



# **General Certificate of Secondary Education**

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

### **Module 4 Writing**

#### **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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**MODULE FOUR****WRITING TESTS – FOUNDATION AND HIGHER TIERS****MARK SCHEME – PART ONE****1. Principles of marking**

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

**2. Mechanics of Marking**

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

**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 most 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.

<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.

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

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

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

- To score 7 marks the references to different time frames must be clear.
- To score 7 marks for range/complexity there must be at least some use of linking words.
- 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 most 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.

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 7 marks for Range/Complexity there must be at least some use of linking words.
- 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.**

**Module 4 Writing – Part 2 (4692)****Foundation Tier****Question 1**

This question is assessed for Communication only.

**In 1 (a)** accept all **understandable** words for items which can be taken to school. 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. Underneath the task put the total number of correct items and the mark awarded e.g. 4=2, 1=1 etc. Transfer the total mark awarded for 1 (a) (<b>out of 2</b>) to the right hand margin.</p> <p><u>A list of four different things taken to school each day.</u></p> <p><u>If candidates make more than four attempts, consider the first four only, even if two of them are on the same line.</u></p> <p><b>Accept:</b></p> <ul style="list-style-type: none"> <li>• anything that could be taken to school. Single vocabulary items are acceptable – 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, if appropriate.</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• anything that would not fit into this category.</li> <li>• anything in English or a language other than Spanish</li> </ul>
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**Spanish examples**

ACCEPT	REJECT
dinero	libre
euros	mobilo
Libr/a	ordinator
any food & drink	no pets
any clothes	Libro (repeats example)
bici	jaketa
pelota	futból
gomo	bolígrapho
diccionario/a (attempt at a Spanish spelling)	telephono
reglo	amigo
jabón	

**1 (b) & 1 (c)** Items in brackets are not required in the candidates' response. E.g. 1 (b) (i) *cerca de mi casa* is not required. NB: *Cerca de tu casa* invalidates the answer.

1 (b)	<p>Indicate each accepted item with a tick in the body of the task at the point where you have decided to accept the item. Put the total marks awarded for 1 (b) (i) and 1 (b) (ii) <b>separately</b> in the right hand margin.</p> <p>N.B. Do not obscure what the candidate has written.</p> <p>(i) What there is (near your home) – hay, tengo, tiene. Not <u>es</u> or <u>está</u> in place of hay (except mi casa está cerca de la piscina)</p> <p>(ii) What you do (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 leer .... mi leer.....</li> <li>• first person plural for first person singular</li> <li>• Place names in English, including <b>London</b>. In 1(b) (i)</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• answers where <u>either</u> wrong person <u>or</u> wrong tense or an <u>unqualified</u> infinitive appear</li> <li>• answers where no Spanish at all is written</li> <li>• answers including English words other than proper names</li> <li>• verbs in wrong person</li> <li>• verbs in wrong tense even if time frame is correct</li> <li>• answers not containing a verb</li> <li>• place names for which there is a suitable Spanish equivalent e.g. Town Hall</li> </ul>		
2	1	0	
Both tasks communicated	One task communicated	Neither task communicated	

### Spanish examples

1(b)(i)

ACCEPT	REJECT
(i) Hay la natación, but not hay una natación. Accept tennis (misspelling). Cera for cerca.	Cerca de tu casa. Hay una natación. Voy al cine.
(ii) Me gusta + inf + noun Accept jugo + sport.	Do not accept gusto or me gusto. Reject jugo by itself. Reject llavo los platos.

