

**GCSE Spanish 1928**

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**TEACHER SUPPORT**

**2384 WRITING**

**Exemplar Materials**

**March 2006**

## Introduction

The skill of writing in a foreign language accounts for 25% of the GCSE Assessment. QCA grade descriptors are as follows:

<b>Grade F</b>	Candidates write short sentences and respond to written texts by substituting words and phrases. Although there may be mistakes in spelling and grammar, the main points are communicated.
<b>Grade C</b>	Candidates express personal opinions and write about a variety of topics, both factually and imaginatively, including past, present and future events and involving the use of different tenses. They use an appropriate register. The style is basic but despite some errors the writing conveys a clear message.
<b>Grade A</b>	Candidates give information and narrate events both factually and imaginatively. They express and justify ideas and points of view. They produce longer sequences using a range of vocabulary, structure and verb tenses. Their spelling and grammar are generally accurate, and the style is appropriate to the purpose.

The GCSE Writing Paper is chosen by around a third of candidates. The remainder choose Writing Coursework. Of those candidates who do take the Writing Paper, there is an increasing tendency for candidates to enter the Higher Tier. This tendency has been most marked since recent curricular changes.

In the current specification, candidates are not allowed dictionaries.

Questions in Sections 1 and 2 are set in English, and in Section 3, although the questions are in the target language, there is a scene-setting sentence in English which preserved candidates from having absolutely no idea of what was demanded of them.

This pattern of the use of English questions is at slight variance with the Sample Assessment Material, but has been as described in 2003, 2004 and 2005 papers.

The mark scheme used is to be found after this introduction. However, in 2005 an indicative document *Examples of Acceptable Answers* was produced for each language, and is added as an appendix. It is meant to be indicative only, not exhaustive. Teachers will also find information (including the specification and sample assessment material) on the website [www.ocr.org.uk](http://www.ocr.org.uk).

## Comments on individual exercises

### Section 1 – Foundation Tier Candidates

Exercise 1    Target Grade G    List  
Articles are not required  
Candidates should not repeat the example(s) in their list  
There is no obligation to use words suggested by the artwork  
Cognates are acceptable  
Languages other than the target language are not acceptable  
(unless they are cognates).

Items are marked 1 or 0 for communication only.

Exercise 2    Target Grade F    Short phrases

There are 6 marks for communication, one per item. Teachers should refer to *Examples of Acceptable Answers* and the commentary on individual questions to see how marks are awarded, as the exact question can cause some variation.

There are also 3 marks for accuracy, which are awarded according to the grid in the mark scheme. Teachers marking mock papers would be very close to OCR marking if they awarded ½ mark for each correctly spelt key word, rounding up.

This is definitely an area which would repay additional practice, even with quite good Foundation candidates, as there are candidates who could do with good marks in this part of the paper to enable them to cross the D/C borderline.

Exercise 3    Target Grade E    Sentences

Candidates are required to write in sentences in response to this question.

They should attempt to write a sentence for every item, and many find this straightforward.

6 marks are awarded for Communication, using the grid in the mark scheme, and 7 marks are awarded for Quality of Language. Again, teachers should refer to *Examples of Acceptable Answers* and the commentary on individual questions to see how marks are awarded, as the exact wording of the question can cause some variation.

## Section 2 – all Candidates (Foundation and Higher Tiers)

Target grades D, C

There is a choice of two questions, each asking for a letter, fax or e-mail. (Reports and articles are no longer set in Section 2). Each question requires an answer of 90-100 words, the use of past, present and future time frames, and the expression of a simple opinion. In order for questions to have parity they do look similar, but test different contexts in the specification.

There are four bullet points in each question, and an attempt must be made to address each bullet point. It is most helpful if candidates deal with them in the order they are set, and separate them into paragraphs. Suggestions are given with some of the bullet points. They are not mandatory, but are intended to assist candidates whose imagination has failed under stress!

Candidates would be well advised to write more than one sentence in response to each bullet point. Those only writing one sentence in response to a bullet point about future time sometimes make a crucial error, which is not redeemed by another attempt in a different sentence.

10 marks for Communication are assessed using the grid in the marking scheme. To score in the top band, candidates should have made a clear attempt at each time frame, and should have addressed all four bullet points. The candidate's best effort at each point was credited.

As questions vary, teachers should consult *Examples of Acceptable Answers* and the commentary on individual questions. Languages also vary in their ways of expressing different time frames, and teachers will find information about this in the commentary.

6 marks are awarded for Quality of Language using the grid. The descriptors in the grid match the QCA grade descriptors, and require evidence of correct usage of past, present and future tenses at a basic level for the award of 5 or 6. Candidates managing only two of the tenses are restricted to 3 or 4 marks, while those offering only one tense are awarded 2 or 1.

Candidates are expected to write mainly main-clause only sentences, but undue repetition is not encouraged.

Accuracy is marked out of 4, using the grid in the marking scheme.

### Section 3 – Higher Tier Candidates

Target grades B, A, A\*

There is a choice of two questions, both of the same type of writing. The specification also allows an essay, report or article of 140-150 words to be set. (Letters are no longer set in Section 3). Questions require the use of past tenses.

As in section 2, there are four bullet points in each question, and an attempt must be made to address each bullet point. It is most helpful if candidates deal with them in the order they are set, and separate them into paragraphs. Again, suggestions are given with some of the bullet points. They are not mandatory, but are intended to assist candidates. There are some bullet points which are commonly set, and teachers are strongly advised to consult past papers and to ensure their candidates can respond to them.

The QCA grade descriptor requires candidates to express and justify points of view, and to use a range of structures and verb tenses. Candidates should be aware of this, and should include varied subordinate clauses and infinitive constructions in their work. Each language has its individual characteristics, but many sentences should have two or more clauses, and vocabulary should show evidence of a variety. Opinions and points of view should go beyond *good, bad, boring* and *interesting*, and there should be a range of adverbs and adjectives in evidence. Additionally, candidates need to justify opinions. Teachers would benefit from reading the individual commentaries closely, and sharing what they find.

Some candidates write far too much. For many such candidates, more means worse, and they would be better advised to go for quality rather than quantity.

