



General Certificate of Secondary Education

Spanish 3691 *Specification A*

3691/W Writing

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.

WRITING TESTS

FOUNDATION AND HIGHER TIERS

PART ONE

Principles of Marking

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
List	2		2
Message	12	8	20
Letter	8	12	20
Total	22	20	42

Higher	Communication	Quality of Language	Total
Letter	8	12	20
Question 2	8	12	20
Total	16	24	40

FOUNDATION TIER QUESTION 1 - List Question

This question will be assessed for Communication only.

Marks	Degree of Communication
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark - 2

QUESTION 2 - Message Question

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

DEGREE OF COMMUNICATION

For each of the six tasks, the following criteria will be used.

Marks	Degree of Communication
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

QUALITY OF LANGUAGE

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

Marks awarded for Communication	Marks available for Quality of Language	Quality of Language
0 - 1	0	Inaccuracy is almost always a barrier to communication.
2 - 4	1 - 2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
5 - 6	3 - 4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
7 - 8	5 - 6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
9 - 12	7 - 8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Maximum mark 12 + 8 = 20

QUESTION 3 - Letter Question

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

Tasks to Marks - Degree of Communication

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1	1		Communicates <i>a little</i> basic information (e.g. simple facts).
2 – 8 (0 Dev)	2		
3 - 8 (1 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
3 - 8 (2 Dev)	4		
5 - 8 (3 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
5 - 8 (4 Dev)	6	Must include an opinion, if not, revert to 4 marks	
7 - 8 (5 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
7 - 8 (6 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
 - For the award of 4 marks or more under Range/Complexity there must be at least one reference to each of past, present and future events.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences/ using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the Foundation Tier Paper is 42.

HIGHER TIER

QUESTION 1

This question is the same as that set for Foundation Writing Question 3. It should therefore be marked in accordance with the instructions given for Foundation Tier Question 3.

QUESTION 2

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task. All responses should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to two* developments per task in this question.

Tasks to Marks - Degree of Communication

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 – 4 (0 Dev)	1		Communicates <i>a little</i> basic information (e.g. simple facts).
1 - 4 (1 Dev)	2		
2 - 4 (2 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
2 - 4 (3 Dev)	4		
3 - 4 (4 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
3 - 4 (5 Dev)	6	Must include an opinion, if not, revert to 4 marks	
4 (6 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
4 (7 - 8 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
 - For the award of 4 marks or more under Range/Complexity there must be at least one reference to two of past/present/future events.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	1	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	2	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	3	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	4	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	5	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	6	There are hardly any major and few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the Higher Tier paper is 40.

WRITING TESTS

PART TWO

Foundation Tier

Question 1

(2 marks)

Accept any four understandable items that could be placed in a suitcase. Tick each word you accept and cross each word you reject.

0	0 understandable words
1	1 - 2 understandable words
2	3 - 4 understandable words

Question 2

(20 marks)

There are 6 tasks. Award 0, 1 or 2 marks per attempted task. Write the mark at the point where the task is accomplished. A global mark of up to 8 is then awarded for Quality of Language.

- Tasks:**
- What the candidate wears for school
 - How s/he gets to school
 - What subject s/he prefers
 - What clubs/activities there are in her/his school
 - Where s/he does homework
 - What time s/he goes to bed

task	2 marks	1 mark	0 marks
all tasks	<i>Wrong tense of verb if it is the right person of the verb</i>	<i>Mi/Me/Yo + wrong person of verb if all else is acceptable</i>	
i)	Llevo / (Me) pongo + <i>one item of clothing</i> mi uniforme / ropa es + <i>adj.</i>	- <i>inappropriate use of infinitive</i> - <i>noun with no verb</i>	<i>Wrong person of the verb, ie the wrong message</i>
ii)	<i>First person of appropriate verb + method of transport / a pie</i>	- <i>inappropriate use of infinitive</i> - <i>transport / pie with no verb</i>	<i>Wrong person of the verb, ie the wrong message</i>
iii)	Prefiero + <i>subject</i> me gusta + <i>subject</i>	- <i>inappropriate use of infinitive</i> - <i>subject with no verb</i> - <i>me gustaría + subject</i>	<i>Wrong person of the verb, ie the wrong message</i>
iv)	Hay + <i>any club / activity</i> Tiene(s) + <i>any club / activity</i> <i>Activity before club e.g. Hay fútbol club</i>	- <i>inappropriate use of infinitive</i> - <i>club / activity with no verb</i> Es + <i>club / activity</i>	
v)	Hago (los / mis) deberes en + <i>location</i>	- <i>inappropriate use of infinitive</i> - <i>location with no verb</i> - <i>hago + location - no mention of deberes</i>	<i>Wrong person of the verb, ie the wrong message</i>
vi)	Me acuesto + <i>time</i> (<i>figures are fine</i>) Acuesto + <i>time</i> Voy a (la) cama + <i>time</i>	- <i>time with no verb, if written</i> (a) <i>las diez</i> / (a) <i>las 10</i> (a) <i>diez y media etc.</i> <i>i.e. clearly a time</i>	<i>Wrong person of the verb, ie the wrong message</i> <i>No verb and time attempted with 10 /10.00 / diez (no las)</i>

Foundation Tier Question 3 /Higher Tier Question 1**(20 marks)**

- Place a tick at the point where the task has been accomplished.
- Place a cross if a task is attempted, but not successfully conveyed.
- When a Development has been accomplished, write D1 for the first, D2 for the second etc.
- Any form of development of an accepted task is acceptable. **Only one development per task in this question**

✓ D1

Example - Task 1 - Compré una chaqueta bonita.

