| SPANISH | **0530/43** |
|---|---|
| Paper 4  Writing | **October/November 2018** |
| MARK SCHEME | |
| Maximum Mark: 50 | |

**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **33** printed pages.

### Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

| |
|---|
| GENERIC MARKING PRINCIPLE 1: <br><br> Marks must be awarded in line with: <br><br> • the specific content of the mark scheme or the generic level descriptors for the question <br> • the specific skills defined in the mark scheme or in the generic level descriptors for the question <br> • the standard of response required by a candidate as exemplified by the standardisation scripts. |
| GENERIC MARKING PRINCIPLE 2: <br><br> Marks awarded are always **whole marks** (not half marks, or other fractions). |
| GENERIC MARKING PRINCIPLE 3: <br><br> Marks must be awarded **positively**: <br><br> • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate <br> • marks are awarded when candidates clearly demonstrate what they know and can do <br> • marks are not deducted for errors <br> • marks are not deducted for omissions <br> • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous. |
| GENERIC MARKING PRINCIPLE 4: <br><br> Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors. |

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

## 1    General Marking Principles

### 1.1    Crossing out:

| | |
|---|---|
| **(a)** | If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct. |
| **(b)** | If a candidate crosses out an answer <u>to a whole question</u> 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:

| | |
|---|---|
| **(a)** | there is an indication from the candidate that other material should be considered. |
| **(b)** | the candidate has continued their answer outside the space provided. |
| **(c)** | there is no answer in the space provided. |

### 1.3    Annotation used in the Mark Scheme:

| | |
|---|---|
| **(a)** | tc = 'tout court' and means that on its own the material is not sufficient to score the mark. |
| **(b)** | 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

There is a NR (No Response) option in **RM Assessor**.

**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 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, RM Assessor will automatically only aggregate the candidate's best result.

| Question | Answer | Marks |
|---|---|---|

**Question 1**

Candidates are required to list 8 items in Spanish. Read all of the items that the candidate has listed and award marks as follows:

(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.

(ii) On Question 1, award marks for items wherever the candidate has written them.

(iii) **If the candidate offers more than one word per line, award a mark for each acceptable item** (e.g. where a candidate has linked two words as in *cepillo de dentífrica* = 1 tick; however *cepillo y dentífrica* (candidate intends this as two items) = 2 ticks).

(iv) The pictures provided on the question paper are only suggestions.

(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.

(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.
  • '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).

(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.

(viii) Refuse all nouns which are repeated and which do not have a separate meaning:
  • *pantalones, pantalones cortos*: award one mark to each item
  • *pantalones pequeños, pantalones azules*: award one mark for the first *pantalones*

(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.

| Question | Answer | Marks |
|---|---|---|
| 1 | **Estás en un camping. Haz una lista en español de 8 cosas que puedes ver.**<br><br>**Refuse** saco de dormir – it is the example<br>**Refuse** camping | **5** |

| ACCEPT | | ACCEPT | |
|---|---|---|---|
| árbol | | personas | |
| cafetería | | piscina | |
| camino | | recepción | |
| caravana | | recepcionista | |
| coche | | restaurante | |
| colina | | río | |
| duchas | | servicios | |
| flores | | silla | |
| hierba | | sol | |
| mesa | | tienda | |
| mochila | | turista | |
| orilla | | | |

**Total for Question 1: 5 marks**

| Question | Answer | Marks |
|---|---|---|
| **Question 2** Candidates are required to answer the question. Read the whole answer and award marks as follows: <br>•   **Communication: award a mark out of 10, according to the instructions in 2.1.** <br>•   **Language: award a mark out of 5, according to the instructions in 2.2.** | | |
| 2 | ***Mi cumpleaños*** <br><br> **2.1: Award a mark out of 10 for Communication** <br><br> (i)   Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer. <br><br> (ii)   Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks: <br>     •   <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. <br>     •   <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <br><br> (iii)   Add up the ticks to give a mark out of 10 for Communication. <br><br> (iv)   For COMMUNICATION <br>     •   **Look for a verb (finite or infinitive) before awarding a mark.** Lists without a verb will not score. <br>     •   **See Appendix II for rules on how to decide whether a verb is accurate enough** to convey meaning. <br>     •   **For language other than verbs, use 'rules' in Question 1**: look alike, sound alike, etc. <br>     •   **Misplaced adjectives, negatives and adverbs will not usually compromise communication.** <br><br> (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 <br>     •   *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)*) <br>     •   *Ella es alta. Es delgada. Tiene el pelo moreno.* (*3 verbs therefore each piece of information can score a separate communication mark*) | 15 |