There are some candidates whose writing is mainly in 5-6 word main-clause sentences, and contains few opinions and fewer justifications. This simple language, even if accurate, does not meet the standard required for the highest grades.

Relevant Communication is marked out of 10 using the grid in the mark scheme. The grid is written so that points of view/opinions, justifications and ease of communication are rewarded – the more variety the better. To risk repeating a point, some additional candidate effort at learning a **range of opinions** and **justifications** would pay handsome dividends.

14 marks are available for Quality of language, using the published grid. This part of the assessment is a vital discriminator for the award of A and A\*. Consequently, the better marks require candidates to show increasing command of subordinate clauses and a range of tenses, as well as idiom.

Some very good candidates even learn (and write on their paper) a checklist of conjunctions and constructions to use. An easy tip, and little seen, is to include the pluperfect tense. On the other hand, those who are accurate, but can only manage *good, bad, boring* and *interesting* as opinions, and who only use brief main-clause sentences containing the simplest verb for *was* do not fare well in this grid.

6 marks are available for accuracy, using the grid in the mark scheme. Complete accuracy is not required for full marks, and many students score at least half marks.

The Writing Paper is quite predictable in content, and there now are sufficient past papers to allow commonly recurring items to be practised. In the spirit of QCA's General Criteria for GCSE, candidates are able to show what they "know and can do."

## Mark Scheme – Section 1

Exercise 1	8 marks (Communication 8)
Exercise 2	9 marks (Communication 6; Accuracy 3)
Exercise 3	13 marks (Communication 6; Q of L 7)
Total for Communication	20 marks
Total for Quality of Language and Accuracy	10 marks
<b>Total for Section 1</b>	<b>30 marks</b>

## Exercise 1

### Candidate A

The candidate is unable to produce more than seven items. Four marks are scored for *chocolate*, *naraja*, *vino rosé* and *patatas fritas*. The French *rosé* does not hinder our understanding of *vino*.

**4 marks**











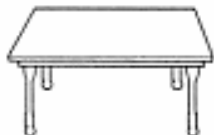

## Section 1

## Exercise 1

Write a list in Spanish of 8 items to take on a picnic.

The pictures are only suggestions. You may include any other relevant words.

Example: ..... bocadillo .....

	1 chocolate ✓		
	2 naranja ✓		
	3 un vino (rosé) ✓		
	4 un poisson X		
	5 patatas fritas ✓		
	6 un botella de mineral X		
	7 quesitos X		
	8 _____		
			

[Total: 8 marks]

[Turn over

## Exercise 2

### Candidate B

Communication      The candidate scores well for communication, only *naranja* in 2 being unacceptable.      **5 marks**

Accuracy      Three items are completely correct.      **2 marks**

**Total: 7 marks**

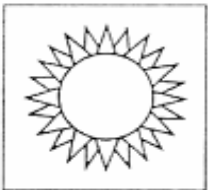
## Exercise 2

Describe in Spanish what you might do depending on the weather.

Example:		Weather	Activity
			
Cuando		<i>está nevando</i>	me gusta <i>esquiar</i>

1


Weather



Cuando *Hace sol* ✓+

2

Activity



me gusta *natación* ✗

3

Weather



Cuando *el llueve* ✓

4

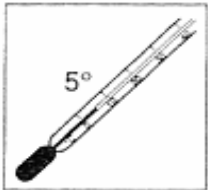
Activity



me gusta *mirar la televisión* ✓+

5

Weather



Cuando *Hace frío* ✓+

6

Activity



me gusta *jugar el fútbol* ✓

5+2  
=7

[Communication: 6 marks]  
[Accuracy: 3 marks]  
[Total: 9 marks]

**Candidate C**

Communication Full marks for communication as the many errors do not impede understanding. In context the wrong ending on *lluevo* and the misspelling of *calor* are acceptable. **6 marks**

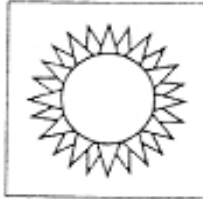





Accuracy The candidate makes too many errors to score well. **1 mark**

**Total: 7 marks**

## Exercise 2

Describe in **Spanish** what you might do depending on the weather.

Example:		Weather	Activity
			
Cuando	<u>está nevando</u>		me gusta <u>esquiar</u>

- |   | Weather   | Activity   |
|---|---|--|
| 1 |   |   |
|   | Cuando <u>Hace calor</u> ✓  | me gusta <u>Natacion</u> ✓   |
| 3 |  |  |
|   | Cuando <u>llueve</u> ✓  | me gusta <u>ver de television</u> ✓  |
| 5 |  |  |
|   | Cuando <u>Hace frio</u> ✓ <sup>x</sup>  | me gusta <u>Juego al futbol</u> ✓ <sup>x</sup>                                       |

[Communication: 6 marks]  
[Accuracy: 3 marks]  
[Total: 9 marks]

6+1  
=7

**Candidate D**

Communication      The candidate communicates well apart from the ambiguity in item 1.  
**5 marks**

Quality of Language      Full marks here in spite of errors. The candidate expands on the tasks  
in items 2 and 6.  
**6 marks**

**Total: 11 marks**

## Exercise 3

Write about your school in **Spanish**.

Write about 40 words in **complete sentences**.

**Example:** Say

your school is very big.

*Mi colegio es muy grande.*

Say:

- 1 how you travel to school.
- 2 what your favourite subject is.
- 3 something about your Spanish teacher.
- 4 what time you have lunch.
- 5 where you eat your lunch.
- 6 what you do after school.

1 En la mañana, viaje a la colegio en el coche.

2 Mi asignatura preferido es ingles porque muy facil.

3 Mi profesor espanol es muy muy simpatico.

4 Comi en la tarde a las diez y media.

5 Comimos en la playa cerca la colegio.

6 Terminada colegio, mi y mis amigas jugo el futbol y viage en la playa.

[Communication: 6 marks]

[Quality of Language: 7 marks]

[Total: 13 marks]

5+6  
= 11

[Turn over

**Candidate E**

Communication      Apart from items 1 and 6, communication is achieved quite well.  
**4 marks**

Quality of Language      Satisfactory at this level and does not interfere with communication.  
**5 marks**

**Total: 9 marks**



**Exercise 3**

Write about your school in Spanish.

