



# **General Certificate of Secondary Education**

## **Spanish 3697 Short Course**

**3697/S      Speaking**

### **Mark Scheme**

*2007 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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 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

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### 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 <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	4, 5, 6 marks 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> 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

**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	RC+P A ÷ 3 Q*	C+S F + Q T	C	S/ F	R/ C	P/ A		
0001	<b>Garden, Lilly</b>	<b>H</b>	12	C	1	3	3	2	9	5	3	0	3 P/A 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

<b>Foundation Role-Play – Communication</b>	
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	

<b>Role-Play – Communication and Quality of Language</b>	
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**

<b>Communication</b>	
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.

<b>Spontaneity and Fluency</b>	
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.

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

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

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

**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION  
ROLE-PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
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**

<b>RAW SCORE FOR QUALITY OF LANGUAGE</b>	<b>SCALED MARK</b>
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

<b>ROLE PLAY 1 – FOUNDATION TIER</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed.</b>	<b>2 Required message conveyed even if not totally correct.</b>
a) Say that you are going to the supermarket	<i>Wrong person of verb.</i>	Supermercado.	Voy (al) supermercado.
b) Say what you are going to buy	<i>Wrong person of verb.</i>	<i>Mangled pronunciation of the item.</i>	<i>Any item that may be bought in a supermarket (verb not necessary).</i>
c) Say at what time the bus leaves		<i>Mangled pronunciation of the time. Number alone.</i>	<i>Time, no verb required. For any time that is not an 'o'clock' time, la(s) is not required, eg. Diez y media.</i>
d) Ask your friend if he/she wants to go	<i>Wrong person of verb.</i>	¿Tú ir/venir? ¿Te/le gusta ir/venir?	¿Quiere(s) / te gustaría / le gustaría venir/ir? ¿Vienes / vas?

<b>ROLE PLAY 2 – FOUNDATION TIER</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed.</b>	<b>2 Required message conveyed even if not totally correct.</b>
a) Say you are going to the cinema	<i>Wrong person of verb. Cinéma.</i>	<i>Mangled pronunciation of cine.</i>	<i>Cine, no verb required.</i>
b) Say where it is		<i>Any suitable location/direction without a verb.</i>	<i>Es/está + any suitable location/direction.</i>
c) Say how much it costs	<i>Number alone.</i>	<i>x libros /libres. English pronunciation of euros. Use of esterlinas.</i>	<i>x euros/libras, no verb required. Eg. dos YOU-ROSS. Use of libros/libres esterlinas. (No) mucho. Poco.</i>
d) Ask your friend if he/she has any money	<i>Dinero no intonation Wrong person of verb.</i>	<i>¿Hay dinero? ¿Dinero? with intonation</i>	<i>¿Tiene(s) dinero?</i>

<b>ROLE PLAY 3 – FOUNDATION TIER</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed.</b>	<b>2 Required message conveyed even if not totally correct.</b>
a) Say who you are	<i>Name alone Wrong person of verb. Te llamo + name</i>	Me llamas + <i>name</i>	Me llamo/soy + <i>name</i>
b) Say you want to speak to Manolo	¿Manolo?	Me gusta hablar con Manolo. Quiero Manolo.	Quiero/quisiera/me gustaría hablar con Manolo. ¿Puedo/es posible hablar con Manolo?
c) Ask where he is	<i>Wrong person of verb if used.</i>	<i>Mangled pronunciation of dónde.</i>	¿Dónde (está/es)? <i>verb not required.</i>
d) Say at what time you arrive		<i>Mangled pronunciation of time. Number alone. Son las ocho, etc.</i>	<i>Time, no verb required For any time that is not an 'o' clock time, la(s) is not required, eg Diez y media.</i>

<b>ROLE PLAY 4 – FOUNDATION TIER</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed.</b>	<b>2 Required message conveyed even if not totally correct.</b>
a) Say at what time classes start		<i>Mangled pronunciation of time. Number alone. Son las ...</i>	<i>Time alone – no verb required For any time that is not an “o’clock” time, la(s) is not required, e.g. ocho y media.</i>
b) Say what day of the week you prefer	<i>Day alone.</i>	<i>Eg. martes bueno. Preferido + day. Me gustaría (más) + day</i>	<i>Mi día favorito/preferido es + day Prefiero + day Me gusta (más) + day Prefiero día dos, etc.</i>
c) Say where you go at break time	<i>Wrong person of verb.</i>	<i>Mangled pronunciation of the place.</i>	<i>Any suitable place, no verb required.</i>
d) Ask your friend where his/her school is		<i>¿Dónde tu/el cole(gio)/insti(tuto)/escuela?</i>	<i>¿Dónde es/está (el/tu) cole(gio)/insti(tuto)/escuela?</i>