| Question | Answer | Marks |
|---|---|---|
| 2 | (vi) Only reward each piece of information once, e.g. *es fantástica* cannot score both as description and reason for liking; *es fantástica y sus clases son fantásticas* can both be rewarded as *fantástica(s)* describes different nouns; *ella me ayuda a hacer mis deberes* and *me ayuda todos los días* can both be rewarded as they each contain a different extra detail (*a hacer mis deberes* and *todos los días)*. <br><br> (vii) Do not penalise factual errors. <br><br> (viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine. | |

| Tick | Accept |
|---|---|
| | **¿Cuándo es tu cumpleaños?** |
| ✓1 | **REWARD:** any statement relating to when the candidate's birthday is |
| | **¿Qué haces para celebrar tu cumpleaños normalmente? y ¿con quién lo celebras?** |
| ✓2 | **REWARD:** any statement relating to what the candidate usually does to celebrate his/her birthday and with whom s/he celebrates it |
| | **¿Te gusta recibir dinero para tu cumpleaños? ¿Por qué?** |
| ✓3 | **REWARD:** any statement relating to whether or not the candidate likes to receive money for their birthday and a reason |
| | **¿Qué regalo te gustaría recibir para tu próximo cumpleaños?** |
| ✓4 | **REWARD:** any statement relating to what gift the candidate would like to receive for their next birthday |

| Question | Answer | Marks |
|---|---|---|
| 2 | **2.2: Award a mark out of 5 for Language** <br><br> Award a mark out of 5 for Language\*, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)). <br><br> **Grade descriptors for Language (Question 2)** | |

|  |  |
|---|---|
| 5 | Straightforward vocabulary and structure. <br> The style of writing is basic, but reasonably coherent. <br> Use of a limited range of verbs, generally successful. <br> More accuracy than inaccuracy. |
| 4 | Basic vocabulary and structure. <br> Some awareness of verb usage, but inconsistent. <br> The writing is sufficiently accurate for meaning to be conveyed. |
| 3 | Very basic vocabulary and structure. <br> Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). <br> 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** | | |

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:

- **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.**

**For question-specific guidance, see later in this mark scheme.**

**3.1: Award a mark out of 10 for Communication**

(i)    There are 5 relevant communication points per question, each worth a maximum of 2 marks.

(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).

| **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. |

(iii)  **Look for a verb (finite or infinitive) before awarding a mark for communication.** See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.

(iv)   Add up the ticks to give a mark out of 10 for Communication.

| Question | Answer | Marks |
|---|---|---|
| | **3.2: Award a mark out of 8 for accurate use of Verbs**<br><br>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.**<br><br>(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).<br>(ii)  Place the tick so that it does not obscure the accent/tilde.<br>(iii)  Convert the total number of ticks to a mark out of 8 using the Conversion table below.<br><br><div align="center">**Conversion table for accurate use of Verbs (Question 3)**</div> | |

<div align="center">

**Conversion table for accurate use of Verbs (Question 3)**

| 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 |

</div>

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| Question | Answer | Marks |
|---|---|---|

**How to award ticks for accurate use of Verbs (Question 3):**

**(a) Subject (noun or pronoun) + any finite verb**
- **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.**

| Tick | No tick | Note |
|---|---|---|
| Yo soy (✓) | | |
| He hecho (✓) | | |
| Los profesores son (✓) amables | Los professores son amables (*no tick*) | incorrect subject means tick cannot be awarded for verb |

**Use of gerund**

| Tick | No tick | Note |
|---|---|---|
| Estoy escribiendo (✓) | | Continuous forms of *estar* and gerund are awarded 1 tick |
| Llevo (✓) dos años estudiando (✓) | | Use of gerund other than in continuous form of verb using *estar* = 2 ticks |