Write about 40 words in **complete sentences**.**Example:** Say

your school is very big.

Mi colegio es muy grande.

Say:

- 1 how you travel to school.
- 2 what your favourite subject is.
- 3 something about your Spanish teacher.
- 4 what time you have lunch.
- 5 where you eat your lunch.
- 6 what you do after school.

- 1 Mi viaje en colegio en autobus  
con mi hermana.
- T 2 Mi gusta la español
- T 3 Mi encantar mi profesora español  
es simpatetica
- T 4 Comí a una hora terminal a  
dos horas.
- T 5 Comí en jardin con mi amiga  
es fantastiqua
- 6 ecole terminal a 4 hora visité  
mi amiga y el cine.

4+5

9

[Communication: 6 marks]

[Quality of Language: 7 marks]

[Total: 13 marks]

[Turn over

## Mark Scheme – Section 2

Communication	10 marks
Quality of Language	6 marks
Accuracy	4 marks
<b>Total for Section 2</b>	<b>20 marks</b>
<b>Total for Foundation Tier</b>	<b>50 marks</b>

## Section 2

Answer **either** question 1 **or** question 2.

**1** You recently gave a surprise party for a friend.

Write about **90-100 words in Spanish** to your Spanish penfriend.

Include all of the following points:

- Describe the friend.
- Describe the preparations for the party. What was your opinion of the work involved?
- Write about something that happened when you were shopping for the party.
- Say what you will do to celebrate your birthday.

[Communication: 10 marks]  
[Quality of Language: 6 marks]  
[Accuracy: 4 marks]  
[Total: 20 marks]

**2** You are shortly going to a wedding.\*

Write a letter of about **90-100 words in Spanish** to tell your Spanish penfriend about it.

Include all of the following points:

- Describe the bride and groom.
- Explain that the wedding will take place some distance away. How will you get there?
- Say what you have bought to wear at the wedding. What is your opinion of what you bought.
- Tell your penfriend about traditional wedding celebrations in your country. (e.g. meal/entertainment)

\*wedding – la boda

[Communication: 10 marks]  
[Quality of Language: 6 marks]  
[Accuracy: 4 marks]  
[Total: 20 marks]

*For Examiner's Use Only*

Communication (10)	Qual. of Language (6)	Accuracy (4)	Total (20)

**Candidate F**

Communication      The candidate has covered all the tasks fully and without ambiguity using a variety of tenses as required by the context.      **10 marks**

Quality of Language      There are a number of correctly formed verbs and the candidate uses appropriate vocabulary. Good features include agreement of nouns and adjectives and phrases such as *lo bueno es* and *más alto que yo*.      **6 marks**

Accuracy      The writing is considerably more accurate than inaccurate.      **4 marks**

**Total: 20 marks**

1

La semana pasada fui a una fiesta de mi amigo. Mi amigo se llama Alex. Alex es más alto que yo y <sup>es</sup> muy divertido. La casa de Alex está cerca, lo bueno es que vamos al parque juntos.

Para su cumpleaños compré muchas cosas. Compré un video juego para Alex, coca cola, patatas fritas, unas uvas y mucho chocolate. Estaba un poco caro pero le gustó.

Fui a las tiendas con un otro amigo. Vimos un accidente muy serio. Un coche rojo chocó con un perro. Era muy triste. El perro herido gravemente.

El año próximo para mi cumpleaños voy a ir al cine con mis amigos. porque me encanta las películas. ¡Tengo unos doscientos!

[Turn over

**Candidate G**

Communication Most of the required information is included but the organisation of the surprise party is not made clear. **8 marks**

Quality of Language There is a good range of vocabulary used here, but there are some problems such as the use of the article in the list of food items. **5 marks**

Accuracy The writing is accurate enough to produce a clear picture. **4 marks**

**Total: 17 marks**

¡Hola Sara!

1 Mi amiga es alta, rubia y tiene <sup>las</sup> pecas. Tiene  
los ojos azules y <sup>tiene</sup> un nariz pequeño. Es  
muy delgada. ¡Que maja! Es muy simpática,  
trabajadora, pero <sup>un</sup> ~~es~~ <sup>un</sup> poco torpe a veces <sup>34</sup>

Compré muchas comidas <sup>los</sup>, bocadillos, las pizzas,  
las hamburguesas, las pasteles, y las chocolates.

1- No compre alcohol porque ~~estabamos~~ estamos  
~~es~~ demasiado joven. Había mucha trabaja, <sup>es</sup>  
pero me ~~es~~ gustó porque <sup>es</sup> para mi amiga.

El semana pasado fui de compra con  
mi <sup>amigo</sup> ~~amiga~~. Cruzando la calle cuando un  
hombre muy alta y gordismo robo mi  
1 bolso. ~~Es~~ El ladrón huí con mi bolso.  
Sin embargo, mi telefono estaba en  
mis vaqueros.

1 Me cumpleaños es el veinte-nueve de  
octubre. Para ~~celebra~~ mi cumpleaños mi  
gustaría ir a francia ver mi familia.

bisous

## Maddy

[Turn over

## Candidate H

Communication The candidate touches on each task but some are not really expanded sufficiently. Nevertheless communication is quite well achieved. **7 marks**

Quality of Language There is little variety of tense use and it is unfortunate that the candidate uses an incorrect ending (compró) on the only verb in the past tense. However, the vocabulary used is appropriate to the context. **4 marks**

Accuracy The candidate handles agreement of adjectives well but verbs are not so well done. **3 marks**

**Total: 3 marks**



② ¡Hola Rosario!

¿Qué <sup>pasa</sup> ~~es~~? La semana próxima voy a una boda de dos amigas mejores.

Ella es muy bonita - se llama Ani, y tiene el pelo largo y liso, y es marrón. Es muy amable y nunca seria<sup>7</sup>. Y el, es bastante bajo y divertidísimo - no tiene mucho pelo, ~~es bastante alto y delgado~~  
~~es bastante alto y delgado~~

La boda es muy lejos en Londres, y

T- por eso voy en tren. Compré una falda blanca y un poco camiseta blanca para llevar y mis zapatos favoritos

T- de marca Gucci. ¡~~me~~ me gustan muchísimo!

