



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Spanish A

3691 (Full Course)

Speaking tests

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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.

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.

4.3

<b>Communication</b>	<b>Range &amp; Complexity</b>
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

<b>Communication</b>	<b>Pronunciation &amp; Accuracy</b>
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

<b>Communication Mark</b>	<b>Range &amp; Complexity Mark</b>	<b>Pronunciation &amp; Accuracy Mark</b>
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	Max 3 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  Max 4 4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	Max 6 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 6

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.

- 4.6 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.
- 4.7 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**.
- 4.8 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.

GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet

Language \_\_\_\_\_



Full/Short Course

\* delete as appropriate

Centre No

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	14	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 (i.e. 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>Higher 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
<i>Quality of Language</i> 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
<i>Quality of Language</i> 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

## SPEAKING TESTS

### PART TWO

<b>ROLE-PLAY 1 FOUNDATION</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)	Place of work alone Trabajo en ... Soy ... Quiero ganar mucho dinero	Job alone Quiero / quisiera etc + job Quiero soy + job	(Me gustaría/quiero/quisiera) ser/ + any job (Me gustaría/quiero/quisiera) trabajar en + any place of work Quiero trabajo en ....
(b)	Any negative <u>reason</u> for doing the job	Any valid reason for doing the job without a verb	Any valid reason for doing the job <u>with a verb</u> Eg es interesante / no es aburrido
(c)	Mucho dinero, with or without intonation Wrong person of verb ¿Ganar dinero? Tú, ¿muy / más dinero?	¿Gana(s) dinero? ¿Ganar mucho dinero? Tú, ¿mucho dinero? (with correct intonation) ¿Gana(s) / recibe(s) muy / más dinero?	¿Gana(s)/recibe(s) mucho dinero? ¿Paga bien?
(d)	Wrong person of verb Item alone (eg revistas) Inappropriate answer eg Voy al parque Any tense except the present	Comprar + item Infinitive + activity for which you would have to pay. Ir al cine	Compro + one item or more Ahorro mi dinero Me gusta + activity for which you would have to pay First person singular of activity for which you would have to pay eg Voy al cine

<b>ROLE-PLAY 2 FOUNDATION</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)		La estación del tren/ferrocarril/RENFE no intonation ¿Hay un(a) estación del tren/ferrocarril/RENFE por aquí? ¿La estación del tren/ferrocarril/RENFE? ¿Dónde está la estación?	¿Dónde está / es (la/el) estación del tren/ferrocarril/RENFE?
(b)	Wrong person of verb Sí Soy iglesia	Soy de/vengo de/vivo en Inglaterra Inglés/inglesa etc alone Soy inglesa	Soy de/vengo de/vivo en + country Soy inglés/inglesa etc
(c)	Wrong person of verb		Any opinion of Málaga with or without verb No mention of Málaga needed Málaga interesante
(d)	Wrong person of verb	Activity, no verb Place, no verb Preterite tense, eg fui al cine	Any activity (present/future/immediate future first person sing. or pl./infinitive) Ref to esta tarde not required

<b>ROLE-PLAY 3 FOUNDATION</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)	Mi habitación ... No mention of room – just directions Wrong room	Where bedroom is, no vb Eg Tu / su habitación / dormitorio / cuarto derecha etc	(Tu/su/la/el) habitación/dormitorio / cuarto es(tá) ...
(b)	Wrong person of verb  Time and nothing else	Cama a las ... Use of infinitive	(Me) acuesto/voy a la cama/(me) duermo a las ...
(c)	Wrong person of verb Comer / beber on own ¿desayuno?	Use of infinitive ¿Qué hay para el desayuno? ¿Qué comes / tomas? ¿Qué tu desayuno? ¿Tú, desayuno? / ¿Tu desayuno?	¿Qué desayuna(s)? ¿Qué toma(s)/come(s)para/por (el) desayuno?
(d)	Wrong person of verb	Activity, no verb Place, no verb eg la playa Visité / Fui al cine	Voy a + inf/1 <sup>st</sup> person singular/plural verb present or future tense Inf + rest correct Mañana not required

<b>ROLE-PLAY 4 FOUNDATION</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)	Wrong person of verb Town/area/region alone	Use of infinitive + rest correct	Vivo en/Soy de + town/area/region
(b)	Wrong person of verb	Es me gusta Use of simpático	Any positive/negative opinion of place with or without a verb (eg 'me gusta' / '(es) feo')
(c)	Tráfico en Madrid	Omission of Madrid (Hay) mucho tráfico en Madrid (incorrect intonation) ¿Mucho tráfico en Madrid? with intonation ¿Hay tráfico en Madrid?	¿Hay/tiene(s) mucho tráfico en Madrid? Mispronunciation of 'hay' and rest correct
(d)	Wrong person of verb Mucho	Environmental activity without verb Colegio (a) pie / (en) autobús.	1 <sup>st</sup> person singular of verb showing how candidate helps environment (No hago) nada Infinitive ok eg andar al colegio

