



GCSE SPANISH 8692/WH

Paper 4 Writing

Higher tier

Sample assessment material Set 2

Mark scheme

Version: 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

All questions can be answered using the defined content (vocabulary and grammar) for each tier, with equal credit given for language used that is beyond the defined content but that fulfils the task requirements.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses. For the productive skills of Speaking and Writing, students' preferred ways of referring to themselves and others through the use of pronouns, gendered language and grammatical agreements will be credited by examiners, regardless of whether such usage has been adopted by official language bodies in the target language-speaking countries.

Higher tier

Marks will be allocated in the following way at Higher tier:

	AO2	AO3	Total
Section A			
Question 1		10	10
Section B			
Question 2	10	5	15
Section C			
Question 3	15	10	25
Total	25	25	50

In all questions, vocabulary and grammar which are not on the defined list will be given equal credit to items which are on it.

Section A**Question 01**

The translation is assessed for AO3 (10 marks) as specified in the criteria below. The maximum mark for Question 1 is 10. When awarding the marks for Grid One and Grid Two, the student's response across all five sentences should be considered as a whole.

When awarding the mark for Grid One out of a maximum of five, the translation is divided into 15 elements as shown in the grid on page 7. A tick will be awarded for each element that is communicated, despite any minor inaccuracies. The number of ticks out of 15 in column 2 of Grid One below equates to a mark out of 5 in column 3.

Grid One: Rendering of the original meaning

Level	Number of ticks credited	Marks	AO3
5	13-15	5	The meanings of all or nearly all elements of the original language are sufficiently rendered.
4	10-12	4	The meanings of most elements of the original language are sufficiently rendered.
3	7-9	3	The meanings of some elements of the original language are sufficiently rendered.
2	4-6	2	The meanings of few elements of the original language are sufficiently rendered.
1	1-3	1	The meanings of very few elements of the original language are sufficiently rendered.
0	0	0	No elements of the meanings of the original language are conveyed.

Once the mark for Grid One is awarded, a mark out of 5 is awarded for Grid Two. This mark is based on the student's response across all five sentences as a whole.

Grid Two: Knowledge of vocabulary and grammar

Level	Marks	AO3
5	5	- Very good knowledge of the required vocabulary. Few if any inappropriate or omitted items. - Grammar is highly accurate and any errors that occur are only minor.
4	4	- Good knowledge of vocabulary. Some inappropriate or omitted items. - Grammar is generally accurate with regular minor errors.
3	3	- Satisfactory knowledge of vocabulary. Regular inappropriate or omitted items. - Grammar is more accurate than inaccurate. Regular major and minor errors.
2	2	- Limited knowledge of vocabulary. Many inappropriate or omitted items. - Grammar is generally inaccurate. Many major and minor errors.
1	1	- Very limited knowledge of vocabulary. Few appropriate items. - Grammar is highly inaccurate. Major and minor errors in all or almost all sentences.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero in Grid One automatically results in a mark of zero in Grid Two, but apart from that, the Rendering of original meaning mark does not limit the mark for Knowledge of vocabulary and grammar.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for Examiners

When deciding on whether an element is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

A **major error** is an error which adversely affects communication. Some examples are:

- Incorrect verb forms.
- Incorrect use of pronouns.

Examples of major errors:

***Te gusta el deporte* for *Me gusta el deporte*.**
***Ayer como un bocadillo*.**

A **minor error** is an error which does not affect communication. Some examples are:

- Incorrect but close to correct spellings.
- Incorrect genders and errors of agreement.
- Incorrect or missing accents unless these alter the meaning.

Examples of minor errors:

Mi colegio es pequeña.

Mis proffesores son interesante.

	Element of original language	Indicative content	Alternative acceptable renderings	Reject
1	I would like	Me gustaría	Quisiera / Querría	Me gusta / Quiero
2	to work abroad,	trabajar en el extranjero,	al extranjero,	
3	perhaps in Spain.	quizás en España.	quizá, tal vez, posiblemente	español
4	I am going to buy	Voy a comprar	Compraré	
5	the tickets for the concert	las entradas para el concierto	los billetes / los boletos	
6	in January.	en enero.		
7	I think that	Creo que	Pienso que Me parece que	
8	she wants to go	(ella) quiere ir		
9	to the lake with me.	al lago conmigo.		con me/mi/yo
10	After the meal,	Después de la comida,	del desayuno / del almuerzo / de la cena	
11	I had to	tuve que	tenía que	
12	pay the bill.	pagar la cuenta.		
13	They sent	Mandaron	Enviaron	
14	the message yesterday.	el mensaje ayer.	el texto	
15	I received it today.	Lo recibí hoy.	recibi (<i>without the accent</i>)	

Other reasonable alternative renderings of the original meaning will also be accepted. However, verbs in the wrong tense and/or person will not be credited/accepted.