Una boda tradicional en Inglaterra es en una iglesia, y entonces bebidas a un

T- hotel, por ejemplo. ~~es~~ .99

Abrazos,

Francesca

[Turn over

**Candidate I**

Communication      The tasks are only partially communicated and in a rather muddled way. **4 marks**

Quality of Language      The lack of correct verb forms and adjectival agreements hinder communication considerably. **3 marks**

Accuracy      The level of accuracy is poor and the candidate is given the benefit of the doubt between 1 and 0 marks. **1 mark**

**Total: 8 marks**

¡Hola!

~~Estoy~~ hoy a la moda en los Estados Unidos. Porque ~~es~~ ~~esta~~ no

cerca a ~~la~~ mi casa ~~estoy~~ <sup>estoy</sup> pasé dos semanas en California en los Estados. Voy en avion en primera

clase porque es muy comodo. El ~~carraño~~ ~~es~~ tiene ~~muy~~ ~~trienca~~ <sup>trienca</sup> 30 años y tiene pelo corto y moreno. Tiene ojos

azules. Ella tiene pelo muy largo y ~~corrazado~~ <sup>es</sup> es ~~los~~ ~~veinti~~ ~~ochos~~ <sup>ellos</sup> ~~son~~ <sup>son</sup> moreno. ~~Ellos~~ ~~son~~ <sup>ellos</sup> ~~son~~ <sup>son</sup> muy ~~grandes~~ <sup>grandes</sup>. ~~El~~ John lleva

pantalones negro con un chaqueta blanca. Meria lleva un vestido esta muy moda.

Me compré unos pantalones negros <sup>y</sup> ~~están~~ <sup>son</sup> Ted Baker. Mi madre por mi ~~en~~ cumpleaños compra una

camisa por me y voy llevo esté. Me encanta la camisa y los pantalones.

~~En~~ El gente en ingles normalmente pasó un servicio en la catedral y después pasó la tarde a ~~la~~ un casa de los ~~relativos~~.

F-

P

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[Turn over

## Mark Scheme - Section 3

### Communication

10 marks

- 9-10 Communicates and expands on information and narrates events factually and/or imaginatively with no ambiguity.  
Communicates and justifies a range of ideas and points of view.  
Communicates in longer sequences, giving detailed descriptions.  
Coherent, pleasant to read.  
Highly creative and imaginative writing, where appropriate.
- 7-8 Communicates and expands on information and narrates events factually and/or imaginatively.  
Communicates and justifies ideas and points of view.  
Communicates in longer sequences, giving descriptions.  
Creative and imaginative writing, where appropriate.
- 5-6 All the points of the task are communicated in some detail.  
Communicates personal opinions in some detail.  
Communicates a very clear message in factual and/or imaginative writing.
- 3-4 All the points of the task are communicated.  
Communicates personal opinions.  
Despite errors, communicates a clear message factually and/or imaginatively, including past, present and future events where required by the task.
- 1-2 The main points of the task are communicated in sentence form.  
Additional details are often communicated.  
An attempt to use more than one tense, where appropriate.
- 0 Much ambiguity and omission. Only sporadically comprehensible.

Factors which might reduce communication marks are words in English or the wrong foreign language, blanks, nonsense sentences, "continuous present tenses", which are inappropriate in the target language, failure to mention tasks, or complete non-sequiturs.

**Quality of Language****14 marks**

- 12-14 A wide variety of structure, vocabulary and idiom.  
Longer sequences of language using a wide range of clause types.  
Verb tenses used with ease.  
Secure, consistent and very fluent.
- 9-11 A good variety of structure, vocabulary and idiom.  
Longer sequences of language using a range of clause types.  
Verb tenses used with confidence.  
Fluent and consistent with a degree of control.  
Style appropriate to the purpose.
- 6-8 A range of structure, vocabulary and idiom.  
Some variety of clause types, e.g. subordinate clauses.  
Verb tenses used effectively but with limitations.  
Fairly fluent with some degree of control.
- 3-5 Limited range of vocabulary, idiom and structure.  
Appropriate register used.  
The style of writing is basic but reasonably coherent.  
Past, present and future tenses used at a basic level.
- 1-2 A basic range of vocabulary, idiom and structure.  
Sentences may be repetitive but are often successful.  
Some limited attempt at the use of more than one tense.
- 0 The language conveys little or no message.

**Accuracy****6 marks**

- 6 The overall impression is one of accuracy, with very few major errors.
- 4-5 Writing is generally accurate. Errors do not significantly affect the meanings.
- 2-3 Inaccuracy does not impede the expression of a range of meanings.
- 1 The writing is sufficiently accurate to enable a clear message to be conveyed.
- 0 Insufficient accurate language to convey the meanings.

**Section 3**

Communication	10 marks
Quality of Language	14 marks
Accuracy	6 marks
<b>Total for Section 3</b>	<b>30 marks</b>
<b>Total for Higher Tier (Sections 2 and 3)</b>	<b>50 marks</b>

## Section 3

Answer **either** question 1 **or** question 2.

1 During a visit to your Spanish friend you were involved in an accident.

Escribe un reportaje de **140-150** palabras **en español**.

- Describe el viaje. (¿Cómo viajabas? ¿Qué pasó?)
- ¿Qué hicieron los Servicios de Emergencia? ¿Cuál es tu opinión de estos servicios?
- ¿Cómo pasaste el tiempo en el hospital? Describe a los/las enfermeros/as.
- Para las vacaciones de este año, ¿cómo viajarás? ¿Por qué?

[Communication: 10 marks]  
[Quality of Language: 14 marks]  
[Accuracy: 6 marks]  
[Total: 30 marks]

2 You have been asked to write an article on camping holidays.

Escribe **140-150** palabras **en español**.

- Describe el camping donde pasaste unas vacaciones el año pasado.
- ¿Qué hiciste para divertirte?
- ¿Cuáles son las ventajas y los inconvenientes de hacer el camping?
- ¿Cómo pasarás las vacaciones este año? ¿Por qué?