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) <b>separately</b> in the right hand margin. Then add up the total marks for <b>Question 1</b> (out of 6) and write this in the box provided.</p> <p style="padding-left: 40px;">(i) What food you like.</p> <p style="padding-left: 40px;">(ii) Where you go (for your holidays).</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 ir..... mi ir.....</li> <li>• first person plural for first person singular.</li> <li>• me gusta... / prefiero ... + food and como/tomo + food</li> <li>• any appropriate time frame for 1(c) (ii).</li> </ul> <p><b>Reject:</b></p> <ul style="list-style-type: none"> <li>• answers where <u>either</u> wrong person <u>or</u> wrong tense or an unqualified infinitive appear</li> <li>• answers where no Spanish at all is written</li> <li>• answers including English words <u>other than</u> proper and brand names</li> <li>• verbs in wrong tense even if time frame is correct in 1(c) (i)</li> <li>• answers not containing a verb.</li> </ul>		
2	1	0	
Both tasks communicated	One task communicated	Neither task communicated	

### Spanish examples

1 (c) (i)

ACCEPT	REJECT
(i) me gusta KFC. como tomo tengo me gusta todo	(i) quiero me gustaría fritas me encanta spaghetti (no attempt at Spanish spelling)

1 (c) (ii)

ACCEPT	REJECT
(ii) voy España fui me gustaría visité museos visité España el año pasado me prefiero Polonia En mi vacaciones ir a España	(ii) voy de España voy de/a español visite countries in English.  En vacaciones, ir a España (without mi)

**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.

Consider everything relevant that the candidate has written before arriving at a Quality of Language mark.

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.

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 fair communication mark, but it does not automatically follow that six ticks will score all 8 communication marks. **The final decision on a communication mark must be based on matching the candidate’s overall performance against the descriptors.**

**Additional notes**

- **Infinitives preceded by a subject/object/possessive pronoun in the correct person may be accepted ONLY as an attempt at a present tense**
- **Any item including English words or a language other than Spanish cannot communicate**
- **Two elements may be combined in one sentence with one verb.**
- **Accept preterites without accents unless the lack of accent creates serious ambiguity, e.g. if no time reference included.**

<u>ACCEPT</u>	<u>REJECT</u>

Notes task by task

Task 1	<b>Describe your best friend (give 2 details).</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>Age counts as a description. años/años</li> <li>Me gusta a mi amigo as one of the two required details.</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person or tense of verb.</li> <li>Answers which do not give 2 details.</li> <li>Pets instead of people.</li> <li>Names of people without any attempt to describe them.</li> <li>Tiene un hermano as one of the two required details.</li> </ul>

Task 2	<b>Describe an activity you did (with your friends last month).</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 past tenses only.</li> <li>Answers in first person singular</li> <li>Fuimos a Rome.</li> <li>Visite el mes pasado</li> <li>Fui a las tiendas ... (no mes pasado)</li> <li>Come for comí if qualified by la semana pasada(etc)</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>Visite (without el mes pasado).</li> </ul>

Task 3	<b>Say how many hours of homework you have (normally).</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 say that homework has stopped because of the exams or describe how much homework was set before the exams.</li> <li>Tengo las dos horas de deberes</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 e.g. yo tendré...</li> </ul> <p>Tengo a las dos horas de deberes</p>

Task 4	<b>Say what you think about homework and why.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>We expect the present, but any tense could be acceptable here.</li> </ul>	<ul style="list-style-type: none"> <li>Ambiguous statements because of wrong person, <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>

Task 5	Say if you are going to continue with your studies next year 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>Future time frame may be accomplished by use of <i>me gustaría</i> + infinitive, <i>ir a</i> + infinitive or other suitable verb + infinitive constructions.</li> <li><i>Voy a estudiar</i> A levels en sixth form.</li> <li><i>Voy a estudiar</i> A levels.</li> <li><i>Voy a estudiar</i> en sixth form.</li> </ul>	<ul style="list-style-type: none"> <li>Answers not referring to the future.</li> <li>Ambiguous statements because of wrong person or tense of verb.</li> <li>Answers which do not deal with both parts of the task.</li> </ul>

Task 6	Ask Nacho about his plans (for the summer).	
	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>Future time frame may be accomplished by use of either future tense, <i>ir a</i> + infinitive or other suitable verb + infinitive constructions.</li> <li>Accept present tense eg: <i>¿Qué planes tienes para el verano?</i></li> <li>Answers without an inverted question mark at the beginning.</li> <li>Questions in the form of an imperative e.g. <i>Dime algo sobre tus planes para el verano.</i></li> <li><i>Dónde vas de vacaciones en el verano?</i></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>Any answers which could be interpreted as a statement rather than a question.</li> </ul>

NFP for inglés/inglaterra, if same error.