Once you have decided on the mark for Grid One, you should read through the translation once more and decide on the mark out of 5 for Grid Two.

This mark is not limited by the mark for Grid One, unless the mark is zero, in which case the mark for Grid Two must also be zero.

If a student leaves gaps, you must assume that any attempt would have been highly inaccurate and take this into account when awarding marks in Grid Two. Not to do so will penalise unfairly those students who make an attempt but commit serious errors in so doing.

Perfection is not required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Grid Two, knowledge of vocabulary and grammar.

Exemplification of mark scheme

To exemplify the marking criteria for AO3, a range of exemplar student responses has been provided below with a commentary.

Student 1

Me [✓]gustaría [✓]trabajar en el extranjero, [✓]tal vez en España.

Voy a [✓]comprar los [✓]billétes [✓]para el [✓]concierto en [✓]Enero.

Pienso que [✓]quiere [✓]ir al [✓]lago con [✓]migo.

Después de la [✓]comida, [✓]tuve que [✓]pagar la [✓]cuenta.

Mandaron el [✓]mensaje [✓]ayer. [✓]Lo recibí [✓]hoy.

Grid One: **15 ticks = 5 marks**

Grid Two: **5 marks**

All elements of the original language are rendered. The only errors are *extranjero*, the accent on *billetes* and the spelling of *conmigo* as two words. There is a very good knowledge of vocabulary and structures and the overall response is highly accurate.

Student 2

Me [✓]gusta [✓]trabajar en el extranjero [✓]quizas en España.

Voy a [✓]comprar los [✓]billetes [✓]para el [✓]concerto en [✓]enero.

Creo que [✓]ella [✓]quiere [✓]ir al [✓]lagos con [✓]mi.

Después de la [✓]comida, [✓]tuve que [✓]pagar la [✓]quenta.

Mandado el [✓]mensaje [✓]ayer. [✓]Lo [✓]recibi [✓]hoy.

Grid One: **12 ticks = 4 marks**

Grid Two: **4 marks**

Only three elements of the original language are not rendered: *me gusta* instead of *me gustaría*; *con mi*; the past participle of *mandar* is used instead of the preterite tense. Therefore, most elements of the original language are rendered. The inaccuracies *billetes*, *concerto*, *lagos*, and *quenta* are such that the response is generally, rather than highly accurate.

Student 3

Quisiera trabajar al extranjero posiblemente en España.

Voy a comprar las entradas para concierto en enero.

Pienso que quiero ir a lago conmigo.

Despues repas, tuve paggar la cuenta.

Escribaron el mensaje ayer. Recibi lo hoy.

Grid One: **10 ticks = 4 marks**

Grid Two: **3 marks**

Five elements of the original language are not rendered: *quiero* for *quiere*; *despues repas*; *tuve* (without *que*); *escribaron*; *recibi lo*. Therefore, most elements of the original language are rendered. There are many errors such as the misspelling of *posiblemente*; the omission of *el* in front of *concierto*; *a lago*; *paggar*; using *escribaron* rather than *escribieron*, even though *mandaron* / *enviaron* was required; the missing accent on *recibi*; the wrong positioning of the pronoun *lo*. However, there is a reasonable knowledge of vocabulary and structures and the overall response is just about more accurate than inaccurate.

Student 4

Quiero _____ en extranjero en español.

Voy a comprar las billetes para la concierto en Enero.

Penso que ella quiere ir a lago con yo.

Después _____ teni pagar la cuenta.

Ellos mandar el mensaje ayer. No recibir lunes.

Grid One: **8 ticks = 3 marks**

Grid Two: **2 marks**

Some elements of the original language are rendered. These are: 'abroad', 'I am going to buy', 'the tickets for the concert', 'in January', 'I think that', 'she wants to go', 'to pay the bill' and 'the message yesterday'. There is a limited knowledge of vocabulary and grammatical structures and there are errors in every sentence, although these do not always affect the communication of required elements. The piece is generally inaccurate.

Student 5

Quisiera trabajar abroad posible en Espana.

Voy a comprar los tickets por musica en enero.

Creer que quiere ir lago con me

_____ el como yo tener pago el cuento.

_____ el message es hier. Recibir lo hoy.

Grid One: **5 ticks = 2 marks**

Grid Two: **2 marks**

There are five elements of the original language rendered: *Quisiera; posible en Espana; voy a comprar; en enero; quiere ir*. Therefore, few elements of the original language are rendered. There are omissions, English words and many errors. The piece is generally inaccurate.

Student 6

Me gustaria trabajo _____ posiblemente en España

Voy a comprar tickets por _____ en Januario.

_____ ella querer va lako con yo.

Despues el dinnero _____ la cuenta por favor.

