



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH

0530/04

Paper 4 Writing

For examination from 2017

MARK SCHEME

Maximum Mark: 50

Specimen

The syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **20** printed pages.

1 General Marking Principles**1.1 Crossing out:**

- If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

1.3 Annotation used in the Mark Scheme:

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

1.4 No response and '0' marks**Award NR (No Response):**

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.5 Optional questions: you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, only the candidate's best result will be aggregated.

| Question | Answer | Marks |
|-------------------|--|-------|
| Question 1 | <p>Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) If the candidate offers more than one word per line, award a mark for each acceptable item (e.g. where candidate has linked two words as in <i>cepillo de dentifrica</i> = 1 tick; however <i>cepillo y dentifrica</i> (candidate intends this as two items) = 2 ticks).</p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> • ‘if in doubt, sound it out’: if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created. • If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning:</p> <ul style="list-style-type: none"> • <i>pantalones, pantalones cortos</i>: award one mark to each item • <i>pantalones pequeños, pantalones azules</i>: award one mark for the first <i>pantalones</i>. <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p> | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|--------------|-------|-------|---------|------------|--------|----------|---------|----------|-------|-------------------|--------------------|------|---------|-----------|-------|---------|---------------|---------|--------|-----------------------------------|-------------|---------|--------|--------|--------|----------|-----|---|
| 1 | <p data-bbox="196 667 228 1939">Pasas el día en el centro de la ciudad. ¿Adónde vas? Haz una lista en <u>español</u> de <u>8</u> lugares.</p> <table border="1" data-bbox="268 309 995 1939"> <tbody> <tr><td>ayuntamiento</td><td>hotel</td></tr> <tr><td>banco</td><td>iglesia</td></tr> <tr><td>biblioteca</td><td>jardín</td></tr> <tr><td>castillo</td><td>mercado</td></tr> <tr><td>catedral</td><td>museo</td></tr> <tr><td>centro commercial</td><td>oficina de turismo</td></tr> <tr><td>cine</td><td>piscina</td></tr> <tr><td>comisaría</td><td>plaza</td></tr> <tr><td>correos</td><td>polideportivo</td></tr> <tr><td>escuela</td><td>pueblo</td></tr> <tr><td>estación (de trenes/de autobuses)</td><td>restaurante</td></tr> <tr><td>estadio</td><td>teatro</td></tr> <tr><td>garaje</td><td>tienda</td></tr> <tr><td>hospital</td><td>zoo</td></tr> </tbody> </table> | ayuntamiento | hotel | banco | iglesia | biblioteca | jardín | castillo | mercado | catedral | museo | centro commercial | oficina de turismo | cine | piscina | comisaría | plaza | correos | polideportivo | escuela | pueblo | estación (de trenes/de autobuses) | restaurante | estadio | teatro | garaje | tienda | hospital | zoo | 5 |
| ayuntamiento | hotel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| banco | iglesia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| biblioteca | jardín | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| castillo | mercado | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| catedral | museo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| centro commercial | oficina de turismo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| cine | piscina | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| comisaría | plaza | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| correos | polideportivo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| escuela | pueblo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| estación (de trenes/de autobuses) | restaurante | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| estadio | teatro | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| garaje | tienda | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| hospital | zoo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total for Question 1: 5 marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|-------------------|--|-------|
| Question 2 | <p>Candidates are required to answer the question. Read the whole answer and award marks as follows.</p> <ul style="list-style-type: none">• Communication: award a mark out of 10, according to the instructions in 2.1.• Language: award a mark out of 5, according to the instructions in 2.2. | |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>Hoy no tienes que ir al colegio. Escribes en tu blog.</p> <p><u>2.1: Award a mark out of 10 for Communication</u></p> <p>(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • For language other than verbs, use 'rules' in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • <i>Ella es alta y delgada y grande y nerviosa (1 verb, therefore treat as list of 4 items: place one tick over 'grande' (third item in list) and another tick over 'nerviosa' (fourth item in list))</i> • <i>Ella es alta. Es delgada. Tiene el pelo moreno. (3 verbs therefore each piece of information can score a separate communication mark)</i> <p>(vi) Only reward each piece of information once, e.g. <i>es fantástica</i> cannot score both as description and reason for liking; <i>es fantástica y sus clases son fantásticas</i> can both be rewarded as <i>fantástica(s)</i> describes different nouns; <i>ella me ayuda a hacer mis deberes</i> and <i>me ayuda todos los días</i> can both be rewarded as they each contain a different extra detail.</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p> | 15 |

