



General Certificate of Secondary Education

Spanish (Short Course) 3697

3697/S Speaking

Mark Scheme

2005 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.

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 on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously 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. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3 **Role-playing Situations**

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making 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).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 **Presentation & Discussion and Conversation**

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **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 Tiers.

4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1 + 0 + 0 would not be possible).

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “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 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.8 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.

- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 **Exemplar Mark Sheet**

See overleaf. Exemplar Mark Sheet

**GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet**

Language _____



Full/Short Course
* delete as appropriate

Centre No

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Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total	
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A			
0001	Garden, Lilly	H	12	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT

Role-Playing Situations

Foundation 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 = 8/2 = 4 marks	

Higher 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 = 16/2 = 8 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.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
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.	3	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.
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.	4	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.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY OF LANGUAGE	SCALED MARK
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

SPEAKING TESTS
PART TWO

ROLE PLAY 1 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct.
(a)	Tele/televisión <i>alone</i> <i>Wrong person of verb</i>	¿Te gustaría (ver la) tele/televisión?	¿Te gusta (ver la) tele/televisión?
(b)	<i>Wrong person of verb</i> <i>Eastenders, etc (ie name of programme)</i> <i>alone</i>	Me gustaría (más) (programas de) acción, <i>etc</i> <i>Type of programme, no verb</i> Me gusta <i>Eastenders, etc (ie name of</i> <i>programme)</i>	Prefiero/me gusta (más) (programas de) acción, <i>etc</i>
(c)	<i>Invalid reason (eg Es aburrido)</i>	<i>Any valid reason for liking that type of</i> <i>programme, without verb (eg</i> <i>Interesante(s))</i>	<i>Any valid reason for liking that type of</i> <i>programme, with verb (eg Es/son</i> <i>interesante(s))</i>
(d)		Number alone Son las ocho, <i>etc</i> (A) ocho horas, <i>etc</i>	(A) las ocho, <i>etc</i>

ROLE PLAY 2 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct.
(a)	<i>Name of town, country or region alone Wrong person of verb</i>	<i>Vivir en/ser de + name of town or region</i>	<i>Vivo en/soy de + name of town or region Vivo en/soy de Inglaterra, etc (ie name of a country)</i>
(b)	<i>Wrong person of verb</i>	<i>Grande, etc (no verb)</i>	<i>Es grande, etc</i>
(c)		<i>Tiendas, etc (no verb) Ir de compras, etc</i>	<i>Hay/tiene tiendas, etc Se puede ir de compras, etc</i>
(d)	<i>¿Te gusta la ciudad/el pueblo?</i>	<i>¿Te gustaría tu ciudad/pueblo? ¿Tu ciudad/pueblo bueno/a? ¿Cómo es tu ciudad?</i>	<i>¿Te gusta tu ciudad/pueblo? ¿Tu ciudad/pueblo es(tá) bueno/a?</i>

ROLE PLAY 3 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct.
(a)	Name alone Wrong person of verb	Me llama(s) ...	Me llamo ... Soy ...
(b)	Wrong person of verb <i>Country alone</i>	Inglés/inglesa, <i>etc</i> Soy Inglaterra	Soy inglés/inglesa, <i>etc</i> Soy de/vivo en Inglaterra, <i>etc</i>
(c)	Wrong person of verb	Un hermano, <i>etc (no verb)</i>	Tengo un hermano, <i>etc (no need to add y no tengo hermanas)</i> <i>No tengo hermanos</i> <i>Soy hijo único/hija única</i>
(d)	La piscina <i>alone, with or without intonation</i> ¿Te gusta la natación?	¿Te gustaría (la) piscina? ¿Qué tal la piscina?	¿Te gusta (la) piscina? ¿Qué piensa(s) de la piscina? ¿Tu gusta la piscina?

