



General Certificate of Secondary Education

Spanish 3697 Short Course *Specification*

3697/S Speaking

Mark Scheme

2008 examination - June series

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

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

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

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given 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

Exemplar Mark Sheet

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



Full/Short Course
* delete as appropriate

Language _____

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

Sheet No	
Total sheets for this centre	

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

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

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

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 where you work	Wrong person of verb.	<i>Trabajar en</i> + place of work. Place of work alone,	<i>Trabajo en</i> + place of work.
b) Say at what time you start	Wrong person of verb.	Mangled pronunciation of time. Number alone. Eg. <i>Son las ocho</i> .	Any time, no verb required. A time which is not an 'o'clock' time does not require <i>la(s)</i> , eg. <i>Ocho y media</i> . Accept eg <i>a ocho / las ocho</i>
c) Say how much you earn	Wrong person of verb.	Poor pronunciation of euros. <i>x libros/libras</i> . <i>No dinero</i> .	<i>x euros/libras</i> . Verb not required. <i>x libros/libres esterlinas</i> . <i>Nada</i> . <i>X you-ross</i> .
d) Ask what your friend does on Saturdays	Wrong person of verb.	<i>¿Qué hacer (el/los) sábado(s)?</i>	<i>¿Qué hace(s) (el/los) sábado(s)?</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) Ask what fruit there is	Wrong person of verb.	¿Qué fruta? ¿Tienes fruta? Quiero fruta.	¿Qué fruta hay/tiene(s)?
b) Say what type of fruit you would like	Wrong person of verb.	Type of fruit alone. Gustaría + type of fruit. Me gusta + type of fruit.	Quisiera/quiero/me gustaría + type of fruit.
c) Say how much you want	Wrong person of verb.	Mangled pronunciation of number/amount. A number (eg. dos).	An amount (eg. dos kilos). Verb not required. A number + <i>por favor</i> . Quiero dos
d) Say thank you and goodbye		Gracias alone. Adiós alone.	Gracias, adiós. Verb not required.

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 what you do at home	Wrong person of verb.	Activity, no verb.	Activity with first person present tense verb. Activity using the infinitive.
b) Say at what time you go to bed	Wrong person of verb.	Mangled pronunciation of the time. Number alone. <i>Son las ...</i>	Time, no verb required. For any time that is not an 'o'clock' time, <i>la(s)</i> is not required, eg. <i>Diez y media</i> . For an 'o'clock' time, <i>la(s)</i> is needed. Accept <i>a once</i> , etc.
c) Say what you eat for breakfast	Wrong person of verb. A drink.	Mangled pronunciation of the food item.	Any food item. <i>Nada</i> . Verb not required.
d) Ask your friend if he/she drinks tea	Wrong person of verb.	<i>¿Beber/tomar (el) té?</i> <i>¿Te/le gustaría (el) té?</i>	<i>¿Bebe(s) (el) té?</i> <i>¿Toma(s) (el) té?</i> <i>¿Te/le gusta (el) té?</i>

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) Ask your friend at what time school starts	Wrong person of verb.	¿A qué hora? ¿A qué hora empieza/comenzar (el colegio, etc.)? ¿A qué hora colegio?	¿A qué hora empieza(n)/comienza(n) (e//la/los/las) colegio/instituto/escuela/clase(s)? ¿A qué hora empieza(s)?
b) Say what you do during break	Wrong person of verb.	Activity, no verb.	Activity with first person present tense verb. Activity using the infinitive.
c) Say what your favourite subject is	<u>Tu</u> asignatura favorita es...	Mangled pronunciation of the subject.	Any subject. Verb not required.
d) Say where you do your homework	Wrong person of verb.	Mangled pronunciation of the place.	Any place. Verb not required.