<b>ROLE-PLAY 5 FOUNDATION</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)	¿A qué hora? ¿Hora? Use of tiempo	¿Qué hora?	¿Qué hora es / tienes?
(b)	Wrong person of verb	¿Ir al cine? ¿Te gusta + rest correct ¿Quieres el cine?	¿Te/le gustaría/quieres(s) ir al cine? ¿Vamos al cine?
(c)	Wrong person of verb (Películas/filmes de) terror etc alone	Type of film + bueno etc (no verb) Prefiero + name of a specific film	Prefiero/me gusta(n) (más) (películas/filmes de) terror etc Type of film + es bueno etc
(d)	Any negative <u>reason</u> for liking type of film	Any appropriate valid reason for liking type of film without verb	Any appropriate valid reason for liking type of film with verb

<b>ROLE-PLAY 6 FOUNDATION</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)	Wrong person of verb Una mesa	Reservar una mesa (with or without intonation) Quiero reservar	¿Puedo/se puede/es posible/quiero reservar una mesa? Quiero / quisiera (reservar) una mesa (- ¿es posible?)  Una mesa por favor
(b)	Wrong person of verb Number alone	Cuatro personas etc	Hay/somos cuatro, etc Para cuatro
(c)	Wrong person of verb	A las ... Llegar a las .....	Llego/llegamos a las ... Voy/vamos a llegar a las ...  A las nueve por favor
(d)	El restaurante (with or without intonation) ¿Está lejos / cerca?	¿Dónde está / es ? ¿Está cerca / lejos del ayuntamiento? ¿Dónde restaurante?	¿Dónde está / es (el) restaurante?



<b>ROLE PLAY 7 – HIGHER</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	Wrong person of verb One element, some difficulty or ambiguity	One element only (no ambiguity)	Both elements, more than 2 <u>minor</u> errors	Both elements, 2 minor errors	No me siento bien/estoy enfermo/a + quiero ver al médico
b	Wrong person of verb	One symptom, even with minor error(s) with or without verb	2 symptoms, errors but unambiguous (with or without verb)	Any 2 symptoms, 2 minor error(s) with verb(s)	Any 2 symptoms with verb(s) max 1 minor error Use of 'mi(s)' with part of body (= minor error)
c	Wrong person of verb	1 or 2 activities, wrong tense 1 activity/place with verb 2 activities/places, no verb 1 activity without verb	Use of imperfect 2 activities, more than 2 <u>minor</u> errors (Verbs in past tense needed)	2 activities, 2 <u>minor</u> errors	2 activities, 1 <sup>st</sup> person preterite/perfect tense, max 1 minor error
d	Use of <i>si</i> , regardless of what follows.	'No' alone	More than 2 <u>minor</u> errors	(No +) reason, 2 minor error(s)	(No +) reason, max 1 <u>minor</u> error

<b>ROLE PLAY 8 - HIGHER</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		Tengo problemas No me gusta María, etc.	Tengo problema con una persona Say you have problems with someone in your section, more than 2 <u>minor</u> errors Use of 'aquí' for 'sección'	Say you have problems with someone in your section, 2 minor errors	Say you have problems with someone in your section, max 1 minor error Accept 'sección' or 'departamento' It is OK to use someone's name here (eg Tengo problemas con Antonio)
b	One detail, some difficulty or ambiguity	One detail (no ambiguity)	2 details of the problem, more than 2 <u>minor</u> errors	2 details of the problem, 2 minor errors	2 <u>details</u> of the problem, eg No lava su taza después del descanso max 1 minor error
c		Solution to the problem, some difficulty or ambiguity	Solution to the problem, more than 2 <u>minor</u> errors	Solution to the problem, 2 minor errors	Solution to the problem, max 1 minor error Infinitive ok
d		Preferred section alone Preferred section + reason, some ambiguity	Preferred section + reason with verb, more than 2 <u>minor</u> errors Preferred section + reason, no verb, but no ambiguity	Preferred section + reason with verb, 2 minor errors	Preferred section + reason with verb, max 1 minor error Eg 'Música ... la música es interesante'

<b>ROLE PLAY 9 - HIGHER</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	He perdido mi monedero	Mi amiga ha perdido/perdió su monedero Mi amiga he perdido/perdí/perder + rest He perdido mi monedero + rest Mi amiga perdí = rest correct	Mi amiga / amigo ha perdido/perdió su monedero en el centro (de la ciudad), more than 2 minor errors	Mi amiga ha perdido/perdió su monedero en el centro (de la ciudad), 2 minor errors	Mi amiga ha perdido/perdió su monedero en el centro (de la ciudad), max 1 minor error Amigo OK Accept also bolsa / bolso / billetero / cartera / mochila / riñonero
b	1 feature, no verb	1/2 features in total with verb(s) 2/3 features, no verb	3 features in total with verbs 4 features, no verb	2 details of description + 2 contents with verbs, 2 minor errors	2 details of description + 2 contents with verbs, max 1 minor error
c	Wrong person of verb activity present tense	1 or 2 activities, no verb 2 activities, present tense Mi amiga fui ..... Mi amiga fuimos	2 activities preterite/perfect 3 <sup>rd</sup> pers sing/pl, more than 2 minor errors	2 activities preterite/perfect 3 <sup>rd</sup> pers sing/pl, 2 minor errors	2 activities preterite/perfect 3 <sup>rd</sup> pers sing/pl, max 1 minor error First person plural fine here. Use of playa OK
d		1 detail, with or without verb	2 details for return trip to England, with verb(s), more than 2 minor errors 2 details, no verb (eg 'viernes a las ocho') 2 details, one with verb, one without	2 details for return trip to England, with verb(s), 2 minor errors	2 details for return trip to England, with verb(s), max 1 minor error Infinitive OK First / third persons plural OK here.

