

GCSE 2004

June Series



Mark Scheme

Spanish A (Full Course)

(Speaking)

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 from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
Tel: 0161 953 1170

or

download from the AQA website: www.aqa.org.uk

Copyright © 2004 AQA and its licensors

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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

--	--	--	--	--

Tape No

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

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

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

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*Without significant error” = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

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

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

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

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

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

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

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

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

PRESENTATION & DISCUSSION GRID

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

SPEAKING TESTS

PART TWO

ROLE PLAY 1 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct
(a)	Wrong person of verb Lo pasas bien	Está bien, etc. Me gusta, etc. Lo pasas bien en el hotel El hotel bueno	El hotel está/es bien, etc. Me gusta el hotel, etc. El hotel es grande , etc (ie. a description rather than an opinion)
(b)	Wrong person of verb ¿Se gusta la comida? ¿Te gusta (la) paella, etc?	¿Te/le gusta la comida? ¿Se gusta la comida en el restaurante? ¿Te/le gustaría (la) comida en el restaurante? ¿Te/le gusta el restaurante?	¿Te/le gusta (la) comida en el restaurante? ¿Te/le gusta comer en el restaurante? ¿Te/le gusta (la) pizza, etc, en el restaurante?
(c)	Wrong person of verb	La paella está bien, etc. Me gusta la paella, etc. (Yo) preferir la paella, etc. Me/yo prefiere(s) la paella, etc.	Prefiero (la) paella, etc. Mi comida favorita/preferida es (la) paella, etc. Me gusta más (la) paella, etc.
(d)	Wrong person of verb	La playa, etc. (no verb) Fui a la playa, etc.	Voy a la playa, etc (Me gustaría) ir a la playa, etc.

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)	Wrong person of verb Time alone Past tense	Llegar a las ... Soy/estoy llegar a las ... Llego son las ...	Llego/voy a llegar/llegaré a las ...
(b)	Wrong person of verb Contradictory information e.g. Soy alto y bajo	Description, no verb English pronunciation of letter <i>j</i> in ojos Soy baco/baca Soy ojos azules, etc Tengo alto/a, etc. Llevar + item of clothing	Soy/estoy bajo/a, etc. Tengo los ojos azules, etc. Llevo + item of clothing
(c)	¿Está(s) cerca/lejos (de la) estación? ¿Dónde está tu casa? ¿Casa cerca/lejos?	¿Casa cerca/lejos (de la) estación? ¿Tu/su casa está sersa/kerka (de la) estación? ¿Casa es/está cerca/lejos?	¿(Tu/su/la) casa es/está cerca/lejos (de la) estación? ¿Vives cerca de la estación? <i>Don't worry about intonation in this task</i>
(d)	Wrong person of verb	Cine, etc (ie. activity, no verb) Quieres ir al cine, etc. Me gusta (ir al) cine, etc.	(Quiero/me gustaría/quisiera) ir al cine, etc. Me gustaría (el) cine, etc. Voy al cine, etc.

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)	Number alone Dos jente (English <i>j</i>) Dos personne (French) Use of <i>persons</i> (English)	<i>x</i> personas/gente Hay dos jente (English <i>j</i>) Hay dos personne (French) Dos, por favor	Somos/hay <i>x</i> (personas/gente) Dos personas, por favor Para dos, etc.
(b)	Wrong person of verb En Teresa	En la terraza, etc. Una mesa en Teresa Me gusta en (la) terraza, etc.	(Prefiero/preferimos/me gustaría) una mesa en la terraza, etc. Quiero (sentar(me)) en la terraza, etc. En la terraza, por favor
(c)	Reject <i>pan</i> as a course in itself	Either main course <u>or</u> dessert	(Quiero/quisiera) un bistec y un flan, etc Patatas (fritas) is acceptable as a main course
(d)		Servicios (with or without intonation) ¿Dónde servicios?	¿Dónde está(n)/son/es (los) servicios/aseos? Quiero/quisiera/me gustaría (los) servicios, (por favor)

