

GCSE SPANISH 8692/WH

Paper 4 Writing – Sample assessment materials

Item commentary booklet – Higher tier



General comment

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.

Question 1

Level of demand Low/Medium/High (10 marks)

Rationale for item type

The GCSE Subject Content states that ‘GCSE specifications in French, German and Spanish must require students to: translate in writing short sentences or texts, from the language to English and vice versa, using a range of the vocabulary and grammar specified for each tier. In this context, translation means ‘an appropriate and sufficient rendering of the meaning of the original language’. This task rewards students who can translate English sentences into Spanish accurately and who can use a variety of vocabulary and grammatical structures, including different verb tenses

There are 10 marks for AO3: five marks are for rendering the original meaning of the English and five marks are for knowledge of vocabulary and grammar. There is likely to be some correlation between the two marks because rendering of the original message relies on knowledge of vocabulary and grammar. However, mark schemes will show answers which may not be totally correct, as regards spelling and grammar, but which will be accepted as far as rendering the message is concerned.

The additional mark for knowledge of vocabulary is to reward those students who not only render the original meaning, but who also produce accurate language in so doing. The translation is divided into 15 sections which are a combination of low, medium and high demand at this tier, thereby achieving discrimination over the question as a whole. The sentences are ones which include more complex grammar at Higher tier. This way of marking has been used in the outgoing specification and has been an effective way to discriminate between those students who can communicate the required message effectively, but whose language contains more errors, and those who are able to convey the messages more accurately.

Content sampled (vocab/grammar)

There is a range of vocabulary from all three themes, all of which is included in the vocabulary list. The range of grammar includes: present, past and future tenses, in different persons of the verb; verbs plus prepositions, use of pronouns and a range of prepositions. See more detail below:

Fui al colegio en el autobús esta mañana.

This sentence is low demand for this tier and, as such, vocabulary and grammar are taken from the more difficult aspects of the Foundation Tier. While the past tense is required, the first person preterite of *ir* is one of the better known irregular conjugations and the context of travelling to school is well practised. *Mañana* has been rejected because, without *esta*, it would translate as ‘tomorrow’.

Voy a pasar tres días en la casa de mi tía.

This sentence is low demand for this tier and, as such, vocabulary and grammar are taken from the more difficult aspects of the Foundation Tier. The immediate future tense is generally well known

and the future tense of *pasar* would be an acceptable rendering. The use of *de* to indicate possession in the last part of the sentence should be a well-practised structure at this level.

Mi hermana come demasiada comida rápida, pero yo trato de evitarla.

All vocabulary has been taken from the vocabulary list for this tier. The third person of the verb increases the challenge somewhat and the use of one word, *demasiada*, to translate both English words 'too much' will differentiate well at this medium level of demand. Students can use *trato de* + infinitive or *intento* + infinitive to render 'I try to' and the need to tack the pronoun *la* onto the end of the infinitive *evitar* creates a suitable challenge.

Jugaba al baloncesto cada semana cuando era más joven.

All vocabulary has been taken from the vocabulary list for this tier. The topic of free time is a well-practised one. The sentence is high demand and requires use of the imperfect tense to render 'used to', once with a regular verb and then with the irregular verb *ser*. The relative clause after *cuando* requires recognition of the need for *más* in front of the adjective *joven*.

Acabamos de ver a nuestro nuevo profesor.

All vocabulary has been taken from the vocabulary list for this tier. This high demand sentence tests knowledge of the multi-verb expression *acabar de* + infinitive followed by the personal *a* in front of 'our new teacher'. If the personal *a* is missing, a tick will be awarded for rendering the original meaning (Grid One) because the meaning would still be clear, but its omission will be one of the things considered when awarding the mark for 'Knowledge of vocabulary and grammar' (Grid Two).

Mark scheme considerations

The mark scheme is designed to reward students who can both render the original meaning in the sentences and who can apply knowledge of vocabulary and grammar to produce these sentences. There are 10 marks available for AO3, 5 for rendering of the original meaning and 5 for knowledge of vocabulary and grammar.