[Communication: 10 marks]  
[Quality of Language: 14 marks]  
[Accuracy: 6 marks]  
[Total: 30 marks]

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Communication (10)	Qual. of Language (14)	Accuracy (6)	Total (30)

**Candidate J**

Communication      The candidate writes with clarity and arranges the material well.  
**9 marks**

Quality of Language      There is an excellent range of structure and vocabulary in this piece including the correct use of the subjunctive. The candidate writes fluently with a high degree of control.  
**12 marks**

Accuracy      The piece is mainly well written with just a few lapses especially in the preterite.  
**5 marks**

**Total: 26 marks**



El año pasado, fui a España para visitar mi amigo José, pero era un desastre.

Al día de abril, a las ~~10~~<sup>once</sup> menos seis en punto me levanté. Me levanté muy tarde ~~porque~~ ya que había dormido como un lirón. Después de ducharme y desayunar, ~~empecé a ir~~<sup>fui</sup> a España en coche. Fui en coche porque resultó mucho más cómodo que ir en avión.

→ Durante el viaje,

me salté un semáforo y después de perder control, chocó ~~en~~<sup>contra</sup> un taxi. ~~Traté de llamar una ambulancia pero~~ ~~no pude~~ reparar el coche pero rompí la pierna así que no pude. Después, logré llamar una ambulancia y fue que explicar lo que había pasado. El hombre no era simpático y su comportamiento me enojó. Por horas más tarde, una ambulancia ~~llegó~~<sup>logró</sup> llegar. En mi modo de ver, los servicios de Emergencia eran fatal!

Al llegar en el hospital, dormí en seguida. ~~Fuere que estar en el hospital porque había roto la pierna.~~ Me hubiera gustado ~~de~~ volver a casa, pero no era muy fatal porque las enfermeras son muy simpáticas, y pasé mucho tiempo charlando con ellos. ~~Ellos~~ ~~no~~ ~~me~~ ~~ayudaron~~ ~~en~~ ~~aguardar~~ ~~todas~~ ~~las~~ ~~días~~.

Cuando no pasé mi tiempo charlando con las enfermeras, se puede leer, escuchar a la música y ~~de~~ ~~pasar~~ mucho tiempo dormido.

El año que viene, pienso ir a España pero este año espero viajar en tren porque ~~no~~ ~~quiero~~ ~~que~~ ~~conducir~~. Ojalá no hubiera podido chocar con el taxi!!

→ Voy a tener que

P V  
P L  
C T L  
V  
J  
P  
V  
P  
C T  
L P  
T  
O  
L V  
J

**Candidate K**

Communication      The candidate covers all the points well with little ambiguity. **8 marks**

Quality of Language      There is a good range of appropriate vocabulary here, but not a very wide range of structure. Tenses are mainly accurate if somewhat unambitious. **8 marks**

Accuracy      The level of accuracy is quite good, possibly because of the rather unadventurous style. **4 marks**

**Total: 20 marks**

El verano pasado fui con mi familia a España. Nos quedamos en un camping. Tuve un espacio ~~alrededor~~ cerca de un río grande y al lado de un vecino muy molesto. Las duchas estaban limpias, pero no había agua caliente, ¡qué horror! El camping era en el campo con muchos árboles y flores.

Mi hermano y yo fuimos a un bar y conocimos nuevas personas. Charlé con un abogado, ~~un abogado~~. Además jugué el tenis con mi padre y por la última noche fuimos al cine, era entretenido.

No me gusta el camping porque yo creo que no es cómodo, prefiero ~~quedarme~~ quedarme en un hotel, pero hay las ventajas, para los niños pequeños hay muchas facilidades. Cuando hace frío, hay un problema porque no hace calor en un tienda <sup>sin embargo</sup> ~~pero~~ ~~yo~~ conocí la gente muy interesante.

Este verano, me gustaría ir a un país con un tiempo muy bueno, tal vez vaya Australia, ~~pero es demasiado caro~~. No! Es demasiado caro, así que iré a España. ~~Yo voy a España~~ ~~yo voy a España~~ viajaré en España y ¡comeré mucho paella!

**Candidate L**

Communication This is a rather confused piece of work which lacks a good framework. The candidate does not always convey the tasks precisely enough. **5 marks**

Quality of Language Tenses are quite varied but at times incorrect endings lead to misunderstanding. The candidate writes quite fluently but the range of structures and level of accuracy do not allow for a very high mark. **7 marks**

Accuracy The quality here is very mixed. The future is handled well, but the past tenses are not particularly good. Some spellings are also poor, for example, *telephoné*. **2 marks**

**Total: 14 marks**

El verano pasado tuve la oportunidad de ir a España por un intercambio. Conocí con mi amigo español en <sup>Malaga</sup> ~~Madrid~~ ~~Madrid~~. Decidimos ~~ir~~ ir a la playa con su familia. Viajabas en coche <sup>cuando</sup> un otro coche chocó con nosotros.

Desafortunadamente, rotó la pierna pero afortunadamente, mi amigo, Juan, no era herido. Telefoné los Servicios de Emergencia y ~~una ambulancia~~ después treinta minutos, fui a hospital en una ambulancia. ~~Estos servicios~~

¡Qué horror! Estos servicios eran fantásticos y el hospital era cerca y simpático; ¡qué suerte!

Pasé el tiempo en el hospital con mi amigo.

Jugamos muchos jugadores y vimos la televisión porque fue un match de fútbol sobre el televisión, Real Madrid y Valencia; ¡qué emocionante!

Las enfermeras <sup>y</sup> eran muy simpáticas ~~porque~~ ~~yo~~.  
Levé bien con ~~las enfermeras~~ también. Para las

vacaciones de este año viajaré a Grecia con mi familia y mis amigos. El año pasado fui a Grecia y <sup>me</sup> gusté ~~mucho~~ mucho. ~~yo~~

~~Creo~~ Creo que Grecia es un país muy ~~buenito~~ buenito y ~~me gusta~~ cuando sea mayor, ni gustaría vivir en Grecia. También me gustaría volver a España cuando sea mayor.

