

# Mark Scheme Summer 2009

GCSE

GCSE Spanish (1246)

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Summer 2009

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Question Number	Answer	Mark
1	A	(1)

Question Number	Answer	Mark
2	H	(1)

Question Number	Answer	Mark
3	F	(1)

Question Number	Answer	Mark
4	D	(1)

Question Number	Answer	Mark
5	B	(1)

Question Number	Answer	Mark
6	A	(1)

Question Number	Answer	Mark
7	C	(1)

Question Number	Answer	Mark
8	A	(1)

Question Number	Answer	Mark
9	C	(1)

Question Number	Answer	Mark
10	B	(1)

Question Number	Answer	Mark
11	G	(1)

Question Number	Answer	Mark
12	D	(1)

Question Number	Answer	Mark
13	F	(1)

Question Number	Answer	Mark
14	B	(1)

Question Number	Answer	Mark
15	A	(1)

Question Number	Acceptable Answers	Reject	Mark
16(a)	(enfrente del) colegio		(1)

Question Number	Acceptable Answers	Reject	Mark
16(b)	(las) ocho (de la mañana)/ la mañana	ocho on its own mañana	(1)

Question Number	Acceptable Answers	Reject	Mark
16(c)	joven /alto /rubio any two of three		(2)

Question Number	Acceptable Answers	Reject	Mark
16(d)	teléfono/móvil	mobile phone	(1)

Question Number	Answer	Mark
17	H	(1)

Question Number	Answer	Mark
18	A	(1)

Question Number	Answer	Mark
19	G	(1)

Question Number	Answer	Mark
20	E	(1)

Question Number	Answer	Mark
21	C	(1)

Question Number	Answer	Mark
22	Cross boxes (b), (e), (g), (h), (j)	(1)

Question Number	Answer	Mark
23(a)(i)	A	(1)

Question Number	Answer	Mark
23(a)(ii)	B	(1)

Question Number	Answer	Mark
23(a)(iii)	C	(1)

Question Number	Answer	Mark
23(b)(i)	B	(1)

Question Number	Answer	Mark
23(b)(ii)	C	(1)

Question Number	Answer	Mark
24	E	(1)

Question Number	Answer	Mark
25	A	(1)

Question Number	Answer	Mark
26	B	(1)

Question Number	Answer	Mark
27	G	(1)

Question Number	Answer	Mark
28	C	(1)

Question Number	Acceptable Answers	Reject	Mark
29(a)	waiter		(1)

Question Number	Acceptable Answers	Reject	Mark
29(b)	interesting		(1)

Question Number	Acceptable Answers	Reject	Mark
30(a)	(works in) hotel/(works on) Saturday(s) Saturday work/job	work Saturday	(1)

Question Number	Acceptable Answers	Reject	Mark
30(b)	any 2 from: washes dishes /works in the kitchen/ lays the tables Accept transfer of info from 30(a) but do not credit twice	clears tables cooks	(2)

Question Number	Acceptable Answers	Reject	Mark
31(a)	2 1 brother and 1 sister	Wrong number of brothers or sisters	(1)

Question Number	Acceptable Answers	Reject	Mark
31(b)	any 2 from: mechanic / older/good looking /get(s) on well	Is wonderful At mechanic school	(2)

Question Number	Acceptable Answers	Reject	Mark
32(a)	Intelligent		(1)

Question Number	Acceptable Answers	Reject	Mark
32(b)	Strict		(1)



GCSE 1246 Spanish  
Paper 1F Listening and Responding Transcript  
Summer 2009

*This is the listening comprehension test for GCSE Spanish Paper 1F Foundation Tier - Summer 2009*

**LOS DEPORTES**

Lee las preguntas siguientes.

*Pause for reading*

**Ejemplo**

M1 Me encanta el fútbol.

*Pause and repeat*

**Pregunta número 1.**

F1 Siempre juego al tenis.

*Pause and repeat*

**Pregunta número 2.**

M2 Me gusta hacer vela.

*Pause and repeat*

**Pregunta número 3.**

F2 Juego al ping pong.

*Pause and repeat*

**Pregunta número 4.**

M3 Prefiero el baloncesto.

*Pause and repeat*

**Pregunta número 5.**

F3 Me gusta mucho nadar.

*Pause and repeat*

## MI CASA

Lee las preguntas siguientes.

*Pause for reading*

**Ejemplo:**

M1 Vivo en Toledo.

*Pause and repeat.*

**Pregunta número 6.**

F1 Vivo en un piso de lujo.

*Pause and repeat.*

**Pregunta número 7.**

F1 Hay cuatro dormitorios.

*Pause and repeat.*

**Pregunta número 8.**

F1 Tenemos un salón enorme.

*Pause and repeat.*

**Pregunta número 9.**

F1 ¡Qué bien! Hay una piscina.

*Pause and repeat.*

**Pregunta número 10.**

F1 Lo único es que no hay garaje.

*Pause and repeat.*

---

## EL TIEMPO LIBRE

Lee la lista siguiente.

*Pause for reading*

**Ejemplo:**

M1 Fabio, ¿qué haces en tu tiempo libre?

M2 Me encanta tocar la guitarra.

*Pause and repeat.*

**Pregunta número 11.**

M1 Y tú, Candi, ¿te gusta la música?

F1 No mucho. Prefiero hablar. Siempre estoy con mis amigos.

*Pause and repeat.*

**Pregunta número 12.**

M1 Y tú, Ramón, ¿qué te gusta hacer?

M2 Me gusta surfear por Internet.

*Pause and repeat.*

**Pregunta número 13.**

M1 Loli, ¿qué haces en tus ratos libres?

F2 Lo que me gusta más es ir de compras.

*Pause and repeat.*

**Pregunta número 14.**

M1 Vito, ¿cuál es tu actividad favorita?