**With direct and indirect object pronouns**

| Tick | No tick | Note |
|---|---|---|
| Juan lo vio (✓) | | |

| Question | Answer | Marks |
|---|---|---|

**Reflexive/passive**

| Tick | No tick | Note |
|---|---|---|
| Él se levanta (✓) | Él levantase (*no tick*) | |
| Ella se ha cortado (✓) | | |
| La puerta estaba (✓) abierta | | |
| Yo me lavo (✓) las manos | Yo me lavo (*no tick*) el coche | *lavar* should not be used reflexively in this statement |

**Impersonal verbs such as *gustar*, *quedar*, *faltar*, etc.**

| Tick | No tick | Note |
|---|---|---|
| Me gusta (✓) leer (✓) | | |
| Me gusto (*no tick*) leer (✓) | | |
| Me quedan (✓) diez euros | | |

**Impersonal *se***

| Tick | No tick | Note |
|---|---|---|
| Se puede (✓) | | |
| Se habla español (✓) | | |

**Impersonal**

| | | |
|---|---|---|
| Hay (✓) patatas | | |
| Es (✓) interesante | | |

| Question | Answer | Marks |
|---|---|---|

**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 |

**Single auxiliary with multiple past participles**

| Sing | | |
|---|---|---|
| **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 *lavar* to be awarded a tick |
| Ayudo (✓) con lavar el coche | | incorrect use of *con* means that *lavar* cannot receive a tick |

| Question | Answer | Marks |
|---|---|---|

**Verb which requires personal *a***

| Tick | No tick | Note |
|---|---|---|
| Veo (✓) a mi amigo | Veo *(no tick)* mi amigo | personal *a* is required for *veo* to be awarded a tick |

**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 |

**(b) Imperative**

| Tick | No tick | Note |
|---|---|---|
| ¡Ven! (✓) | | |
| ¡Oiga! (✓) | | |

**(c) Interrogative**

| Tick | No tick | Note |
|---|---|---|
| ¿Vienes? (✓) / Vienes. (✓) | | question mark not required for mark to be awarded |
| (¿)Vas (✓) a venir(?) (✓) | | |
| (¿)Cómo estás(?) (✓) | | |

| Question | Answer | Marks |
|---|---|---|

**(d)  Infinitive**

| Tick | No tick | Note |
|---|---|---|
| Quiero (✓) salir (✓) | | |
| No quiera (*no tick*) salir (✓) | | |
| Quiero (✓) salire (*no tick*) | | |
| Voy a (✓) estudiar (✓) | | |
| Empecé a (✓) llorar (✓) | | |
| Empecé *(no tick)* llorar (✓) | | |

**(e)  Participle (past or present)**

| Tick | No tick | Note |
|---|---|---|
| Terminado el programa (✓) | | |
| Siendo estudiante (✓) | | |

**(f)  Reward only the first occurrence of a verb, e.g.**
- Me gusta (✓) la natación. También me gusta (*no tick*) el tenis
- Me gusta (✓) la natación. No me gusta (*no tick*) el tenis

**However,**
- 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 (*no tick*) el tenis – both third person usage
- Esta tarde mi amigo puede (✓) jugar (✓) al fútbol. En mi ciudad se puede *(no tick)* nadar (✓) – puede is in the third person singular in both sentences, so scores the first time but not the second time

| Question | Answer | Marks |
|---|---|---|
| | **3.3: Award a mark out of 12 for Other linguistic features** | |
| (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)). | |
| (ii) | Use the highlighter marking tool to highlight the first new use of any correct usage. Use the highlighter marking tool to underline a creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language. | |
| (iii) | Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:<br>• 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)<br>• Object pronouns (me ha dicho; me lo dio) and 'strong' pronouns<br>• Conjunctions other than *y* and linking words (e.g. sin embargo, por lo tanto, por eso)<br>• Prepositions – Time, Place etc.<br>• Negatives<br>• Adverbs<br>• Use of por and para<br>• Adjectives, including possessives and demonstratives. Also comparatives and superlatives<br>• Expressions of quantity<br>• Appropriate use of *politesses* in the letter. | |

