

GCSE 2004

June Series



Mark Scheme

Spanish B Module 4 *(Speaking)*

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

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

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Set and published by the Assessment and Qualifications Alliance.

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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 in a separate booklet, gives written details of suggested marks for possible utterances made by candidates in the role- playing situations. This guidance 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. All columns must be completed for all candidates.

Foundation Tier

Role Play	$4 \times 2 =$	8
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 =$	24
	Maximum Total	56

Higher Tier

Role Play	$4 \times 4 = 16 + (2 \times 2 = 4) = 20 \div 2$	10
Conversation A + B		
Communication	$(A) 8 + (B) 8 =$	16
Spontaneity & Fluency		8
Quality of Language	$12 + 12 = 24 (24 \times 3) \div 2 =$	36
	Maximum Total	70

3 Role Playing Situations Foundation Tier

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme.
- 3.2 Each Role-play consists of four discrete tasks. For each of the tasks a maximum of two marks may be awarded in accordance with the assessment criteria below. There are no greetings or endings included in the tasks. Any greetings / endings given by the candidate should be ignored for assessment purposes.
- 3.3 The cards clearly instruct the candidate to speak first. The teacher may need to prompt the candidate to begin the first task but if any vocabulary or structure relevant to the first task is given in so doing then no mark may be awarded for the first task.
- 3.4 The teacher's script is prescriptive. The candidate may not receive credit for repeating something which has been provided by the teacher in the form of a prompt, whether intentionally or not.
- 3.5 Bracketed material in the marking schemes is not required for the award of a mark.
- 3.6 If a candidate corrects him/herself without any teacher intervention, the correction should be accepted as the candidate's intended response.
- 3.7 If the candidate fails to say anything and the teacher prompts him/her without in any way alluding directly to the task, the candidate's subsequent response should be accepted.
- 3.8 If a candidate gives an incorrect response and the teacher questions it e.g. "I don't understand" or "that's not true" whereby the teacher is indicating that the utterance is incorrect or incomprehensible, then no marks should be awarded for any further attempt by the candidate.
- 3.9 Where a teacher has clearly not heard what a candidate has said and asks the candidate to repeat what was first said, then award marks as appropriate for the repeated utterance ignoring any difference between the two utterances.
- 3.10 If the teacher provides either vocabulary or structures which are in any way connected with the task no marks may be awarded, irrespective of what the candidate says.
- 3.11 There will be occasions when a candidate's utterance cannot be heard however many times the cassette is replayed. In such cases no marks can be awarded.
- 3.12 Accept the familiar or polite form in all role-plays.
- 3.13 Do not accept English pronunciation of words in the target language when assessing communication.
- 3.14 In items where a verb is required, a mark cannot be awarded for verbs indicating an incorrect time frame.

- 3.15 You should not penalise the candidate for 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).

The following applies to Higher Role-Plays only

- 3.16 The teacher-examiner interventions may not be altered in any way. Each intervention may be repeated once only. If the candidate fails to respond after the first hearing, the intervention may not be reworded for the repetition. It may not be repeated or reworded if the candidate fails to respond on the second occasion.
- 3.17 In all Role-Plays where the response is given to a teacher intervention, credit must also be given for alternatives which are valid in the context and may not appear in the mark scheme.
- 3.18 Marks out of four are awarded for each of the four candidate utterances at Higher Tier on a combined Communication and Quality of Language basis.
- 3.19 Marks out of 2 are awarded for the responses to the teacher interjections at Higher Tier. These responses are marked for Communication only.

