



General Certificate of Secondary Education

Spanish 3691 *Specification A*

3691/S Speaking

Mark Scheme

2006 examination – June series

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

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

SPEAKING TESTS

FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

3 **Role-playing Situations**

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 **Presentation & Discussion and Conversation**

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1 + 0 + 0 would not be possible).

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.7 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.8 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.

- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 **Exemplar Mark Sheet**

See overleaf.

Exemplar Mark Sheet

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

Language _____



Full/Short Course
* delete as appropriate

Centre No

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Tape No _____

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

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

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

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT

Role-Playing Situations

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

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
Quality of Language Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

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

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

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

PRESENTATION & DISCUSSION GRID

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

SPEAKING TESTS
PART TWO

ROLE PLAY 1 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
a) Say what you do to help at home	Wrong person of verb	Activity no verb Use of infinitive Ayudas en la cocina, etc.	Eg. Lavo los platos
b) Say when you help		Pronunciation that would make comprehension difficult	When candidate helps, verb not required (time/day etc.) Mañana/tarde/noche
c) Say how much money you receive	Wrong person of verb Recibo cuatro libros/libres Dinero	x libras/euros x libros/libres esterlinas Poor pronunciation of 'euros'. Tengo x euros/libras/pesetas. Mucho dinero.	Gano/recibo/percibo/me pagan/me dan x libras/euros/pesetas. Recibo cuatro libras/libros/libres esterlinas. Recibo mucho dinero
d) Ask your friend what he/she does with his/her money	Wrong person of verb	¿Qué con tu/el dinero? ¿Qué hacer con tu/el dinero?	¿Qué hace(s) con tu/el dinero? ¿Qué compras? Eg. Me gusta comprar ropa, ¿y tú?

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 if there is a cinema in town	Es un cine. Any use of British town. Use of “cinema”.	¿Un cine? ¿Está un cine? ¿Es un cine en el pueblo/la ciudad/Spanish town? ¿Hay un cine en España?	¿Hay un cine (en el/la pueblo/ciudad)? ¿Está un cine en el pueblo/la ciudad/Spanish town? ¿Hay un cine cerca? ¿Tiene el pueblo/la ciudad un cine?
b) Say when you want to go there		Eg. Lunes/las ocho, etc. Eg. Me gusta ir lunes. Eg. Me gusta voy lunes.	Eg. Quiero/me gustaría/quisiera ir lunes, etc. Eg. Voy (el) lunes, etc. Time acceptable Quiero/me gustaría/quisiera voy lunes.
c) Ask how much it is	¿Cuántos?	¿Cuánto? ¿Cuántos es? ¿Cuántos euros (English pronunciation)? ¿Mucho dinero?	¿Cuánto es/vale/cuesta? ¿Cuánto dinero? ¿Cuántos euros/pesetas? ¿Es mucho dinero?
d) Say what type of film you like	Wrong person of verb Name of film alone Te gusta horror.	Me gusta/prefiero + name of film Le gusta horror.	Eg. Horror (verb not required) Eg. me gusta/me gustaría horror. Must be a film genre. (horror/romantico, etc.) <u>NOT</u> opinion (eg. divertido/interesante).

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 type of programme you like	Eastenders, i.e. name of programme. me gustaría Eastenders, etc.	Eg. Me gusta Eastenders, etc. Me gustaría(n) comedias, etc. Type of programme alone (eg. ‘comedia’).	Eg. Prefiero/me gusta(n) (las) comedias, etc. Me gusta(n) (los) programas como Eastenders Must be <u>type</u> of programme (comedias/acción, etc) NOT opinion (divertido/interesante, etc.).
b) Say why you like it	Invalid reason (eg. es aburrido)	Valid reason without verb	Valid reason with verb
c) Say when you watch television	Semana/la semana	Mangled pronunciation of time/day, which ‘makes comprehension difficult or ambiguous’ (eg. por la tard/jueves with English ‘j’) Día ves la tele martes, etc.	Any time/day, verb not necessary En (la) semana Entre semana De día En el día Noche/tarde/mañana
d) Ask your friend if he/she has a television in his/her room	Wrong person of verb	¿Televisor/televisión en tu dormitorio/cuarto/habitación? ¿Tienes/hay televisor/televisión? ¿Tener (un/una) televisor/televisión en tu dormitorio/cuarto/habitación?	¿Tiene(s)/hay (un/una) televisor/televisión en tu dormitorio/cuarto/habitación? Tengo una television en mi dormitorio, ¿y tú?

