) Blackpool.</i>	Comprehension difficult or ambiguous	
3. Explica por qué te llevas bien con tu amigo / tu amiga – dos cosas.	Reason x 2: e.g. <i>(Porque) es simpático y divertido.</i>	Minor errors in Quality of language used: e.g. <i>Mi amigo es simpática y divertidos.</i>	Some significant errors in language used e.g. <i>Simpático y divertido.</i>	Something communicated but very little e.g. <i>Simpático amigo.</i>	Reject: Wrong person of verb – e.g. <i>Soy....</i>

TASK	4 Marks	3 Marks	2 Marks	1 Mark	0 Marks
4. Menciona dos actividades que te gusta hacer con tu amigo / tu amiga.	Activities x 2 e.g. <i>Me gusta ir al cine y jugar al baloncesto.</i>	Minor errors in Quality of language used e.g. <i>Me gusta ir a la cine y jugar a la baloncesto.</i>	Some significant error in language used e.g. <i>Ir al cine y jugar al baloncesto.</i>	Response incomplete or ambiguous e.g. <i>Cine y baloncesto.</i>	
5. ! ¿Cuántos años tiene tu amigo / tu amiga?	N/A	N/A	Age e.g. <i>16(años).</i>	Comprehension difficult or ambiguous	Reject: <i>Tengo 16 años.</i>
6. Haz una pregunta sobre los jóvenes en España.	Any suitable question about young people in Spain: e.g. <i>¿Qué deportes hacen los jóvenes en España?</i> Accept tú/usted forms when addressing teacher (Question must be implied).	Minor errors in Quality of language used	Some significant error in language used e.g. <i>¿Qué deporte hacer los jóvenes en España?</i>	Something communicated but very little e.g. <i>deporte para los jóvenes.</i> message sounds like / or is a statement rather than a question e.g. <i>jóvenes hacen deportes en España</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 2008 tests only. There may be additional clarifications for the marking of the 2009 tests.