M2 Conocer otros países. Este año voy a Inglaterra por primera vez.

*Pause and repeat.*

**Pregunta número 15.**

M1 Soledad, ¿qué te interesa más?

F3 Me gusta mucho leer novelas y revistas.

*Pause and repeat.*

## UN ATRACO

Lee la pregunta siguiente.

*Pause for reading*

**Pregunta número 16.**

M1 ¿Cómo se llama usted, señora?

F1 García. Me llamo María García.

M1 Gracias, y ¿dónde estaba usted?

F1 Estaba enfrente del colegio a las ocho de la mañana.

M1 ¿Verdad? ¿Qué pasó?

F1 Un joven muy alto con pelo rubio me robó el teléfono móvil.

M1 Gracias, señora.

*Pause and repeat.*

---

## SEVILLA

Lee las preguntas siguientes.

*Pause for reading*

**Ejemplo:**

M1 Hay muchos restaurantes.

*Pause and repeat.*

**Pregunta número 17.**

F1 ¡No olvides el aeropuerto!

*Pause and repeat.*

**Pregunta número 18.**

M2 Los parques son bonitos.

*Pause and repeat.*

**Pregunta número 19.**

F2 Las tiendas abren tarde.

*Pause and repeat.*

**Pregunta número 20.**

M3 Hay iglesias por todas partes.

*Pause and repeat.*

**Pregunta número 21.**

F2 ¡Hay que visitar el castillo!

*Pause and repeat*

---

## **LAS VACACIONES**

Lee las preguntas siguientes.

*Pause for reading*

**Pregunta número 22.**

F1 Este año fui de vacaciones con un grupo de amigos. Pasamos dos semanas en Andalucía en el sur de España. Es una región muy bonita y hacía mucho calor. Nos alojamos en un hotel muy cerca de la playa. Nos costó un poco caro pero había mucho que hacer. Bajamos a la playa casi todos los días y por la noche salimos a bailar.

*Pause and repeat.*

---

## **EL COLEGIO**

Lee las preguntas siguientes.

*Pause for reading*

**Pregunta número 23a.**

F1 ¡Hola Juan! ¿Cómo es tu colegio?

M1 No es un colegio grande pero es mixto.

F1 Gracias. ¿Y cuántos alumnos hay?

M1 Creo que hay más o menos quinientos alumnos en total.

F1 ¿Y qué te gusta más estudiar?

M1 Me interesa la informática pero el inglés me aburre.

*Pause and repeat.*

**Pregunta número 23b.**

F1 ¿A qué hora empieza por la mañana?

M1 Las clases empiezan a las ocho y cuarto cada día.

F1 Hay actividades extraescolares, ¿verdad?

M1 Sí, un club de ajedrez y un club de natación también.

*Pause and repeat.*

---

## **EN LA CAFETERÍA**

Lee las preguntas siguientes.

*Pause for reading*

**Ejemplo:**

M1 Un café con leche, por favor.

*Pause and repeat*

**Pregunta número 24.**

F1 Para mí, una limonada.

*Pause and repeat*

**Pregunta número 25.**

M2 Tráigame un bocadillo de jamón.

*Pause and repeat*

**Pregunta número 26.**

F2 Quisiera unas patatas fritas.

*Pause and repeat*

**Pregunta número 27.**

M3 Una ensalada mixta, por favor.

*Pause and repeat*

**Pregunta número 28.**

F3 Y para mí, una hamburguesa grande.

**The world of work**

**Questions 29 and 30**

*Pause for reading*

Answer the following questions in English

**Question 29.**

F1 ¡Hola Adrián! ¿Qué quieres hacer en el futuro?

M1 Me gustaría ser camarero.

F1 ¿Por qué?

M1 En mi opinión es una carrera muy interesante.

*Pause and repeat.*

**Question 30.**

F1 Muy bien. ¿Qué experiencia tienes?

M1 Trabajo los sábados en un hotel.

F1 ¿Y qué haces exactamente?

M1 Lavo los platos, trabajo en la cocina y pongo las mesas.

*Pause and repeat.*

---

**FAMILY LIFE**

**Questions 31 and 32**

*Pause for Reading*

Answer the following questions in English.

**Question 31a.**

F1 Mi familia no es muy grande. Tengo un hermano mayor y una hermana menor.

*Pause and repeat.*

**Question 31b.**

F1 Mi hermano es muy guapo. Es mecánico. Me llevo bien con él.

**Question 32a.**

M1 Mi madre es muy inteligente.

*Pause and repeat.*

**Question 32b.**

M2 Mi padre me parece demasiado estricto a veces.

*Pause and repeat.*

**END OF TEST**



Question Number	Answer	Mark
1	G	(1)

Question Number	Answer	Mark
2	D	(1)

Question Number	Answer	Mark
3	F	(1)

Question Number	Answer	Mark
4	B	(1)

Question Number	Answer	Mark
5	A	(1)

Question Number	Acceptable Answers	Reject	Mark
6(a)	(enfrente del) colegio		(1)

Question Number	Acceptable Answers	Reject	Mark
6(b)	(las) ocho (de la mañana)/ la mañana	ocho on its own mañana	(1)

Question Number	Acceptable Answers	Reject	Mark
6(c)	joven /alto /rubio any two of three		(2)

Question Number	Acceptable Answers	Reject	Mark
6(d)	teléfono/móvil	mobile phone	(1)

Question Number	Answer	Mark
7(i)	E	(1)

Question Number	Answer	Mark
7(ii)	A	(1)

Question Number	Answer	Mark
7(iii)	D	(1)

Question Number	Answer	Mark
7(iv)	B	(1)

Question Number	Answer	Mark
8(a)	B	(1)

Question Number	Answer	Reject	Mark
8(b)	Any 4 from: máx 2 horas/menos (de) dos horas todo el año (es) emocionante tenis es lento tenis es aburrido atletismo (sólo) en verano	rápido rapidamente	(4)