The mark grids contain clear descriptors with regard to the typical features of students' answers at 5 different levels which means that students can receive credit for rendering meaning even when they make some grammatical errors. In Grid one: for rendering of the original meaning, the number of ticks awarded for the 15 elements included in column 2 equates to the mark out of five in column 3. A third grid contains four columns. The column 'Indicative content' indicates vocabulary taken from the vocabulary list for this tier. The column 'Alternative acceptable renderings' includes vocabulary outside the vocabulary list together with examples of language that the students might use. The language here is not necessarily a direct translation yet still sufficiently renders the meaning of the elements of the original language. This approach should allow all students access to some of the marks available for this question.

Minor errors will not be heavily penalised, and more able Higher tier students who can render the original meaning in accurate Spanish should score highly on this question. Less able Higher tier students will score some marks by rendering some of the messages in Spanish that is reasonably accurate but their responses will still contain some incorrect vocabulary and structures. This approach also prevents students being penalised unduly harshly for careless errors. Nevertheless, only able Higher Tier students will score highly on this question, it will provide a good spread of marks and should therefore make differentiating between students more successful. In particular, only the most able Higher tier students will score full marks on this question.

It is likely that only students likely to obtain a grade 8 or 9 will score 10 marks for AO3 and thus this question ensures that the most able students are stretched and challenged. The differentiated mark grids reward students for what they know and can do. Key messages are broken down in such a way as to provide the best opportunities for students to score marks for AO3. Alternative creditworthy responses are given where appropriate and other reasonable correct translations will be accepted. Additional exemplification has been included in the mark scheme – this will provide examiners with further guidance regarding the marks to award for both grids. This will be particularly helpful when the performance is uneven, for example if messages are not always rendered and/or the language used is not particularly accurate.

Accessibility considerations

The instructions given are written very clearly. The command words are in English to ensure that there are no barriers to students' understanding of the requirements of the task. Students know that they have to translate the English sentences into Spanish. The word 'Spanish' is emboldened to emphasise this point. The English sentences have been constructed to allow Higher tier students of all abilities to score some marks in this area of the question paper. Although the sentences must by necessity increase in difficulty to differentiate between students, all sentences are written in straightforward English.

Question 2.1

Level of demand Low (15 marks)

Rationale for item type

This is the overlap question and identical to Foundation Question 5.1. This question is an alternative to Question 2.2. The stimulus is in written form and three bullet points in English target the three time frames: one requires reference to an activity in the present; one to an activity in the future; and one to an activity in the past. The recommended approximate number of words for this question is 90, although there is no need for equal coverage of the bullet points. There are two optional questions, so that students can choose the one where they feel more confident in being able to respond effectively. The two alternative questions have been carefully considered to ensure that the principle of comparability is fully respected. The topic areas in both questions are familiar, with the approach being appropriate for KS4 students.

The criteria ask for development of ideas for AO2, which is possible given the recommended number of words for this question. Clarity of communication is required, and the tasks are quite specific, although students still have ample scope for what they may include in their response. The level of demand is low/medium at this tier. The AO3 criteria, as well as asking for different time frames, also require a variety of vocabulary and structure and some more complex language. The complexity of language is what a grade 4/5 student would be expected to produce at GCSE and so those elements of the grammar content which are exclusive to Higher tier would not be expected in this question. This is the approach that is taken in the outgoing specification and it allows for an accessible start for appropriately-entered students at this tier.

Content sampled (vocab/grammar)

This question gives a variety of opportunities for students aiming for Grade 4/5. Bullet point one requires an opinion in the present tense. Students are well-versed in offering opinions. Bullet point two targets the past tense; it provides enough flexibility for students to choose their own scenario within the confines of a recent trip undertaken. Bullet point three requires reference to the future (the future and/or conditional tenses would be appropriate). Students aiming for the lower grades have the option to use a contextualised present tense here. There is a wide scope for content across all tasks. Vocabulary and grammar related to the topics of these tasks will be widely taught and known by students. A high-scoring answer would probably consist mainly of main clauses although there is ample opportunity for students to demonstrate their ability to use adjectives, connectives and intensifiers to further develop their responses. The task can be answered fully in about 90 words, as indicated in the rubric.

Mark scheme considerations

Students' answers will be marked for AO2 (understand and respond to written language in writing) and AO3 (demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification). See the mark grids for this question in the mark scheme. The mark grids have been designed so that there is a clear increase in demand on students if they are to score in the higher mark bands. The different levels of the mark grids have very clear descriptors which will allow examiners to identify the correct level to award to a student's answer.