## Example of an A\* Candidate's Work

Candidate Name	Centre Number	Candidate Number



**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**  
**General Certificate of Secondary Education**

**SPANISH**

**2384/02 (H)**

Writing (Higher Tier)

Thursday

**26 MAY 2005**

Afternoon

1 hour

Candidates answer on the question paper.  
 No additional materials are required.

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces at the top of this page.  
 Answer **one** question in Section 2 and **one** question in Section 3.  
 Write your answers **in Spanish** in the spaces provided on the question paper.  
 Read the instructions at the beginning of each exercise carefully.

**INFORMATION FOR CANDIDATES**

The number of marks available is given in brackets [ ] at the end of each question or part question.  
 The total mark for this paper is 50.  
 No dictionaries are allowed.

FOR EXAMINER'S USE	
Section 2	20
Section 3	28
TOTAL	48

**This question paper consists of 3 printed pages, 3 lined pages and 2 blank pages.**

## Section 2

Answer **either** question 1 **or** question 2.

1 You recently gave a surprise party for a friend.

Write about **90-100** words **in Spanish** to your Spanish penfriend.

Include all of the following points:

- Describe the friend.
- Describe the preparations for the party. What was your opinion of the work involved?
- Write about something that happened when you were shopping for the party.
- Say what you will do to celebrate your birthday.

[Communication: 10 marks]  
[Quality of Language: 6 marks]  
[Accuracy: 4 marks]  
[Total: 20 marks]

2 You are shortly going to a wedding.\*

Write a letter of about **90-100** words **in Spanish** to tell your Spanish penfriend about it.

Include all of the following points:

- Describe the bride and groom.
- Explain that the wedding will take place some distance away. How will you get there?
- Say what you have bought to wear at the wedding. What is your opinion of what you bought.
- Tell your penfriend about traditional wedding celebrations in your country. (e.g. meal/entertainment)

\*wedding – la boda

[Communication: 10 marks]  
[Quality of Language: 6 marks]  
[Accuracy: 4 marks]  
[Total: 20 marks]

*For Examiner's Use Only*

Communication (10)	Qual. of Language (6)	Accuracy (4)	Total (20)
10	6	4	20



① Querida Isabel,

Hace una semana, tuve una fiesta para celebrar el cumpleaños de mi amigo. ~~El~~ ~~amigo~~ se llama Juan y es ~~bastante~~ alto y tiene el pelo marrón. ~~Es gracioso y paciente.~~ Antes de la fiesta, llamé a mis amigos para invitar a ellos. ~~a la fiesta.~~ Pés, alquilé el ~~espacio~~ apartamento por la noche. Pienso que ~~organizar~~ <sup>era</sup> bastante duro para organizar la fiesta.

Cuando estaba yendo de compras, me di cuenta de que había olvidado mi cartera; estaba en mi dormitorio. ~~Fuere~~ <sup>Volví</sup> que volver a casa y cuando volví a la tienda, estaba cerrado. ¡Que desastre!

Para celebrar mi cumpleaños, iré a un restaurante con mis amigos, y espero que ir a Barcelona.

Un abrazo

## Section 3

Answer **either** question 1 **or** question 2.

1 During a visit to your Spanish friend you were involved in an accident.

Escribe un reportaje de **140-150** palabras **en español**.

- Describe el viaje. (¿Cómo viajabas? ¿Qué pasó?)
- ¿Qué hicieron los Servicios de Emergencia? ¿Cuál es tu opinión de estos servicios?
- ¿Cómo pasaste el tiempo en el hospital? Describe a los/las enfermeros/as.
- Para las vacaciones de este año, ¿cómo viajarás? ¿Por qué?

[Communication: 10 marks]  
[Quality of Language: 14 marks]  
[Accuracy: 6 marks]  
[Total: 30 marks]

2 You have been asked to write an article on camping holidays.

Escribe **140-150** palabras **en español**.

- Describe el camping donde pasaste unas vacaciones el año pasado.
- ¿Qué hiciste para divertirte?
- ¿Cuáles son las ventajas y los inconvenientes de hacer el camping?
- ¿Cómo pasarás las vacaciones este año? ¿Por qué?

[Communication: 10 marks]  
[Quality of Language: 14 marks]  
[Accuracy: 6 marks]  
[Total: 30 marks]

*For Examiner's Use Only*

Communication (10)	Qual. of Language (14)	Accuracy (6)	Total (30)
10	13	5	28

2384/02 (H) Jun05

① El verano pasado, estaba <sup>visitando</sup> ~~visitando~~ un amigo  
 que es español. ~~Él~~ Vive en Marbella, y siempre  
 he querido ~~pasar~~ pasar tiempo bronceándome  
 en las playas doradas allí, así que me condujo  
 a la playa.

L V

T L

✓

L

Después de viajar por quince minutos <sup>chocamos</sup> ~~chocamos~~  
 con un ~~coche~~ coche. ~~Esta~~ El coche estaba corriendo a  
 más de cien kilómetros por hora. Mi amigo rompió  
 su brazo, y mi ~~pierna~~ yo rompí la pierna.

V

V

L

Los Servicios de Emergencia nos condujeron al  
 hospital y la policía cerró la calle. Pienso que  
 los servicios eran <sup>magníficos</sup> ~~magníficos~~ porque ~~era~~ <sup>fuimos</sup> ~~no~~  
 al hospital rápidamente, pero me hubiera gustado  
 ir en ambulancia ~~porque~~ porque habría sido más divertido.

L

P O

J C

T C

~~Pase~~ En el hospital, era ~~aburridísimo~~ aburridísimo. Pasé mucho  
 tiempo durmiendo. Hubiera debido ~~ver~~ <sup>la</sup> ~~tete~~ charlar  
 con mi amigo porque lo habría pasado mejor. Los  
 enfermeros eran muy simpáticos; me dieron muchos  
 helados!

J

O T

O T

P

Para las vacaciones de este año, <sup>viajaré,</sup> ~~viajaré~~ en ~~avión~~ tren  
 porque <sup>me hace ilusión</sup> ~~no~~ ~~choce~~ con ~~un~~ coche. No aguanto viajar  
 en coche porque me parece muy peligroso.