Question Number	Answer	Mark
9(a)(i)	A	(1)

Question Number	Answer	Mark
9(a)(ii)	B	(1)

Question Number	Answer	Mark
9(a)(iii)	C	(1)

Question Number	Answer	Mark
9(b)(i)	B	(1)

Question Number	Answer	Mark
9(b)(ii)	C	(1)

Question Number	Answer	Mark
10	Cross boxes (a), (c), (d), (f), (h)	(5)

Question Number	Acceptable Answers	Reject	Mark
11(a)	Positivos: Any 3 from: barato bonito música cerca/no lejos cantante (guapo)	guapo super	(3)

Question Number	Acceptable Answers	Reject	Mark
11(b)	Negativos: Any 3 from: comida <u>basura</u> mesa <u>pequeña</u> rincón <u>oscuro</u> camarero <u>triste /antipático</u> <u>/malo / no sonrió</u> tardaron una hora + <u>primer plato / comida</u>		(3)

Question Number	Answer	Mark
12	Cross boxes (b), (e), (g), (h), (j)	(5)

Question Number	Acceptable Answers	Reject	Mark
13(a)(i)	USA / America/States		(1)

Question Number	Acceptable Answers	Reject	Mark
13(a)(ii)	The forties/1940s	1940	(1)

Question Number	Acceptable Answers	Reject	Mark
13(b)(i)	Any 2 from: Young people/youths/ aged <u>12 - 18</u> / pupils/students teachers parents	age 12 age 18 mothers fathers teenagers head teachers adults young people	(2)

Question Number	Acceptable Answers	Reject	Mark
13(b)(ii)	Any 1 from: listen to <b>evidence/ crime(s) / problem</b> decide the <b>punishment /outcome</b>	Listen Decide legal terms: judge /case /jury /trial	(1)

Question Number	Acceptable Answers	Reject	Mark
13(c)	Any 2 from: mobile phone <u>theft</u> graffiti alcohol <u>abuse /use</u> drug <u>abuse / use</u> truancy /staying away from school shoplifting disobedience	theft robbery absence	(2)

Question Number	Acceptable Answers	Reject	Mark
13(d)	<b>Any 3 from:</b> Attending extra school clubs / activities helping other people at home / domestic chores <u>for others</u> DIY decorating / painting <u>buildings</u> <u>community work/projects</u> / <u>voluntary work / projects</u>	homework housework working at / from home decorating / painting voluntary jobs	(3)

GCSE 1246 Spanish  
Paper 1H Listening and Responding Transcript  
Summer 2009

*This is the listening comprehension test for GCSE Spanish Paper 1H Higher Tier - Summer 2009*

**EL TIEMPO LIBRE**

Lee la lista siguiente.

*Pause for reading*

**Ejemplo:**

M1 Fabio, ¿qué haces en tu tiempo libre?

M2 Me encanta tocar la guitarra.

*Pause and repeat.*

**Pregunta número 1.**

M1 Y tú, Candi, ¿te gusta la música?

F1 No mucho. Prefiero hablar. Siempre estoy con mis amigos.

*Pause and repeat.*

**Pregunta número 2.**

M1 Y tú, Ramón, ¿qué te gusta hacer?

M3 Me gusta surfear por Internet.

*Pause and repeat.*

**Pregunta número 3.**

M1 Loli, ¿qué haces en tus ratos libres?

F2 Lo que me gusta más es ir de compras.

*Pause and repeat.*

**Pregunta número 4.**

M1 Vito, ¿cuál es tu actividad favorita?

M4 Conocer otros países. Este año voy a Inglaterra por primera vez

*Pause and repeat.*

**Pregunta número 5.**

M1 Soledad, ¿qué te interesa más?

F3 Me gusta mucho leer novelas y revistas.

*Pause and repeat.*

---

**UN ATRACO**

Lee la pregunta siguiente.

*Pause for reading*

**Pregunta número 6.**

M1 ¿Cómo se llama usted, señora?

F1 García. Me llamo María García.

M1 Gracias, y ¿dónde estaba usted?

F1 Estaba enfrente del colegio a las ocho de la mañana.

M1 ¿Verdad? ¿Qué pasó?

M1 Un joven muy alto con pelo rubio me robó el teléfono móvil.

F1 Gracias, señora.

*Pause and repeat.*

---

**LAS PRÁCTICAS DE TRABAJO**

Lee la lista siguiente.

**Pregunta número 7**

F1 Orlando, ¿qué tenías que hacer?

M1 Pues, no mucho. Ayudar a los mecánicos.

F1 ¿Y tú, Eva?

F2 Era muy interesante. Trabajé con unos niños en clase.

F1 ¿Qué tal tu trabajo, Marco?

M2 Era muy fácil. Busqué destinos interesantes para unos clientes.

F1 ¿Y tú, Camila?

F2 Era un poco aburrido. Sólo tenía que archivar y mandar unos fax.

F1 César, ¿qué hiciste tú entonces?

M1 Era un trabajo muy repetitivo. Hice las camas e hice la limpieza general.

*Pause and repeat.*

---

## EL DEPORTE EN LA TELEVISIÓN

Lee las preguntas siguientes.

### Pregunta número 8

M1 ¿Qué deporte te gusta ver más en la televisión?

M2 ¡El fútbol, por supuesto! Los partidos duran menos de dos horas, son emocionantes y se juega durante todo el año.

F1 Sí, pero hay demasiado en la televisión. ¿No te gusta ver el tenis?

M1 No, no me gusta mucho. Es un juego muy lento y me aburre. ¿Qué piensas de los programas de atletismo?

M2 Ya, pero sólo se puede ver el atletismo durante el verano.

F1 ¡Tienes razón!