The mark scheme clearly describes different levels of attainment/ability working up through the bands. Students can only achieve marks in the top bands for AO2 if they respond to all the bullet points, communicate clearly and convey a lot of information; they can only achieve marks in the top

band for AO3 if they use a good variety of appropriate vocabulary, display attempts at complexity of language and structure, refer to three time frames and make only minor errors for the most part.

Although students aiming for the highest marks must write something about all the bullet points, the mark scheme will not penalise students who write a more detailed response on a particular element while only touching on another element. What is more important is that the student's opportunity to construct and develop a line of reasoning should not be limited. Indicative content is supplied so that examiners can see what might be expected of an answer that is worthy of full marks.

Additional indicative content is supplied so that examiners can see what mark would be given to a response showing unbalanced coverage of the bullet points, for example one where one bullet point was only covered briefly. The answer also contains a number of errors. A commentary has been provided so that examiners can see how the assessment criteria are applied to answers that do not score full marks. The indicative content has been designed to demonstrate that all responses can be produced from the defined content only.

Complexity, ie the extent to which a text uses features such as multi-clause units, pronouns (especially multiple pronouns), multiple verbs in one sentence or clause, long sentences, or morphology and syntax (word order) which is very different to English in form and/or function, is likely to be limited in the work of students expected to achieve the lower grades at this tier. The indicative content includes longer sentences using appropriate connectives, subordinate clauses, present, preterite, immediate future and future tenses and different persons of the verb.

Clear guidance is given for examiners about the grammatical and lexical features that are expected at each level within the AO3 mark grid. A helpful glossary is also provided. Indicative content will also be very valuable for teachers preparing students for this examination in that they will be able to see what expectations examiners have of high-performing students. These mark grids will be straightforward and clear to apply and will ensure high-quality accurate marking from examiners. The reliability of the mark scheme rests on the hierarchical nature of its demands and the straightforward nature of its design.

Accessibility considerations

The scene-setting at the start of the question has been kept deliberately short and is written in straightforward language. This is to ensure that students understand the context of the task without difficulty. The three parts to the question are clearly shown with bullet points in front of them. This will ensure that there are no barriers to students' understanding of the task they have to complete. A reminder on the front cover of the question paper tells students what they need to do to score highly in this question.

An instruction is included before the detail of the task to give students guidelines about how many words approximately they should write to access the highest marks for this question, and in what language they should answer. To this end, the number '90' and the word 'Spanish' have been shown in bold. A reminder is also given to students to write about all three bullet points. The choice of task in Question 2.1 is designed to appeal to all students and to give all students the chance to show what they know and can do. Each sentence is on a new line in accordance with accessibility guidance used by Assessment Production colleagues.

Question 2.2

Level of demand Low (15 marks)

Rationale for item type

This is the overlap question and identical to Foundation Question 5.2. This question is an alternative to Question 2.1. The stimulus is in written form and three bullet points in English target the three time frames: one requires reference to an activity in the present; one to an activity in the future; and one to an activity in the past. The recommended approximate number of words for this question is 90, although there is no need for equal coverage of the bullet points. There are two optional questions, so that students can choose the one where they feel more confident in being able to respond effectively. The two alternative questions have been carefully considered to ensure that the principle of comparability is fully respected. The topic areas in both questions are familiar, with the approach being appropriate for KS4 students.

The criteria ask for development of ideas for AO2, which is possible given the recommended number of words for this question. Clarity of communication is required, and the tasks are quite specific, although students still have ample scope for what they may include in their response. The level of demand is low/medium at this tier. The AO3 criteria, as well as asking for different time frames, also require a variety of vocabulary and structure and some more complex language. The complexity of language is what a grade 4/5 student would be expected to produce at GCSE and so those elements of the grammar content which are exclusive to Higher tier would not be expected in this question. This is the approach that is taken in the outgoing specification and it allows for an accessible start for appropriately-entered students at this tier.

Content sampled (vocab/grammar)

This question gives a variety of opportunities for students aiming for Grade 4/5. Bullet point one requires an opinion in the present tense. Students are well-versed in offering opinions. Bullet point two targets the past tense; it provides enough flexibility for students to choose their own scenario within the confines of a recent birthday celebration. Bullet point three requires reference to the future (the future and/or conditional tenses would be appropriate). Students aiming for the lower grades have the option to use a contextualised present tense here. There is a wide scope for content across all tasks. Vocabulary and grammar related to popular culture will be widely taught and known by students. A high-scoring answer would probably consist mainly of main clauses, although there is ample opportunity for students to demonstrate their ability to use adjectives, connectives and intensifiers to further develop their responses. The task can be answered fully in about 90 words, as indicated in the rubric.

