



# **General Certificate of Secondary Education**

## **Spanish 3691** *Specification A*

**3691/S      Speaking**

## **Mark Scheme**

*2007 examination - June series*

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

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

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

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

**2 Mechanics of Marking**

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

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

**Foundation Tier**

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

**Higher Tier**

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

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### 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 <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	4, 5, 6 marks 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> 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	RC+P A ÷ 3 Q*	C+S F + Q T	C	S/ F	R/ C	P/ A			
0001	<b>Garden, Lilly</b>	<b>H</b>	12	C	1	3	3	2	9	5	3	0	3 P/A 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

<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****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**

<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
Quality of Language 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
Quality of Language 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

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) Ask how your friend is	Bien <i>no intonation.</i> <i>¿Cómo eres/es?</i> <i>¿Eres bueno?</i>	<i>¿Bien? with intonation.</i>	<i>¿Qué tal?</i> <i>¿Cómo está(s)?</i> <i>¿Está(s) bien?</i> <i>¿Eres bien?</i>
b) Say where you want to go in town	<i>Wrong person of verb.</i> <i>English name alone.</i>	Me gusta ir a + <i>any place in a town.</i> Piscina, etc.	Quiero/me gustaría/quisiera ir a + <i>any place in a town.</i> <i>An English shop/restaurant name, etc. is acceptable with Quiero/me gustaría/quisiera ir a.</i> Voy al cine, etc.
c) Say how much money you have	<i>Wrong person of verb.</i>	x libros /libres. <i>English pronunciation of euros</i> Use of esterlinas.	x euros/libras, <i>no verb required.</i> Eg. dos YOU-ROSS. Use of libros/libres esterlinas. (No) mucho. Poco.
d) Say what you are going to buy	<i>Wrong person of verb.</i> <i>Fútbol.</i>	<i>Mangled pronunciation of the item.</i>	<i>Any item that can be bought, no verb required.</i>

<b>ROLE PLAY 2 – FOUNDATION TIER</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) Say which country you go to	<i>Wrong person of verb. Eg. Holland (not the same word in Spanish).</i>	<i>Any nationality. Mangled pronunciation of country, eg. Australia, English pronunciation of the same Spanish word.</i>	<i>Any country, no verb required.</i>
b) Say how long you go for	<i>Wrong person of verb.</i>	<i>Mangled pronunciation of length of time, eg. Quince deas.</i>	<i>Any length of time, no verb required.</i>
c) Say you have a lot of photos	<i>Wrong person of verb.</i>	<i>Tengo fotos. (Hay) muchas/muchos fotos. Tengo muy fotos.</i>	<i>Tengo muchas/muchos fotos.</i>
d) Ask your friend if he/she wants to visit England	<i>Wrong person of verb.</i>	<i>¿Quieres/te gustaría/le gustaría visitar inglés/inglesa? ¿Te/le gusta visitar Inglaterra? Quieres visitar + an English town.</i>	<i>¿Quieres/te gustaría/le gustaría visitar Inglaterra? <b>nfp</b> for inglés/England if used in task 'a'.</i>

<b>ROLE PLAY 3 – FOUNDATION TIER</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) Say at what time you have lunch	<i>Wrong person of verb</i>	<i>Mangled pronunciation of time. Number alone.</i>	<i>Any time, no verb required. A time which is not an 'o'clock' time does not require la(s), eg. Doce y media.</i>
b) Say what healthy food you eat	<i>Wrong person of verb. Any drink.</i>	<i>Food item, no verb.</i>	<i>Como/ceno/tomo + any item of food.</i>
c) Say what your favourite sport is	<i>Wrong person of verb.</i>	<i>Me gustaría + sport.</i>	<i>Any sport, no verb required. Me gusta/prefiero + sport. Nétbol / rounders /críquet/ básquet.</i>
d) Ask your friend if he/she wants to go to the swimming pool	<i>Voy a la piscina.</i>	<i>¿Te/le gusta ir a la piscina? ¿Quieres nadar? ¿Quieres ir a la piscine (French)?</i>	<i>¿Quieres/te gustaría/le gustaría ir a la piscina? ¿Vamos a la piscina? Voy a la piscina, ¿y tú?</i>

<b>ROLE PLAY 4 – FOUNDATION TIER</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) Say what size your bedroom is		<i>Mangled pronunciation of adjective.</i>	<i>Adjective of <u>size</u>, no verb required.</i>
b) Say what is in your bedroom		<i>Mangled pronunciation of item that could be found in a bedroom</i>	<i>Any item that could be found in a bedroom, no verb required</i>
c) Say what you do in your bedroom	<i>Wrong person of verb.</i>	<i>Activity, no verb.</i>	<i>First person verb activity. Infinitive is OK.</i>
d) Ask your friend if he/she likes the house	<i>Wrong person of verb.</i>	<i>¿Te/le gustaría la/tu/su casa? ¿Te gusta casa?</i>	<i>¿Te/le gusta la/tu/su/mi casa?</i>

