



General Certificate of Secondary Education

Spanish 3692

Specification B

36904/W Module 4 Writing

Mark Scheme

2005 examination – June series

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

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

Writing MODULE FOUR

WRITING TESTS – FOUNDATION AND HIGHER TIERS

MARK SCHEME – PART ONE

1. Principles of marking

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

2. Mechanics of Marking

- All part marks awarded as indicated in the marking schemes must be clearly shown on the candidate scripts. Carefully check marks which may need multiplying and / or dividing to arrive at any weighted totals.

3. MARK ALLOCATION

Foundation	Communication	Quality of Language	Total
Question 1a	2		2
Questions 1b & 1c	4		4
Question 2	8	12	20
Total	14	12	26

Higher	Communication	Quality of Language	Total
Question 1	8	12	20
Question 2	8	12	20
Total	16	24	40

3. Foundation Tier Question One

This question will be assessed for Communication only. The marks are allocated in the following way:

Question 1a (List Question):

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

Maximum mark - 2

Questions 1b and 1c:

Each task has a total of 2 marks. The Part 2 Mark Scheme each year will outline in detail how those communication marks should be divided and awarded.

4. Question Two

This question is marked out of 8 for Communication and 12 for Quality of Language.

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.

<i>Marks</i>	<i>Degree of Communication</i>	<i>Explanation</i>
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

5. Quality of Language

- Marks will be awarded out of 12 for each of Range/Complexity and Accuracy. The resulting total mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Marks for Quality of Language are awarded according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

The prescribed tasks in Question Two at Foundation Tier and Question One at Higher Tier offer an opportunity for the candidate to write in three time frames. Successful use of these opportunities will give the candidate an opportunity to gain access to the higher quality mark bands. Items of communication containing obviously incorrect / ambiguous time frames / tenses will not score for Communication.

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

The maximum mark for the Foundation Tier paper is 26.

HIGHER TIER

Both questions are assessed for Communication using the same criteria as at Foundation Tier. Both questions are marked out of 8 for Communication and 12 for Quality of Language.

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Further details of how to award the marks for Communication will be given in the Part 2 Mark Scheme.

<i>Marks</i>	<i>Degree of Communication</i>	<i>Explanation</i>
0	Nothing of merit: fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.	
1-2	Communicates a little basic information (eg simple facts).	Some brief, simple facts are communicated in relation to one or two of the tasks set.
3-4	Some basic information is conveyed; occasional additional details conveyed (eg description, simple opinion).	Some longer descriptions or simple facts conveyed in relation to several of the tasks set.
5-6	Communicates clearly quite a lot of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.	Some extended description in more than one of the tasks set. Simple facts conveyed in relation to all of the tasks set.
7-8	Communicates a lot of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.	Full descriptions in relation to all of tasks set.

At Higher Tier the mark for Quality of Language are awarded per question, according to the criteria below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

In each mark band, the higher of the two marks is awarded if there is strong evidence of the criteria in that band. If the evidence is more limited, the lower mark is awarded.

Marks out of 12 are given for Range and Complexity and Accuracy. For each question the resulting mark out of 24 is divided by 2 to give a total mark of 12 per question for Quality of Language.

The following restrictions apply in the award of marks for Range and Complexity and Accuracy:

Maximum Communication Mark	Maximum Range & Complexity Mark	Maximum Accuracy Mark
0	0	0
2	6	6
4	8	8
6	10	10
8	12	12

- To score 5 marks for Accuracy there must be some attempt to refer to different time frames.
- To score 7 marks the references to different time frames must be clear.
- To score 9 marks verbs and time frames must be generally accurate.

Half marks should be rounded up at the end of each question.

The maximum mark for the Higher Tier paper is 40.

Writing – Part 2 Mark Scheme

Foundation Tier

Question 1

This question is assessed for Communication only.

In 1 (a) accept all **understandable** words for beach items. Tick each word you accept.

In 1 (b) & (c) tick each task that is successfully communicated using a complete sentence.