4 Conversation

- 4.1 You must mark the conversation in accordance with the criteria in this booklet.
- 4.2 You must not make allowances for poor teacher conduct of the conversation. You can only assess what you hear.
- 4.3 The mark for Quality of Language is limited by the mark for Communication

Communication Mark	Maximum Range & Complexity	Maximum Pronunciation & Accuracy
0	0	0
1-2	4	4
3-4	6	6
5-6	8	8
7-8	12	12

- 4.4 The mark for Spontaneity and Fluency is not limited by the Communication mark band, 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 Tier.
- 4.5 To score 7 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events using a verb and /or appropriate time indicator.
- 4.6 A successful example of each time frame is required for a candidate to have access to 7 marks for Range and Complexity. “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 If the Conversation is too long, you should stop marking after the prescribed time. If the Conversation is too short, candidates are unlikely to score high marks for Communication.
- 4.8 If the candidate produces a Conversation that consists largely or entirely of material outside the scope of the Conversation topic(s), you should treat the irrelevant material as if it were silence and award accordingly for Communication.
- 4.9 If the candidate speaks only on one topic throughout the Conversation then no Communication marks can be given for the topic omitted. Quality marks are awarded for the Conversation as a whole so marks for Range and Complexity and Pronunciation and Accuracy should in such cases be awarded bearing in mind that the candidate has only attempted half of the required Conversation.

Role-play

The following criteria are used for the Role-Playing situations in Module 4.

The Foundation Tier Role-Play is marked out of 8 as follows:

Foundation Tier 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 marks	

The Higher Tier Role-Play is marked out of 10 in the following way. Each task is marked out of 4 for Communication and Quality of Language.

Higher Tier 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 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.

Each response to an intervention question from the teacher-examiner is marked out of 2.

Higher Tier Interventions – Communication	
0	Required message not communicated
1	Comprehension difficult or ambiguous. Some relevant information conveyed
2	Required message conveyed even if not totally correct
2 tasks x 2 = 4 marks	

The mark out of 16 for the four tasks is added to the mark out of 4 for the interventions. The resulting mark out of 20 is divided by 2 to give a total mark out of 10 for the Higher Tier Role-Play. (Half marks are rounded up).

Conversation

The following criteria will be used for the Conversation in Module 4. Each conversation topic is marked out of 8 for Communication.

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1-2	A little relevant information is communicated. The candidate responds to a number of questions but replies are very brief and there is little if any development.
3-4	Some communication takes place. The candidate responds to many of the questions asked, and there is some further development.
5-6	Quite a lot of communication takes place. The candidate responds well to most of the questions and extends many of the answers.
7-8	The candidate communicates all that is required with only very occasional omissions and develops the conversation in an interesting and informative way.

The conversation as a whole is marked out of 8 for Spontaneity and Fluency using the criteria below.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1-2	Sometimes hesitant; little natural flow of language.
3-4	Ready responses; some evidence of an ability to sustain a conversation; little if any initiative
5-6	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
7-8	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently

The Conversation as a whole is marked for Quality of Language using the criteria below.

Marks	Range & Complexity	Pronunciation & Accuracy
0	Occasional words which make little coherent sense.	The language used makes comprehension almost impossible.
1 – 2	Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
3-4	Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
5-6	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.	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.
7-8	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.	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.
9-10	Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
11-12	Wide-ranging vocabulary and structures appropriately used in complex and extended answers.	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated accurately using a variety of tenses.

Marks are given out of 12 for Range & Complexity and Pronunciation & Accuracy. At Foundation Tier the total mark is out of 24. At Higher Tier, the mark out of 24 is multiplied by 3 and divided by 2 to give a total mark out of 36. (Half marks are rounded up).



GCSE Modern Languages Speaking Tests: Module 4.

Examiner's Detailed Mark Sheet

Language _____ FOUNDATION TIER

Centre No

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Tape No

CAND NO.	CANDIDATE'S NAME	R-P NO.	CONV CARD	ROLE PLAY MARKS				SUB TOTAL (8)	CONVERSATION					SUB TOTAL (48)	TOTAL (56)
									Topic A Comm. (8)	Topic B Comm. (8)	S+F (8)	Quality of Language			
												R+C (12)	P+A (12)		

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

Sheet No	
Total sheets for this centre	



GCSE Modern Languages Speaking Tests: Module 4.