M1 Entre los tres, entonces, lo mejor es el primero.

M2 + F1 Pues, ¡hemos decidido!

*Pause and repeat.*

---

## EL COLEGIO

Lee las preguntas siguientes.

*Pause for reading*

### Pregunta número 9a.

F1 ¡Hola Juan! ¿Cómo es tu colegio?

- M1 No es un colegio grande pero es mixto.
- F1 Gracias. ¿Y cuántos alumnos hay?
- M1 Creo que hay más o menos quinientos alumnos en total.
- F1 ¿Y qué te gusta más estudiar?
- M1 Me interesa la informática pero el inglés me aburre.

*Pause and repeat.*

#### **Pregunta número 9b.**

- F1 ¿A qué hora empieza por la mañana?
- M1 Las clases empiezan a las ocho y cuarto cada día.
- F1 Hay actividades extraescolares, ¿verdad?
- M1 Sí, un club de ajedrez y un club de natación también.

*Pause and repeat.*

---

#### **MI CASA IDEAL**

Lee las preguntas siguientes.

#### **Pregunta número 10.**

F1 La casa de mis sueños sería de alta calidad. Estaría en el campo muy lejos del tráfico de una ciudad grande. Sería una casa nueva con todas las instalaciones del siglo veintiuno. Debería tener ocho dormitorios como mínimo. Habría un jardín enorme, piscina y gimnasio. También habría cámaras de seguridad en cada habitación.

*Pause and repeat.*

---

#### **EL RESTAURANTE DEL BARRIO**

Lee las preguntas siguientes.

*Pause for reading*

#### **Pregunta número 11a**



F1 El nuevo restaurante era bastante barato y era bonito también.

M1 Estoy de acuerdo. También me gustó mucho la música.

F1 ¡Sí! El cantante era super guapo, ¿verdad?

M1 Lo bueno para mí es que el restaurante no estaba lejos.

*Pause and repeat*

### **Pregunta número 11b**

*Pause for reading*

M1 Pero había desventajas también. Tardaron una hora en traer el primer plato.

F1 ¡Tienes razón!

M1 ¿Qué te pareció el menú? Sólo había comida basura.

F1 ¡Sí! La mesa era muy pequeña y estaba situada en un rincón oscuro. Además el camarero no sonrió ni una vez.

M1 ¡Es verdad! La próxima vez que salgamos sería mejor buscar otro restaurante.

*Pause and repeat*

---

## **LAS VACACIONES**

Lee las preguntas siguientes.

*Pause for reading*

### **Pregunta número 12.**

F1 Este año fui de vacaciones con un grupo de amigos. Pasamos dos semanas en Andalucía en el sur de España. Es una región muy bonita y hacía mucho calor. Nos alojamos en un hotel muy cerca de la playa. Nos costó un poco caro pero había mucho que hacer. Bajamos a la playa casi todos los días y por la noche salimos a bailar.

*Pause and repeat.*

---

## TEEN COURTS AND JUSTICE

Answer the following questions in English

### Question number 13A

F1 Señor López, ¿me puede decir algo sobre los orígenes de este proyecto?

M1 ¡Por supuesto! Empezó en los Estados Unidos en los años cuarenta.

*Pause and repeat.*

### Question number 13B

F1 ¿Cómo funciona el sistema juvenil?

M1 Es para jóvenes de 12 a 18 años. Siempre van acompañados por sus padres. Funciona como un juicio de verdad. Un profesor y unos alumnos del colegio escuchan lo ocurrido y deciden el castigo apropiado.

*Pause and repeat.*

### Question number 13C

F1 ¿Qué tipo de delitos se consideran?

M1 ¡Muchos! Robos de teléfonos móviles, faltar a clases sin autorización, desobediencia, pintadas, robos cometidos en tiendas, abuso de alcohol y drogas.

*Pause and repeat.*

### Question number 13D

F1 ¿Qué tipo de castigos se imponen con este sistema?

M1 Algunos deben asistir a clubes y actividades extraescolares. Algunos hacen tareas domésticas para otras personas. A veces hacen bricolaje o decoran edificios. También trabajan voluntariamente en proyectos comunitarios.

F1 ¡Gracias, Señor López!

*Pause and repeat.*

**END OF TEST**

## General Information

Please mark in red in the examiner boxes on the L3.

If teacher examiners read out the candidate's response by mistake, the candidate cannot be credited for repeating it.

## Role-Play A

If candidate offers two items combined (eg tasks 2 and 3) - accept.

Please note that candidates often see things that we do not, so treat each unexpected utterance on its own merit.

The candidate's response in the handbook is suggested not mandatory.

Distinguish between : Dropping one mark = some ambiguity

Dropping one box = partial success

## Role-Play B

All 3 / 2 choices given - mark the first one only.

If a symbol is misinterpreted but is still within context - accept.

Part of the message is not communicated = partial success.

Flaw in detail (including unlikely misinterpretation of symbols) = -1.

Please note that candidates often see things that we do not, so treat each utterance on its own merit.

The candidate's response in the handbook is suggested not mandatory.

Distinguish between : Dropping one mark = some ambiguity

Dropping one box = partial success

## Role-Play C

Candidates who pre-empt one or more of the unpredictables without being asked should not be penalised.

If the candidate does not respond to one of the unpredictable questions and the teacher examiner then rephrases the question the candidate's response should be disregarded.

If teacher examiners have rephrased the unpredictables (which they have been directed NOT to do in the handbook) it is unlikely that the candidate can be deemed to have totally fulfilled the requirements of the task.

## Conversation

Too long - stop marking after five minutes Foundation or seven minutes Higher. If the first conversation topic is over-long stop listening after two and a half minutes (Foundation) or three and a half minutes (Higher) and fast forward to the second topic.

If only one topic is covered, the marks should be halved.

If the second topic is very brief the mark should be adjusted accordingly.