1 (a)

(2 marks)

Marks	Degree of Communication
0	no understandable words
1	1 - 2 understandable words
2	3 - 4 understandable words

1 (a)	<p>This question is assessed for Communication only. Indicate each accepted item with a tick in the body of the task. Put the total marks awarded for 1 (a) (out of 2) in the right hand margin.</p> <p><u>A list of four things your friend should take to the beach</u></p> <p><u>If candidates make more than four attempts, consider the first four only</u></p> <p>Accept:</p> <ul style="list-style-type: none"> • anything that would be appropriate for use on a beach. Single vocabulary items are acceptable – no need for definite or indefinite articles or quantities. <i>Items of food and drink are acceptable.</i> • Brand names, e.g. <i>fanta, coca-cola</i>, even if they are identical in English. • Wrongly spelt words that would be recognisable to a sympathetic non-English speaking native speaker. <p>Reject:</p> <ul style="list-style-type: none"> • anything that would not fit into this category. • anything in English, other than brand names. • anything in languages other than Spanish. 		
2	1	0	
Three or four words communicated	One or two words communicated	No words communicated	

ACCEPT	REJECT
<i>items of food and drink</i>	<i>animals</i>
<i>appropriate items of clothing</i>	<i>comer / beber</i>
<i>appropriate items of medication</i>	<i>maleta</i>
<i>bocadillos / bocadillos</i>	
<i>fruta / fruta</i>	
<i>helado (s)</i>	
<i>comida / bebida</i>	<i>comido / bebido / picnic</i>
<i>barbacoa</i>	<i>toalla</i>
<i>traje de baño</i>	<i>BBQ</i>
<i>gaffas</i>	
<i>zappotos</i>	
<i>balón / pelota</i>	<i>fútbol / baloncesto/ voleibol</i>
<i>bikini</i>	
<i>discos compactos / música / CDs</i>	<i>amigos / bebe</i>
<i>bolso / bolsa / dinero / cartera</i>	
<i>teléfono</i>	
<i>aqua</i>	<i>crem� de la solar</i>

1 (b)

1 (b)	<p>Indicate each accepted item with a tick in the body of the task at the point where you have decided to accept the item. Put the total marks awarded for 1 (b) (out of 2) in the right hand margin.</p> <p>Nb. Do not obscure what the candidate has written.</p> <p>(i) <u>If you have brothers or sisters</u></p> <p>(ii) <u>what sort of music you like</u></p> <p>Accept:</p> <ul style="list-style-type: none"> • numbers in figures • wrong possessives • infinitives qualified by a personal / possessive / pronoun / adjective in the first person e.g. yo tener..., mi tener... • first person plural for first person singular <p>Reject:</p> <ul style="list-style-type: none"> • answers where BOTH wrong person AND wrong tense or infinitive appear • answers where no Spanish at all is written • answers including English words other than proper names • verbs in wrong person • verbs in wrong time frame • answers not containing a verb 	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

Spanish examples (a selection for your guidance)**1 (b) (i)**

ACCEPT	REJECT
Ignore <u>and bracket</u> additional material wherever it appears unless it contradicts or invalidates the answer	Answers in which additional material contradicts or invalidates the answer
<i>Tongo</i> for <i>tengo</i>	<i>Cuánto</i> for <i>tengo</i>
<i>un hermana / una hermano</i>	<i>Soy un hermano</i>
<i>Hay ... en mi familia</i>	<i>Tiene/tienes</i> for <i>tengo</i>
	<i>Hay</i> without <i>en mi familia</i> / <i>Es ...</i>

1 (b) (ii)

ACCEPT	REJECT
Ignore <u>and bracket</u> additional material wherever it appears unless it contradicts or invalidates the answer	Answers in which additional material contradicts or invalidates the answer
<i>me gusta(n)</i> music types in English	<i>te gusta</i>
<i>me gusto</i>	<i>me gustó / me gustaba / me gustaría</i>
<i>música pop / pop música / rock música etc</i>	<i>mi preferida for yo prefiero</i>
<i>rock (and roll) / rocanrol (without música)</i>	
<i>escucho / escuchamos for me gusta</i>	<i>escuchar</i> in any other person
<i>yo escuchar</i>	

1 (c)	<p>Indicate each accepted item with a tick in the body of the task at the point where you have decided to accept the item. Put the total marks awarded for 1 (c) (out of 2) in the right hand margin. Then add up the total marks for Question 1 (out of 6) and write this in the oval provided.</p> <p style="margin-left: 40px;">(i) which subjects you study (mention 2)</p> <p style="margin-left: 40px;">(ii) one thing you do (after school)</p> <p>Accept:</p> <ul style="list-style-type: none"> • wrong object pronouns • verbs in the infinitive provided they are governed by a first person pronoun, possessive etc. • accept either a list of subjects for (c) (i) or a total number of subjects • answers for (c) (ii) which do not include <i>después del colegio</i> etc. <p>Reject:</p> <ul style="list-style-type: none"> • verbs in the infinitive not governed by a first person pronoun, possessive etc. • verbs in wrong person • verbs in wrong time frame • answers which only give one school subject in (c) (i) • answers which do not contain a verb 	
2	1	0
Both tasks communicated	One task communicated	Neither task communicated