_____ el texto _____ . No tengo _____.

Grid One: **3 ticks = 1 mark**

Grid Two: **1 mark**

Only three, ie very few, elements are rendered: *me gustaria; posiblemente en España; voy a comprar*. There is a very limited knowledge of vocabulary and structures and the overall response is highly inaccurate.

Section B**Question 02**

For this question, there are three compulsory bullet points which are assessed for AO2 (10 marks) and AO3 (5 marks), as specified in the criteria below. The maximum mark for Question 2 is 15.

The student is expected to produce approximately 90 words for this task. The number of words is approximate and demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student, even if it is well beyond the suggested number of words.

All bullet points must be covered, but there is no need for equal coverage of the bullets.

Level	Mark	AO2
5	9-10	- All three bullet points are covered. - Communication is clear. - Ideas are regularly developed with a lot of relevant information being conveyed.
4	7-8	- All three bullet points are covered. - Communication is mostly clear but perhaps with occasional lapses in clarity. - Ideas are often developed with quite a lot of relevant information being conveyed.
3	5-6	- At least two bullet points are covered. - Communication is generally clear but there are likely to be lapses in clarity. - A few ideas may be developed and some relevant information is conveyed.
2	3-4	- At least one bullet point is covered. - Communication is sometimes clear and there are regular lapses in clarity. - Little relevant information is conveyed.
1	1-2	- At least one bullet point is covered. - Communication is often not clear and there are very many lapses in clarity. - Very little relevant information is conveyed.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the three compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.

Guidance for examiners

- The information that the student gives must be clear. If what is written is unclear, this will have a bearing on the mark for AO2. For example, the student may convey information in relation to all three bullet points, but lapses in clarity may mean that a lower mark than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a student attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.
- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the student did last weekend, and he/she writes 'I went to see my aunt and then went to the cinema', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The levels refer to the amount of information that is conveyed, as follows:

9-10:	a lot
7-8:	quite a lot
5-6:	some
3-4:	little
1-2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a student who writes approximately 90 words, clearly understandable and relevant to all three bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a student may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a student writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- When deciding a particular mark, it is advisable to identify the level of marks first, and then consider how close the response is to the level above or to the level below. This will enable you to award an appropriate mark within the level. For example, if the response is closer to the descriptors in the level above, you would award the higher of the two marks in the level.

Level	Mark	AO3
5	5	- A good variety of vocabulary is used. - There are regular attempts at complexity of language and structure. - There are references to all three time frames which are mainly successful. - Any errors are mainly minor but some major errors may occur, particularly in complex structures and sentences.
4	4	- A variety of vocabulary is used. - There are some attempts at complexity of language and structure. - There are references to at least two different time frames which are mainly successful. - Errors are mainly minor but some major errors may occur.
3	3	- Some variety of vocabulary is used. - There may be occasional attempts at complexity of language and structure. - There are references to at least two different time frames, although these may not always be successful. - There may be some major errors, and minor errors occur regularly but overall the response is more accurate than inaccurate.
2	2	- A limited variety of vocabulary is used. - The language is mainly simple but there may be some attempts at longer sentences with appropriate linking words. - There may be no successful references to different time frames. - There may be frequent major and minor errors and overall the response is generally inaccurate.
1	1	- The range of vocabulary is narrow and/or repetitive. - The language is simple and sentences are short or may not be properly constructed. - There are no successful references to different time frames. - There may be frequent major and minor errors and overall the response is highly inaccurate.
0	0	The language does not meet the standard required for Level 1 at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3. For example:

- If a student has only addressed two bullet points clearly but has produced a response that includes a good variety of vocabulary, regular attempts at complexity of language and structure, successful references to all three time frames with errors that are mainly minor and some major errors in complex structures and sentences, then a mark of 6+5 is possible.
- If a student has clearly addressed all three bullet points but has produced a response with some variety of appropriate vocabulary, occasional attempts at complexity of language and structure, references to at least two different time frames, with some major errors and minor errors occurring regularly, then a mark of 10+3 is possible.

Once you have decided on the mark for AO2, you should read through the response once more and decide on the mark for AO3. A mark of 0 for AO2 automatically results in a mark of 0 for AO3 but, apart from that, the mark for AO2 does not limit the mark for AO3. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for AO3.

The whole of the response must be assessed when awarding the mark for AO3, even if some of it is irrelevant to the bullet points.

