



General Certificate of Secondary Education

Spanish 3691

Specification A

3691/S Speaking

Mark Scheme

2008 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

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.

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

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 you are going to Spain	Wrong person of verb. <i>Español</i> alone.	<i>España</i> alone. <i>Voy a español</i> .	<i>Voy a España</i> . <i>Ir a España</i> .
b) Say for how long	Wrong person of verb.	Mangled pronunciation of the period of time (eg. <i>Un simano</i>).	Any length of time. No verb required.
c) Say how you are going to travel	Wrong person of verb. Bus (English pronunciation).	Mangled pronunciation of transport.	Any type of transport. No verb required. <i>Bus</i> (Spanish pronunciation). <i>Ir en avión</i> , etc.
d) Ask your friend if he/she likes holidays	Wrong person of verb.	¿Te/le gustaría(n) (ir de) vacaciones? ¿Gusta(n) (ir de) vacaciones? ¿Gustas vacaciones?	¿Te/le/tu gusta(n) (ir de) vacaciones?

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) Say what item of clothing you want	Wrong person of verb.	<p><i>Me gusta (comprar)</i> + item of clothing. <i>Gusta/gusto (comprar)</i> + item of clothing. Item of clothing alone.</p>	<p><i>Quisiera/quiero/me gustaría (comprar)</i> + item of clothing. Item of clothing, <i>por favor</i>.</p>
b) Say what colour	Wrong person of verb.	Mangled pronunciation of the colour, eg. <i>Naranja</i> with an English j sound.	Any colour. No verb required. <i>Azool</i> .
c) Ask how much it is	<p>¿Cuántos? Use of ¿Cuándo?</p>	<p>¿Cuánto? ¿Cuántos es/son/vale(n)/cuesta(n)?</p>	<p>¿Cuánto es/son/vale(n)/cuesta(n)? ¿Es x euros? (with or without intonation). ¿Cuánto dinero?</p>
d) Say thank you and goodbye		<p><i>Gracias</i> alone. <i>Adiós</i> alone.</p>	<p><i>Gracias, adiós</i>. No verb required.</p>

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) Ask your friend if he/she likes Barcelona	Wrong person of verb. <i>¿Te/le gustaría?</i>	<i>¿Te/le gustaría Barcelona?</i> <i>¿Gusta Barcelona?</i> <i>¿Te/le gusta?</i>	<i>¿Te/le gusta Barcelona?</i>
b) Say what there is for young people in your town	English place name, eg. Stanley Park.	Mangled pronunciation of the place.	Anything to be found in a town that may possibly be of interest to young people. <i>Nada.</i> No verb required.
c) Say what your house is like		Adjective alone (no verb). Item alone (no verb).	<i>Es/está + adjective.</i> <i>Hay + something found in a house/flat.</i>
d) Say what colour your bedroom is		Mangled pronunciation of the colour.	Any colour. No verb required.

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 what job you want to do	Wrong person of verb.	Mangled pronunciation of the job. Any place.	Any job. No verb required.
b) Say why	Unsuitable reason (eg. <i>Es aburrido</i>).	Any valid reason, without a verb.	Any valid reason, with verb.
c) Say in which country	Wrong person of verb. Use of English where the Spanish is not spelt identically (eg. Holland).	Mangled pronunciation of the country (eg. English pronunciation of Australia). Any nationality (eg. <i>italiano</i>).	Any country. No verb required.
d) Ask your friend where he/she works	Wrong person of verb.	¿Dónde trabajar? ¿Dónde trabajo/empleo?	¿Dónde trabaja(s)? ¿Dónde es/está tu/su trabajo/empleo?

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 what you want to visit	Wrong person of verb. <i>Gusta ir a/visitar + place.</i>	<i>Me gusta ir a/visitar + place.</i> <i>Gustaría ir a/visitar + place.</i> Place alone. <i>El museo, por favor, etc.</i> <i>Quiero/quisiera/me gustaría + place.</i> <i>Ir/visitar + place.</i>	<i>Quiero/quisiera ir a/visitar + place.</i> <i>Me gustaría ir a/visitar + place.</i>
b) Say at what time		Mangled pronunciation of time. Number alone, eg <i>doce</i> . <i>Son las doce, etc</i>	Any time, no verb required. A time which is not an 'o'clock' time does not require <i>la(s)</i> , eg. <i>Doce y media.</i> Eg. <i>A diez, etc.</i> <i>Las diez, etc.</i>
c) Say how you want to travel	Wrong person of verb. Bus (English pronunciation).	Mangled pronunciation of the transport.	Any transport. No verb required. <i>Bus</i> (Spanish pronunciation).
d) Ask how much it is	<i>¿Cuántos?</i> Use of <i>¿Cuándo?</i>	<i>¿Cuánto?</i> <i>¿Cuántos es/son/vale(n)/cuesta(n)?</i>	<i>¿Cuánto es/son/cuesta(n)/vale(n)?</i>