| Question | Answer | | Marks |
|----------|--------|---|-------|
| | Tick | <p data-bbox="212 1727 252 1845">Accept</p> <p data-bbox="264 1189 300 1845">✓1 Menciona las actividades que vas a hacer hoy REWARD: any activities: e.g. hobbies, chores, homework, sports, visits, inactivity etc.</p> <p data-bbox="347 1016 383 1845">✓2 Menciona lo que hay para los jóvenes en tu pueblo/ciudad REWARD: any activity / place / reference to there not being much to do</p> <p data-bbox="430 663 539 1845">✓3 Menciona con quién prefieres pasar tus días libres, y por qué REWARD: any person or pet or statement that the candidate prefers to spend free time by him/herself REWARD: reason why, even if it is not clear who they want to spend their free time with</p> <p data-bbox="587 882 622 1845">✓4 Menciona adónde vas cuando sales por la noche REWARD: any (implied) place / reference to not going out in the evening.</p> | |

| Question | Answer | Marks |
|--|--|-------|
| 2.2: Award a mark out of 5 for Language | Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with grade descriptors</i> (last page of the mark scheme)). | |
| Grade descriptors for Language (Question 2) | | |
| 5 | Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy. | |
| 4 | Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed. | |
| 3 | Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning. | |
| 2 | A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 1 | Disjointed words or short phrases, one or two of them accurate enough to be comprehensible. | |
| 0 | One or two disjointed words or short phrases may be recognisable. | |
| *Consider the whole answer when awarding mark for language | | |
| | Total for Communication: 10 marks | |
| | Total for Language: 5 marks | |
| | Total for Question 2: 15 marks | |

| Question | Answer | Marks | | | | | | |
|-------------------|--|----------------|---|---------------|--|----------------|--------------------------------|--|
| Question 3 | <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1 • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. <p>For question-specific guidance, see later in this mark scheme.</p> <p>3.1: Award a mark out of 10 for Communication</p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="756 255 911 2103"> <tbody> <tr> <td data-bbox="756 1973 804 2103">2 ticks</td> <td data-bbox="756 255 804 1973">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="804 1973 852 2103">1 tick</td> <td data-bbox="804 255 852 1973">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="852 1973 900 2103">0 ticks</td> <td data-bbox="852 255 900 1973">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p> | 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | 0 ticks | Nothing of worth communicated. | |
| 2 ticks | Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated. | | | | | | | |
| 1 tick | Communication of some meaning is achieved, but the message may be ambiguous or incomplete. | | | | | | | |
| 0 ticks | Nothing of worth communicated. | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------|------|-----|---|-------|---|-------|---|-------|---|-------|---|-----|---|-----|---|-----|---|---------|---|--|
| <p>3.2: Award a mark out of 8 for accurate use of Verbs</p> | <p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.</p> <p>(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).</p> <p>(ii) Place the tick so that is does not obscure the accent/tilde.</p> <p>(iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p> <p style="text-align: center;">Conversion table for Accurate use of verbs (Question 3)</p> <table border="1" data-bbox="651 689 1166 1594"> <thead> <tr> <th>Number of ticks</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>18+</td> <td>8</td> </tr> <tr> <td>16,17</td> <td>7</td> </tr> <tr> <td>14,15</td> <td>6</td> </tr> <tr> <td>12,13</td> <td>5</td> </tr> <tr> <td>10,11</td> <td>4</td> </tr> <tr> <td>8,9</td> <td>3</td> </tr> <tr> <td>6,7</td> <td>2</td> </tr> <tr> <td>4,5</td> <td>1</td> </tr> <tr> <td>0,1,2,3</td> <td>0</td> </tr> </tbody> </table> | Number of ticks | Mark | 18+ | 8 | 16,17 | 7 | 14,15 | 6 | 12,13 | 5 | 10,11 | 4 | 8,9 | 3 | 6,7 | 2 | 4,5 | 1 | 0,1,2,3 | 0 | |
| Number of ticks | Mark | | | | | | | | | | | | | | | | | | | | | |
| 18+ | 8 | | | | | | | | | | | | | | | | | | | | | |
| 16,17 | 7 | | | | | | | | | | | | | | | | | | | | | |
| 14,15 | 6 | | | | | | | | | | | | | | | | | | | | | |
| 12,13 | 5 | | | | | | | | | | | | | | | | | | | | | |
| 10,11 | 4 | | | | | | | | | | | | | | | | | | | | | |
| 8,9 | 3 | | | | | | | | | | | | | | | | | | | | | |
| 6,7 | 2 | | | | | | | | | | | | | | | | | | | | | |
| 4,5 | 1 | | | | | | | | | | | | | | | | | | | | | |
| 0,1,2,3 | 0 | | | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks |
|---|--|--|
| <p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> • both subject and verb must be correct for the verb to score a tick • verb must be in the appropriate tense to score a tick • accents on verbs must be correct in order for a tick to be awarded • do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features. | | |
| <p>Tick</p> <p>Yo soy (✓)</p> <p>He hecho (✓)</p> <p>Los profesores son (✓) amables</p> | <p>No tick</p> <p>Los profesores son amables (<i>no tick</i>)</p> | <p>Note</p> <p>incorrect subject means tick cannot be awarded for verb</p> |
| <p>Use of gerund</p> | | |
| <p>Tick</p> <p>Estoy escribiendo (✓)</p> <p>Llevo (✓) dos años estudiando (✓)</p> | <p>No tick</p> | <p>Note</p> <p>Continuous forms of <i>estar</i> and gerund are awarded 1 tick</p> <p>Use of gerund other than in continuous form of verb using <i>estar</i> = 2 ticks</p> |
| <p>Reflexive/passive</p> | | |
| <p>Tick</p> <p>Él se levanta (✓)</p> <p>Ella se ha cortado (✓)</p> <p>La puerta estaba (✓) abierta</p> <p>Yo me lavo (✓) las manos</p> | <p>No tick</p> <p>Él levántase (<i>no tick</i>)</p> <p>Yo me lavo (<i>no tick</i>) el coche</p> | <p>Note</p> <p><i>lavar</i> should not be used reflexively in this statement</p> |