The following points should be taken into account when deciding on the mark to be awarded:

- Each level has four strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the four strands will not be consistently demonstrated.
- In order to score 5 marks, there **must** be reference to all three time frames (past, present and future). For 4 marks, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the level are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher students; b) that the criteria for AO3 in this question are not as demanding as the language criteria for Higher Question 3. However, for a mark of 3, 4 or 5, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the student attempts. Complexity may be shown in some of the following ways: different tenses; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.
- There is no requirement for students to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: <i>Mi escola es grande.</i> <i>Me gusta el fútbol. Es aburrido.</i> <i>Por la noche tomo mi desayuno a las doce.</i>
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronouns. Examples of major errors: <i>Te gusta el deporte</i> for <i>Me gusta el deporte.</i> <i>Ayer como un bocadillo.su</i>
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Examples of minor errors: <i>Mi colegio es pequeña.</i> <i>Mis proffesores son interesante.</i>
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause (' <i>Mi casa es grande y es estupenda</i> ') or a phrase (' <i>Vivo en Manchester, en el noroeste de Inglaterra</i> ').
Variety of language	Some examples: Different ways of expressing opinions – <i>me gusta/me encanta/prefiero, es estupendo/genial/excelente.</i> Use of intensifiers. Different persons of the verb.
Complexity of language and structure	Some examples are: use of infinitive constructions introduced by prepositions (<i>para, sin</i>), adjectives (<i>es difícil, es posible</i>), and after verbs (<i>prefiero ir, me gusta estudiar, hay que trabajar, vale la pena visitar</i>) and the modal verbs <i>deber, poder, querer, saber, tener que.</i> Use of object pronouns (<i>me, te, lo, la, los, las, le, les</i>) use of indefinite pronouns/adjectives such as <i>algo, cada</i> , etc. use of connectives such as <i>aunque, debido a, además</i> use of adverbs and adverbial phrases such as <i>aparte de, sin embargo, después, anoche, por ejemplo, finalmente, siempre.</i> Use of negatives (eg <i>no ... nada/nadie/nunca/ninguno.</i>) Use of comparative adjectives and expressions such as <i>más...que, menos...que, tan... como</i> and <i>mejor(es)/peor(es)</i> use of demonstrative adjectives (<i>este, esta, estos, estas</i>). Use of a range of tenses (eg Preterite, Imperfect, Periphrastic Future (<i>ir + Infinitive</i>)). Use of subordinate clauses introduced by eg <i>porque, por eso, si.</i> Use of relative clauses introduced by <i>que.</i> Use of coordinating conjunctions: <i>así, entonces, o, luego, pero</i> (when using longer sentences).

Question 02.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what you think about school	Accept one view about school.
• what you did in a recent Spanish lesson	Accept one statement referring to a recent Spanish lesson. Accept any past time reference.
• what you are going to do next September	Accept one statement referring to plans for next September. Accept any future time reference.

The following indicative content is an example of the response that students may give to this question. It demonstrates an imbalanced coverage of the compulsory bullet points, but all three are covered. It would be awarded full marks.

En el colegio, me gustan más las ciencias porque siempre saco buenas notas. Odio el inglés porque la profesora no es simpática y tengo que leer mucho. Soy muy activa y tenemos buenas instalaciones para practicar deportes. Ayer mi equipo de fútbol ganó un partido importante. Tengo muchos buenos amigos en mi clase y normalmente lo pasamos bien, y además no tenemos demasiados deberes. En mi clase de español repasamos para el examen y dimos un regalo a nuestra profe. En septiembre tengo la intención de estudiar en otro colegio.

(90 words)

[15 marks]

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Mi colegio es bastante bueno pero profesores ser no muy simpatico. Me gusta mi classe de dibujo por que es interesante. El gimnasio es nuevo y podemos jugar el futbol. En la español clase fui una prueba, era difícil y no aprobé. También miramos un vídeo de Sanfermines en Pamplona. Los toros son peligroso. Quiero visitar Pamplona en el futuro ver la fiesta. No sé del septiembre próximo. Creo que voy a estudiar aquí pero depende en mi exámenes. Espero tengo buenas notas pero es difícil, especial las matemáticas.

(89 words)

[12 marks]

AO2

All three bullet points are covered. Communication is mostly clear with occasional lapses in clarity: *profesores ser no muy simpatico; fui una prueba*. Ideas are often developed in response to all three tasks. This places the work at Level 4 (7 – 8 marks). Since a lot of information, rather than quite a lot, is conveyed the work is closer to the level above than the level below, so a mark of 8 is awarded.

AO3

A variety of appropriate vocabulary is used (*prueba, aprobar, Sanfermines, toros, peligroso*). There is successful use of the modal verbs *poder* and *querer*, use of subordinate clauses and coordinating conjunctions. A range of tenses is used to refer to all three time frames and these are mainly successful. Errors are mainly minor: slips in spelling, a lack of adjectival agreement, using a first person verb rather than an infinitive after *esperar*, but there are a couple of major errors (notably the misused infinitive *ser* and the use of *fui* to render *tuve/hice*). This places the work at Level 4 and it is awarded 4 marks.

