



General Certificate of Secondary Education

Spanish (Short Course) 3697

3697/S Speaking

Mark Scheme

2006 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+P A ÷ 3 Q*	C+S F + 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	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	

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
Quality of Language 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
Quality of Language 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) Say at what time you leave the house	Wrong person of verb Number alone (eg. Ocho) Voy a casa a las ocho, etc.	Time alone (eg. Las ocho) Salir (de casa) a las ocho, etc.	Salgo (de casa) a las ...
b) Say how you go to school	Wrong person of verb Ir al colegio	(Colegio/instituto/escuela) en autobús, etc Ir (al colegio/instituto/escuela) en autobús, etc	Voy (al colegio/instituto/escuela) en autobús, etc
c) Say how long your journey is	Wrong person of verb Number alone	Eg Quince minutes (French pron)	Time taken (verb not necessary)
d) Ask your friend if he/she would like to study in England	Wrong person of verb	¿Estudiar en Inglaterra? ¿Te/le gusta estudiar en Inglaterra?	¿Te/le/tu gustaría/quiere(s) estudiar en Inglaterra?

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) Say what kind of music you like	Wrong person of verb Type of music alone	Gusta/gusto (la música) pop etc.	Me gusta (la música) pop etc. Accept terms such as hip-hop
b) Say why you like that kind of music	Use of <i>simpático</i>	Valid reason without verb	Valid reason with verb
c) Say when you listen to music	Wrong person of verb	Mangled pronunciation which makes comprehension difficult (eg por la tard). (La) tarde (La) mañana	(Escucho música) por la tarde etc. Any time. Any day.
d) Ask your friend if he/she likes concerts	Wrong person of verb	¿Gusta(n) (los) conciertos?	¿Te/le/tu gusta(n) (los) conciertos?

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) Say whether you live in a house or a flat		Mangled pronunciation of casa/piso/apartamento Vives en (un/una) casa, etc.	(Vivo en un/una) casa/piso/apartamento
b) Say what your favourite room is	Wrong person of verb	Me gusta ...	Mi habitación favorita/preferida es ... Prefiero/me gusta más ...
c) Say why you prefer that room	Inappropriate reason (eg. es feo)	Valid reason without verb	Valid reason with verb
d) Ask your friend if he/she has a garden	¿Tiene(s) jardin? (French pronunciation) ¿Tiene(s) garden?	¿Jardín? with or without intonation ¿Tener jardín? ¿Tienes Jardine? (ie JAR-DEEN)	¿Tiene(s) jardín? ¿Hay jardín?

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) Say what pet you have	Wrong person of verb	Un gato, etc. Tener un gato, etc.	Tengo/tenemos un gato etc.
b) Say what it is like	Wrong person of verb	Description without verb	Description with verb
c) Say how old it is	Wrong person of verb	Mangled pronunciation of number (eg. cuarto) Tienen tres años, etc. (unless more than one pet mentioned in (a))	Number alone with or without años Accept any age
d) Ask your friend if he/she likes animals	Wrong person of verb	¿Gusta(n) (los) animales?	¿Te/le/tu gusta(n) (los) animales?

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) Say what job you do	Wrong person of verb Una tienda	(Ser/estar) camarero/a etc. Trabajar en una tienda, etc.	Soy/estoy camarero/a etc. Trabajo en una tienda etc.
b) Say what you think of your job		Valid opinion without verb	Valid opinion with verb
c) Say what time you start work	Wrong person of verb, other than empiezas	Empiezas a las ... Number alone.	(Empiezo) (a) las ... Eg. ocho y media
d) Ask your friend what he/she does on Saturday	Wrong person of verb Wrong day ¿Qué sábado?	¿Qué hace(s) los fines de semana? ¿Qué hacer sábado?	¿Qué hace(s) (el/los) sábado(s)?

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) Say where the shopping centre is	Eg. Hull	Eg. En Hull	Eg. Es/está en Hull
b) Say what you want to buy	Wrong person of verb	Comprar ...	Me gustaría/quiero/quisiera (comprar) ... Para comprar ... Voy a comprar ... Compro ...
c) Say how much you are going to spend		Use of libros/libres Number alone Poor pronunciation of 'euros'	Doce euros/libras/pesetas etc. Use of libros/libres esterlinas
d) Ask your friend which shop he/she prefers	Wrong person of verb	¿Tienda favorita?	¿Qué tienda prefiere(s)/te gusta (más)?