Drop one box in the Mark Scheme for Communication and Content only if shortchanged on overall time.

# Role-Play A

## QU

### Accept

A1 Any reasonable interpretation of fruit illustrated  
¿cuánto dinero, vale, cuesta?  
¿cuántos euros, pesetas?  
Any South American currency  
Chao

A2 buenos días, buenas tardes, buenas noches  
dormitorio, cuarto  
cenar, desayunar, comida, cena, desayuno, tengo hambre, quiero comer (patatas fritas)

A3 camisa, juguete, jersey, suéter, pullover  
¿cuánto dinero, vale, cuesta?  
¿cuántos euros, pesetas?  
Any South American currency  
Muy bien, vale, está bien

A4 buenos días, buenas tardes  
buenas noches  
  
Accept the question ¿A qué hora?

A5 autocar, guagua, colectivo  
metro, bús (Sp pron), microbus  
¿está cerca? ¿a qué distancia?  
¿cuántos kilómetros?  
Muy bien, vale, está bien

A6 buenos días, buenas tardes  
buenas noches  
tarjetas, plumas, bolis, postal  
timbres, estampillas  
¿cuánto dinero, vale, cuesta?  
¿cuántos euros, pesetas?  
Any South American currency

### Reject

¿cuántos es? = -1  
¿cuántos? ¿cuándo?  
any currency by itself eg  
¿euros? / ¿dinero? = -1  
Vale, muy bien

comer on its own = -1  
quiero (patatas fritas)\_=-1

¿cuándo?  
any currency by itself = -1  
¿cuántos?  
¿cuántos es? = -1  
chao, adiós

tabla  
son las siete = -1

quiero información  
quiero ir en tren = parcial  
success = -2  
  
chao, adiós

cartas lápiz = -1  
estampas selo(s) = -1  
¿cuántos? ¿cuándo?  
¿cuántos es? = -1  
any currency by itself = -1

# Role-Play B

QU

Accept

Reject

B1 costa, centro comercial, tiendas,  
ir de compras, jardines, al mar  
Corte Inglés, supermercado,  
hipermercado, grandes almacenes  
tiquete, tíquet, boleto, bono  
sencillo  
primera clase, no fumadores  
colectivo, guagua, autocar  
bus (Sp pronunciation)  
parte,

almacenes

entrada

¿A qué hora? = -2  
comienza/empieza = -2  
departe

B2 ¿cuándo comienza?

un match de fútbol = -1

match on its own = X  
termina ¿a qué hora? = -2

autocar, guagua, colectivo  
bus (Sp pronunciation) taxi  
tren, metro, andando, a pie  
restaurante, jardín (público)  
parque, farmacia

B3 parque de atracciones, feria,  
circo, zoo, terramítica  
jardin(es), parque temático  
empieza, comienza  
Soy de Inglaterra / de inglés  
Vivo en Inglaterra  
siete días

cierra, termina  
Soy Inglaterra = -1  
Vivo en Londres = -1

B4 maestros, profes, accept singular  
privado, público, particular,  
de niños (y niñas)

grande or any ref to size

almorzamos, almuerzo.comida

sport pronounced in English  
eg football = -1  
cena, desayuno

B5	¿está cerca? ¿a qué distancia? ¿cuántos kilómetros? Soy de Inglaterra / de inglés	Soy Inglaterra = -1 bolso, bolsa, mochila = -2
B6	me duele, estoy enfermo comprimidos, tabletas, píldoras Accept time frame up to 1 year ¿cuántos?	¿cuándo? ¿cuánto (es)?
B7	cartera, billetero, monedero parasol, dinero, euros la cafetería ¿cuándo termina?	maleta, pasaporte saco  abre
B8	tengo sueño, cansancio quiero dormir any reasonable interpretation of the food illustrated pez  ¿Dónde está la ducha?	la pez = -1 polo = X Son las ocho baño

### Role-play C

Given the unpredictable nature of candidates' responses in the C role-plays it is not possible to produce a meaningful mark-scheme to complement the instructions given above and the mark scheme that appears in the Teacher-Examiner's Handbook.

Question Number	Answer	Mark
1(i)	C	(1)

Question Number	Answer	Mark
1(ii)	E	(1)

Question Number	Answer	Mark
1(iii)	G	(1)

Question Number	Answer	Mark
1(iv)	F	(1)

Question Number	Answer	Mark
1(v)	B	(1)

Question Number	Answer	Mark
2(i)	B	(1)

Question Number	Answer	Mark
2(ii)	C	(1)

Question Number	Answer	Mark
2(iii)	C	(1)

Question Number	Answer	Mark
2(iv)	A	(1)

Question Number	Answer	Mark
2(v)	B	(1)

Question Number	Acceptable Answers	Reject	Mark
3(a)	un año/1 año/ 1 ano/un ano	Any plurals	(1)

Question Number	Acceptable Answers	Reject	Mark
3(b)	Matemáticas/mathematicas/mate	mathematics	(1)

Question Number	Acceptable Answers	Reject	Mark
3(c)	Tecnología/tecnologia/ignore accents	technology	(1)

Question Number	Acceptable Answers	Reject	Mark
3(d)	Baloncesto/baloncesta		(1)

Question Number	Acceptable Answers	Reject	Mark
3(e)	Fácil/fasil/soy(bastante)bueno/ignore accents	Bueno (alone)/me/le gusta	(1)

Question Number	Answer	Mark
4(i)	encuesta	(1)

Question Number	Answer	Mark
4(ii)	popular	(1)

Question Number	Answer	Mark
4(iii)	paisaje	(1)

Question Number	Answer	Mark
4(iv)	montañas	(1)

Question Number	Answer	Mark
4(v)	dos	(1)

Question Number	Answer	Mark
5A	Cristina	(1)