<b>ROLE PLAY 5 – FOUNDATION TIER</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) Say what your school is like		<i>Mangled pronunciation.</i>	<i>Description/opinion of school, no verb required.</i>
b) Say what time classes begin		<i>Mangled pronunciation of time. Number alone.</i>	<i>Time, no verb required. A time which is not on "o clock" time does not require la(s) eg ocho y media</i>
c) Say how many teachers there are	Number alone.	<i>Eg. Cien profesores.</i>	<i>Eg. Hay cien profesores.</i>
d) Ask your friend if he/she likes English	Inglés. <i>Wrong person of verb. Use of Inglaterra. ¿Te gustaría la inglesa?</i>	<i>¿Te gustaría (el/la) inglés? ¿Te gusta inglesa?</i>	<i>¿Te/le gusta (el/la) inglés?</i>



<b>ROLE PLAY 6 – FOUNDATION TIER</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) Ask your friend if he/she has a job	<i>Wrong person of verb.</i>	¿Hay trabajo/empleo? ¿Tú trabajar? ¿Tu trabajo?	¿Tiene(s) trabajo/empleo? ¿Trabajas?
b) Say when you work	<i>Wrong person of verb.</i>	<i>Mangled pronunciation.</i> <i>Semana/día.</i>	<i>Day(s) or time, no verb required.</i> <i>En (la/el) semana/día.</i>
c) Say how you get to work	<i>Wrong person of verb.</i>	<i>Transport alone.</i> <i>Use of infinitive.</i>	<i>Voy en/a + transport.</i> <i>Viajo en/a + transport.</i>
d) Say how long the journey lasts		<i>Mangled pronunciation.</i>	<i>Amount of time, no verb required.</i>

<b>ROLE PLAY 7 – HIGHER TIER</b>					
<b>Task</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) Say where you work	<i>Wrong person of verb. Name of shop alone.</i>	<i>Eg.(Trabajar en) una oficina.</i>			<i>Eg. Trabajo en una oficina. Trabajo en + name of shop. Está/es en Topshop, etc.</i>
b) How much you earn / starting time / how you get there	<i>Wrong person of verb.</i>	<i>One element only.</i>	<i>2 elements only.</i>		<i>Amount of money earned +starting time + how you get there, no verb required.</i>
c) Opinion of job and reason		<i>One element only, with or without verb.</i>	<i>Opinion of job (verb not essential) + appropriate reason without verb.</i>		<i>Opinion of job (verb not essential) + appropriate reason with verb. Eg. Es interesante y divertido (ie. opinion and implied reason).</i>
d) 2 details of plans for money	<i>Wrong person of verb.</i>	<i>One detail of plans for money, with or without verb.</i>	<i>Two details of plans for money, without verb.</i>		<i>Two details of plans for money, with verb(s). Infinitive is acceptable.</i>

<b>ROLE PLAY 8 – HIGHER TIER</b>					
<b>Task</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) Say you are going to work in Spain for a year	<i>Wrong person of verb.</i>	Trabajar en España (durante/por/para) un año. Voy a trabajar.	Voy a trabajar en España. Voy a trabajar (durante/por/para) un año.		Voy a trabajar en España (durante/por/para) un año.
b) 2 details of the job		<i>One detail about job, with or without verb.</i>	<i>Two details about job, without verb.</i>		<i>Two details about job, with verb(s).</i>
c) Your opinion of living in Spain + reason		<i>One element only, with or without verb.</i>	<i>Opinion of living in Spain + reason, without verb.</i>		<i>Opinion of living in Spain (verb not required) + reason, with verb.</i>
d) How you are going to Spain / price of ticket / who you are going to live with in Spain	<i>Wrong person of verb</i>	<i>1 element only.</i>	<i>2 elements only.</i>		<i>How you are getting to Spain + how much the ticket costs + who you are going to live with, no verb required.</i>

<b>ROLE PLAY 9 – HIGHER TIER</b>					
<b>Task</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) Ask your friend if he/she would like to visit you in August	<i>Wrong person of verb. Wrong month.</i>	<i>¿Visitar(me) en agosto? ¿Te/le gusta visitar(me) en agosto? Use of verano.</i>	<i>¿Quiere(s) visitar(me)? ¿Te/le gustaría visitar(me)?</i>		<i>¿Quiere(s) visitar(me) en agosto? ¿Te/le gustaría visitar(me) en agosto?</i>
b) 3 things for young people in your town		<i>1 thing for young people, no verb required.</i>	<i>2 things for young people, no verb required.</i>		<i>3 things for young people, no verb required.</i>
c) Opinion of your house and reason		<i>One element only.</i>	<i>Opinion of house + reason without verb.</i>		<i>Opinion of house (verb not required) + reason with verb.</i>
d) A problem with the environment in your town		<i>Some difficulty or ambiguity.</i>	<i>Problem with environment, without verb.</i>		<i>Any problem with environment, with verb. Accept global as well as local problems (eg. calentamiento global).</i>