<b>ROLE PLAY 5 – FOUNDATION TIER</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed.</b>	<b>2 Required message conveyed even if not totally correct.</b>
a) Say what type of restaurant you prefer	<i>Wrong person of verb. Italiano, etc.</i>	Restaurante(s) italiano(s) <i>etc.</i> Me gustaría(n) restaurante(s) italiano(s) <i>etc.</i> Prefiero pizza ( <i>or any type of food</i> ).	Prefiero/me gusta(n) restaurante(s) italiano(s) <i>etc.</i> Prefiero McDonald's / Red Lion, <i>etc.</i>
b) Say when you go there	<i>Wrong person of verb.</i>	<i>Mangled pronunciation.</i>	<i>When candidate goes there, time/day/frequency, no verb required.</i>
c) Say how much it costs	<i>Number alone.</i>	x libros /libres. <i>English pronunciation of euros</i> Use of esterlinas.	x euros/libras, <i>no verb required.</i> Eg. dos YOU-ROSS. Use of libros/libres esterlinas. (No) mucho. Poco.
d) Ask your friend what he/she likes to eat	<i>Wrong person of verb.</i>	¿Qué te/le gustaría comer/cenar/desayunar?	¿Qué te/le gusta/prefieres comer/cenar/desayunar?



<b>ROLE PLAY 6 – FOUNDATION TIER</b>			
<b>Task</b>	<b>0 Message not communicated</b>	<b>1 Comprehension difficult or ambiguous. Some relevant information conveyed.</b>	<b>2 Required message conveyed even if not totally correct.</b>
a) Ask your friend if he/she has a job	<i>Wrong person of verb.</i>	¿Hay trabajo/empleo?	¿Tiene(s) trabajo/empleo? ¿Trabaja(s)?
b) Say when you work	<i>Wrong person of verb.</i>	<i>Mangled pronunciation.</i>	<i>Day(s) or time, no verb required.</i>
c) Say how you get to work	<i>Wrong person of verb.</i>	<i>Transport alone.</i>	<i>Voy en/a + transport. Viajo en/a + transport.</i>
d) Say how long the journey lasts		<i>Mangled pronunciation.</i>	<i>Amount of time, no verb required.</i>

<b>ROLE PLAY 7 – HIGHER TIER</b>					
<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Message not communicated</b>	<b>Appropriate response/ difficulty or ambiguity/ some relevant information</b>	<b>Appropriate and unambiguous/ minor errors or minor omission</b>	<b>Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max</b>	<b>Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max</b>
a) Say you are going to work in an office in the centre of town	Trabajar en una oficina. Trabajar en el centro. <i>Wrong person of verb.</i>	Trabajar en una oficina en el centro.	Voy a trabajar en el centro. Trabajo en el centro. Voy a trabajar en una oficina. Trabajo en una oficina.		Voy a trabajar en una oficina en el centro. Trabajo en una oficina en el centro.
b) The day you work / starting time / how you are getting there	<i>Wrong person of verb.</i>	<i>One element only.</i>	<i>2 elements only.</i>		<i>Day worked + starting time + means of travel, no verb required.</i>
c) Reason for doing this job		<i>Valid reason for doing job, without verb.</i>			<i>Valid reason for doing job, with verb.</i>
d) 2 free time activities	<i>Wrong person of verb.</i>	<b>One</b> free time activity, with or without verb.	<b>Two</b> free time activities, without verb.		<b>Two</b> free time activities, with verb(s). <i>Infinitive is acceptable.</i>

<b>ROLE PLAY 8 – HIGHER TIER</b>					
<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Message not communicated</b>	<b>Appropriate response/ difficulty or ambiguity/ some relevant information</b>	<b>Appropriate and unambiguous/ minor errors or minor omission</b>	<b>Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max</b>	<b>Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max</b>
a) Say you would like to go to the sports centre in town on Saturday	<i>Wrong person of verb.</i>	Me gusta ir al polideportivo en la ciudad/el pueblo el sábado.	Quiero/me gustaría/quisiera ir al polideportivo en la ciudad/el pueblo. Quiero/me gustaría/quisiera ir al polideportivo el sábado.		Quiero/me gustaría/quisiera ir al polideportivo en la ciudad/el pueblo el sábado.
b) 3 sports you can do there		<i>Any 1 sport.</i>	<i>Any 2 sports.</i>		<i>Any 3 sports, no verb required. Accept básquet; nétbol; rounders; críquet.</i>
c) Opinion of doing sport and reason		<i>One element only, with or without verb.</i>	<i>Opinion of doing sport (verb not essential) + reason without verb.</i>		<i>Opinion of doing sport (verb not essential) + reason with verb.</i>
d) Another plan for the weekend (apart from sport)	<i>Sporting activity (including fishing, sailing) Wrong person of verb.</i>	<i>Some difficulty/ambiguity. Wrong tense, correct person of verb.</i>	<i>Another plan (not a sporting activity), without verb.</i>		<i>Another plan (not a sporting activity), with verb (infinitive is acceptable).</i>