Spanish examples (a selection for your guidance)**1 (c) (i)**

ACCEPT	REJECT
Ignore <u>and bracket</u> additional material wherever it appears unless it contradicts or invalidates the answer.	Answers in which additional material contradicts or invalidates the answer.
Answer which include a verb and two subjects	Answers which do not contain a verb or only contain one subject
<i>historio / información</i>	España
<i>estudio <u>OR</u> me gusta etc</i>	

1 (c) (ii)

ACCEPT	REJECT
Ignore <u>and bracket</u> additional material wherever it appears unless it contradicts or invalidates the answer.	Answers in which additional material contradicts or invalidates the answer.
<i>me gusta</i> (ii) provided it is followed by another verb	where you go instead of what you do
voy al polideportivo	<i>me gusta</i> + place or activity.
yo ir el cine	<i>El eschcha</i>
tengo que + activity	<i>Ir a la piscine</i> (French)
	Reject answers in any tense other than the present

Foundation Tier Question 2/ Higher Tier Question 1 (8 marks - Communication)
(12 marks – Quality of Language)

DO NOT CONSIDER ANY SENTENCE WITH ENGLISH OR NON-SPANISH WORDS.

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text by a tick, with e.g. 1, 2, 3 in the left hand margin. To assist you further in assessing the work, please also use the following annotations within the body of the text:

- D = development
- O = opinion
- J = justification.

N.B. The ticks and annotations will help you to arrive at a fair Communication mark, but it does not automatically follow that six ticks will score all 8 Communication marks. The final decision on a communication mark must be based on matching the candidate’s overall performance against the descriptors.

Additional notes

- **Infinitives NOT preceded by a subject/object/possessive pronoun in the correct person invalidate the communication of an item.**
- **Any item including English words cannot communicate.**
- **Two elements may be combined in one sentence with one verb**

Task 1	Where you went <u>one day</u> (during the last Christmas holidays).	
	Accept	Reject
	<ul style="list-style-type: none"> • Any complete sentences or parts of complete sentences which fulfil the requirements of the task. • Accept first person singular or plural • Unaccentend preterites e.g. <i>visite</i> • Countries • <i>Fui de compras a a location</i> 	<ul style="list-style-type: none"> • Ambiguous statements because of wrong person or tense of verb • <i>Activities unless destination is given as well.</i> • Any item which could not be done in <u>one day</u> • <i>Fui de for fui a (España) visté</i>

Task 2	What you did there.	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Accept first person singular or plural <i>Comé</i> for <i>comí</i> Activity should be appropriate to task 1 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb <i>Mi amiga compré.... etc</i>

Task 3	Your opinion of the day.	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Past time scale may be accomplished by use of either preterite, perfect or imperfect tense. Accept present tense for an opinion. 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference. Answers not containing verb

Task 4	Where you are going (to spend (the Summer holidays next year)).	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Future time frame as either immediate future (<i>voy a...</i>) or simple future or conditional, but see below Allow <i>quiero / me gustaría ...</i> Accept Cornwall etc in English Accept <i>voy/visito</i> as future intention 	<ul style="list-style-type: none"> Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference. <i>Me gusta</i> for future time frame <u>Countries</u> in English London, (but accept all other English town / cities in English) <i>Voy a Español</i> for <i>voy a España</i>

Task 5	With whom you normally prefer to spend your holidays and why.	
	Accept	Reject
	<ul style="list-style-type: none"> • Only present tense acceptable here • <i>Me gusta</i> • Use of <i>preferir</i> is not essential 	<ul style="list-style-type: none"> • Answers only dealing with part of the task • Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference. • <i>Me gustaría, me gustó</i>