<b>ROLE PLAY 10 - HIGHER</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	Wrong person of verb	¿Qué regalo? ¿Qué (tipo de) regalo? ¿Qué (tipo de) regalo te gusta?	¿Qué (tipo de) regalo quieres/te gustaría/prefieres? more than 2 minor errors	¿Qué (tipo de) regalo quieres/te gustaría/prefieres? 2 minor errors	¿Qué (tipo de) regalo quieres/te gustaría/prefieres? max 1 minor error
b		Ideal present alone Reason alone	Ideal present (whether giving or receiving) + reason with verb, more than 2 minor errors Ideal present + reason, no verb, no ambiguity	Ideal present (whether giving or receiving) + reason with verb, 2 minor errors	Ideal present (whether giving or receiving) + reason with verb, max 1 minor error
c		Opinion alone Reason alone	Opinion of celebrating in restaurant + reason with verb(s), more than 2 minor errors Opinion + reason, no verb, no ambiguity	Opinion of celebrating in restaurant + reason with verb(s), 2 minor errors	Opinion of celebrating in restaurant + reason with verb(s), max 1 minor error
d	1 activity present tense	1 detail with verb, preterite tense 2 details, no verb 1 detail without verb 2 details, present tense	2 details of how birthday was spent, preterite tense, more than 2 minor errors	2 details of how birthday was spent, preterite tense, 2 minor errors	2 <u>details</u> of how birthday was spent, preterite tense, max 1 minor error eg: Fui al restaurante con mis padres

<b>ROLE PLAY 11 - HIGHER</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		1 element only ¿Estudiar o trabajar? ¿Te gusta ... + rest correct Correct question with incorrect intonation	¿Quieres trabajar o continuar con tus estudios?, more than 2 minor errors	¿Quieres trabajar o continuar con tus estudios?, 2 minor errors	¿Quieres trabajar o estudiar, / continuar con tus estudios? , max 1 minor error 'Usted' form = minor error ¿Quieres ir a la universidad o trabajar?
b		1 element only	Opinion of going to university+reason with verbs, more than 2 <u>minor</u> errors Opinion + reason without verbs	Opinion of going to university+reason with verb, 2 minor errors	Opinion of going to university+reason with verb, max 1 minor error Can refer to candidate or friend
c		Ideal job only Reason only	Ideal job + reason with verb, more than 2 minor errors Ideal job + reason, no verb(s)	Ideal job + reason with verb, 2 minor errors	Ideal job + reason with verb, max 1 minor error
d		Sí/no only	(Sí/no +) reason for (not) wanting to work in Spain with verb, more than 2 minor errors Sí /no + reason, no verb	(Sí/no +) reason for (not) wanting to work in Spain with verb, 2 minor errors	(Sí/no +) reason for (not) wanting to work in Spain with verb, max 1 minor error

<b>ROLE PLAY 12 - HIGHER</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		¿Cambiar de apartamento?	¿Puedo/se puede cambiar de apartamento inmediatamente/ahora? more than 2 minor errors Omission of 'immediately'	¿Puedo/se puede cambiar de apartamento inmediatamente/ahora? 2 minor errors	¿Puedo/se puede cambiar de apartamento inmediatamente/ahora? max 1 minor error Quiero / quisiera + rest correct
b		1 reason only with verb 1 reason only, no verb, no ambiguity	2 reasons for wanting to change apartment with verb(s), more than 2 minor errors 2 reasons, no verb but no ambiguity	2 reasons for wanting to change apartment with verb(s), 2 minor errors	2 reasons for wanting to change apartment with verb(s), max 1 minor error Es / está sucio
c		1 detail only with verb 1 detail only, no verb, no ambiguity	2 details of booking with verb(s), more than 2 minor errors 2 details, no verb, no ambiguity	2 details of booking with verb(s), 2 minor errors	2 details of booking (that was made) with verb(s), eg time of booking, company used, type of accommodation booked etc max 1 minor error
d		Preference alone Preference alone + reason with ambiguity	Preference + reason with verb, more than 2 minor errors Preference + reason, no verb	Preference + reason with verb, 2 minor errors	Preference + reason with verb NB: the reason given should not merely be that it is near the supermarket max 1 minor error

## 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**

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 2003 tests only. There may be additional clarifications for the marking of the 2004 tests.