| Question | Answer | | Marks |
|--|---|--|-------|
| Impersonal verbs such as <i>gustar, quedar, faltar</i> etc. | | | |
| Tick | No tick | Note | |
| Me gusta (✓) leer (✓) | | | |
| Me gusta (no tick) leer (✓) | | | |
| Me quedan (✓) diez euros | | | |
| Impersonal se | | | |
| Tick | No tick | Note | |
| Se puede (✓) | | | |
| Se habla español (✓) | | | |
| Impersonal | | | |
| Tick | No tick | Note | |
| Hay (✓) patatas | | | |
| Es (✓) interesante | | | |
| With negative | | | |
| Tick | No tick | Note | |
| No comen (✓) | | | |
| Sequence of tenses | | | |
| Tick | No tick | Note | |
| Fui (✓) al cine y me gustó (✓) la película | Fui (✓) al cine y me gustaría (no tick) la película | If sequence is incorrect, both verbs cannot be rewarded | |

| Question | Answer | | Marks |
|--|----------------|---|-------|
| Single auxiliary with multiple past participles | | | |
| Tick | No tick | Note | |
| Hemos cantado (✓) y bailado (✓) | | Hemos cantado = tick 1; Hemos bailado = tick 2 | |
| Verb which requires preposition | | | |
| Tick | No tick | Note | |
| Ayudo (✓) a lavar (✓) el coche | | | |
| Ayudo (✓) lavar el coche | | preposition is required for <i>lavar</i> to be awarded a tick | |
| Ayudo (✓) con lavar el coche | | incorrect use of <i>con</i> means that <i>lavar</i> cannot receive a tick | |
| Verb which requires personal a | | | |
| Tick | No tick | Note | |
| Veo (✓) a mi amigo | | personal <i>a</i> is required for <i>veo</i> to be awarded a tick | |
| Veo (no tick) mi amigo | | | |
| Correct verb within meaningless statement | | | |
| Tick | No tick | Note | |
| El camino es (✓) largo | | | |
| El camino es (no tick) inteligente | | Do not reward correct verb in a meaningless statement | |