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 you want to go out	Wrong person of verb. <i>Gusta salir.</i>	<i>Me gusta salir.</i> <i>Gustaría salir</i> <i>Me gusta ir..</i>	<i>Quiero/me gustaría/quisiera salir.</i>
b) Say where you prefer to go	Wrong person of verb. English place name alone (eg. <i>Asda</i>).	Mangled pronunciation of the place.	Any place. Verb not required.
c) Ask your friend if there is a bus	Bus (English pronunciation),	<i>¿Hay autobús?</i> (mangled pronunciation of <i>autobús</i>) <i>¿Autobús?</i> <i>¿Bus?</i> (Spanish pronunciation).	<i>¿Hay autobús?</i> <i>¿Hay bus?</i> (Spanish pronunciation).
d) Say when you want to go	Wrong person of verb.	Mangled pronunciation of the time/day, etc. Number alone. <i>Son las ...</i>	Time, verb not required. For any time that is not an 'o'clock' time, <i>la(s)</i> is not required, eg. <i>Diez y media</i> . For an 'o'clock' time, <i>la(s)</i> is needed, eg. <i>las once</i> . Accept eg <i>a once</i> . Time of day (eg. <i>Esta tarde</i>). A day of the week.

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) Ask your friend where he/she lives	Wrong person of verb.	¿Dónde vivir?	¿Dónde vive(s)?
b) Say you would like to go there	Wrong person of verb. <i>Gusta ir (allí/a Valencia).</i>	<i>Me gusta ir (allí/a Valencia).</i> <i>Gustaría ir (allí/a Valencia).</i>	<i>Me gustaría/quiero/quisiera ir/visitar (allí/a) Valencia).</i>
c) Say when you would like to visit	Wrong person of verb.	Mangled pronunciation of the future date/day/time, etc. Number alone. <i>Son las ...</i>	Verb not required. Any future date/time. For any time that is not an 'o'clock' time, la(s) is not required, eg. <i>Diez y media.</i> For an 'o'clock' time, la(s) is needed, eg. <i>las once.</i> Accept eg <i>A once.</i> Time of day (eg. <i>Esta tarde</i>). A day of the week.
d) Say what your house is like		Mangled pronunciation of the description.	Any description of house. Verb not required.

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 would like to do during the visit	Wrong person of verb. ¿Qué gusta hacer durante la visita?	¿Qué te/le gusta hacer durante la visita? ¿Qué gustaría hacer durante la visita?	¿Qué te/le gustaría/quiere(s) hacer?		¿Qué te/le gustaría/quiere(s) hacer durante la visita?
b) 2 activities you did last week	Wrong person of verb.	2 activities, present tense. 1 activity, with verb in any tense. 1 activity, no verb. 1 activity, with infinitive.	2 activities, no verb. 2 activities, with infinitive(s) 2 activities, one preterite, one wrong tense.		2 activities, verb(s) in preterite tense.
c) Your opinion of facilities for young people + reason	Wrong person of verb.	One element only.	Opinion + reason without verb <i>Las instalaciones es ...</i> + reason		Opinion + reason with verb.
d) What day you prefer to go and at what time	Wrong person of verb.	One element only.	One clear element + one with mangled pronunciation.		Day + time. No verb required For the time : a time which is not an 'o' clock' time does not require /a(s), eg <i>nueve y media</i> . A <i>nueve</i> , etc is ok. Do not accept a number on its own (eg <i>nueve</i>)..

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 your friend if he/she has to help at home	Wrong person of verb.	¿Ayudar en casa?			¿Tiene(s) que ayudar en casa? ¿Ayuda(s) en casa?
b) 2 household tasks he/she does	Wrong person of verb.	1 task with or without verb.	2 tasks, no verb. 2 tasks, with infinitive(s).		2 household tasks + verb(s).
c) Does he/she like it and why (not)		Si/no alone. Reason alone without verb.	Si/no + appropriate reason without verb. Reason alone with verb.		Si/no + appropriate reason with verb.
d) 2 free time activities for the weekend (not chores)	Wrong person of verb. Household tasks.	1 free time activity, with a verb in any tense. 1 free time activity, no verb.	2 free time activities without verb. 1 activity correct tense, one wrong tense.		2 free time activities for the weekend + verb(s). Infinitive acceptable. First person present tense is acceptable