Examiner's Detailed Mark Sheet

Language _____ HIGHER TIER

Centre No

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Tape No _____

CAND NO.	CANDIDATE'S NAME	R-P NO.	CONV CARD	ROLE PLAY MARKS						SUB TOTAL (20)	SUB TOTAL ÷ 2 (10)	CONVERSATION								TOTAL (70)		
												Topic A Comm (8)	Topic B Comm (8)	S+F (8)	SUB TOTAL (24)	Quality of Language						
																R+C (12)	P+A (12)	SUB TOTAL (24)	SUB TOTAL x 3 ÷ 2 (36)			

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

Sheet No	
Total sheets for this centre	

SPEAKING - PART TWO**General Principles:**

Not all tasks require a verb to communicate. However for the first task of each Foundation role play a verb **is** required to gain full marks. This applies to **all** Foundation role plays. Ignore irrelevant material throughout role plays as long as it doesn't impede communication.

Foundation Tier**Role-Play 1 – You telephone a restaurant in Spain.**

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
1. Say you want to reserve a table.	<i>Quiero / necesito / deseo / me gustaría</i> etc....(reservar) + un / una mesa Ignore incorrect genders	Absence of finite verb in first part – e.g. <i>un / una mesa por favor.</i> or <i>reservar un / una mesa.</i>	No indication of wanting / reserving a table. Incorrect verb form e.g. <i>quieres/quiere una mesa</i> <i>Quiero</i> on its own. <i>Reservé una mesa</i>	
2. Say for how many people and when.	Number + suitable time / day e.g. <i>(para/por)</i> number <i>personas / adultos</i> etc. + e.g. (a) las ocho Also may be credited if appears as extra information in task 1. e.g <i>quiero reservar una mesa para tres personas a las siete = 4 marks.</i>	<i>(para / por) number + personas / adultos.</i> or time / date on its own e.g. <i>(a) las siete y media.</i> <i>a cinco horas</i>	No idea of how many people + when. i.e. confusion over numbers. or <i>el tiempo.....</i> <i>Cinco horas</i>	

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
3. Say what you prefer to eat and drink.	Any suitable item to eat. + Any suitable item to drink.	One suitable food / drink item only. e.g. <i>un bocadillo/fritas</i> or comprehension difficult or ambiguous.	Inappropriate items.	
4. Ask a question about the restaurant .	e.g. <i>¿A qué hora abre el restaurante?</i> (Question must be implied)	Statement, not a question = 1 mark. e.g. <i>el restaurante está abierto.</i>		

Role-Play 2 – You are in a clothes shop in Spain.

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
1. Say what item of clothing you want to buy.	<i>Quiero / necesito / deseo</i> (comprar) + any suitable item of clothing.	Absence of finite verb in the first part. e.g. <i>un jersey por favor.</i>	Wrong message communicated e.g. <i>quiero comprar un bolso</i>	
2. Say what size and colour you want.		Size on its own e.g. <i>(es) grande...</i> or colour on its own e.g. <i>(es) verde</i>	Wrong message communicated. e.g. <i>es el cumpleaños de mi hermano</i>	
3. Say who the item is for.	<i>(Es) para/por mi madre</i> etc.	Comprehension difficult or ambiguous e.g. <i>mi madre.....</i>	Wrong message communicated e.g. <i>me gusta la chaqueta</i>	
4. Ask how much it is.	<i>¿ Cuánto?</i> + <i>es / son / cuesta / cuestan?</i> or <i>¿ el precio + es?</i> <i>¿ el precio por favor?</i> (Question must be implied).	e.g. <i>¿ Cuántos cuesta?</i> or <i>¿ El precio cuánto?</i> or <i>el precio.....</i> Comprehension difficult or ambiguous e.g. <i>¿ Cuánto es el dinero?</i> Statement, not a question = 1 mark.	Wrong use of <i>¿Cuántos?</i> e.g. <i>¿Cuántas personas?</i> <i>¿Cuántos?</i> on its own.	

Role-Play 3 – You are in a bus station in Spain.