ROLE PLAY 4 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct.
(a)		<i>Eg. Naranjas alone</i>	<i>Eg. Quiero/quisiera/me gustaría naranjas</i> <i>Eg. Naranjas, por favor</i>
(b)	<i>¿Cuántos?</i> <i>¿Cuántos son?</i>	<i>¿Cuánto?</i> <i>¿Cuántos es?</i>	<i>¿Cuánto es/son/cuesta(n)/vale(n)?</i>
(c)	<i>Pan without intonation</i>	<i>¿Pan? with intonation</i>	<i>¿Dónde puedo/se puede comprar pan?</i> <i>¿Dónde hay pan?</i>
(d)		<i>Gracias/hasta luego alone</i> <i>Adiós alone</i>	<i>Gracias (y) adiós/hasta luego</i>

ROLE PLAY 5 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct.
(a)	Number alone	Cinco clases, <i>etc (no verb)</i>	Tengo/hay/tenemos cinco clases, <i>etc</i>
(b)		<i>Subject without verb</i>	Prefiero (el) inglés <i>etc</i> Me gusta (más) (el) inglés <i>etc</i>
(c)	Wrong person of verb	Patio, <i>etc (no verb)</i> <u>Haces</u> deporte <i>etc. (ie exact repetition of the verb in the question with an appropriate activity).</i>	Voy/vamos al patio, <i>etc</i> <i>Use of infinitive is OK (eg Ir al patio)</i>
(d)	Wrong person of verb	¿Te gustaría (el/la) colegio/instituto/escuela?	¿Te gusta (el/la) colegio/instituto/escuela?

ROLE PLAY 6 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct.
(a)	Wrong person of verb other than <i>recibes</i>	x libros <u>Recibes</u> x euros/libras (<i>ie exact repetition of the verb in the question with an amount of money</i>) <i>English pronunciation of 'euros'.</i>	(Recibo/gano/me dan) x euros/libras/libros esterlinas
(b)	Wrong person of verb	<u>Haces</u> canguro, etc (<i>ie exact repetition of the verb in the question with an appropriate activity</i>) <i>Household activity without verb (eg. aspiradora)</i>	<i>Any household activity which could earn money, first person present, past or future tense or infinitive</i> Nada
(c)	<i>Wrong person of verb</i> <i>Item alone</i>	<i>Any valid way of using money with infinitive</i>	<i>Any valid way of using money with verb first person present, past or future tense</i>
(d)	Trabajar, <i>no intonation</i> Trabajo/empleo, <i>no intonation</i> Wrong person of verb	¿Trabajar? <i>with intonation</i> ¿Trabajo/empleo? <i>with intonation</i>	¿Tiene(s) trabajo/empleo? ¿Trabaja(s)?

ROLE PLAY 7 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	El viernes <i>and/or</i> Manchester (<i>for example</i>) <i>alone</i>	Fui/He ido a un concierto, <i>no mention of when or where</i>	Fui/He ido a un concierto en Manchester (<i>for example</i>) Fui/He ido a un concierto el viernes (<i>for example</i>)		Fui/He ido a un concierto en Manchester el viernes (<i>for example</i>)
b		<i>1 detail of journey, 1st person preterite/perfect tense</i> <i>1/2 details of journey, 1st person present tense/infinitive</i>	<i>2 details of journey, no verb</i> <i>2 details of journey, one preterite, one present tense</i>		<i>2 details of journey, 1st person preterite/perfect tense</i>
c		<i>One element only</i>	<i>Opinion of concert + reason without verb</i>		<i>Opinion of concert + reason with verb</i>
d	<i>Wrong person of verb</i>	<i>1 detail with verb, present/preterite tense</i> <i>1 detail without verb</i>	<i>2 details without verb</i> <i>2 details, 1 preterite/perfect tense, 1 present tense</i>		<i>2 details with verb, 1st person preterite/perfect tense</i> <i>Perfect tense minor error</i>

ROLE PLAY 8 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	Un hámster, etc. alone Ayer, etc. alone <i>Wrong person of verb</i>	Eg. Comprar un hámster ayer Eg. Compro un hámster ayer	Eg. Compré/he comprado un hámster		Eg. Compré/he comprado un hámster ayer
b		<i>1 feature, with or without verb</i>	<i>2 features without verb</i>		<i>2 features with verb(s)</i>
c		<i>A disadvantage of having a pet, without verb, with some ambiguity</i>	<i>A disadvantage of having a pet without verb, but no ambiguity</i>		<i>A disadvantage of having a pet, with verb</i>
d		<i>1 activity, with or without verb</i>	<i>2 unambiguous activities, no verb</i>		<i>2 other things that candidate is going to do with the money (infinitive is OK) Past tense is ok, because money may already have been spent.</i>