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)	Time alone	Empezar (a) las ... Las clases empiezan son las ... Las clases a las ... Las clases empezar a las ...	Las clases empiezan (a) las ... Empiezo (a) las ...
(b)	Wrong person of verb English pronunciation of pie	En autobús, etc. De/a pie	Voy/viajo en autobús, etc. Voy de pie
(c)	Wrong person of verb	Fútbol, etc (activity, no verb, unless the verb <i>hacer</i> is used with the activity) Haces los deberes, etc.	Juego (al) fútbol, etc Jugar (al) fútbol, etc Jugo (al) fútbol Nada An activity, no verb, when verb <i>hacer</i> is used with the activity, eg <i>ciclismo</i>
(d)	Wrong person of verb ¿Te gusta el inglés, etc.?	¿Qué asignatura/clase (tú) preferir? ¿Prefieres/te gusta más el inglés, etc.? ¿Qué prefieres?	¿Qué asignatura/clase prefiere(s)? ¿Qué asignatura/clase te/le gusta (más)? Prefiero ..., ¿y tú? ¿Qué prefieres estudiar?

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)	Wrong person of verb Pekweno Pekwenyo	Grande, etc Es pekweno Es pekwenyo	Es/está grande, etc.
(b)	Wrong person of verb Es dinero, etc.	Dinero, etc. (something that would fit into a bag) Tengo dinero, etc.	Hay/contiene/está dinero, etc. (no need to mention <i>en la bolsa</i>) Es/tengo dinero, etc., en la bolsa
(c)	Wrong person of verb Use of <i>mañana</i> s	¿Abierta/o (en la) mañana? ¿Abrir mañana?	¿(La oficina) es(tá) abierta/o (en la) mañana?
(d)	Wrong person of verb	Place, no verb Activity, no verb	(Voy a) ir a la piscina, etc.

ROLE PLAY 6 - FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed.	2 Required message conveyed even if not totally correct
(a)	Wrong person of verb Sport alone	Quiero/quisiera/me gustaría+sport Jugar/hacer+ sport Eg. Fútbol, por favor	Quiero/quisiera/me gustaría jugar/hacer+ sport
(b)	Wrong person of verb Number alone Son las ...	(A) las ... Quiero empezar/venir/jugar son las ... Empezar/venir/jugar a las ... Quiero a las ...	Quiero empezar/venir/jugar a las ... A las ..., por favor
(c)	Dos, etc.	Dos personas, etc.	Somos/hay dos (personas), etc. Dos personas, por favor
(d)	¿Cuántos? Mucho dinero/muchos euros/pesetas, no intonation Use of cuando	¿Cuánto? ¿Cuántos es/cuesta/vale? Mucho dinero/muchos euros/pesetas, with intonation ¿Cuántos euros/pesetas?	¿Cuánto es/cuesta/vale?

ROLE PLAY 7 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	<u>Opinions</u> of school wear.	1 <u>detail</u> of school uniform with or without verb	2 <u>details</u> of school uniform without verb(s) All message communicated, more than 2 minor errors Use of <i>estar</i> for <i>ser</i>	2 minor errors	2 <u>details</u> of school uniform with verb(s) Es + 2 details Me pongo + 2 details Mi uniforme es marrón (1 detail is <i>uniform</i> and the other the colour)
b		Opinion of uniform with or without verb Reason with or without verb	All message communicated, more than 2 minor errors Opinion of uniform + reason without verb	2 minor errors	Opinion of uniform + reason with verb(s) Me gustaría un uniforme can be accepted as an opinion, but only if a uniform isn't mentioned in (a)
c		Some difficulty or ambiguity but some relevant information conveyed	All message communicated, more than 2 minor errors	2 minor errors	Example of a school rule Use of the infinitive is OK
d	School subjects	1 thing only	All message communicated, more than 2 minor errors 2 bad things that some students do (without verbs)	2 minor errors	2 bad things that some students do (with verbs) Accept the infinitive