| Question | Answer | Marks |
|---|---|---|
| **Grade descriptors for Other linguistic features (Question 3)** | | |
| 11–12 | • Uses a wide range of structures effectively; produces longer, fluent sentences with ease.<br>• Highly accurate at this level, though not necessarily faultless.<br>• Makes effective use of a wide range of vocabulary fully appropriate to the task. | |
| 9–10 | • Attempts a range of structures with a good degree of success.<br>• More complex language usually error-free^^.<br>• Uses a variety of relevant vocabulary at this level. | |
| 7–8 | • In control of simple structures. Varied success with more complex structures.<br>• Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted.<br>• Has sufficient vocabulary to add some interest to the writing. | |
| 5–6 | • Attempts more than basic structures.<br>• On balance, the work is more accurate than inaccurate.<br>• Straightforward vocabulary relevant to the task. | |
| 3–4 | • Reliant on basic structures.<br>• Some examples of correct language. Meaning usually conveyed.<br>• Basic vocabulary. | |
| 1–2 | • A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure. | |
| 0 | • 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) | ***Quieres trabajar en un restaurante. Escribe una carta al propietario de un restaurante para pedir un trabajo.***<br>**3.1: Award a mark out of 10 for Communication – see generic guidance above** | 30 |

| Tick | Accept | Mark |
|---|---|---|
| ✓1 | **¿Dónde viste el anuncio para este trabajo?**<br><br>Insist on past tense<br>Accept any statement relating to where the candidate saw the job advertised | 2 |
| ✓2 | **Explica por qué quieres trabajar en este restaurante.**<br><br>Expect opinions/emotions<br>Accept any statement relating to why the candidate wants to work in the restaurant | 2 |
| ✓3 | **Describe la experiencia de trabajo que has tenido.**<br><br>Insist on past tense<br>Accept any statement relating to the work experience that the candidate has had | 2 |
| ✓4 | **¿Por qué crees que eres la persona ideal para este trabajo?**<br><br>Expect opinions/emotions<br>Accept any statement relating to why the candidate believes that s/he is the ideal person for the job | 2 |
| ✓5 | **¿Cuándo podrías trabajar?**<br><br>Accept any statement relating to when you could **work/start work** | 2 |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** <br><br> <table><tr><td>**Communication point**</td><td>**For Verbs, accept:**</td></tr><tr><td>1</td><td>Preterite / Perfect / Imperfect (depending on context)</td></tr><tr><td>2</td><td>Present / Preterite / Perfect / Imperfect / Future / Conditional (depending on context)</td></tr><tr><td>3</td><td>Preterite / Perfect / Imperfect (depending on context)</td></tr><tr><td>4</td><td>Present / Future / Conditional (depending on context)</td></tr><tr><td>5</td><td>Present / Future / Conditional (depending on context)</td></tr></table> <br> **3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above** | |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | ***Los animales domésticos. Escribe un artículo sobre este tema.***<br>**3.1: Award a mark out of 10 for Communication – see generic guidance above** | **30** |

| Tick | Accept | Mark |
|---|---|---|
| ✓1 | **Cuenta cómo tu familia consiguió el animal.**<br><br>Insist on past tense<br>Accept any statement relating to how the candidate's family got the animal | 2 |
| ✓2 | **En tu opinión, ¿cómo se debe cuidar un animal?**<br><br>Expect opinions/emotions<br>Accept any statement relating to how the candidate thinks that animals should be cared for | 2 |
| ✓3 | **¿Qué hiciste con tu animal la semana pasada?**<br><br>Insist on past tense<br>Accept any statement relating to what the candidate did with the animal last week | 2 |
| ✓4 | **¿Cuáles son las ventajas o desventajas de tener un animal?**<br><br>Expect opinions/emotions<br>Accept any statement relating to the advantages or disadvantages of having an animal | 2 |
| ✓5 | **Cuando seas mayor, ¿te gustaría tener un trabajo con animales?**<br><br>Accept any statement relating to whether or not the candidate would like to work with animals in the future | 2 |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** <br><br> <table><tr><td>**Communication point**</td><td>**For Verbs, accept:**</td></tr><tr><td>1</td><td>Preterite / Perfect / Imperfect (depending on context)</td></tr><tr><td>2</td><td>Present / Future / Conditional (depending on context)</td></tr><tr><td>3</td><td>Preterite / Perfect / Imperfect (depending on context)</td></tr><tr><td>4</td><td>Present / Future / Conditional / Preterite / Perfect / Imperfect (depending on context)</td></tr><tr><td>5</td><td>Present / Future / Conditional (depending on context)</td></tr></table> <br> **3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above** | |