Question Number	Answer	Mark
5B	Maribel	(1)

Question Number	Answer	Mark
5C	Jorge	(1)

Question Number	Answer	Mark
5D	Luis	(1)

Question Number	Answer	Mark
5E	Silvia	(1)

Question Number	Answer	Mark
6A	(ii)	(1)



Question Number	Answer	Mark
6B	(iii)	(1)

Question Number	Answer	Mark
6C	(i)	(1)

Question Number	Answer	Mark
6D	(ii)	(1)

Question Number	Answer	Mark
6E	(iii)	(1)

Question Number	Answer	Mark
7(i)	E	(1)

Question Number	Answer	Mark
7(ii)	A	(1)

Question Number	Answer	Mark
7(iii)	D	(1)

Question Number	Answer	Mark
7(iv)	B	(1)

Question Number	Answer	Mark
7(v)	G	(1)

Question Number	Answer	Mark
8(a)	antigua	(1)

Question Number	Answer	Mark
8(b)	razonable	(1)

Question Number	Answer	Mark
8(c)	especial	(1)

Question Number	Answer	Mark
8(d)	el pescado	(1)

Question Number	Answer	Mark
8(e)	llamar	(1)

Question Number	Acceptable Answers	Reject	Mark
9(a)	last month/a month ago/April	A month/one month/any other named month	(1)

Question Number	Acceptable Answers	Reject	Mark
9(b)	(It shows you) a photo/picture(of the person)	Shows you	(1)

Question Number	Acceptable Answers	Reject	Mark
9(c)	fast/quick/rapid	Connect/s	(1)

Question Number	Acceptable Answers	Reject	Mark
9(d)	nothing/free/gratis/0€	Cheap/not much	(1)

Question Number	Acceptable Answers	Reject	Mark
9(e)	Games/play/fun stuff/play for fun	Activities/fun(alone)	(1)

Question Number	Acceptable Answers	Reject	Mark
10(a)	next year/after exams/in a year/end of exams/2010	Any named month/future	(1)

Question Number	Acceptable Answers	Reject	Mark
10(b)	Holiday/break/vacation	Relax/get over exams	(1)

Question Number	Acceptable Answers	Reject	Mark
10(c)	(in) January	Any other month	(1)

Question Number	Acceptable Answers	Reject	Mark
10(d)	in a music shop/store	Music(alone)/music business/studio/studios	(1)

Question Number	Acceptable Answers	Reject	Mark
10(e)	continue studies/carry on studying/study		(1)

Question Number	Answer	Mark
1(i)	E	(1)

Question Number	Answer	Mark
1(ii)	A	(1)

Question Number	Answer	Mark
1(iii)	D	(1)

Question Number	Answer	Mark
1(iv)	B	(1)

Question Number	Answer	Mark
1(v)	G	(1)

Question Number	Answer	Mark
2(a)	antigua	(1)

Question Number	Answer	Mark
2(b)	razonable	(1)

Question Number	Answer	Mark
2(c)	especial	(1)

Question Number	Answer	Mark
2(d)	el pescado	(1)

Question Number	Answer	Mark
2(e)	llamar	(1)

Question Number	Answer	Mark
3	Cross boxes (a), (b), (d), (e), (j)	(5)

Question Number	Answer	Mark
4(i)	I	(1)

Question Number	Answer	Mark
4(ii)	A	(1)

Question Number	Answer	Mark
4(iii)	C	(1)

Question Number	Answer	Mark
4(iv)	E	(1)

Question Number	Answer	Mark
4(v)	J	(1)

Question Number	Answer	Mark
5(i)	B	(1)

Question Number	Answer	Mark
5(ii)	C	(1)

Question Number	Answer	Mark
5(iii)	E	(1)

Question Number	Answer	Mark
5(iv)	D	(1)

Question Number	Answer	Mark
5(v)	B	(1)

Question Number	Answer	Mark
6(i)	B	(1)

Question Number	Answer	Mark
6(ii)	E	(1)

Question Number	Answer	Mark
6(iii)	C	(1)

Question Number	Answer	Mark
6(iv)	F	(1)

Question Number	Answer	Mark
6(v)	D	(1)

Question Number	Acceptable Answers	Reject	Mark
7(a)	un año/1 año/ 1 ano/un ano	Any plurals	(1)

Question Number	Acceptable Answers	Reject	Mark
7(b)	Matemáticas/mathematicas/mate	mathematics	(1)

Question Number	Acceptable Answers	Reject	Mark
7(c)	Tecnología/tecnologia/ignore accents	technology	(1)

Question Number	Acceptable Answers	Reject	Mark
7(d)	Baloncesto/baloncesta		(1)

Question Number	Acceptable Answers	Reject	Mark
7(e)	Fácil/fasil/soy(bastante)bueno/ignore accents	Bueno (alone)/me/le gusta	(1)

Question Number	Answer	Mark
8(i)	encuesta	(1)

Question Number	Answer	Mark
8(ii)	popular	(1)

Question Number	Answer	Mark
8(iii)	paisaje	(1)

Question Number	Answer	Mark
8(iv)	montañas	(1)

Question Number	Answer	Mark
8(v)	dos	(1)

Question Number	Acceptable Answers	Reject	Mark
9(a)	(Some of the) (biggest) fashion houses/companies (in the world)	shops	(1)

Question Number	Acceptable Answers	Reject	Mark
9(b)	Any 2 of: (new) talent/next decade's talent/boys or girls/boys and girls/aged 15-18(notion of age range needed) Talented boys and girls = 2 Talented teenagers = 1	any age other than 15, 16, 17, 18. Girls(alone)/boys(alone/teenagers/young people/young participants	(2)

Question Number	Acceptable Answers	Reject	Mark
9(c)	Places will be accessible/easy to get to/local venue	hotel	(1)