F

J

V

O

**This page has been intentionally left blank**

# Appendix

## Examples of acceptable answers

The responses below do not list required answers for the paper but are exemplars which illustrate the principles of the Mark Scheme.

### Section 1

#### Exercise 1

- | ACCEPTABLE  | UNACCEPTABLE     |
|---|------------------|
| 1. Words must be in Spanish...<br>limonada<br>...or may be identically spelt English words, having the same meaning in Spanish...<br>chocolate<br>pizza<br>Fanta  | limonade<br>park |
| 2. Words must be relevant within the meaning of the question, i.e. they must be <b>items that could be taken on a picnic</b> (and they do not need to be confined to those illustrated on the question paper)...<br>queso<br>tenedor  | hermano          |
| 3. Word(s) given as the Example for the question are not acceptable...  |                  |
| 4. Words must be written such that they would be comprehensible to a sympathetic native speaker of Spanish...<br>teinda<br>... or, if not immediately comprehensible on the page, if they would <b>sound</b> like a Spanish word on being read aloud by the sympathetic native speaker...<br>bino                                     | tindea<br>beano  |
| 5. Words are not invalidated by erroneous additional material...<br>Los pan<br>Vino rosé  |                  |
| 6. Words are not invalidated by erroneous accentuation...<br>La platano<br>Manzaña  |                  |
| 7. Listed, repetitive words, concepts or phrases are acceptable as follows...<br>When a generic word has a specific exemplar, both are accepted...<br>Fanta (✓)<br>Fanta de naranja (✓)<br>When a list of specific exemplars is given, the generic is not accepted<br>Fanta de naranja (✓)<br>Fanta de limón (✓)<br>Fanta de piña (✓) | Fanta (X)        |

## Exercise 2

### Communication

- |       | ACCEPTABLE   | UNACCEPTABLE                   |
|-------|--|--------------------------------|
| 8.    | Nouns, verbs and phrases must be relevant within the meaning of the question, i.e. they must capture the idea of the picture - respond to the spirit of the <b>visual</b> stimulus - but do not have to respond to the grammatical stimulus... |                                |
| No. 1 | (hace) sol<br>lluevo   | frio                           |
| No. 2 | natación<br>Nadar<br>piscina   | cantar<br>naranja              |
| No. 3 | lluevo<br>lloviendo  | llave<br>calor                 |
| No. 4 | veo la tele<br>mirar la tele   | ver<br>parque                  |
| No. 5 | (Hace) cinco<br>Esta frío  | cinco                          |
| No. 6 | juego<br>Practicar el futbol   | jugar a video-juegos<br>mi tia |
| 9.    | Words are not invalidated by erroneous additional material, provided it does not obscure the meaning...  |                                |
| No. 1 | calor y sol  | calor y niebla                 |
| No. 2 | nade con Julia   | yo hacer nada                  |
| No. 3 | lluvia por la noche  | salgo lluevo                   |
| No. 4 | ver telenovela Eastenders  | ver y leer novelas             |
| No. 5 | hacer frio temperatura cinco   | hacer temperatura pequena      |
| No. 6 | Juego en el parque cerca de mi   | jugar y tomar sol              |
| 10.   | Repetition of words or phrases is not acceptable. Whilst it could be argued that <i>practicar deportes</i> will fit Nos. 2 and 6, when the same word or phrase is used more than once, it is credited only on its first appearance.            |                                |

### Quality

- |     | ACCEPTABLE  | UNACCEPTABLE |
|-----|---|--------------|
| 11. | “Plus” marks for Quality are awarded for items where the Communication mark has been awarded. They are awarded when the word or phrase is correct from the point of view of grammar and spelling. |              |

## Exercise 3

### Communication

- | ACCEPTABLE   | UNACCEPTABLE                |
|--|-----------------------------|
| 12. The Candidate must convey fully the meaning cued by each stimulus, using a note, phrase or sentence, i.e. the idea(s)/concept(s) of the stimulus must be communicated (without having to show grammatical accuracy)... |                             |
| No. 1 Yo viaje en autobus al colegio   | Viajar en coche             |
| No. 2 Me gusto historia  | Historia                    |
| No. 3 Mr Evans es grande/mi profesor...  | Es alto                     |
| No. 4 Como a las 12/3/6 ...  | Comida a las 2              |
| No. 5 Como en la clase...  | La cantina es muy grande    |
| No. 6 A las 4 juego el cricket ...   | Juego                       |
| Despues de clases voy casa ...   | En casa la tele             |
| En la tarde veo la tele ...  |                             |
| 13. Answers are not invalidated by erroneous additional material, provided it does not obscure the meaning...  |                             |
| No. 1 Voy en autobus con Andrea  | Voy del colegio en autocar  |
| No. 3 Profe es grande ojos azules...   | Ella pelos azules           |
| No. 6 A las 3 voy a casa en coche ...  | Antes el colegio voy a casa |
| 14. Repetitions are acceptable. However, because the demands of the different Tasks are varied, provided the Candidate conveys the different meanings, a repetition would not matter...                                    |                             |
| <i>Desayuno a la 1</i>   |                             |
| <i>Desayuno en la cantina.</i>   |                             |
| 15. Combining tasks using the same initial verb is acceptable – and not necessarily on the same line. For example, Tasks 4 and 5 could be run together:  |                             |
| <i>Desayuno a las 1</i>  |                             |
| <i>en la cantina.</i>  |                             |

### Quality

16. IN THE 6 -7 BAND Candidate responses would be expected to be sentences, and some of the verbs will be correct...
- Viajo al instituto
- The word order will tend to be correct...
- Me gusta el inglés
- Spelling errors will be unlikely to affect the basic communication...
- Desayuno en la cantena
- There may be attempts at linkages...
- En la tarde jugo al tennis y veo la tele
17. IN THE 4 -5 BAND some responses may be sentences, and a few of the verbs will be correct (even if in the wrong tense)...
- Toco guitarra
- Comí en el patio
- The word order will tend to be uncertain...
- Mi espanol profesor
- Spelling errors will affect the communication...
- Con mi armeega
18. IN THE 2 -3 BAND responses will tend to be notes or phrases ...
- Colegio bus
- The word order will be Anglicised...
- Favorita asignature es teatro
- Spelling errors will seriously affect the communication...
- Depuse collegio voya centre sports

## Section 2

### Communication

The Candidate must try to respond relevantly and successfully in Spanish to each of the Tasks set. The Examiner places a capital letter T in the left-hand margin of the script to indicate where the Candidate has successfully responded to each Task.