ROLE PLAY 9 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a		<i>1 detail about school with or without verb</i>	<i>2 details about school with or without verb 3 details of school without verb</i>		<i>3 details about school with verb(s) Must be <u>description</u> or <u>what there is there</u></i>
b		<i>1 detail about school day with or without verb</i>	<i>2 details about school day without verb</i>		<i>2 details about school day with verb(s)</i>
c		<i>Opinion of teachers alone Reason alone</i>	<i>Opinion of teachers + reason without verb(s)</i>		<i>Opinion of teachers + reason with verb</i>
d		<i>1 detail only</i>	<i>2 <u>clear</u> details of plans for September, no verb</i>		<i>2 details of plans for September, first person (immediate) future, present tense, infinitive</i>

ROLE PLAY 10 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	<i>Character traits</i>	<i>1 detail of physical description, with or without verb 2 details of physical description, no verb</i>	<i>3 details of physical description, no verb 2 details of physical description, with verb</i>		<i>3 details of physical description, third person verb(s)</i>
b		<i>1 detail of character, with or without verb</i>	<i>2 details of character, no verb</i>		<i>2 details of character, third person verb(s)</i>
c		<i>One element only, with or without verb</i>	<i>Both elements, no verb, eg. Hace cinco años en el colegio</i>		<i>Eg. Conocí (a) mi amigo/amiga hace cinco años ...en el colegio (verb needed)</i>
d		<i>1 detail of plans for weekend , with or without verb</i>	<i>2 details of plans for weekend, first person singular verb (without con mi amigo/amiga) 2 details of plans for weekend, no verb</i>		<i>2 details of plans for weekend, first person plural verb, infinitive 2 details of plans for weekend, first person singular verb or infinitive + con mi amigo/amiga</i>

ROLE PLAY 11 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	¿Te gusta España?	¿Qué te gusta en/de España?	¿Qué región/parte de España es buena?		¿Qué región/parte de España prefieres/te gusta (más)?
b		Campo/ciudad <i>alone</i> <i>Reason alone, without verb</i>	Campo/ciudad + <i>reason</i> <i>without verb</i> <i>Reason alone, with verb</i>		Campo/ciudad + <i>reason</i> <i>with verb</i>
c		<i>1 detail of ideal house, with or without verb</i>	<i>2 details of ideal house, with or without verb(s)</i>		<i>3 details of ideal house, with or without verb(s)</i> <i>Present tense is OK.</i>
d		<i>1 <u>clear</u> detail of plans for free time in Spain, with or without verb</i>	<i>2 <u>clear</u> details of plans for free time in Spain, without verb</i>		<i>2 details of plans for free time in Spain, with verb(s) - infinitive acceptable</i>

ROLE PLAY 12 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a		Hago prácticas laborales en un café la semana pasada, <i>etc</i> Trabajo en un café la semana pasada, <i>etc</i>	En un café la semana pasada, <i>etc</i> Hice prácticas laborales en un café, <i>etc</i>		Hice prácticas laborales en un café la semana pasada, <i>etc</i> Trabajé en un café la semana pasada, <i>etc</i>
b		<i>Days alone</i> <i>Time alone</i>			<i>Eg Lunes a viernes, de nueve a cinco (verb not essential)</i>
c	<i>1 activity, present tense</i>	<i>One activity at work, preterite/perfect tense</i> <i>Two activities, both present tense</i>	<i>2 activities at work, one preterite, one present tense</i>		<i>2 activities at work, preterite/perfect tense. Perfect tense minor error</i>
d		<i>Opinion alone, with or without verb</i> <i>Reason alone, with or without verb</i>	<i>Opinion of work experience in general + reason without verb</i>		<i>Opinion of work experience in general + reason with verb</i> <i>Past tense is OK.</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 2005 tests only. There may be additional clarifications for the marking of the 2006 tests.