This response is awarded 12 marks out of a possible 15 marks.

Question 02.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• what you think about the cinema	Accept one view about the cinema.
• what you did the last time you used technology	Accept one activity using technology. Accept any past time reference.
• what you are going to do to celebrate the end of your exams	Accept one activity to celebrate the end of exams. Accept any future time reference.

The following indicative content is an example of the response that students may give to this question. It demonstrates an imbalanced coverage of the compulsory bullet points, but all three are covered. It would be awarded full marks.

Me gusta ir al cine si hay una buena película, pero las entradas cuestan bastante. El sábado pasado hice mis deberes en mi ordenador y jugué a Stormshot con mi amiga en línea. Vamos a tener nuestro último examen el veinte de junio y será un día muy alegre. Tendré que hacer quince exámenes y causan mucho estrés porque son muy difíciles. Después de terminar el último, voy a comer en mi restaurante favorito con mis padres y luego voy a celebrar con todos mis amigos en una fiesta.

(89 words)

[15 marks]

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

El cine es estupendo porque me gusta películas. Ir al cine ver Barbie por que es muy divertido. Me encanta el Ryan Gosling que es Kenny. Detesto Oppenheimer por que es aburrido.

En mi móvil hablar con amigos y mensajes. En mi padres tableta jugé videjugos. Fui a ciencias clase donde usamos tecnología. Gustamos ciencias porque son genial y el profe enseña bien.

Detesto exámenes y tengo hacer muchos. El ultimo uno es mañana finalmente y voy celebrar con mis amigos. Voy a jugar todos los días y no estudiar.

(90 words)

[9 marks]

AO2

While all three bullet points are covered, there are lapses in clarity with language such as *ir al cine*; *hablar con amigos y mensajes*; *mi padres tableta*; *Gustamos ciencias*; *tengo hacer muchos*. A few ideas are developed and relevant information is conveyed. Given this profile, the 7-8 band was a consideration, so the higher mark in the 5-6 band is awarded.

AO3

There is some variety in vocabulary with the use of adjectives, adverbs and different ways of expressing an opinion. There is some attempt at complexity of language and structure, though this is not always successful. There are both successful and unsuccessful references to time frames. There are some major errors (notably in sections of the response which are unclear) and minor errors occur regularly, for example: *me gusta películas*; *mensajes*; *jugué*; *videjugos*; *ciencias clase*; *el ultimo uno*; *voy celebrar*. Overall, we can just about say that the response is more accurate than inaccurate and thus the work best matches the criteria at Level 3 and is awarded 3 marks.

This response is awarded 9 marks out of a possible 15 marks.

Section C**Question 03**

For this question there are two compulsory bullet points, which are assessed for AO2 (15 marks), and AO3 (10 marks), as specified in the criteria below. The maximum mark for Question 3 is 25.

The student is expected to produce approximately 150 words for this task. The number of words is approximate and demonstration of the mark descriptors is more important than the word count. You must mark all work produced by the student even if it is well beyond the suggested number of words.

Both bullet points must be covered, but there is no need for equal coverage of the bullets.

Level	Mark	AO2
5	13-15	- A lot of information is conveyed in relation to the task. - Regular successful development of ideas, accounts and/or description. - Communication is clear with very few or no lapses in clarity.
4	10-12	- Quite a lot of information is conveyed in relation to the task. - Regular attempts at development of ideas, accounts and/or description which are mostly successful. - Communication is mostly clear but there are a few lapses in clarity.
3	7-9	- An adequate amount of information is conveyed in relation to the task. - Some successful development of ideas, accounts and/or description. - Communication is usually clear but there are some lapses in clarity.
2	4-6	- Some information is conveyed in relation to the task. - A little development of ideas, accounts and/or description. - Communication is sometimes unclear and there are regular lapses in clarity.
1	1–3	- A limited amount of information is conveyed in relation to the task. - Very limited or no development of ideas, accounts and/or description. - Communication is often unclear and there are frequent lapses in clarity.
0	0	The content does not meet the standard required for a mark at this tier.

Notes

- There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- When awarding a mark, all aspects of the descriptors must be considered and not only the number of bullet points covered.
- A student who conveys information in relation to only one bullet point can score a **maximum** of 12 marks for AO2.

Guidance for examiners

- The student's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for AO2. However, as the bullet points are much more open-ended, there is scope for students to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a past holiday, students may also refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for AO2.
- As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place is missing.
- In order to score a mark of 13 or more for AO2, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- Provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.
- The levels refer to the amount of information that is conveyed, as follows:

13-15: a lot

10-12: quite a lot

7-9: an adequate amount

4-6: some

1-3: a limited amount

All of these have to be considered with reference to the recommended number of words which is approximately 150. In other words, a student who writes approximately 150 words, clearly understandable and conveying a lot of information relating to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a student may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a student writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- Once the correct level has been decided upon, the middle mark in the level will be given to a student whose writing fits the level well. If the level above was a consideration, then award the higher of the three marks; if the level below was a consideration, then award the lower of the three marks.