ROLE PLAY 10 – HIGHER TIER					
Task	0	1	2	3	4
	Message not communicated	Appropriate response/ difficulty or ambiguity/ some relevant information	Appropriate and unambiguous/ minor errors or minor omission	Appropriate and full response/ minor errors cause no ambiguity/TWO minor errors max	Appropriate and correct response/ task fully accomplished/ NO SIGNIFICANT ERROR/ONE minor error max
a) Say that you want to book an excursion	Excursión.	Excursión, por favor. Me gusta reservar una excursión/un viaje. Me gusta ir de excursión/viaje.	Reservar una excursión/un viaje.		Quiero/quisiera/me gustaría reservar una excursión/un viaje. Quiero/quisiera/me gustaría ir de excursión / viaje.
b) Two reasons for preferring countryside or coast	Campo/costa <i>alone</i> .	<b>One</b> reason, with or without verb. <i>Omission of campo/costa.</i>	<b>Two</b> reasons, without verb.		<b>Two</b> reasons, with verb(s).
c) Preferred transport / day you want to go / number of people in group		<i>1 element only.</i>	<i>2 elements only.</i>		<i>Transport, day, number of people, verb not required.</i>
d) Own name and location of hotel in Málaga	<i>Candidate's name alone.</i>	<i>One element only.</i>	<i>Name of candidate + location of hotel, without verb <u>or</u> one with and one without.</i>		<i>Name of candidate + location of hotel, with verb(s).</i>

<b>ROLE PLAY 11 – HIGHER TIER</b>					
<b>Task</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) Ask your friend what he/she has for breakfast		¿Qué desayuno? ¿Qué desayunar?	¿Tomas el desayuno? ¿Desayuna(s)?		¿Qué desayuna(s)? ¿Qué toma(s) / tiene(s) para el desayuno?
b) 2 details of food at school		<i>1 detail only, with or without verb.</i>	<i>2 details, without verb.</i>		<i>2 details of food at school with verb(s), eg. Tomo carne y patatas. or Como salchichas en el comedor. Es sabrosa y nutritiva.</i>
c) Opinion of alcohol and reason		<i>One element only, with or without verb.</i>	<i>Opinion of alcohol (verb not essential) + reason without verb.</i>		<i>Opinion of alcohol (verb not essential) + reason with verb.</i>
d) 3 details of activities you do to keep fit	<i>Wrong person of verb</i>	<b>One detail only.</b>	<b>Two details only.</b>		<b>Three details of physical activity, with or without verb(s).</b>

<b>ROLE PLAY 12 – HIGHER TIER</b>					
<b>Task</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) Description of your school – 3 details		<i>One detail of description/adjective of opinion of school, with or without verb. Two details of description/adjective of opinion of school, without verb. Es grande, pequeño y moderno.</i>	<i>Two details of description/adjective of opinion of school, with verb(s). Three details of description/adjective of opinion of school, without verb, or mixture of with and without.</i>		<i>Three details of description/adjective of opinion of school, with verb(s).</i>
b) Opinion of teachers and reason		<i>One element only, with or without verb.</i>	<i>Opinion of teachers or teacher (verb not essential) + appropriate reason without verb.</i>		<i>Opinion of teachers or a teacher (verb not essential) + appropriate reason with verb.</i>
c) Favourite subject / time that lessons end / how you go home		<i>1 element only.</i>	<i>2 elements only.</i>		<i>Favourite subject, time lessons end, how you go home, verb not required. For time, number alone is not acceptable.</i>
d) 2 details of plans for August	<i>Wrong person of verb</i>	<i>One detail of plans for August, with or without verb. 2 details, incorrect tense.</i>	<i>Two details of plans for August, without verb.</i>		<i>Two details of plans for August, with verb(s) – infinitive is acceptable.</i>

## ADDITIONAL INFORMATION FOR PART TWO MARK SCHEME

### MINOR/MAJOR ERRORS

This information applies to Spanish Specification A Speaking Tests and Specification B Module 4 Speaking Tests only.

The following are examples of **minor** errors.

1. **Gender**
  - incorrect genders, e.g. *un* for *una*, *el* for *la*
  - incorrect agreements, including adjectives, possessive, demonstrative and personal pronouns
2. **Number**
  - *el/la* for *los/las* and vice versa
  - *un/una* for *unos/unas* and vice versa
  - omission of 's' at end of a plural noun
3. **Omission of personal a**
4. **Inappropriate use of *ser/estar*.**
5. **Use by candidate of the perfect tense** in response to a question in the preterite tense.
6. A mispronunciation that isn't **immediately** understandable.

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

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

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

This list is not exhaustive and is to be used as a guide to the marking of the 2007 tests only. There may be additional clarifications for the marking of the 2008 tests.