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
1. Say you want to visit Granada.	<i>Quiero / necesito / deseo etc (ir / visitar etc)</i> + Granada	Idea on its own. No finite verbs e.g. <i>visitar / visita / ir Granada</i>	No idea of go / visit or wrong place e.g. <i>Quiero ir a Barcelona.</i>	
2. Say on what day and at what time.	Suitable day + time. Accept clear date for day. e.g. <i>lunes a las tres</i> <i>or</i> <i>lunes por la mañana.</i> Accept date = 2	Day on its own. e.g. <i>viernes</i> or time on its own e.g. <i>a las diez.</i>	Required message not communicated – no day or time. <i>el tiempo.....</i>	
3. Say what type of ticket you want and for how many people.	Number + any suitable class e.g. <i>(para/par) dos + primera / segunda / club / clase turística.</i>	Number of tickets only..... or <i>primera clase / segunda clase</i> etc on its own.	No idea of number or class. e.g. <i>primera / segunda</i> on its own.	
4. Ask a question about the bus station.	Any suitable question about the bus station. e.g. <i>¿Dónde (está) la estación?</i> (Question must be implied).	Statement, not a question = 1 mark. e.g. <i>la estación está en el centro</i>	Message not communicated	

Role-Play 4 – You telephone a cinema in Spain.

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
1. Say you want to see a film.	<i>Quiero ver + una película</i> + <i>una película</i> or film title e.g. Terminator 3 (Allow film name in English).	Absence of finite verbs in first part. e.g. <i>ver una película...</i>	Any other activity. e.g. <i>quiero ir de compras</i>	
2. Say for how many people and for what time.	Number + suitable time / day e.g. <i>(para/por) number personas / adultos etc.</i> + e.g. <i>(a) las ocho</i> Also may be credited if appears as extra information in task 1. e.g. <i>quiero entradas/billetes para tres personas a las siete.</i>	<i>(para / por) number + personas / adultos.</i> or time / date on its own e.g. <i>(a) las siete y media.</i>	No idea of how many people + when. i.e. confusion over numbers. or <i>el tiempo.....</i>	
3. Say one person is a student.	<i>Persona / or name.....(es)</i> + <i>estudiante</i> e.g. <i>Mi amigo es un estudiante.</i>	comprehension difficult or ambiguous e.g. <i>estudiante</i> mentioned on its own.	Required message not communicated. e.g. <i>John tiene 15 años</i>	
4. Ask a question about the cinema.	Any suitable question about the cinema. e.g. <i>¿Dónde está el cine?</i> (Question must be implied).	Statement, not a question = 1 mark. e.g. <i>el cine está cerca del supermercado.</i>		

Role-Play 5 – You are at a campsite in Spain.

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
1. Say you have a caravan.	<i>Tengo / estoy en</i> + <i>una caravana.</i>	Comprehension difficult or ambiguous e.g. <i>una caravana con mi familia</i>	Wrong message communicated. e.g. <i>necesito una caravana</i>	
2. Say for how many people and for how many nights.	<i>(para / por)</i> number + <i>personas / adultos etc.</i> + <i>number + noches</i>	<i>(para / por)</i> Number + <i>personas / adultos</i> etc on its own. e.g. <i>(para / por) 3 personas</i> or number + <i>noches</i> on its own. e.g. <i>(para / por dos noches)</i>	No mention of how many people. reservation is for and for how long.	
3. Say two activities you want to do at the campsite.	<i>(Quiero / me gustaría) jugar al fútbol</i> <i>y</i> <i>ir a la piscina/nadar</i> (must be feasible within context of role play)	One activity only instead of two. e.g. <i>jugar al baloncesto</i>	Any activity not feasible within context of role play e.g. <i>visitar el museo</i>	
4. Ask how much it is.	<i>¿ Cuánto?</i> + <i>es / son / cuesta / cuestan?</i> or <i>¿ el precio + es?</i> <i>¿ el precio por favor?</i> (Question must be implied).	Comprehension difficult or ambiguous e.g. <i>¿ Cuántos cuesta?</i> or <i>¿ El precio cuánto?</i> or <i>el precio.....</i> or <i>¿ Cuánto es el dinero?</i> Statement, no a question + 1 mark. e.g. <i>Cuesta mucho.</i>	Wrong use of <i>¿Cuántos?</i> e.g. <i>¿Cuántas personas?</i> <i>¿Cuántos?</i> on its own.	