In this question, the marks for AO3 are split between Range and use of language (Grid 1) and Accuracy (Grid 2). There is a maximum of five marks for each of these criteria, making a total of 10 marks for AO3 in this question.

The whole of the response must be assessed when awarding the marks for AO3, even if some of it is irrelevant to the bullet points.

Grid one: Range and use of language

Level	Mark	AO3 (Range and use of language)
5	5	• Very good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is often successful.
4	4	• Good variety of appropriate vocabulary and grammatical structures. • Complex language is regularly attempted and is generally successful.
3	3	• Some variety of appropriate vocabulary and grammatical structures. • Complex language is occasionally attempted and is sometimes successful.
2	2	• Little variety of appropriate vocabulary and grammatical structures. • Short and simple structures are often used but there is also regular use of longer sentences, with linking words.
1	1	• Very little variety of appropriate vocabulary. • Structures used are mainly short and simple.
0	0	The language does not meet the standard required for Level 1 at this tier.

Grid two: Accuracy

Level	Mark	AO3 (Accuracy)
5	5	• The response is usually accurate, although there may be occasional major and some minor errors, especially in attempts at more complex structures. • Verbs and tense formations are secure.
4	4	• The response is generally accurate with several major and minor errors, usually in attempts at more complex structures. • Verbs and tense formations are generally correct.
3	3	• The response is reasonably accurate. There are major and minor errors in both simple and complex structures. • Verb and tense formations are sometimes correct.
2	2	• The response is more inaccurate than accurate. There are frequent major and minor errors. • Verb and tense formations are often incorrect.
1	1	• The response is mostly inaccurate. There are major and minor errors in all sentences. • Verb and tense formations are nearly always incorrect.
0	0	The accuracy of language produced does not meet the standard required for a mark at this tier.

Notes

- A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3.
- A **major error** is one which adversely affects communication.
- A **minor error** is one which does not affect communication.

Guidance for examiners

Once you have decided on the mark for AO2, you should read through the response once more and decide on the marks for AO3. A mark of 0 for AO2 automatically results in marks of 0 for AO3 but, apart from that, the AO2 mark does not limit the AO3 marks. However, a short piece is unlikely to show sufficient variety for a high mark in AO3 for Range and use of language.

The following points should be taken into account when deciding on the mark to be awarded:

- For AO3 Range and use of language there are two strands: variety of vocabulary and structures and complexity of sentences. For a mark of 5, there will be good evidence that the criteria for both strands have been met comfortably. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the two strands will not be consistently demonstrated.
- There must be more complex sentences for the student to score 3 marks or more. See Glossary below. This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.
- For the award of 5 marks for AO3 Accuracy, the writing need not be perfectly accurate. There may be occasional errors in attempts at more complex language, but these will be infrequent.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more inaccurate than accurate. If it is, then the **maximum** mark will be 2.
- A major consideration in awarding marks for Accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some students will develop their ideas and, in doing so, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 5/Higher Question 2 to refer to all three time frames.

Glossary

The following glossary provides some guidance on terms used within the descriptors.

Lapse in clarity	Use of language that causes a delay in communication. For example: <i>Mi escola es grande.</i> <i>Me gusta el fútbol. Es aburrido.</i> <i>Por la noche tomo mi desayuno a las doce.</i>
Major error	An error which adversely affects communication. Some examples are: Incorrect verb forms. Incorrect use of pronouns. Examples of major errors: <i>Te gusta el deporte</i> for <i>Me gusta el deporte.</i> <i>Ayer como un bocadillo.</i>
Minor error	An error which does not affect communication. Some examples are: Incorrect but close to correct spellings. Incorrect genders and errors of agreement. Incorrect or missing accents unless these alter the meaning. Examples of minor errors: <i>Mi colegio es pequeña.</i> <i>Mis proffesores son interesante.</i>
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause (' <i>Mi casa es grande y es estupenda</i> ') or a phrase (' <i>Vivo en Manchester, en el noroeste de Inglaterra</i> '). Both of these examples are successful because they communicate clearly. Unsuccessful attempts at developments are those which include lapses in clarity. Examples are: <i>En el futuro, voy a buscar un buen trabajo. Fue una buena idea porque ganaba mucho dinero.</i> <i>Recientemente fui a un concierto. Fue horrible porque la cantante tenía una voz bonita.</i>
Variety of language	Some examples: Different ways of expressing opinions – <i>me gusta/me encanta/prefiero, es estupendo/genial/excelente</i> Use of intensifiers Different persons of the verb.
Complexity of language and structure	Some examples are: use of infinitive constructions introduced by prepositions (<i>para, sin, antes de, después de</i>), adjectives (<i>es difícil, es posible</i>), after nouns (<i>tengo la intención de</i>), after verbs (<i>prefiero ir, me gusta estudiar, hay que trabajar, vale la pena visitar, dejar de hacer</i>) and the modal verbs <i>deber, poder, querer, saber, tener que</i> use of object pronouns (<i>me, te, nos, os, lo, la, los, las, le, les</i>) use of emphatic pronouns (eg <i>para mí, sin ti, conmigo</i> etc) use of impersonal verbs such as <i>encantar, interesar, parecer</i> use of indefinite pronouns/adjectives such as <i>algo, cada</i> use of connectives such as <i>aunque, debido a, además</i> use of adverbs and adverbial phrases such as <i>apenas, sin embargo, después, sin duda, por ejemplo, finalmente, normalmente</i>