Question Number	Acceptable Answers	Reject	Mark
9(d)	Any 3 of (all need a verb): be taught to model/present/wear/show off/show clothes  be taught how to behave/react in front of an audience/public  be taught how to behave confidently/be confident/dress confidently(but DO NOT award twice from above)  model professionally/present yourself/how to be a professional model/how to walk down the catwalk professionally  be taught how to apply/put on make-up	Specific items of clothing/accessories  Get on with audience/deal with public/get a reaction from the public  Act professionally/be professional  Specific items of makeup	(3)

Question Number	Acceptable Answers	Reject	Mark
9(e)	free entry/tickets to the show/get to go to the show (able) to celebrate	Exit/get out/go out Go to the show	(2)

Question Number	Acceptable Answers	Reject	Mark
9(f)	a form/application(form)/entry form	<a href="http://www.modelosdehoy.es">www.modelosdehoy.es</a> and any other type of information/on the internet	(1)

Paper 4F Assessment Grids  
Question 1 (Foundation)

Marked for communication only

Marks are awarded positively for each item/point communicated in such a way that a sympathetic native speaker can readily understand it. No marks are allocated for accuracy beyond that required for effective communication.

Question 2 (Foundation)

2. Fill in the blanks about Luisa's day at school, using the pictures to help you.  
Write in Spanish.

**Ejemplo:**

Luisa (LEVANTARSE) a las  mañana

Luisa se levanta a las siete de la mañana

Question Number	Answer	Acceptable alternative answers	Mark
2a	Luisa <u>llega</u> al colegio a las <u>nueve</u> de la mañana.	N/A	(2)
2b	Luisa <u>está</u> en la <u>clase</u> con su amiga.	escuela sala habitación	(2)
2c	Luisa <u>quiere</u> estudiar <u>matemáticas</u> hoy.	mates	(2)
2d	Luisa <u>bebe</u> un vaso de <u>limonada</u> en el comedor.	any suitable cold drink	(2)
2e	Luisa <u>cena</u> después de hacer los <u>deberes</u> en casa.	estudios trabajos proyectos repasos	(2)

(Total 10 marks)



<b>COMMUNICATION AND CONTENT</b>	
5	All phrases are completed, perhaps with minor ambiguity or omission.
4	Most of the phrases are completed. There may be some ambiguity or omission.
3	About half of the required phrases are completed, though with some ambiguity.
2	One or two phrases are completed but with some ambiguity.
1	There is little meaningful communication.
0	No effective communication.
<b>KNOWLEDGE AND APPLICATION OF LANGUAGE</b>	
5	Appropriate vocabulary. Correct syntax. Accurate spelling.
4	Appropriate vocabulary. Correct syntax. All verbs correctly spelt. Spelling errors do not affect communication.
3	Vocabulary mostly appropriate. Most verbs correctly spelt. Syntax, genders and agreements may be inaccurate.
2	Some appropriate vocabulary. At least one verb correctly spelt. Inaccuracy impedes communication.
1	Some appropriate vocabulary. No verbs correctly spelt. Isolated examples of correctly spelt words.
0	No language worthy of credit.

**NB** Words and phrases copied from the stimulus without appropriate modification cannot be awarded marks.

### Question 3 (Foundation)

Marks are awarded globally across each task using the criteria below:

COMMUNICATION AND CONTENT	
5	The task is completed, perhaps with minor ambiguity or omission.
4	Most of the task is completed. There may be some ambiguity or omission.
3	About half of the task is completed, though with some ambiguity.
2	One or two elements of the task are completed but with some ambiguity.
1	There is little meaningful communication - single lexical items only.
0	No effective communication.

KNOWLEDGE AND APPLICATION OF LANGUAGE	
5	Appropriate vocabulary for the task. Correct syntax in simple phrases. Generally accurate with some lapses.
4	Basic errors evident but these rarely interfere with communication. Able to construct simple sentences with some lapses. Vocabulary and structures generally appropriate for the task. Some weakness in spellings, gender and verbs.
3	Inaccurate language sometimes impedes communication. Shows some ability to construct simple sentences. Vocabulary and structures adequate to the task. Genders, spellings, verb forms inconsistent.
2	Much inaccuracy which impedes communication. Some examples of simple sentence structure - pre-learned phrases. Spellings and genders are often inaccurate or weak. Very limited verb forms. Vocabulary and structures only just adequate for the task.
1	Frequent errors which prevent communication, only isolated examples of accurate recognisable language - odd words, phrases. No awareness of structure.
0	No language worthy of credit.

## Overlap questions (Foundation -Question 4/Higer - Question 1)

Marks are awarded for **Communication and Content** as well as for **Knowledge and Application** and **Accuracy of Language**. Please refer to the following grids:

COMMUNICATION AND CONTENT	
9-10	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
7-8	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over-ambitious.
5-6	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
3-4	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-2	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

## KNOWLEDGE AND APPLICATION OF LANGUAGE

**5** Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description e.g. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.

**4** Evidence of a range of vocabulary and structures appropriate to narrative and description, e.g. expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.

**3** Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate the language, this may be only partially successful.

**2** Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.

**1** Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures e.g. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.

**0** No language worthy of credit.

## ACCURACY OF LANGUAGE

**5** High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.

**4** Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.

**3** Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.

**2** Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.

**1** Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.

**0** No language worthy of credit.

**Paper 4H Assessment Grids**

**Overlap questions (Foundation -Question 4/Higher - Question 1)**

Marks are awarded for **Communication and Content** as well as for **Knowledge and Application** and **Accuracy of Language**. Please refer to the following grids:

<b>COMMUNICATION AND CONTENT</b>	
<b>9-10</b>	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
<b>7-8</b>	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over-ambitious.
<b>5-6</b>	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
<b>3-4</b>	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure leading to ambiguity. Just about comprehensible overall. Is not easy to read.
<b>1-2</b>	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
<b>0</b>	No relevant communication.