Role-Play 6 – You are talking to your Spanish friend about a football match.

TASK	2 Marks Required message conveyed even if not totally correct.	1 Mark Comprehension difficult or ambiguous. Some relevant information conveyed.	0 Marks Required message not communicated.	Comments
1. Say you want to go to a football match.	<i>Quiero ir</i> + <i>al (partido de) fútbol.</i>	<i>el partido de fútbol</i> on its own. Absence of finite verb. <i>Quiero fútbol</i>	No idea of go / visit or wrong place e.g. <i>Quiero ir a la piscina.</i>	
2. Say on which day and by what form of transport.	Any suitable day + form of transport. e.g. <i>sábado en coche</i>	Any suitable day on its own e.g. <i>domingo</i> or form of transport on its own e.g. <i>en tren.</i>	Wrong message communicated e.g. <i>a las dos con mi padre.</i>	
3. Say where and when you want to meet.	Any suitable place + time e.g. <i>(enfrente del) cine a las dos.</i>	Any suitable place on its own e.g. <i>(enfrente del) cine</i> or time on its own e.g. <i>(a) las tres.</i>	Wrong message communicated e.g. <i>voy a ir con mi hermano tres.</i>	
4. Ask a question about the match.	Any suitable question about the match. e.g. <i>¿A qué hora empieza?</i> (Question must be implied). (no need to mention match - in number 1)	Statement, not a question = 1 mark. e.g. <i>el partido empieza a las tres</i>		

Higher Tier

General Principles:

Although one minor error is allowed, for full marks we are looking for a full response, **which includes the use of a verb in the correct time frame**. This applies to all H/T role-play tasks. The stimulus for task 1 is provided at the beginning of each role-play in the scene setting.

For Teacher interventions one detail is required – may not always require a verb. It must be a feasible answer in context of role-play. This applies to all teacher interventions in all role-plays.

Mispronunciation of *hay* – penalise only once in role play as a major error.

Role-Play 7 – You are looking for a summer holiday job in Spain.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulty of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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	0 Marks Required message not communicated.
1. Explica lo que quieres.	Request for a summer holiday job in Spain e.g. <i>quiero trabajar / busco un trabajo aquí en España durante las vacaciones de verano.....</i>		Some significant errors in language or omissions in message e.g. <i>trabajar durante las vacaciones</i>	Something communicated but very little e.g. <i>un trabajo verano</i>	<i>un trabajo</i>
2. !			(<i>tengo</i>) <i>quince(años)</i> Accept any number	Response incomplete or ambiguous. Poor pronunciation	<i>Tiene 16 años</i>
3. Menciona las fechas y horas posibles	Suitable dates / time span + possible working hours e.g. <i>me gustaría trabajar en julio desde las nueve hasta las cinco/cinco días cada semana etc.</i>	Minor errors in Quality of language used e.g. <i>en julio/en agosto desde las nueve hasta las cinco.../cinco días cada semana etc.</i>	Part of message only e.g. suitable dates / time span or possible working hours.	Something communicated but not clear what dates refer to e.g. <i>julio y agosto</i>	

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
4. Indica por qué quieres hacerlo (dos razones)	2 clear reasons given e.g. <i>tengo un novio en España y necesito dinero</i> (Any reason acceptable provided they are feasible in context)	No difficulties in comprehension but minor errors in Quality of Language e.g. <i>tengo un novio y no dinero</i>	Only half of message communicated i.e. only one reason given e.g. <i>me gusta dinero</i>	Something communicated but message incomplete or unclear e.g. <i>dinero en las vacaciones</i>	
5. !	N/A	N/A	Any languages spoken e.g. <i>(hablo) inglés (y francés)</i> <i>No hablo español.</i> One language only acceptable.	Some part of task completed but comprehension difficult or ambiguous e.g. anglicised pronunciation	No hablo
6. Haz una pregunta sobre el dinero	Any suitable question about money – intonation not enough e.g. <i>¿Cuánto dinero puedo ganar cada semana?</i> <i>¿Gano mucho dinero?</i> (Question must be implied).	No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Cuánto dinero por hora?</i>	Some significant errors in language e.g. <i>¿Cuánto dinero?</i>	Something communicated but very little. e.g. <i>¿ dinero la semana?</i> Message sounds like a statement rather than a question e.g. <i>gano mucho dinero</i>	<i>(el) dinero</i> (even as question)