	use of negatives (no ... nada/nadie/nunca/ninguno/ni/tampoco etc) use of desde hace constructions and constructions such as acabar de... use of comparative adjectives and expressions such as más...que, menos...que, tan...como and mejor(es)/peor(es) use of demonstrative adjectives and pronouns (este, esta, estos, estas, lo que etc) use of adjectives with neuter article lo used as nouns (lo bueno etc) use of possessive pronouns (el mío , etc) use of superlative adjective (el más grande, la menos pequeña, el/la mejor, los/las mejores, el/la peor, los/las peores , etc) use of a range of tenses (eg Preterite, Imperfect, Periphrastic Future (ir + Infinitive), Inflectional Future, Conditional, Present participle) use of subordinate clauses introduced by eg porque, por eso, si etc. use of relative clauses introduced by que, cuando, donde use of coordinating conjunctions: entonces, o, luego, pero , (when using longer sentences).
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Notes

A mark of zero for AO2 automatically results in a mark of zero for AO3. Apart from that, the AO2 mark does not limit the mark for AO3

Question 03.1

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• your ideas on how to lead a healthy lifestyle	Accept one statement about how to lead a healthy lifestyle.
• where you plan to live in the future	Accept one statement about plans for where to live in the future.

The following indicative content is an example of the response that students may give to this question. It demonstrates an imbalanced coverage of the compulsory bullet points, but both are covered. It would be awarded full marks.

Es muy importante llevar una vida sana para evitar enfermedades. Parece que muchos jóvenes tienen sobrepeso porque pasan demasiado tiempo sentados delante de una pantalla y no les interesan las actividades más activas. Yo tengo suerte porque toda mi familia participa en varios deportes cada fin de semana. A mis padres les gusta dar un paseo, mi hermana practica la natación y yo soy miembro de un equipo de baloncesto. Jugamos dos o tres veces por semana. Además, voy al colegio en bicicleta cada día y es un viaje de media hora. También tenemos que tener cuidado con lo que comemos porque, si no, es muy fácil ponerse gordo. Para mantener una dieta equilibrada, es necesario comer muchas frutas y verduras y menos carne.

Cuando sea mayor, tengo la intención de vivir en Manchester porque es una ciudad con muchas oportunidades de trabajo y no cuesta demasiado alquilar un piso.

(150 words)

[25 marks]

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Como buena comida a veces pero suele comer hamburguesas tambien. Me gusta la fruta y la como cada día. Tomar las cosas dulce pero azúcar es malo porque de los dientes y gordo. No fumo y creo que el olor es horrible de los cigarillos electronicos. Recomendo hacer mucho ejercicio porque es bueno para el corazón. Tambien es importante restar y me encanta dormir 8 horas.

Quiero vivir en mi pueblo cuando sea mayor. Voy a compro una casa cerca de mis padres. Me gustaría tener una casa muy grande con piscina y mi propio cine. Voy a trabajar con mi padre lo bueno tiene una empresa de coches en mi pueblo. No voy a casa en London porque creo que es una ciudad muy caro y hay mucho contaminacion.

(130 words)

[14 marks]

AO2

The recommended number of words is approximately 150 and this response is only 130 words. Furthermore, there are some lapses in clarity: *suele comer*; *tomar las cosas dulces*; *porque de los dientes y gordo*; *restar*; *no voy a casa en London*. As such, an adequate amount of information is conveyed and communication is usually clear. There are some successful developments of ideas, introduced by *y*, *pero* and *porque*. The response matches the Level 3 descriptors and, since neither Level 2 nor Level 4 was a consideration, the middle mark of 8 is awarded.