ROLE PLAY 4 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
a) Say at what time you get up	Wrong person of verb Time alone	Levantar/despertar a las ...	Me levanto/me despierto a las ...
b) Say what you wear for school	Adjective other than colour.	Mangled pronunciation of item of clothing Colour Llevas + clothing	Any appropriate clothing, verb not necessary Uniforme.
c) Say what you do during break		Eg. Patio <u>Haces</u> los deberes, etc.	Eg. Voy/ir al patio
d) Ask your friend if he/she goes home for lunch	Wrong person of verb	¿Casa para comer? ¿Comer en casa? ¿Comes en (el) colegio?	¿Vas/vuelves a casa para/a comer/(la) comida/(el) almuerzo? ¿Comes en casa?

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 how many people are in your family		Mangled pronunciation making comprehension difficult (eg. cuarto)	Number alone Hay/somos cuatro personas
b) Say who you like most in your family	Wrong person of verb Fred, etc.	(Me gusta) mi hermano, etc. Me gustaría más mi hermano/Fred, etc. Te llevas muy bien/mejor con ... Me llevo bien con ... Me gusta Fred, etc.	Me gusta mucho/más/prefiero (a) mi hermano/Fred, etc. Me llevo muy bien/mejor con mi hermano/Fred etc.
c) Say why you prefer that person	Wrong person of verb Inappropriate adjectives	Reason without verb	Eg. Es simpático
d) Ask your friend if he/she has many friends	Wrong person of verb ¿(Tu) amigos?	¿Tienes amigos? ¿Tienes/haces muy amigos?	¿Tiene(s) muchos amigos? ¿Haces muchos amigos?

ROLE PLAY 6 – FOUNDATION TIER			
Task	0 Message not communicated	1 Comprehension difficult or ambiguous. Some relevant information conveyed	2 Required message conveyed even if not totally correct
a) Say where the pain is	Wrong person of verb, apart from 'te duele'	Eg. Tengo cabeza Te duele la cabeza, etc.	Eg. cabeza (verb not required)
b) Ask your friend if he/she has any aspirins	Wrong person of verb	¿Aspirinas?	¿Tiene(s)/hay aspirinas?
c) Say what you want to drink	Wrong person of verb Brand names other than those listed in the 2 column.	Drink alone Quiero beber	Quiero/quisiera/me gustaría + drink The only brand names to be allowed are Coca-Cola, Pepsi, Fanta, Kas
d) Say what you are going to do this evening	Wrong person of verb	Eg. Cine Vas al cine, etc.	Eg. Voy al cine/Ir al cine/Voy a ir al cine/iré al cine

ROLE PLAY 7 – HIGHER TIER					
	0	1	2	3	4
Task	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a) Tell your friend about your holidays last year – where you went and how		One element only, present tense Where candidate went on holiday last year and transport used, present tense One element only, preterite tense One element, no verb	Destination and transport, no verb Both elements, one past, one incorrect tense. An English town is ok, provided there is no Spanish equivalent		Where candidate went on holiday last year and transport used, preterite tense (Perfect ok)
b) Say two things that you did there		One activity, present tense Two activities, present tense One activity, preterite tense One activity, no verb	Two activities, no verb Two activities, one past, one incorrect tense		Two activities, preterite tense
c) Say two things about the hotel		One detail of hotel, with or without verb	Two details of hotel, no verb		Two details of hotel with verb(s), past or present tense Reject “simpático”
d) !Say whether you prefer to spend holidays in Britain or abroad and why		One element only Prefieres + rest correct.	Preference with valid reason, no verb		Preference with valid reason, with verb

ROLE PLAY 8 – HIGHER TIER					
	0	1	2	3	4
Task	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 which job interests you		Job in which interested without verb			Job in which interested with verb
b) Give two details about the personal qualities you have for the job		1 detail, with or without verb	2 details, no verb		2 details relating to positive personal qualities, even if synonymous (eg. amable/simpático), with verb
c) Give two details about the experience of work you have		1 detail, with or without verb	2 details of work experience without verb(s)		2 details of work experience past or present with verb(s)
d) !Say when you can start work and for how long		One element only			When candidate can start work and for how long, verb not necessary