Role-Play 8 – You have just arrived at a hotel in Spain but you are not happy with your room. You speak to the receptionist.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
1. Explica la situación	Explanation that there is a major problem with your room in the hotel e.g. <i>Hay problemas con mi habitación...</i> <i>No estoy contento con mi habitación</i>		Some significant errors in language or omissions in message e.g. <i>Problemas con mi habitación</i> <i>No contento con mi habitación</i> <i>Mi habitación no muy bueno</i>	Something communicated but very little. <i>No contento</i>	<i>La habitación</i>
2. !			Room number accurately conveyed.....	Comprehension difficult or ambiguous e.g. anglicised pronunciation	
3. Indica dos problemas que tienes	2 clear problems given e.g. <i>no tengo toallas</i> <i>y necesito jabón</i> (Any 2 problems acceptable provided they are feasible in context)	<i>El luz no funciona y el baño es sucia.</i>	Only half of message communicated i.e only one problem given e.g. <i>no hay radio</i>	Some comprehension but response incomplete or ambiguous e.g. <i>la luz en el baño</i>	

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
4. !	N/A	N/A	Possible length of stay e.g. <i>dos semanas</i>	Something communicated but message incomplete or unclear e.g. <i>una semanas</i>	
5. Indica tu solución.	A clear solution given e.g. <i>me puede traer dos toallas y jabón, por favour ¿ Puedo cambiar mi habitación?</i>		Only half of message communicated e.g. <i>tener más toallas y jabón....</i> <i>¿ habitación diferente?</i>	Some comprehension but response incomplete or ambiguous e.g. <i>más toallas</i>	<i>toallas</i>
6. Haz una pregunta sobre el hotel	Any suitable question about the hotel – intonation not enough e.g. <i>¿Dónde están los servicios?</i> (Question must be implied).	No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Dónde son los servicios?</i>	Some significant errors in language e.g. <i>¿los servicios?</i> <i>¿Dónde los servicios?</i> <i>¿Dónde hay un baño?</i> (<i>hay</i> mispronounced)	Something communicated but very little. Message sounds like a statement rather than a question.	<i>Servicios</i>

Role-Play 9 – You telephone a clinic in Spain because you want to see a doctor today. Your teacher will play the part of the receptionist.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
1. Explica lo que quieres.	Explain that you need to see a doctor today. e.g. <i>Necesito ver a un médico hoy...</i>		Some significant errors in language or omissions in message e.g. <i>quiero un médico ver a un médico hoy, por favor</i>	Something communicated but very little	<i>Un médico</i>
2. Describe dos síntomas que tienes	2 clear symptoms given e.g. <i>tengo dolor de cabeza y no puedo dormir</i> (Any 2 acceptable provided they are feasible in context)	No difficulties in comprehension but minor errors in Quality of Language e.g. <i>no duermo y problema con mi cabeza</i>	Only half of message communicated i.e. only one problem given. e.g. <i>me duele el brazo</i>	Some comprehension but response incomplete or ambiguous e.g. <i>cabeza y estómago</i>	
3. !	N/A	N/A	Time needed e.g. <i>ayer por la tarde etc. / a las dos</i>	Something communicated but message incomplete or unclear e.g. <i>la tarde a dos las/los dos</i>	e.g. <i>dos</i>