Task 6	Ask about the weather (in Tenerife) during the Christmas holidays.	
	Accept	Reject
	<ul style="list-style-type: none"> • Weather question + <u>and</u> time • Any complete sentences or parts of complete sentences which fulfil the requirements of the task. • <i>¿Qué es el tiempo en diciembre.</i> • <i>¿Qué tiempo hacer en diciembre.</i> • <i>Clima</i> • <i>Invierno + diciembre / enero</i> 	<ul style="list-style-type: none"> • Ambiguous statements because of wrong person or tense of verb, <u>even if</u> qualified by correct subject /possessive pronoun or time reference. • Anything which is not obviously a question. • <i>Climo</i>

Quality of Language

Quality of Language marks are awarded as per the Quality of Language criteria grid below.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

Communication Mark	Max. Range & Complexity Mark	Max. Accuracy Mark
0	0	0
1 - 2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy and these are added together. The resulting mark out of 24 is divided by 2 to give a total mark out of 12 for Quality of Language. (Half marks are rounded up).

Higher Tier Question 2**(8 marks – Communication)
(12 marks – Quality of Language)**

As per the descriptors in the Part 1 Mark Scheme, a mark between 0 and 8 will be awarded for Degree of Communication and a further 12 marks for Quality of Language.

There are 6 tasks. Any relevant information on these tasks will be rewarded.

The point at which the task has been successfully completed will be indicated within the body of the text by a tick, with e.g. 1, 2, 3 in the left hand margin. To assist you further in assessing the work, please also use the following annotations within the body of the text:

D = development

O = opinion

J = justification.

N.B. The ticks and annotations will help you to arrive at a fair communication mark, but it does not automatically follow that six ticks will score all 8 communication marks. The final decision on a communication mark must be based on matching the candidate's overall performance against the descriptors.

Task 1	Describe a tu mejor amigo/amiga.	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Members of family or pets if mentioned as best friend 	<ul style="list-style-type: none"> Descriptions which are not about a best friend Only mention of a name <p>(NFP thereafter if candidates describe some other person)</p>

Task 2	Explica por qué te llevas bien con él/ella.	
	Accept	Reject
	<ul style="list-style-type: none"> Any complete sentences or parts of complete sentences which fulfil the requirements of the task. Accept implicit reasons 	<ul style="list-style-type: none"> (NFP thereafter if candidates describe some other person) <i>gustamos / gusto</i>

Task 3		Explica <u>cuándo</u> y <u>cómo</u> conociste a tu amigo/amiga por primera vez.	
Accept		Reject	
<ul style="list-style-type: none"> Answers which include both parts of the item <i>Conocé</i> for <i>conoci</i> 		<ul style="list-style-type: none"> Information that does not involve friend. Answers in anything other than past time frame Answers which include only one part of the item. 	

Task 4		Los planes de tu amigo/amiga a para el futuro.	
Accept		Reject	
<ul style="list-style-type: none"> Anything that can reasonably be regarded as a plan for the future e.g. <i>piensa trabajar</i> etc. Friend's plans may include the candidate. 		<ul style="list-style-type: none"> Plans of anyone other than friend. Answers in anything other than future time frame Candidate's plans including friend 	

Task 5		Tu opinión de sus planes	
Accept		Reject	
<ul style="list-style-type: none"> Opinions may be in present or future time frame, and about any plans (friends or own) 			

Task 6		¿Por qué piensas así?	
Accept		Reject	
<ul style="list-style-type: none"> Anything that can reasonably be regarded as justification for views expressed in 5. Justification may be in any time frame 		Anything which does not justify view expressed in 5.	

Quality of Language**Questions 1 & 2**

As per the descriptors in the Part 1 Mark Scheme, award a mark of between 0-12 for each question for Quality of Language.

Quality of Language		
Mark	Range & Complexity	Accuracy
0	Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	There is little, if any, evidence of understanding of the most basic linguistic structures.
1-2	The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
3-4	Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
5-6	Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
7-8	There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
9-10	There is a wider range of vocabulary and structure which communicate descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses are used more regularly and with increasing success.	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
11-12	A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The following restrictions apply in the award of marks for Range & Complexity and Accuracy.

Communication Mark	Max. Range & Complexity Mark	Max. Accuracy Mark
0	0	0
1 -2	6	6
3 - 4	8	8
5 - 6	10	10
7 - 8	12	12

Marks are given out of 12 for Range and Complexity and out of 12 for Accuracy and these are added together. The resulting mark out of 24 is then divided by 2 to give a final mark out of 12 for Quality of Language.

Half marks are rounded up at the end of each question.