<b>ROLE PLAY 9 – HIGHER TIER</b>					
<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Message not communicated</b>	<b>Appropriate response/ difficulty or ambiguity/ some relevant information</b>	<b>Appropriate and unambiguous/ minor errors or minor omission</b>	<b>Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max</b>	<b>Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max</b>
a) Description of school – 3 details		<i><b>One</b> detail of description/adjective of opinion of school, with or without verb. <b>Two</b> details of description/adjective of opinion of school, without verb. Es grande, pequeño y moderno.</i>	<i><b>Two</b> details of description/adjective of opinion of school, with verb(s). <b>Three</b> details of description/adjective of opinion of school, without verb, or mixture of with and without.</i>		<i><b>Three</b> details of description/adjective of opinion of school, with verb(s).</i>
b) Opinion of studying Spanish and reason		<i>One element only, with or without verb.</i>	<i>Opinion of studying Spanish + reason without verb.</i>		<i>Opinion of studying Spanish (verb not essential) + reason with verb.</i>
c) Say what time you eat at school/who you eat with/what food is like	<i>Wrong person of verb</i>	<i>1 element only.</i>	<i>2 elements only.</i>		<i>Time you eat + who you eat with + what the food is like, no verb required.</i>
d) 2 after school activities	<i>Wrong person of verb</i>	<i><b>One</b> after school activity, with or without verb.</i>	<i><b>Two</b> after school activities, without verb.</i>		<i><b>Two</b> after school activities, with verb(s). Accept any tense. Se puede ...</i>

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 if he/she likes living in the north of Spain		¿Te/le gustaría vivir en el norte de España?	¿Te/le gusta vivir en España?		¿Te/le gusta vivir en el norte (de España)?
b) One good thing and one bad thing about your town		<i>One element only, with or without a verb.</i>	One good thing and one bad thing without a verb <b>or</b> one with and one without.		One good thing and one bad thing with verb(s).
c) 2 activities for excursion to coast		<i>1 activity, with or without verb.</i>	<b>Two activities for excursion to coast, without verb.</b>		<b>Two activities for excursion to coast, with verb(s) (infinitive is acceptable).</b>
d) Time you are leaving / how far it is / how you are getting there	<i>Wrong person of verb.</i>	<i>1 element only.</i>	<i>2 elements only.</i>		<i>Time you are leaving + how far it is + how you are getting there, no verb required. For distance, accept a period of time (eg. a cinco minutos – omission of a is a minor error).</i>

<b>ROLE PLAY 11 – HIGHER TIER</b>					
<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Message not communicated</b>	<b>Appropriate response/ difficulty or ambiguity/ some relevant information</b>	<b>Appropriate and unambiguous/ minor errors or minor omission</b>	<b>Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max</b>	<b>Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max</b>
a) Ask your friend what he/she has for breakfast		¿Qué desayuno? ¿Qué desayunar?	¿Toma(s) el desayuno? ¿Desayuna(s)?		¿Qué desayuna(s)? ¿Qué toma(s) para el desayuno?
b) 2 details of food at school		<i>1 detail only, with or without verb.</i>	<i>2 details, without verb.</i>		<i>2 details of food at school with verb(s), eg. Tomo carne y patatas. or Como salchichas en el comedor. Es sabrosa y nutritiva.</i>
c) Opinion of alcohol and reason		<i>One element only, with or without verb.</i>	<i>Opinion of alcohol (verb not essential) + reason without verb.</i>		<i>Opinion of alcohol (verb not essential) + reason with verb.</i>
d) 3 details of activities you do to keep fit	<i>Wrong person of verb</i>	<b>One detail only.</b>	<b>Two details only.</b>		<b>Three details of physical activity, with or without verb(s).</b>

<b>ROLE PLAY 12 – HIGHER TIER</b>					
<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>Message not communicated</b>	<b>Appropriate response/ difficulty or ambiguity/ some relevant information</b>	<b>Appropriate and unambiguous/ minor errors or minor omission</b>	<b>Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max</b>	<b>Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max</b>
a) Say you are going shopping this afternoon	Compras/tiendas. <i>Wrong person of verb</i>	Compras/tiendas esta tarde.	Voy de compras. Voy a las tiendas. Voy al supermercado <i>etc.</i>		Voy de compras esta tarde. Voy a las tiendas esta tarde. Voy al supermercado <i>etc.</i> esta tarde.
b) Details of journey – transport and how long it takes		<i>One element only.</i>	(Voy en) autobús – diez minutos <i>etc.</i>		Voy/se puede ir en autobús – dura/lleva/tarda/toma diez minutos <i>etc.</i> Son diez minutos en autobús.
c) What you are going to buy / who it is for / how much it will cost	<i>Wrong person of verb.</i>	<i>1 element only.</i>	<i>2 elements only.</i>		<i>Item, who it is for, how much it will cost, no verb required.</i>
d) Your opinion of supermarkets + reason		<i>1 element only.</i>	<i>Opinion of supermarkets + reason without verb.</i>		<i>Opinion of supermarkets (verb not essential) + reason with verb.</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.
6. A mispronunciation that isn't **immediately** understandable.

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 2007 tests only. There may be additional clarifications for the marking of the 2008 tests.