(As a general rule, infinitives can be accepted as content points in this question.)

- Write the letter 'P' in the margin when the candidate makes a recognisable reference to the past, PRES to the present and 'F' to the future.
- Write 'Op' in the margin when the candidate successfully conveys an opinion and 'J' when s/he justifies an opinion.

- Tasks:**
1. What the candidate did at the shopping centre
 2. Why s/he enjoyed / did not enjoy the visit to the shopping centre
 3. Her/His opinion of what a good friend is like
 4. Why s/he likes the favourite book
 5. What s/he does on Saturdays
 6. An opinion on her/his home town
 7. How s/he is going to celebrate the end of exams
 8. Any question about Silvia's new job

Task	✓	X
1	<i>Accept present tenses or infinitives as a content tick if accompanied by an indication of the past, e.g. la semana pasada etc. (NB not a 'P' & bear in mind under accuracy)- ar verbs, with past reference, gain tick and 'P' even without the accent on the 'e' in the 1st person</i>	<i>Fui a un centro comercial alone, since task is to say what s/he did there Reject -ar verbs with no accent on the 'e' and with no past reference - not a 'P' either - eg Nade en la piscina (alone)</i>
2	<i>- reason for enjoying/not enjoying the visit- accept present tense as a content tick</i>	<i>- stating preference with no reason</i>
3	<i>Any description - physical or character - of a friend</i>	
4	<i>- reason for enjoying the favourite book - accept types of book - accept title in English*</i>	<i>- stating name/type of book with no reason</i>
5		
6	<i>Any opinion on the town where s/he lives NB a reason is not required for this task and, if provided, would be a development</i>	
7	<i>Accept infinitives as a content tick if accompanied by el fin de exámenes / en julio etc. (NB not an 'F' for future reference). Accept present tenses as a future reference if el fin de exámenes / en julio etc. is mentioned, e.g Después de mis exámenes voy a una fiesta</i>	<i>No content tick awarded if sense of futurity is lost, e.g gustar in the present, me gusta ir a una fiesta, or if an habitual action is stated, e.g normalmente voy / suelo ir a una fiesta</i>
8	<i>Any question about Silvia's new job. The development need not be a further question, but the content tick must be a question</i>	

* if candidate states doesn't like / read books, award ✓ only if reason is provided

Higher Tier

Question 2

(20 marks)

(There are 8 marks for Communication and 12 for Quality of Language)

- Place a tick at the point where the task has been accomplished.
- Place a cross if a task is attempted, but not successfully conveyed.
- When a Development has been accomplished, write D1 for the first, D2 for the second etc. **Developments in this question must take the form of an additional phrase / idea to an accepted task. Up to two developments per task in this question.**

✓

DI

Example - Task 1 - Visité un museo muy interesante. Un día fuimos a la playa.

(As a general rule, inappropriate infinitives are **not** to be accepted as content points in this question.)

- Write the letter 'P' in the margin when the candidate makes a recognisable reference to the past, PRES to the present and 'F' to the future.
- Write 'Op' in the margin when the candidate successfully conveys an opinion and 'J' when s/he justifies an opinion.

- Tasks:**
1. Candidate's description of her / his exchange visit
 2. Differences between Britain and Spain
 3. Advantages / Disadvantages of school exchange
 4. Candidate's plans for visit of new Spanish friends

Task	✓	X
1	- recognisable past reference to candidate's exchange visit. Accept present tenses as a content tick if accompanied by an indication of the past, e.g. durante mi intercambio / la semana pasada etc. (NB not a 'P' & bear in mind under accuracy) - ar verbs, with past reference, gain tick and 'P' even without the accent on the 'e' in the 1 st person	Reject -ar verbs with no accent on the 'e' and with no past reference - not a 'P' either - eg Visite España (alone)
2	- count one difference as a content tick, any further differences are therefore developments. NB Contrast may be clear e.g En España hace sol pero llueve en Inglaterra or Comen más tarde en España etc, but you should also award a tick where the difference is implicit e.g Cenar a las diez en España (earlier in England therefore assumed)	NB Developments cannot be awarded if the same person of the same verb issued in the comparison. e.g. En España cenar a las 9.30 y en Inglaterra cenar a las 6.00 - ✓ but no development En España cenar a las 9.30 y cenamos a las 6.00 - ✓ and development
3	- count one advantage or disadvantage as a content tick, any further advantages / disadvantages would therefore be developments	
4	- recognisable future reference to plans for the visit of the Spanish students	