| Question | Answer | Marks |
|---|---|---|
| 3(c) | ***"La semana pasada conocí a un actor/una actriz famoso/a. ¡Mi opinión de él/ella ha cambiado para siempre!…"*** <br> **3.1: Award a mark out of 10 for Communication – see generic guidance above** | 30 |

<table>
<tr><th>Tick</th><th>Accept</th><th>Mark</th></tr>
<tr><td>✓1</td><td><b>Describe el encuentro con el actor/la actriz. (¿dónde? ¿cuándo?)</b><br><br>Insist on past tense<br>Accept any statement relating to what the candidate's meeting with the actor/actress was like.</td><td>2</td></tr>
<tr><td>✓2</td><td><b>¿Qué ropa llevaba él/ella?</b><br><br>Insist on past tense<br>Accept any statement relating to what the actor/actress was wearing.</td><td>2</td></tr>
<tr><td>✓3</td><td><b>¿Cómo te sentiste al hablar con él/ella?</b><br><br>Expect opinions/emotions<br>Do not insist on past tense<br>Accept any statement relating to how the candidate felt upon speaking with the actor/actress</td><td>2</td></tr>
<tr><td>✓4</td><td><b>Después, ¿cómo cambió tu opinión del actor/de la actriz?</b><br><br>Expect opinions/emotions<br>Do not insist on past tense<br>Accept any statement relating to how the candidate's opinion of the actor/actress has changed</td><td>2</td></tr>
<tr><td>✓5</td><td><b>¿De qué tratará su próxima película?</b><br><br>Accept any statement relating to what the actor/actress' next film will be about</td><td>2</td></tr>
</table>

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| Question | Answer | Marks |
|---|---|---|
| 3(c) | **3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above** | |

| Communication point | For Verbs, accept: |
|---|---|
| 1 | Imperfect / Perfect / Preterite (depending on context) |
| 2 | Imperfect / Perfect / Preterite (depending on context) |
| 3 | Present / Imperfect / Perfect / Preterite (depending on context) |
| 4 | Present / Imperfect / Perfect / Preterite (depending on context) |
| 5 | Present / Future/Conditional (depending on context) |

**3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above**

**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.

**Appendix II: Communication – Rules on how to decide whether a verb is accurate enough to convey meaning**

**Communication**

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

**A**   **QUESTION 3 ONLY: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE</u>, 2 communication marks are awarded in the following cases.**

| (i) | **For 2 communication marks: accept a Present where a Future context is apparent** | |
| --- | --- | --- |
| | *El año que viene voy a España* = 2 for communication <br> (but see also B (i) for further information) | (*voy* receives a tick for verb) |
| **(ii)** | **For 2 communication marks: accept the use of a Future when a Conditional would be correct and vice versa** | |
| | | |
| **(iii)** | **For 2 communication marks: accept a 'phonetic version' of the correct time frame** | |
| | *He passado las vacaciones* = 2 for communication <br> *E pasado las vacaciones* = 2 for communication <br> *Mi madre necessita mi ayuda* = 2 for communication <br> *Nececito ir a la tienda* = 2 for communication <br> *He apprendido mucho* = 2 for communication <br> *Mi tía tienne un club* = 2 for communication <br> *He organisado una fiesta* = 2 for communication <br> *Boy a ir al centro* = 2 for communication | (*Empezó a juego* = 1 for communication – *juego* is not phonetic) <br> *Yo quierro jugar al fútbol* = 0 for communication (doublé 'r' is not a phonetic rendering of single 'r') <br> *Yo prefiero llavar los platos* = 0 for communication (double 'll' is not a phonetic rendering of single 'l') |
| **(iv)** | **For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate** | |
| | Allow Perfect, Imperfect, Pluperfect or Preterite. Ignore inconsistency in the use of the Imperfect and Preterite if it occurs. | |