| Question | Answer | | Marks |
|--------------------------|-------------------------------|----------------|---|
| (b) Imperative | | No tick | Note |
| Tick | ¡Ven! (✓) | | |
| No tick | ¡Oiga! (✓) | | |
| (c) Interrogative | | No tick | Note |
| Tick | ¿Vienes? (✓) / Vienes. (✓) | | question mark not required for mark to be awarded |
| No tick | (¿)¿Vas a venir? (✓) | | |
| No tick | (¿)Cómo estás? (✓) | | |
| (d) Infinitive | | No tick | Note |
| Tick | Quiero (✓) salir (✓) | | |
| No tick | No quiera (no tick) salir (✓) | | |
| No tick | Quiero (✓) salire (no tick) | | |
| No tick | Voy a (✓) estudiar (✓) | | |
| No tick | Empecé a (✓) llorar (✓) | | |
| No tick | Empecé (no tick) llorar (✓) | | |

| Question | Answer | | Marks |
|--|----------------|-------------|-------|
| (e) Participle (past or present) | | | |
| Tick | No tick | Note | |
| Terminado el programa (✓) | | | |
| Siendo estudiante (✓) | | | |
| <p>(f) Reward only the first occurrence of a verb, e.g.</p> <ul style="list-style-type: none"> • Me gusta (✓) la natación. También me gusta (<i>no tick</i>) el tenis • Me gusta (✓) la natación. No me gusta (<i>no tick</i>) el tenis <p>However,</p> <ul style="list-style-type: none"> • Yo prefiero (✓) la natación y mi hermano prefiere (✓) el tenis – 2 different persons of the verb • Mi hermano prefiere (✓) la natación y mi hermana prefiere (<i>no tick</i>) el tenis – both third person usage • Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede (<i>no tick</i>) nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time <p>3.3: Award a mark out of 12 for Other linguistic features</p> <p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Subordinate clauses, including porque and que (relative pronouns). Indirect or reported speech (dijo que, creo que). Time clauses with cuando, mientras que etc. and si (= if) • Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns • Conjunctions other than y and linking words (e.g. sin embargo, por lo tanto, por eso) • Prepositions – Time, Place etc. • Negatives • Adverbs • Use of por and para • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Expressions of quantity • Appropriate use of <i>politeness</i> in the letter. | | | |

| Question | Answer | Marks |
|---|---|--|
| Grade descriptors for Other linguistic features (Question 3) | | |
| 11–12 | <ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task. | |
| 9–10 | <ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free^{^^}. • Uses a variety of relevant vocabulary at this level. | |
| 7–8 | <ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. | |
| 5–6 | <ul style="list-style-type: none"> • Attempts more than basic structures. • On balance, the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. | |
| 3–4 | <ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. | |
| 1–2 | <ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 0 | <ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. | |
| ^{^^} subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free. | | |
| *spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct. | | |
| | | Total for Communication: 10 marks |
| | | Total for Verbs: 8 marks |
| | | Total for Other linguistic features: 12 marks |
| | | Total for Question 3: 30 marks |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|---|-------|--------|------|----|--|---|----|--|---|----|---|---|----|---|---|----|---|---|--|
| 3(a) | <p><i>Vas a un concierto en tu instituto. Escribe una carta a tu amigo/a.</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> | 30 | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="231 1845 264 1951">Tick</th> <th data-bbox="231 416 264 1845">Accept</th> <th data-bbox="231 297 264 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="264 1845 298 1951">✓1</td> <td data-bbox="264 416 298 1845"> <p>When the concert is Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)</p> </td> <td data-bbox="264 297 298 416">2</td> </tr> <tr> <td data-bbox="298 1845 331 1951">✓2</td> <td data-bbox="298 416 331 1845"> <p>Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses</p> </td> <td data-bbox="298 297 331 416">2</td> </tr> <tr> <td data-bbox="331 1845 365 1951">✓3</td> <td data-bbox="331 416 365 1845"> <p>The type of music the candidate prefers Allow anything sensible Could be type of music, artist, particular piece of music/song, album</p> </td> <td data-bbox="331 297 365 416">2</td> </tr> <tr> <td data-bbox="365 1845 399 1951">✓4</td> <td data-bbox="365 416 399 1845"> <p>What happened the last time the candidate attended a concert Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.</p> </td> <td data-bbox="365 297 399 416">2</td> </tr> <tr> <td data-bbox="399 1845 432 1951">✓5</td> <td data-bbox="399 416 432 1845"> <p>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.</p> </td> <td data-bbox="399 297 432 416">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p>When the concert is Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)</p> | 2 | ✓2 | <p>Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses</p> | 2 | ✓3 | <p>The type of music the candidate prefers Allow anything sensible Could be type of music, artist, particular piece of music/song, album</p> | 2 | ✓4 | <p>What happened the last time the candidate attended a concert Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.</p> | 2 | ✓5 | <p>Fifth communication mark to be awarded for extra detail on: What happened the last time the candidate attended a concert Insist on past tense Allow any detail relating to the last concert they went to, could be a descriptive detail, an incident that happened, a reaction/opinion etc.</p> | 2 | |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p>When the concert is Allow any future time, e.g. date(s), day, time, timescale (e.g. summer holidays)</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p>Why the candidate has decided to go to the concert Allow any sensible reason The reason can be expressed in a number of tenses</p> | 2 | | | | | | | | | | | | | | | | | | |
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| | <p>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> | | | | | | | | | | | | | | | | | | | |
| | <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p> | | | | | | | | | | | | | | | | | | | |