ROLE PLAY 9 – HIGHER TIER					
	0	1	2	3	4
Task	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) Give two details about the weather		One detail of weather, with or without verb	Two details of weather, without verb Es/está sol y calor Hace sol y es calor Hace frío y niebla	Hace muy sol y bueno tiempo (2 minor errors)	Two details of weather, with verb(s) Accept 'Hay sol' Hace <u>muy</u> sol is a minor error
b) Say what you think about the camp site and why		One element only	Opinion of campsite + reason, without verb		Opinion of campsite + reason, with verb(s)
c) Say what two things you did yesterday		Two activities, present tense One activity, preterite tense One activity, present tense One activity, no verb	Two activities, no verb Two activities, one past, one incorrect tense		Two activities, preterite tense
d) !Say which day and at what time you are going home		One element only			Day and time, verb not necessary

ROLE PLAY 10 – HIGHER TIER					
	0	1	2	3	4
Task	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 why you have not written		Reason, with or without verb, but some ambiguity Estudio/estoy estudiando	Unambiguous reason for not writing, without verb		Reason for not writing, with verb Must be reference to exams <u>OR</u> studying a <u>lot</u> , eg. Tengo exámenes/Estudio mucho
b) Give 2 details about your opinion of examinations		1 detail, with or without verb	Opinion of exams – 2 details without verb		Opinion of exams – 2 details with verb(s)
c) Give 2 details about your plans for the summer with your friends		One detail only, with or without verb Two details, incorrect tense	Two details of plans for spending summer with friends, without verb Two details, one future time frame, one incorrect tense.		Two details of plans for spending summer with friends, with verb(s) (Infinitive OK) Reject “con mis amigos” as a detail
d) Give 2 advantages of returning to school/college in September		One advantage, with or without verb	Two advantages of going back to school/college in September, without verb		Two advantages of going back to school/college in September, with verb(s)

ROLE PLAY 11 – HIGHER TIER					
	0	1	2	3	4
Task	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) Give two details about the location of your town		One detail only			Two details of position of town (verb not necessary)
b) !Say if you like the climate in your region and why (not)		Si/no alone Reason alone, without verb	Reason alone, with verb Si/no + reason, without verb		Si/no + reason, with verb
c) Give two problems with the environment in your town		1 problem with environment, with or without verb	2 problems with environment without verb		2 problems with environment with verb(s)
d) Say two things that you did last weekend		Two activities, present tense One activity, preterite tense One activity, no verb One activity, present tense	Two activities, no verb Two activities, one past, one incorrect tense		Two activities, preterite tense Perfect tense is minor error

ROLE PLAY 12 – HIGHER TIER					
	0	1	2	3	4
Task	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) Give two details what you do before going to school		One detail only, with or without verb	Two details about what candidate does before going to school, without verb		Two details about what candidate does before going to school, with verb(s) 'me ducho en el cuarto de baño' is 2 details
b) !Say how you go to school and why		One element only	Means of getting to school + reason, without verb		Means of getting to school + reason, with verb
c) Say two things that you did in school last Tuesday		Two activities, present tense One activity, preterite tense One activity, present tense One activity, no verb.	Two activities, no verb Two activities, one past, one incorrect tense		Two activities, preterite tense Perfect tense is minor error
d) Give your opinion of school uniform and say why		One element only, with or without verb	Opinion of uniform + reason, without verb		Opinion of uniform + reason, 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.

The above are errors which usually do not affect communication. They should be treated as minor **unless the Part Two Mark Scheme states otherwise**.

Using the incorrect person or tense of a verb is considered a **major** error **unless the Part Two Mark Scheme states otherwise**.

However, if a candidate uses a construction that requires the subjunctive mood but instead uses the indicative in the **correct tense and person**, this is classed as a **minor** error.

This list is not exhaustive and is to be used as a guide to the marking of the 2006 tests only. There may be additional clarifications for the marking of the 2007 tests.