ROLE PLAY 6 – FOUNDATION TIER

	0		1		2	
Task	Message not communicated	Comprehension difficult or ambiguous. Some relevant information conveyed.	Required message conveyed even if not totally correct.			
a) Say how much money you receive	Wrong person of verb.	Poor pronunciation of euros. X <i>libros/libras</i> No <i>dinero</i> ..	x euros/ <i>libras</i> . No verb required. X <i>libros/libras esterlinas</i> . X you-ross. <i>Nada</i> .			
b) Say when you get it	Wrong person of verb.	Mangled pronunciation.	When money is received. No verb required. Any day/month/time, etc.			
c) Say what you do with your money	Wrong person of verb.	What is done with money, no verb, eg. <i>Cine</i> . Use of infinitive.	What is done with money, first person singular verb. Accept any tense.			
d) Ask your friend what he/she likes to do	Wrong person of verb. <i>¿Qué hacer?</i>	<i>¿Qué hace(s)?</i> <i>¿Qué te/le gustaría hacer?</i> <i>¿Qué gusta hacer?</i> <i>¿Qué gustas hacer?</i>	<i>¿Qué te/le gusta hacer?</i>			

ROLE PLAY 7 – 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) Ask your friend how many hours he/she watches TV each day	Wrong person of verb.	¿Cuántas horas de tele (visión) por/al/cada día?	¿Cuántas horas ves la tele (visión)? ¿Cuánto tiempo ves la tele (visión)?		¿Cuántas horas ves/ve la tele (visión) por/al/cada día? ¿Cuánto tiempo ves/ve la tele (visión) por/al/cada día? ¿Ves mucho la tele (visión)?
b) If you like TV and why (not)		Sí/no alone. Reason alone without verb. Sí/no + inappropriate reason.	Sí/no + reason without verb. Reason alone with verb.		Sí/no + reason with verb.
c) Physical activity you did yesterday (2 details)	Wrong person of verb.	2 details of physical activity, wrong tense. One detail of an activity, verb in any tense. One detail of an activity, no verb. One detail of an activity, infinitive.	2 details of physical activity, no verb. 2 details of physical activity, with infinitive(s). 2 details of physical activity, one preterite, one incorrect tense.		2 details of physical activity, verb(s) in preterite tense, 1 st person (eg. <i>Fui al gimnasio por la tarde</i>).
d) Your diet (2 details)	Wrong person of verb.	One detail only, with or without verb.	2 details of diet, without verb.		2 details of diet, with verb(s). <i>Como patatas y carne.</i> <i>Es buena y saludable.</i>

ROLE PLAY 8 – 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) Ask your friend if he/she has a job on Saturdays	Wrong person of verb. <i>Trabajo</i> alone. Wrong day.	<i>¿Trabajo los sábados/el sábado?</i> <i>¿Trabajar los sábados/el sábado?</i>	<i>¿Tiene(s) un trabajo?</i> <i>¿Trabaja(s)?</i>		<i>¿Tiene(s) un trabajo los sábados/el sábado?</i> <i>¿Trabaja(s) los sábados/el sábado?</i>
b) Say how much money you receive per week and what you buy with it	Wrong person of verb.	One element only. Accept <i>libros/libros</i> or poor pronunciation of euros if that is the one element.	Poor pronunciation of euros or use of <i>libros/libros</i> + rest correct.		How much money you receive + what you buy with it. Verb not required. <i>Libros esterlinas</i> is a minor error.
c) What you did to earn money last week (<u>2 activities</u>)	Wrong person of verb.	2 things you did to earn money last week, wrong tense. One thing, verb in any tense. One thing, no verb. One thing, infinitive.	2 things you did to earn money last week, no verb. 2 things you did to earn money last week, with infinitive(s). 2 things you did to earn money last week, one preterite, one incorrect tense.		2 things you did to earn money last week, verb(s) in preterite tense.
d) Opinion of saving money for the future and why	Wrong person of verb.	One element only, with or without verb.	Opinion of saving money for the future + reason, without a verb.		Opinion of saving money for the future + reason, with verb(s).

ROLE PLAY 9 – 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 you had a very bad journey	Wrong person of verb.	Wrong tense. <i>No me gusta el viaje.</i>	<i>Un viaje (muy) malo/difícil/horrible, etc.</i>		<i>Tuve/he tenido un viaje (muy) malo/difícil/horrible, etc.</i> <i>El viaje fue/era malo.</i> <i>No me gustó el viaje.</i>
b) <u>2</u> details of your hotel	Wrong person of verb.	One detail of hotel, with or without verb.	2 details of hotel, no verb.		2 details of hotel, with verb(s).
c) Today's weather (<u>2</u> details)	Wrong person of verb.	Today's weather, 1 detail with or without a verb.	Today's weather, 2 details without a verb. <i>Es calor y sol.</i>		Today's weather, 2 details with verb(s). Use of <i>muy</i> instead of <i>mucho</i> is a minor error (eg. <i>Hace muy calor</i>).
d) What you are going to do tomorrow (<u>2</u> activities)	Wrong person of verb.	1 activity only, with or without a verb (any tense). 2 things you are going to do tomorrow, wrong tense.	2 things you are going to do tomorrow, without a verb. 2 things you are going to do tomorrow, one correct tense, one wrong tense.		2 things you are going to do tomorrow, with verb(s). Infinitive acceptable.