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 if he/she would like to go shopping tomorrow	Wrong person of verb. ¿Te/le gusta ir de compras?	¿Te/le gusta ir de compras mañana? ¿Gustaría ir de compras mañana?	¿Te/le gustaría/quiere(s) ir de compras?		¿Te/le gustaría/quiere(s) ir de compras/ir a las tiendas mañana?
b) What you want to buy and why	Wrong person of verb eg repeating verb in prompt. Wrong person of verb.	One element only.	Item to buy + reason without verb.		Item to buy + reason with verb.
c) Last visit to shopping centre – transport + food	Wrong person of verb.	1 element, with a verb in any tense. 1 element, no verb. Transport and food with verb(s) in wrong tense.	Transport and food without a verb. Transport and food with infinitive(s). Both elements, one preterite tense, one wrong tense.		Transport and food with verb(s), preterite tense.
d) 2 <u>other</u> plans for the week	Wrong person of verb. Shopping activities.	1 plan, with or without verb.	2 plans, no verb. 2 plans, one in wrong tense.		2 other plans + verb(s). Infinitive acceptable.

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 is his/her favourite subject	Wrong person of verb.	¿Qué asignatura te/le gustaría más?	¿Qué asignatura te/le gusta?		¿Cuál/qué es tu asignatura favorita/preferida? ¿Qué asignatura prefieres? ¿Qué asignatura te/le gusta más?
b) Sports facilities (2 details)	Wrong person of verb.	1 detail of sports facilities, with or without verb.	2 details of sports facilities, without verb. <i>Las instalaciones es ...</i> + 2 details		2 details of sports facilities, with verb(s).
c) Do you like the food at school? Yes/no + reason	Wrong person of verb. <i>Te gusta(s) ...</i>	<i>Sí/no</i> alone. Reason alone, no verb.	<i>Sí/no</i> + reason, without verb. Reason alone, with a verb.		<i>Sí/no</i> + reason, with verb.
d) 2 things you did at school last week	Wrong person of verb.	2 activities, wrong tense. 1 activity, with a verb in any tense. 1 activity, no verb. 1 activity, with infinitive.	2 activities, no verb. 2 activities, with infinitive(s). 2 activities, one preterite, one wrong tense.		2 activities at school, verb(s) in preterite tense.

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) Ask your friend if he/she has a job on Saturdays	Wrong person of verb. Trabajo alone. Wrong day.	¿Trabajo los sábados/el sábado? ¿Trabajar los sábados/el sábado?	¿Tiene(s) un trabajo? ¿Trabaja(s)?		¿Tiene(s) un trabajo los sábados/el sábado? ¿Trabaja(s) los sábados/el sábado?
b) Say how much money you receive per week and what you buy with it	Wrong person of verb.	One element only. Accept <i>libros/libres</i> or poor pronunciation of euros if that is the one element.	Poor pronunciation of euros or use of <i>libros/libres</i> + rest correct.		How much money you receive + what you buy with it. Verb not required. <i>Libros esterlinas</i> is a minor error.
c) <u>2 things</u> you did to earn money last week	Wrong person of verb.	2 things you did to earn money last week, wrong tense. One thing, verb in any tense. One thing, no verb. One thing, infinitive.	2 things you did to earn money last week, no verb. 2 things you did to earn money last week, with infinitive(s). 2 things you did to earn money last week, one preterite, one incorrect tense.		2 things you did to earn money last week, verb(s) in preterite tense.
d) Opinion of saving money for the future and why	Wrong person of verb.	One element only, with or without verb.	Opinion of saving money for the future + reason, without a verb.		Opinion of saving money for the future + reason, with verb(s)

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) Say that you went to live in a new house last week	Wrong person of verb. Voy a una nueva casa.	Nueva casa la semana pasada. Voy a una nueva casa la semana pasada.	Fui a (vivir en) una nueva casa. Me mudé de casa.		Fui a (vivir en) una nueva casa la semana pasada. Me mudé de casa la semana pasada. Cambié de casa la semana pasada.
b) Number of bedrooms and colour of your bedroom		One element only.	One clear element + one with mangled pronunciation.		Number + colour, no verb required.
c) <u>2</u> details of household jobs	Wrong person of verb.	One detail, with or without a verb. Two activities, wrong tense.	2 details of household jobs, without a verb. One present tense, one incorrect tense.		2 details of household jobs, with verb(s) in present tense. Eg. <i>Plancho – es horrible.</i>
d) <u>2</u> details of town	Wrong person of verb(s).	One detail, with or without a verb.	2 details of town, without a verb.		2 details of town, with verb(s).

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 2008 tests only. There may be additional clarifications for the marking of the 2009 tests.