When deciding on an appropriate mark-band for Communication, the Examiner must bear in mind the extent to which the Candidate has achieved communication in the different tasks. Examples of differential success are ...

ACCEPTABLE COMMUNICATION	PARTIAL COMMUNICATION
19. Where the task is in two parts, both must be addressed... Q2,t1 <i>El novio James es alto y muy guapo pero la novia Anne es baja.</i>	<i>El novio James es alto, guapo y muy simpático.</i>
20. The tense of the verb must be logical as required by the task... Q2,t3 <i>Me gusta una falda amarilla y una falda para la boda.</i>	<i>Me gusta una falda amarilla y compraré compré una falda para la boda.</i>
21. Provided the other information in a task is correct, a task is acceptably completed when it contains a verb that indicates an appropriate tense... Q1,t3 <i>He perdía mi cartera...</i> Q2,t2 <i>Yo fue a casa de una amiga... Mi amigo bebido una Fanta...</i>	<i>Perdiare mi dinero... Yo ir a casa de mi amiga... Ella bebiendo la agua mineral...</i>
22. Future time frames or time references are acceptable in a variety of forms... <i>Iré de vacaciones.</i> <i>Mañana salgo con Merche.</i> q2,t2 <i>En julio voy a una boda..</i> Q1,t4 <i>Quiero/me gustaría ir a Londres</i> <i>Espero/tengo la intención de ir a Londres.</i>	<i>Iría de vacaciones.</i> <i>Salgo con Merche, mi novia.</i> <i>Voy a una boda con mi familia.</i> <i>Quiero voy a Londres.</i> <i>Espero visité Londres</i>
23. An important element in the Communication criteria (top band) is the Candidate's ability to express an opinion. The annotation here is that "O" represents successful communication and "O-", unsuccessful...	
SUCCESSFUL COMMUNICATION	ATTEMPTED BUT UN- SUCCESSFUL COMMUNICATION
Q1,t2 <i>Era demasiado difícil.</i> Q2,t3 <i>Me no gustan los tejanos.</i>	<i>Me gusto el trabjo...</i> <i>La camisas es abbridas</i>



## Quality

24. A vital element in the Quality criteria is the Candidate's ability to use verb tense. In order to qualify for the top band (5-6 marks) the Candidate must include at least one **correct** example of each of the three time frames: past, present and future. **THE CANDIDATE WHO DOES NOT DO THIS MAY NOT SCORE MORE THAN 4 MARKS FOR "QUALITY"**. This hurdle does not also apply to the Candidate's score in "Communication". Tenses are classified in the same way as Opinions (See 22 above): the Examiner places a "P", "P-", "F" or "F-" in the right-hand margin...

### SUCCESSFUL

Q1,t2 *Ayer limpiamos la casa...*

Q1,t4 *Voy a visitar...*

### ATTEMPTED BUT UNSUCCESSFUL

*Ayer, primero hacemos las camas...*

*A las 6 pasabamos la aspirador.*

*Voy a visité...*

NOTE that such examples may be acceptable for **Communication** (see 20 and 21 above) but they are not correct and so are not successful in terms of the **Quality** criteria.

## Section 3

The Examiner further annotates scripts in the right-hand margin to record other features relevant to "Quality". These are a guide when choosing the appropriate mark-band for a piece of work. Some effective, acceptable examples are...

25. **C** - Subordinate clause. This is where the Candidate uses clauses introduced by words such as ...  
*Cuando, que, donde, mientras que, puesto que, el/lo que lo bueno es que...etc.*
26. **J** - Justification. The Candidate explains the reason for an opinion, feeling or point of view...  
*No me gustó el trabajo porque tuve que levantarme muy temprana.*  
*Las personas no eran simpáticas, así que no me gustaría volver allí*
27. **L** - "Lovely" lexical item. The Candidate relevantly uses a word which is effective and out of the ordinary.
28. **T** - Tense. The Candidate shows the ability to employ more complex tense usage...  
*Vi que había perdido mi reloj...*  
*Mis padres dijeron que no estaban contentos...*  
*Hacía calor, así que fui a la playa...*  
*Si tuviera tiempo, ...*
28. **V** - Verbal construction. The Candidate uses more than the simple form of the verb...  
*No puedo empezar ahora...*  
*Acababa de llegar...*  
*Salieron corriendo...*  
*Después de llegar, ...*

## ANNOTATIONS TO BE USED IN MARKING GCSE WRITING: Spanish (2384)

### READ EVERYTHING THE CANDIDATE HAS WRITTEN

(Marks for Communication can be gained **anywhere**)

#### Left hand margin (*Sections 2 and 3 and Section 1 Exercise 3*)

- T<sub>1</sub> (Task 1 communicated)
- T<sub>2</sub> (Task 2 communicated)
- T<sub>3</sub> (Task 3 communicated)
- T<sub>4</sub> (Task 4 communicated)

**Irrelevance (I)** may earn Q of L marks (but not Communication marks).

**Repetition (R)** (inc. repeated structures and lists) will not gain any additional marks.

If it looks far too long, **estimate** the first 100 (Sect 2)/150 (Sect 3) words.

Over these first 100/150 words **only**, assess Quality of Language and Accuracy.

#### Right hand margin (*Section 2*)

- P (past tense)
- F (future reference)
- O (opinion)

#### Right hand margin (*Section 3*)

- O (opinion)
- J (justification)
- P (past tense)
- F (future reference)
- C (subordinate **clause**)
- V (**verbal** construction)
- T (more complex **tense** usage, e.g. pluperfect, conditional, subjunctive, reported speech, imperfect vs perfect or preterite)
- L (lovely **lexical** item)