| | | | |
|---|---|---|---|
| **(v)** | | **Errors of accent: award 2 communication marks (eg *estuve alli* = 2, *tambien fue* = 2, *es fantastico* = 2), <u>except</u> in the following cases** | |
| | For 2 communication marks, **insist** on the accent on verbs which require it | *Yo comi* = 1 for communication (as an attempted preterite tense)<br>*Esperabamos* = 1 for communication (as an attempted imperfect tense) | |
| | For 2 communication marks, tolerate a grave accent for an acute accent | *Yo comì* = 2 for communication | |
| **(vi)** | **In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)** | | |
| | *Mi amigo dijo que tenía dolor de cabeza* = 2 for communication (in addition both verbs can receive a tick)<br>*Mi amigo dice* (wrong tense) *que tenía dolor de cabeza* = 2 for communication (in addition second verb can receive a tick) | However, *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication (see B (vii)) (in addition first verb can receive a tick)<br>*Mi amigo dijo que él dolor de cabeza* = 0 for communication (no verb in subordinate clause) (first verb can receive a tick) | |
| | *Creía que estaba enfermo* = 2 for communication (in addition both verbs receive a tick) | However:<br>*Creía que llueve* = 1 for communication (see B (vii))<br>*Creía que tenía enfermo* = 0 for communication (see B (vii))<br>(In addition, in both cases, first verb can receive a tick) | |
| **(vii)** | **Use of a verb in the indicative where a subjunctive would be expected: award 2 communication marks** | | |
| | *No creo que haya muchas personas allí* = 2 for communication (plus both verbs receive a tick)<br>*No creo que hay muchas personas allí* = 2 for communication (plus first verb receives a tick) | | |

**B** **QUESTIONS 2 AND 3: Where <u>THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS</u> but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded.**

| (i) | The candidate has produced a correct spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark | |
|---|---|---|
| | *He vender el libro* = 1 for communication <br> *La gente están contenta* = 1 for communication <br> *Yo trabaje durante las vacaciones* = 1 for communication <br> *Yo voy pasaré* = 1 for communication | No ticks are scored for these verbs |
| | **Task: what do you want to eat for lunch?** <br> **Candidate writes:** <br> *Quiero comeré la fruta* = 1 for communication | *Quiero* = tick for verb |
| | **Task: what will you do next year?** <br> **Candidate writes:** <br> *El año <u>pasado</u> voy a España* = 1 for communication <br> *El año <u>pasado</u> voy a viajar en España* = 1 for communication <br> *El año <u>que viene</u> yo iba a España* = 1 for communication <br> *El año que viene me gusto jugar al tenis* = 1 for communication | …*voy a*… verb is not rewarded as there is no future context (eg *El año que viene*…) <u>and</u> there is discordance/confusion between the verb and the time indicator that the candidate has used <br> …*voy a viajar*… scores 2 ticks for verbs (*voy a*, *viajar*) as the task requires a future and, despite the use of *pasado*, there is no doubt about the tense of the verb and the tense of the verb agrees with the tense that is required <br> …*iba*… verb does not receive a tick <br> …*me gusto*… verb does not receive a tick |
| | *El año que viene yo vaya al centro* = 1 for communication (*ir* is an appropriate verb, *vaya* is a form of the verb *ir* (subjunctive)) | *El año que viene yo vaye al centro* = 0 for communication (*vaye* is not any part of the verb *ir*) |

