

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE Spanish (1246/4F)  
Writing (Foundation)

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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	<input type="text" value="7.00"/>	de	la mañana
Luisa	<u>se levanta</u>	a	las	<u>siete</u>	de	la mañana

- (a) Pilar sale a las diez de la mañana.
- (b) Pilar compra pantalones y zapatos.
- (c) Pilar pasa mucho tiempo en las tiendas.
- (d) Pilar lee un periódico.
- (e) Por la tarde Pilar friega los platos.

(Total 10 marks)

COMMUNICATION AND CONTENT	
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.
KNOWLEDGE AND APPLICATION OF LANGUAGE	
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/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:

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.

<b>KNOWLEDGE AND APPLICATION OF LANGUAGE</b>	
<b>5</b>	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.
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.
<b>0</b>	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.



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