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
4. Indica cuando puedes venir y por qué.	Clear indication of when available and reason why e.g. <i>No puedo venir hasta las dos porque tengo que hacer mis clases</i>		Only half of message communicated..... e.g. <i>puedo venir a las dos</i> or <i>tengo clases hasta las dos</i> e.g. <i>Llegar a las dos porque mi comida</i>		<i>Puedes venir a las dos porque tengo clases.</i>
5. !	N/A	N/A	Clear indication of nationality e.g. <i>inglés</i>	Message ambiguous e.g. <i>Inglaterra</i>	
6. Haz una pregunta sobre la clínica.	Any suitable question about the clinic – intonation not enough e.g. <i>¿Dónde está la clínica?</i> (Question must be implied).	No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Adónde el clínica en esta ciudad?</i>	Some significant errors in language e.g. <i>¿La clínica en el centro?</i> e.g. <i>Está la clínica en la ciudad</i> (Verb inversion so question implied).	Something communicated but very little e.g. <i>¿en el centro?</i> or message sounds like a statement rather than a question eg. <i>la clínica está en la ciudad.</i>	

Role-Play 10 – You arrive at a service station in Spain with your family and you need to know how to get to Málaga.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
1. Explica lo que quieres.	Explain that you and your family need to get to Malaga. e.g. <i>Nos puede indicar la mejor carretera para llegar a Málaga, por favor etc....</i>	Minor errors in Quality of language used <i>¿Qué carretera para llegar a Málaga, por favor?</i> (No verb)	Some significant errors in language or omissions in full communication of message e.g. <i>¿carretera a Málaga?</i>	Something communicated but very little <i>Ir Málaga</i>	<i>Quiero saber la carretera.</i> <i>Quiero Málaga</i>
2 !	N/A	N/A	Clear indication of nationality e.g. <i>inglés</i>	Message ambiguous e.g. <i>Inglaterra</i>	
3. Explica por qué estás en España (dos cosas).	2 clear reasons given e.g. <i>estamos de vacaciones en España</i> <i>y queremos ver los monumentos</i> (Any 2 reasons acceptable provided they are feasible in context)		Only half of message communicated i.e. only one reason given e.g. <i>estamos de vacaciones en Málaga..</i> or <i>queremos ver los monumentos</i>	Something communicated but message incomplete or unclear	<i>las vacaciones</i>

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
4. !	N/A	N?A	Period of time staying. e.g. <i>un mes, una semana, la tarde etc.</i>	Something communicated but message incomplete or unclear	
5. Indica el alojamiento que tienes (dos cosas).	Clear indication of accommodation given e.g. <i>nos quedamos en un hotel de tres estrellas y tenemos piscina</i> (Any 2 acceptable provided they are feasible in context)		Only half of message communicated i.e only one item mentioned. e.g. <i>no hay ducha</i> e.g. <i>no tenemos piscina pero el hotel grande</i>	Some comprehension but response incomplete or ambiguous	
6. Haz una pregunta sobre Málaga.	Any suitable question about Málaga – intonation not enough e.g. <i>¿Qué hay de interés en Málaga?</i> (Question must be implied)		Some significant errors in language or ambiguous e.g. <i>¿Málaga interesante?</i> e.g. <i>¿Qué de interés en Málaga?</i> <i>Está Málaga cerca del mar.</i>	Something communicated but very little. Message sounds like / or is a statement rather than a question e.g. <i>Málaga está cerca del mar.</i>	<i>Málaga interesante</i>

Role-Play 11 – You are returning home from Spain. You have left your jacket in the hotel. You telephone the hotel.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
1. Explica la situación.	Explain that you are ringing the hotel because you have left your jacket there. e.g. <i>he dejado mi chaqueta en el hotel...</i>	<i>he dejado el chaqueta en la hotel.</i>	Some significant errors in language or omissions in message e.g. <i>dejado mi chaqueta...</i>	Something communicated but very little e.g. <i>mi chaqueta en el hotel.</i>	<i>Mi chaqueta.</i> Wrong item – not jacket. Ignore subsequently.
2 !	N/A	N/A	Room number accurately conveyed.....	Comprehension difficult or ambiguous e.g pronunciation of number unclear	
3. Indica dónde estás ahora (dos cosas).	Clear indication of location given e.g. <i>estoy en el aeropuerto cerca de la entrada</i> (Any 2 acceptable provided they are feasible in context)	<i>Soy en el aeropuerto cerca de la entrada.</i>	Only half of message communicated i.e. only one item mentioned or e.g. <i>estoy llamando de un taxi</i> or <i>en el aeropuerto en Málaga</i>	Some comprehension but response incomplete or ambiguous e.g. <i>el aeropuerto</i>	<i>Estás en el aeropuerto</i>