AO3 Range and use of language

There is some variety of appropriate vocabulary (*el olor*; *cigarillos electronicos*; *el corazón*; *una empresa*) and grammatical structures (*me encanta dormir*; *quiero vivir*; *me gustaría tener*). There are occasional attempts at more complex language which are successful (*la como cada día*; *cuando sea mayor*) but not always (*recomendo hacer*; *lo bueno tiene*). The range and use of language matches the Level 3 descriptors and 3 marks are awarded.

AO3 Accuracy

The response is reasonably accurate. There are major errors such as the wrong person of a verb (*suele comer*), inappropriate use of the infinitive (*tomar cosas dulces*), a noun used in place of a verb (*no voy a casa en London*) and the verb *restar* has been invented to render *descansar*. Minor errors include misspellings and a regular lack of agreement of adjectives. There are examples of accurate and inaccurate verb and tense formations; errors include *suele* for *suelo*; *tomar* for *tomo*; *recomendo*; *voy a compro*. Overall, this matches the descriptors for Level 3 and 3 marks are awarded.

This response is awarded 14 marks out of a possible 25 marks.

Question 03.2

Below is some guidance on the specific bullet points included in the question:

Bullet	Comments
• your ideas on how to help the environment	Accept one statement about helping the environment.
• your memories of last summer's school holidays	Accept one statement about last summer's school holiday.

The following indicative content is an example of the response that students may give to this question. It demonstrates an imbalanced coverage of the compulsory bullet points, but both are covered. It would be awarded full marks.

Nuestro planeta no va a sobrevivir si no respetamos el medioambiente. Todos tenemos que contribuir con actividades como reciclar, reducir nuestro uso de plástico y viajar menos, especialmente en avión.

Pasamos el verano pasado en Birmingham, donde vivo. Mis amigos visitaron mi casa a menudo y nos divertimos jugando en el jardín o juegos de Wii si hacía mal tiempo. Mi padre tuvo que trabajar todo el verano porque acaba de empezar un nuevo trabajo. A veces, los fines de semana, hicimos una excursión. Fuimos a Cadbury World que me gustó mucho porque me encanta el chocolate. Otro día mis amigos y yo decidimos ir al centro porque una de nuestras cantantes favoritas iba a cantar en el centro comercial. Tuvimos suerte porque firmó unas fotos para nosotros. Otro fin de semana mis tíos y mi primo vinieron a visitarnos. Desafortunadamente, no me llevo muy bien con mi primo.

(149 words)

[25 marks]

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Es importante que tratamos de ayudar la planeta. No son necesario hacer cosas grandes porque las cosas pequeñas también ayudar. Mis padres suelen separan la basura y cuando hacemos la compra evitamos bolsas de plastico. Mi hermano no hace nada porque es el chico más peroso en el mundo. Yo cogo el autobus porque los coches son sucios. En el colegio reciclar papel y apagamos las luces para cortar el electrico.

El verano pasado vamos de vacaciones a España y son las mejores vacaciones en mi vida. El alojamiento era muy bueno y nos gustó mucho la comida en el restaurante. Hizo mucho sol cada día y fuimos a la playa para nadar en el mar y tomar el sol. Un día decidimos visitar Barcelona y creo que es una ciudad muy bonita y la arquitectura es estupenda. Tengo ganas de volver en el futuro, me gustaría mucho vivir allí.

(150 words)

[20 marks]

AO2

Communication is mostly clear but there are a few lapses in clarity, for example *las cosas pequeñas también ayudar*; *En el colegio reciclar papel*; *para cortar el electrico*; *El verano pasado vamos de vacaciones*. There are regular attempts at development of ideas, accounts and description which are mostly successful. This places the work at Level 4. Given that there is still a lot rather than quite a lot of information conveyed, one would consider Level 5, so a mark of 12 is awarded.

AO3 Range and use of language

There is a good variety of appropriate vocabulary, when discussing both the environment and last summer's school holidays. There is a good variety of grammatical structures, including different ways of expressing opinions, intensifiers and different persons of the verb. Complex language is regularly attempted and includes *no ... nada*, comparatives, subordinate clauses, a range of infinitive constructions and present, preterite, imperfect and conditional tenses. However, these are not always successful for example in language such as: *es importante que* + indicative; *no son necesario hacer*; the use of *en* rather than *de* after the superlative; *suelen separan*. For this reason, complex language is generally rather than mostly successful and a mark of 4 at Level 4 is awarded.

AO3 Accuracy

The response is generally accurate. There are several major errors, notably the two inappropriate infinitives and the wrong persons of a verb. There are several minor errors, including some misspellings and those mistakes mentioned above in more complex structures. Verb and tense formations are generally correct, with only minor slips in *son* for *es*, *cogo* and one example of the use of the wrong tense: *El verano pasado vamos...* The accuracy of the response just about matches the Level 4 descriptors and 4 marks are awarded.

This response is awarded 20 marks out of a possible 25 marks.