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 went to live in a new house last week	Wrong person of verb. Voy a una nueva casa.	Nueva casa la semana pasada. Voy a una nueva casa la semana pasada.	Fui a (vivir en) una nueva casa. Me mudé de casa. Tengo una nueva casa.		Fui a (vivir en) una nueva / diferente/otra casa la semana pasada. Me mudé de casa la semana pasada.
b) Number of bedrooms and colour of your bedroom		One element only.	One clear element + one with mangled pronunciation.		Number + colour, no verb required.
c) <u>2</u> details of household jobs	Wrong person of verb.	One detail, with or without a verb. 2 details, wrong tense.	2 details of household jobs, without a verb. 2 detail, one present and one incorrect tense. 2 details with infinitive(s).		2 <u>details</u> of household jobs, with verb(s), present tense (Eg. <i>Plancho. Es horrible</i>). 2 details of town, with verb(s).
d) <u>2</u> <u>details</u> of town	Wrong person of verb(s)	One detail, with or without a verb.	2 details of town, without a verb.		2 details of town, with verb(s).

ROLE PLAY 11 – 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) Ask your friend what is the biggest problem in his/her town		<p>¿Mayor problema en tu pueblo/ciudad?</p> <p>¿Problema (más) grande/grave/serio en tu pueblo/ciudad?</p> <p>¿Cuál/qué/cómo es el mejor problema en tu pueblo/ciudad?</p>	<p>¿El mayor problema en tu pueblo/ciudad?</p> <p>¿El problema (más) grande/grave/serio en tu pueblo/ciudad?</p> <p>¿Qué problema(s) hay en tu pueblo/ciudad?</p>		<p>¿Cuál/qué/cómo es el mayor problema en tu (su) pueblo/ciudad?</p> <p>¿Cuál/qué/cómo es el problema (más) grande/grave/serio/importante en tu (su) pueblo/ciudad?</p>
b) Is it a good idea to live in the country? Yes/no + reason		<p>Sí/no alone.</p> <p>Reason alone without verb.</p>	<p>Sí/no + reason without verb.</p> <p>Reason alone with verb.</p>		<p>Sí/no + reason with verb.</p>
c) 2 details about what you did to protect the environment last week	Wrong person of verb.	<p>2 details of how candidate helped the environment; wrong tense.</p> <p>1 detail, no verb.</p> <p>1 detail, with infinitive.</p> <p>One activity, verb in any tense.</p> <p>Nada.</p>	<p>2 details of how candidate helped the environment, no verb.</p> <p>2 details of how candidate helped the environment, with infinitive(s).</p> <p>2 details of how candidate helped the environment, one preterite, one incorrect tense.</p>		<p>2 details of how candidate helped the environment, verb(s) in preterite tense (eg. <i>Reciclé las botellas todos los días</i>).</p> <p>Nada – es aburrido.</p>
d) 2 details about parks	Wrong person of verb.	1 detail, with or without verb.	2 details of parks in the region, without a verb.		2 details of parks in the region, with verb(s).

ROLE PLAY 12 – 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) Ask what your friend does in his/her free time	Wrong person of verb. ¿Qué hace(s)?	¿Qué hacer en tu /su tiempo libre/horas libres/ ratos libres? ¿Qué te/le gustaría hacer en tu/su tiempo libre/horas libres/ ratos libres? ¿Qué te gusta hacer? Me gusta el cine, ¿y tú?	¿Qué hace(s) los fines de semana/los sábados, etc. ¿Qué te/le gusta hacer los fines de semana/los sábados, etc.		¿Qué hace(s) en tu/su tiempo libre/horas libres/ ratos libres? ¿Qué te gusta hacer en tu/su tiempo libre/horas libres/ ratos libres? ¿Qué pasatiempos tienes?
b) Is it a good idea to do sport? Yes/no + reason	Wrong person of verb.	Reason alone, no verb. Sí/no alone.	Sí/no + reason, without a verb. Reason alone, with verb.		Sí/no + reason, with verb.
c) 2 details of sports facilities		1 detail, with or without a verb.	2 details of sports facilities, without a verb.		2 details of sports facilities, with verb(s).
d) Say what you did last Saturday apart from sport (2 activities)	Wrong person of verb. Sporting activities.	2 non-sporting activities, wrong tense. 1 non-sporting activity, no verb. 1 non-sporting activity, with infinitive. One non-sporting activity, verb in any tense.	2 non-sporting activities, no verb. 2 non-sporting activities, with infinitive(s). 2 non-sporting activities, one preterite, one incorrect tense.		2 non-sporting activities, verb(s) in preterite tense.

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 2008 tests only. There may be additional clarifications for the marking of the 2009 tests.