| Question | Answer | Marks | | | | | | | | | | | | | | | | | | |
|----------|--|-------|--------|------|----|---|---|----|--|---|----|---|---|----|--|---|----|---|---|----|
| 3(b) | <p data-bbox="196 331 260 1935">Con tus amigos has formado una Asociación de Alumnos en vuestro colegio. Escribe un artículo para la revista del colegio.</p> <p data-bbox="300 853 331 1935">3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> <table border="1" data-bbox="371 309 1098 1935"> <thead> <tr> <th data-bbox="371 1850 421 1935">Tick</th> <th data-bbox="371 421 421 1850">Accept</th> <th data-bbox="371 309 421 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 1850 544 1935">✓1</td> <td data-bbox="421 421 544 1850"> <p data-bbox="435 1308 467 1834">Why the student council is necessary</p> <p data-bbox="507 1491 539 1834">Allow any sensible reason</p> </td> <td data-bbox="421 309 544 421">2</td> </tr> <tr> <td data-bbox="544 1850 667 1935">✓2</td> <td data-bbox="544 421 667 1850"> <p data-bbox="558 1308 590 1834">The candidate's opinion of the school</p> <p data-bbox="630 1256 662 1834">Allow anything sensible, positive or negative</p> </td> <td data-bbox="544 309 667 421">2</td> </tr> <tr> <td data-bbox="667 1850 790 1935">✓3</td> <td data-bbox="667 421 790 1850"> <p data-bbox="681 450 745 1834">Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question.</p> <p data-bbox="753 1525 785 1834">Allow anything sensible</p> </td> <td data-bbox="667 309 790 421">2</td> </tr> <tr> <td data-bbox="790 1850 943 1935">✓4</td> <td data-bbox="790 421 943 1850"> <p data-bbox="804 1093 836 1834">Description of recent activities of the student council</p> <p data-bbox="876 1576 908 1834">Insist on past tense</p> <p data-bbox="916 1525 948 1834">Allow anything sensible</p> </td> <td data-bbox="790 309 943 421">2</td> </tr> <tr> <td data-bbox="943 1850 1098 1935">✓5</td> <td data-bbox="943 421 1098 1850"> <p data-bbox="957 510 1021 1834">Fifth communication mark to be awarded for extra detail on: Description of recent activities of the student council</p> <p data-bbox="1029 1576 1061 1834">Insist on past tense</p> <p data-bbox="1069 1525 1101 1834">Allow anything sensible</p> </td> <td data-bbox="943 309 1098 421">2</td> </tr> </tbody> </table> <p data-bbox="1137 797 1169 1935">3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p data-bbox="1209 734 1241 1935">3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p> | Tick | Accept | Mark | ✓1 | <p data-bbox="435 1308 467 1834">Why the student council is necessary</p> <p data-bbox="507 1491 539 1834">Allow any sensible reason</p> | 2 | ✓2 | <p data-bbox="558 1308 590 1834">The candidate's opinion of the school</p> <p data-bbox="630 1256 662 1834">Allow anything sensible, positive or negative</p> | 2 | ✓3 | <p data-bbox="681 450 745 1834">Third communication mark to be awarded flexibly for extra detail relating to either of first two bullet points in the question.</p> <p data-bbox="753 1525 785 1834">Allow anything sensible</p> | 2 | ✓4 | <p data-bbox="804 1093 836 1834">Description of recent activities of the student council</p> <p data-bbox="876 1576 908 1834">Insist on past tense</p> <p data-bbox="916 1525 948 1834">Allow anything sensible</p> | 2 | ✓5 | <p data-bbox="957 510 1021 1834">Fifth communication mark to be awarded for extra detail on: Description of recent activities of the student council</p> <p data-bbox="1029 1576 1061 1834">Insist on past tense</p> <p data-bbox="1069 1525 1101 1834">Allow anything sensible</p> | 2 | 30 |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
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| ✓5 | <p data-bbox="957 510 1021 1834">Fifth communication mark to be awarded for extra detail on: Description of recent activities of the student council</p> <p data-bbox="1029 1576 1061 1834">Insist on past tense</p> <p data-bbox="1069 1525 1101 1834">Allow anything sensible</p> | 2 | | | | | | | | | | | | | | | | | | |