## KNOWLEDGE AND APPLICATION OF LANGUAGE

**5** Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description e.g. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.

**4** Evidence of a range of vocabulary and structures appropriate to narrative and description, e.g. expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.

**3** Vocabulary and structures adequate to task. Language appropriate for purpose, there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate the language, this may be only partially successful.

**2** Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.

**1** Very limited language. Frequent use of mother-tongue or non-target language words greatly restricts communication. Language very basic and frequently inappropriate. Little understanding of language structures e.g. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.

**0** No language worthy of credit.

## ACCURACY OF LANGUAGE

**5** High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.

**4** Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.

**3** Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors, inaccuracy increases if attempts more complex structures. Despite error the message is communicated.

**2** Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, incorrect verb endings.

**1** Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.

**0** No language worthy of credit.



## Question 2 (Higher Level)

This question attracts marks for **Communication and Content, Knowledge and Application of Language and Accuracy**. Please see the following grids:

COMMUNICATION AND CONTENT	
13-15	Task clearly understood and responds fully to stimulus. Ability to narrate, expand, give full descriptions and express opinions as appropriate to task. Time sequence/verb tenses clear with no ambiguity. Piece clearly linked as a whole and relevant to set task. Coherent, pleasant to read.
10-12	Responds fully to all or nearly all of the task although there may be some minor omissions. Task clearly understood. Shows ability to go beyond a minimal response, and provides evidence of description and opinion as appropriate to the task. Time sequence/verb tenses generally sound with occasional lapses. Coherent with some lapses. Fairly clear, and reasonable attempt to link the piece into a whole. May be rather pedestrian or alternatively, somewhat over-ambitious.
7-9	Majority of task completed and relevant information conveyed although there may be some omissions. There may be some misunderstanding of the question leading to some irrelevance. Evidence of ability to go beyond a minimal response, beginning to expand ideas and express opinions etc suitable for factual/imaginative tasks. Appropriate use of verb tenses with some lapses, sometimes leading to ambiguity. Comprehensible overall with some attempt at linking piece into a whole. Ambiguous in places especially if more ambitious language is attempted.
4-6	Main points of question completed but some of the task may have been misunderstood. Some relevant information conveyed but there may be major omissions and /or irrelevance, repetition. Level of response minimal with no evidence of description or opinions etc appropriate to task. Some attempt at verb tenses but inconsistent and unreliable/insecure, leading to ambiguity. Just about comprehensible overall. Is not easy to read.
1-3	Little relevant information conveyed. Much ambiguity and omission. Task generally misunderstood. Substantial degree of irrelevance and incoherence. Time indications/verb tenses required by the task are absent or unreliable. Except for isolated items would not be comprehensible to a native speaker.
0	No relevant communication.

## KNOWLEDGE AND APPLICATION OF LANGUAGE

**9-10** Vocabulary and structures comfortably equal to the task. Variety of vocabulary, idiom and structures appropriate for narrative and description e.g. expressing and justifying opinions, ideas and points of view and to avoid repetition. Confident use of more complex structures such as pronouns, negatives, superlatives, range of tenses although there may be the occasional lapse. Clear ability to manipulate language to suit purpose.

**7-8** Evidence of a range of vocabulary and structures appropriate to narrative and description, e.g. expressing opinions, justifying ideas and points of view. Some attempt to vary sentences by using more ambitious structures: subordinate clauses, pronouns, adverbial or other phrases, range of tenses, although these are unlikely to be wholly successful. Shows ability to manipulate language to suit purpose, albeit with mistakes.

**5-6** Vocabulary and structures adequate to task. Language appropriate for purpose; there may be occasional mother-tongue influence, which does not impede communication. Style basic, correct syntax when using simple short sentences. Some longer sentences where syntax not always correct. Fairly correct use of standard idiom. Attempts enhancement of fact with adjectives and adverbial phrases with (some) success. Attempts to use subordinate clauses/simple linking. Evidence of correct formation of tenses with some lapses. Although there will be pre-learned, set phrases and attempts to manipulate the language, this may be only partially successful.

**3-4** Limited vocabulary and structures, only just adequate to the task. Language basic and sometimes inappropriate to the task, some mother-tongue influence and words in non-target language. Sentences simple and usually short, syntactically more or less correct, occasional use of standard idiom. Some evidence of correct formation and use of verbs/tenses though frequent lapses. Pre-learned, set phrases predominate and there will be no evidence of any ability to manipulate the language. Some attempt at enhancement of fact with adjective or adverbial phrases though these are likely to be only partially successful. There may be some simple subordination.

**1-2** Very limited language. Frequent use of mother-tongue or non-target language words greatly restrict communication. Language very basic and frequently inappropriate. Little understanding of language structures e.g. the formation and use of tenses. There may be the occasional almost correct phrase or short sentence but this will be pre-learned or stereotyped.

**0** No language worthy of credit.

## ACCURACY OF LANGUAGE

5 High level of accuracy though not necessarily faultless. Spellings, genders, agreements, verb forms generally mastered with the odd slip. Secure when using more complex language but again there may be minor errors.

4 Generally accurate in straightforward language, most verb forms correct, secure in genders and agreements but the odd lapse. Spellings mostly accurate. Accuracy can be more variable when more complex structures are attempted.

3 Fairly accurate in simple language. Some lapses in spellings and genders and verb endings. Inconsistency in verb forms but more correct than incorrect. Spellings of common words generally accurate. About half of what is written should be free of major errors; inaccuracy increases if attempts more complex structures. Despite error the message is communicated.

2 Many basic errors but main points communicated. Some correct phrases but frequent misspellings, inaccurate genders, and incorrect verb endings.

1 Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language. Spellings and genders very weak. Little or no evidence of correct verb formation.

0 No language worthy of credit.

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