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

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

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

## Higher Tier Question 2

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

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

Consider everything relevant that the candidate has written before arriving at a Quality of Language mark.

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).

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 fair communication mark, but it does not automatically follow that six ticks will score all 8 communication marks. **The final decision on a communication mark must be based on matching the candidate's overall performance against the descriptors.**

### Additional notes

- **Infinitives preceded by a subject/object/possessive pronoun in the correct person may be accepted ONLY as an attempt at a present tense**
- **Any item including English words or a language other than Spanish cannot communicate**
- **Two elements may be combined in one sentence with one verb.**
- **Accept preterites without accents unless the lack of accent creates serious ambiguity e.g. if no time reference included.**

Task 1	Tu viaje (journey) a (España) (la semana pasada).	
	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>• Descriptions of the journey which are not in the past time scale.</li> <li>• Viajé en avión.</li> <li>• Fui a (España) + 1 additional relevant/noteworthy detail (at least 1). (This takes the place of journey reference if task was misinterpreted.)</li> </ul>	<ul style="list-style-type: none"> <li>• Just fui a España.</li> <li>• Español instead of España.</li> <li>• Fui de España.</li> <li>• Mi viaje las semana pasada es</li> </ul>



Task 2	<b>Una descripción de una ciudad que visitaste durante la visita.</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>Present or past time frames.</li> <li>La ciudad + past tense.</li> <li>Hay + a list.</li> <li>Fui de compras en muchas tiendas.</li> </ul>	<ul style="list-style-type: none"> <li>Una ciudad (+ past tense).</li> <li>Es muchas tiendas. (example)</li> <li>Es instead of hay.</li> <li>Fui de compras.</li> </ul>

Task 3	<b>Las diferencias entre tu rutina normal y tu rutina en España.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Answers are likely to use past time frame, but answers in the present may be accepted.</li> <li>Accept answers where differences are implied rather than stated explicitly.</li> <li>Come instead of comí if qualified by la semana pasada(etc)</li> </ul>	<ul style="list-style-type: none"> <li>Weather (not routine)</li> </ul>

Task 4	<b>Un aspecto positivo de estar con una familia española.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Answers where the positive aspect is implied rather than stated explicitly.</li> <li>Must have reference to family.</li> <li>Usually present/past tense.</li> <li>Conditional ok.</li> <li>Me gusto la familia as past tense opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Answers that do not clearly express a positive feature.</li> </ul>

Task 5	<b>Un problema que tuviste durante tu visita; ¿cómo lo solucionaste?</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Can be in the past.</li> <li>Can be in the present.</li> <li>BUT Solution must be in the past. e.g. soy vegetariana. tenía que.... era necesario que comiera...</li> </ul>	<ul style="list-style-type: none"> <li>Answers which do not deal with both parts of the task.</li> </ul>

Task 6	<b>Tu opinión de la idea de vivir/trabajar en España en el futuro y por qué.</b>	
	Accept	Reject
	<ul style="list-style-type: none"> <li>Answers are most likely to be in future time frame, but could also be in the present.</li> <li>Reasons for their opinion could refer to things they have already done/seen in Spain.</li> <li>Mi trabajo ideal en España es ...</li> </ul>	<ul style="list-style-type: none"> <li>Answers for the first part of the question in the past time frame.</li> <li>Answers that do not deal with both parts of the task.</li> </ul>

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 at the end of each question.