| Question | Answer | | Marks | | | | | | | | | | | | | | | | | |
|----------|---|------|--------|------|----|---|---|----|---|---|----|--|---|----|--|---|----|---|---|---|
| 3(c) | <p><i>El sábado por la noche no pudiste salir con tus compañeros.</i></p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above.</p> | | 30 | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="231 1951 336 1995">Tick</th> <th data-bbox="231 421 336 1951">Accept</th> <th data-bbox="231 297 336 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 1951 386 2103">✓1</td> <td data-bbox="336 421 386 1951"> <p>Why the candidate couldn't go out with friends</p> <p>Award communication mark for statement in past tense of why the candidate could not go out with friends Accept: <i>no pude salir con mis amigos porque estoy enfermo</i> etc.</p> </td> <td data-bbox="336 297 386 421">2</td> </tr> <tr> <td data-bbox="386 1951 435 2103">✓2</td> <td data-bbox="386 421 435 1951"> <p>How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p> </td> <td data-bbox="386 297 435 421">2</td> </tr> <tr> <td data-bbox="435 1951 485 2103">✓3</td> <td data-bbox="435 421 485 1951"> <p>Third communication mark to be awarded for extra detail on: How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p> </td> <td data-bbox="435 297 485 421">2</td> </tr> <tr> <td data-bbox="485 1951 534 2103">✓4</td> <td data-bbox="485 421 534 1951"> <p>What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> </td> <td data-bbox="485 297 534 421">2</td> </tr> <tr> <td data-bbox="534 1951 584 2103">✓5</td> <td data-bbox="534 421 584 1951"> <p>Fifth communication mark to be awarded for extra detail on: What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> </td> <td data-bbox="534 297 584 421">2</td> </tr> </tbody> </table> | Tick | Accept | Mark | ✓1 | <p>Why the candidate couldn't go out with friends</p> <p>Award communication mark for statement in past tense of why the candidate could not go out with friends Accept: <i>no pude salir con mis amigos porque estoy enfermo</i> etc.</p> | 2 | ✓2 | <p>How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p> | 2 | ✓3 | <p>Third communication mark to be awarded for extra detail on: How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p> | 2 | ✓4 | <p>What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> | 2 | ✓5 | <p>Fifth communication mark to be awarded for extra detail on: What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> | 2 | <p>3.2 Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</p> |
| Tick | Accept | Mark | | | | | | | | | | | | | | | | | | |
| ✓1 | <p>Why the candidate couldn't go out with friends</p> <p>Award communication mark for statement in past tense of why the candidate could not go out with friends Accept: <i>no pude salir con mis amigos porque estoy enfermo</i> etc.</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓2 | <p>How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓3 | <p>Third communication mark to be awarded for extra detail on: How the candidate felt</p> <p>Expect opinions/emotions Do not insist on past tenses</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓4 | <p>What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> | 2 | | | | | | | | | | | | | | | | | | |
| ✓5 | <p>Fifth communication mark to be awarded for extra detail on: What the candidate did at home</p> <p>Award communication mark for statement in past tense of what the candidate did at home on Saturday night</p> | 2 | | | | | | | | | | | | | | | | | | |

Appendix I**Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.