ROLE PLAY 8 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	Wrong person of the verb	'No' alone	All message communicated, more than 2 minor errors Reason alone	2 minor errors	No (puedo/quiero ir) + reason
b		Sí/no alone	All message communicated, more than 2 minor errors Reason for (not) liking skiing alone	2 minor errors	Sí/no + reason for (not) liking skiing
c	1 detail of holiday, wrong tense	2 <u>details</u> of holiday, wrong tense 1 detail of holiday, preterite tense	All message communicated, more than 2 minor errors	2 minor errors	2 <u>details</u> of holiday, preterite tense (no need to mention last year)
d	1 detail, past tense	One detail only 2 details, past tense	All message communicated, more than 2 minor errors 2 <u>details</u> of plans for September without a verb	2 minor errors	2 <u>details</u> of plans for September with verb(s) Infinitive acceptable Present tense is OK

ROLE PLAY 9 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a		No visitar este/en (el) verano	All message communicated, more than 2 minor errors Omission of <i>este/en el verano</i> No puedo visitar tú este/en (el) verano	2 minor errors	No puedo visitarte/visitar tu casa este/en (el) verano Accept junio/julio/agosto in place of verano
b		Reason for not being able to visit, without verb	All message communicated, more than 2 minor errors	2 minor errors	Reason for not being able to visit, with verb
c		New date (with or without verb) alone Reason alone	All message communicated, more than 2 minor errors	2 minor errors	New date (with or without verb) + reason
d	1 activity, past tense	1 activity for future visit with or without verb (infinitive OK) 2 activities, past tense	All message communicated, more than 2 minor errors 2 activities for future visit, no verb	2 minor errors	2 activities for future visit (infinitive OK) Voy a + infinitive(s)

ROLE PLAY 10 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a			All message communicated, more than 2 minor errors	2 minor errors	Podemos/me gustaría/quiero visitar (a) mi primo/a (esta tarde) ¿Quieres/Te gustaría visitar (a) mi primo/a (esta tarde)? Visitar (a) mi primo/a Vamos a visitar (a) mi primo/a
b		Opinion of cousin alone Reason alone	Opinion of cousin + reason without verb	2 minor errors	Opinion of cousin + reason with verb(s))
c	1 activity, past tense	1 activity for tonight with or without verb (infinitive OK) 2 activities, past tense	All message communicated, more than 2 minor errors 2 activities for tonight without verb	2 minor errors	2 activities for tonight with verb (infinitive OK)
d		1 detail only	All message communicated, but more than 2 minor errors. 2 details only	2 minor errors	How you are getting there, how far it is, how long you are staying (verb <u>not</u> essential)

ROLE PLAY 11 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	Wrong person of verb Use of the verb arribar Voy a llegar antes de las diez	Llegar tarde/después de las diez Voy a llegar a las diez	All message communicated, more than 2 minor errors Voy/vamos a llegar tarde	2 minor errors	Explanation that candidate will arrive after 10 o'clock
b		Appropriate reason for late arrival without verb	All message communicated, more than 2 minor errors	2 minor errors	Appropriate reason for late arrival with verb
c		1 detail of reservation with or without verb	All message communicated, more than 2 minor errors 2 details of reservation without verb	2 minor errors	2 details of reservation with verb(s) May be someone booking a room, eg, Quiero una habitación doble con baño
d	1 activity, past tense	1 activity for visit with or without verb (infinitive OK) 2 activities, past tense	All message communicated, more than 2 minor errors. 2 activities for visit without verb	2 minor errors	2 activities for visit with verb (infinitive OK)

ROLE PLAY 12 – HIGHER TIER					
	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a	¿Había trabajo?	¿Hay trabajo?	All message communicated, more than 2 minor errors Omission of <i>estudiantes</i> No mention of summer	2 minor errors	¿Hay trabajo para estudiantes en/este verano?
b		Job alone Reason alone	All message communicated, more than 2 minor errors Preferred job + reason without verb	2 minor errors	Preferred job + reason with verb
c		1 detail of work experience with or without verb - may be past or present tense	All message communicated, more than 2 minor errors 2 details of work experience without verb	2 minor errors	2 details of work experience with verb(s) - may be past or present tense
d		1 detail	All message communicated, more than 2 minor errors 2 details (Soy) Inglaterra + rest correct First name + rest correct	2 minor errors	Nationality, surname and spelling of surname (verb <u>not</u> essential) Surname must be spelt correctly, or max 2 marks NFP for <u>spelling</u> of first name

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 2004 tests only. There may be additional clarifications for the marking of the 2005 tests.