ROLE PLAY 7 – HIGHER TIER					
Task	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) Ask what your friend likes to do at the weekend.	Tu pregunta	¿Qué (se puede) hacer los fines de semana?			¿Qué te/le gusta hacer/Qué hace(s) los fines de semana?
b) ! Say what type of music you prefer and why		One element only Favourite group/singer with appropriate reason without verb	Favourite group/singer with appropriate reason with verb Favourite type of music with appropriate reason without verb		Favourite type of music with appropriate reason with verb
c) Say what 2 things you did the last time you went out with friends		Two activities, present tense One activity, preterite / present tense One activity, no verb One activity, infinitive	Two activities, no verb Two activities, one past and one incorrect tense Two activities, infinitive		Two activities, preterite tense
d) Give 2 disadvantages of living in your town		One disadvantage with or without verb	2 disadvantages without verb		2 disadvantages with verb(s)

ROLE PLAY 8 – HIGHER TIER					
Task	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) Ask what time your friend goes to school		¿A qué hora/cuándo ir al colegio? ¿A qué hora vas del colegio?			¿A qué hora/cuándo vas al colegio?
b) Say what 2 things you did before going to school this morning		Two activities, present tense One activity, preterite / present tense One activity, no verb One activity, infinitive	Two activities, no verb Two activities, one past and one incorrect tense Two activities, infinitive		Two activities, preterite tense
c) ! Say how you go to school and how long the journey takes		One element only			Type of transport and length of time, verb not necessary
d) Give your opinion about your Spanish class and say why		One element only	Opinion of Spanish class and valid reason without verb		Opinion of Spanish class and valid reason with verb(s)

ROLE PLAY 9 – HIGHER TIER					
Task	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) Ask your friend what jobs he/she has to do at home		¿Qué haces en casa? ¿Qué te gusta hacer en el futuro? ¿Ayudas en casa?	¿Qué trabajo / tareas hacer en casa?		¿Qué tareas / trabajo haces en casa? ¿Qué tareas / trabajo tienes que hacer en casa?
b) Say one thing you did to help last week		Household job, present tense	Household job, no verb		Household job, preterite tense
c) ! Say if you like to prepare meals and why (not)		Sí/no alone Reason for (dis)liking preparing meals, without verb	Reason for (dis)liking preparing meals, with verb Sí/no + reason without verb		Sí/no + reason for (dis)liking preparing meals, with verb
d) Give 2 details about what you do with your money		1 thing done with money, with or without verb	2 things done with money, without verb 2 things done with money, with infinitive		2 things done with money, with verb(s)

ROLE PLAY 10 – HIGHER TIER					
Task	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) Ask your friend what he/she would like to do in the future		¿Qué hacer en el futuro?			¿Qué te gustaría/quieres hacer en el futuro? ¿Qué haces en el futuro? ¿Qué planes tienes para el futuro?
b) Give 2 advantages of continuing to study Spanish		1 advantage of continuing to study Spanish, with or without verb	2 unambiguous advantages of continuing to study Spanish, without verb		2 advantages of continuing to study Spanish, with verb(s)
c) ! Say what your least favourite subject is and why		Subject alone Reason alone with or without verb.	Least favourite subject with a valid reason without verb		Least favourite subject with a valid reason with verb
d) Say what 2 things you are going to do in the summer		One activity only, with or without verb.	Two activities for the summer, without verb		Two activities for the summer, with verb(s) – infinitive is acceptable

ROLE PLAY 11 – HIGHER TIER					
Task	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) Tell your friend about the location and opening hours of the shopping centre		One detail only, with or without verb	Location and opening times of shopping centre, without verb		Location and opening times of shopping centre, with verb(s)
b) Give your opinion of the shopping centre and say why		One element only	Opinion of shopping centre and valid reason, without verb(s)		Opinion of shopping centre and valid reason, with verb(s)
c) ! Say when you went to the shopping centre and what you bought		One element only			When candidate went to shopping centre and what he/she bought. Verb not required
d) Say what 2 things you did after going shopping		Two activities, present tense One activity, preterite / present tense One activity, no verb One activity, infinitive	Two activities, no verb Two activities, one past and one incorrect tense Two activities, infinitive		Two activities, preterite tense

ROLE PLAY 12 – HIGHER TIER					
Task	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) Tell your friend 3 things about the office		One detail with or without verb	Two details with or without verb(s)		3 details of office, with verb(s). However, no verb necessary for adjectives dependent on 'es'
b) ! Say how many hours you work each week and what days you work		One element only			Number of hours and day(s) worked. Verb not necessary
c) Say what 2 things you did in the office yesterday		Two activities, present tense One activity, preterite / present tense One activity, no verb One activity, infinitive	Two activities, no verb Two activities, one past and one incorrect tense Two activities, infinitive		Two activities, preterite tense
d) Give your opinion of part-time jobs and say why		One element only	Opinion of part-time jobs + reason, without verb		Opinion of part-time jobs + reason, with verb

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 2006 tests only. There may be additional clarifications for the marking of the 2007 tests.