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
4. !	N/A	N/A	1 detail about the jacket e.g. (es) <i>grande</i>	Anglicised pronunciation.	
5. Indica tu solución para obtener el artículo.	A clear solution given e.g. <i>¿Puede mandarme la chaqueta?</i> e.g. <i>me gustaría buscar mi chaqueta....</i> (Any solution acceptable provided it is feasible in context)	No difficulties in comprehension but minor errors in Quality of Language.	Only half of message communicated e.g. <i>llegar en taxi para mi chaqueta</i>	Some comprehension but response incomplete or ambiguous	
6. Haz una pregunta sobre otra visita al hotel	Any suitable question about another visit to the hotel – intonation not enough e.g. <i>¿Es posible reservar otra habitación para el domingo?</i> (Question must be implied)	No difficulties in comprehension but minor errors in Quality of Language e.g. <i>¿Es posible otra habitación la semana que viene?</i>	Some significant errors in language.	Something communicated but very little. Message sounds like a statement rather than a question e.g. <i>el hotel tiene habitaciones libres para la semana que viene</i>	

Role-Play 12 – You telephone your Cuban friend in Havana. You cannot visit in the summer.

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
1. Explica la situación.	Explain that you cannot come to visit your friend in Cuba this summer e.g. <i>no puedo ir a visitarte este verano.</i> e.g. <i>no visito este verano...</i> Ignore misuse of <i>usted</i>	Minor errors in Quality of language used	Some significant errors in language or omissions in message <i>no visitar este verano...</i>	Something communicated but very little	<i>Este verano</i>
2 Indica tu razón.	Clear reason given e.g. <i>mi madre está enferma y no quiero dejarla</i> (Any reason acceptable provided it is feasible in context)		Only half of message communicated e.g. <i>no quiero venir porque mi madre</i>	Something communicated but message incomplete or unclear e.g. <i>no venir porque mi madre</i>	
3. !	N/A	N/A	Time to come in the future e.g. <i>en Navidad</i>	Something communicated but message incomplete or unclear i.e. not in future e.g. <i>cinco semanas</i>	

TASK	4 Marks Appropriate and correct response. The task is accomplished fully and without significant error.	3 Marks Appropriate and full response. Quality of Language is such that minor errors would cause no difficulties of comprehension.	2 Marks Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.	1 Mark 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.	0 Marks Required message not communicated.
4. Indica dos actividades que quieres hacer en Cuba.	Clear indication of 2 things you want to do there e.g. <i>quiero ir al mar y jugar al baloncesto</i> <i>Quiero jugar al fútbol y al baloncesto.</i> (Any 2 acceptable provided there are feasible in context)		Only half of message communicated i.e only one activity mentioned or message attempted but some ambiguity e.g. <i>quiero ir al mar</i> e.g. <i>quiero piscina y visitar iglesias</i> <i>quisiera juego al baloncesto y al tenis</i>	Some comprehension but response incomplete or ambiguous <i>Mar y cine</i> <i>quisiera juego al fútbol.</i>	<i>Quiero piscine</i>
5. !	N/A	N/A	Indication of food you like e.g. <i>(comida) italiana / pizza</i>		(Answer not a type of food)
6. Haz una pregunta sobre el clima en Cuba.	Any suitable question about the the climate in Cuba – intonation not enough e.g. <i>¿Qué tiempo hace en Cuba (en Navidad?)</i>	No difficulties in comprehension but minor errors in Quality of Language	Some significant errors in language or ambiguous e.g. <i>¿Qué tiempo hacer en Cuba en Navidad?</i> <i>¿Qué tiempo en Navidad?</i>	Something communicated but very little. Message sounds like a statement rather than a question e.g. <i>Hace mucho sol en Cuba.</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

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

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

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

This list is not exhaustive and is to be used as a guide to the marking of the 2004 tests only. There may be additional clarifications for the marking of the 2005 tests.