| (ii) | **The candidate has produced a <u>phonetic</u> spelling of an <u>inappropriate</u> form/part/tense of an <u>appropriate</u> verb: award 1 communication mark** | |
| --- | --- | --- |
| | **Task: what did you enjoy doing on holiday?** <br> **Candidate writes:** <br> *Me gustta el tenis* = 1 for communication (phonetic version of the incorrect tense (*me gusta*) of an appropriate verb) | *Me gutsa (el tenis)* (*gutsa* is not any form/part/tense (nor a phonetic version thereof) of the verb *gusta*) |
| | **Task: what happened at school today?** <br> **Candidate writes:** <br> *Apprendo mucho* = 1 for communication (phonetic version of an incorrect part/tense (*aprendo*) of an appropriate verb) | *Apriendo mucho* = 0 for communication (*apriendo* is not any form/part/tense (nor a phonetic version thereof) of the verb *aprender*) |
| (iii) | **Use of *ser* when *estar* would be correct and vice versa: award 1 communication mark** | |
| | *Soy en acuerdo con el proyecto* = 1 <br> *Soy esperando tu carta* = 1 <br> *Era con su hijo* = 1 <br> *Mis hermanas son en la casa* = 1 <br> *Estaba una experiencia maravillosa* = 1 <br> *Estoy un buen estudiante* = 1 <br> *Tu carta está interesante* = 1 <br> *Estará una buena idea* = 1 | |

| | | |
|---|---|---|
| **(iv)** | **Mis-use of *haber, hacer, tener* and *ser/estar* in idiomatic phrases/simple descriptions: award 1 communication mark** | |
| | *Era/Estaba miedo* = 1<br>*Era/Estaba sed* = 1<br>*Era/Estaba hambre* = 1<br>*Era/Estaba cinco años* = 1<br>*Estaba muy frío en mi casa* = 1<br>¿*Está playas cerca de tu ciudad?* = 1 | (no tick for verb)<br>(no tick for verb)<br>(no tick for verb)<br>(no tick for verb)<br>(no tick for verb)<br>(no tick for verb)<br>**However:**<br>*Ella es el pelo negro* = 0<br>*Tenía cansado* = 0<br>*Tenía enfermo* = 0 |
| **(v)** | **The following commonly seen inappropriate usages: award 1 communication mark** | |
| | **Accept for 1 mark**<br>*Miré un accidente* for *Vi un accidente*<br>*Yo gusta la música* for *Me gusta la música*<br>*Escuché un ruido* for *Oí un ruido*<br>*En Madrid hay calor* for *En Madrid hace calor* | **Refuse**<br>*Tenía un tiempo muy bueno* for *Lo pasé bien*<br>*He mirado para mi chaqueta* for *He buscado mi chaqueta* |
| **(vi)** | **The following commonly seen mis-usages: award 1 communication mark** | |
| | *Me gusto mi casa*<br>*Me prefiero los gatos*<br>*Me vivo en el centro*<br>*Me llamo es (Ana)* | *Me llama es (Ana)* = 0 as nothing of worth is communicated<br>*Me llama (Ana)* when the candidate is trying to give his/her own name = 0 |
| **(vii)** | **In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules** (see also A (vi)) | |
| | *Mi amigo dijo que tiene dolor de cabeza* = 1 for communication | The subordinate clause, *tiene dolor de cabeza,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark (in addition, first verb receives a tick) |
| | *Creía que llueve* = 1 for communication | The subordinate clause, *que llueve,* contains an appropriate verb in the wrong time frame which is awarded 1 communication mark according to the usual rules) (in addition, first verb receives a tick) |

                                       

**C   QUESTIONS 2 AND 3: Award 0 communication marks in the following cases.**

| (i) | **No attempt at a (real) verb = 0 for communication** | |
|---|---|---|
| | *yo pie al instituto* = 0 for communication<br>*yo caminata mi perro* = 0 for communication<br>*llove* = 0 for communication<br>*yo prefier ir al colegio* = 0 for communication | |
| **(ii)** | **The verb attempted delivers a message different from the desired one = 0 for communication** | |
| | *mi padre tiene profesor* for *mi padre es profesor* = 0 for communication<br>*llora* for *llueve* = 0 for communication | |
| **(iii)** | **The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication** | |
| | *El año que viene yo viajer en el centro* = 0 for communication (*viajer* is not any part of the verb *viajar*)<br>*Yo buscé mis gafas* = 0 for communication (*buscé* is not any part of the verb *buscar*)<br>*Me gutsa (el tenis)* = 0 for Communication (*gutsa* is not any part of the verb *gustar*) | |