Mark scheme considerations

Students' answers will be marked for AO2 (understand and respond to written language in writing) and AO3 (demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification). See the mark grids for this question in the mark scheme. The mark grids have been designed so that there is a clear increase in demand on students if they are to score in the higher mark bands. The different levels of the mark grids have very clear descriptors which will allow examiners to identify the correct level to award to a student's answer.

The mark scheme clearly describes different levels of attainment/ability working up through the bands. Students can only achieve marks in the top bands for AO2 if they respond to all the bullet points, communicate clearly and convey a lot of information; they can only achieve marks in the top

band for AO3 if they use a good variety of appropriate vocabulary, display attempts at complexity of language and structure, refer to three time frames and if any errors which occur are minor for the most part.

Although students aiming for the highest marks must write something about all the bullet points, the mark scheme will not penalise students who write a more detailed response on a particular element while only touching on another element. What is more important is that the student's opportunity to construct and develop a line of reasoning should not be limited. Indicative content is supplied so that examiners can see what might be expected of an answer that is worthy of full marks.

Additional indicative content is supplied so that examiners can see what mark would be given to a response showing unbalanced coverage of the bullet points, for example one where one bullet point was only covered briefly. The answer also contains a number of errors. A commentary has been provided so that examiners can see how the assessment criteria are applied to answers that do not score full marks. The indicative content has been designed to demonstrate that all responses can be produced from the defined content only.

Complexity, ie the extent to which a text uses features such as multi-clause units, pronouns, (especially multiple pronouns), multiple verbs in one sentence or clause, long sentences, or morphology and syntax (word order) which is very different to English in form and/or function, is likely to be limited in the work of students expected to achieve the lower grades at this tier. The indicative content includes examples of infinitive constructions, subordinate clauses, longer sentences using appropriate connectives, present, preterite, immediate future and conditional tenses and different persons of the verb.

Clear guidance is given for examiners about the grammatical and lexical features that are expected at each level within the AO3 mark grid. A helpful glossary is also provided. Indicative content will also be very valuable for teachers preparing students for this examination in that they will be able to see what expectations examiners have of high-performing students. These mark grids will be straightforward and clear to apply and will ensure high-quality accurate marking from examiners. The reliability of the mark scheme rests on the hierarchical nature of its demands and the straightforward nature of its design.

Accessibility considerations

The scene-setting at the start of the question has been kept deliberately short and is written in straightforward language. This is to ensure that students understand the context of the task without difficulty. The three parts to the question are clearly shown with bullet points in front of them. This will ensure that there are no barriers to students' understanding of the task they have to complete. A reminder on the front cover of the question paper tells students what they need to do to score highly in this question.

An instruction is included before the detail of the task to give students guidelines about how many words approximately they should write to access the highest marks for this question, and in what language they should answer. To this end, the number '90' and the word 'Spanish' have been shown in bold. A reminder is also given to students to write about all three bullet points. The choice of task in Question 2.2 is designed to appeal to all students and to give all students the chance to show what they know and can do. Each sentence is on a new line in accordance with accessibility guidance used by Assessment Production colleagues.

Question 3.1

Level of demand Medium/High (25 marks)

Rationale for item type

This question is an alternative to question 3.2. The two alternative questions have been carefully considered to ensure that the principle of comparability is fully respected. Both questions will allow the most able students to write an extended piece of Spanish conveying a lot of information with regular successful development of ideas, accounts and/or description. They will also provide an opportunity for students to use a wide range of linguistic features applied accurately'. Both alternatives relate to topics of interest to KS4 students, but require a considered and developed line of reasoning. The level of demand of the two questions is equal, therefore, and the mark scheme used is common to both questions. This longer-form response will allow students to respond fully to the challenge of the task.

The stimulus in this question is in the form of two bullet points in English, one of which is set in a time frame other than the present, and the recommended number of words is 150. The bullet points are more open-ended than in Question 2 and this allows students to develop their ideas regularly. Having two bullet points, rather than a greater number, allows for this extra development within an increased number of words, and is something which works very successfully in the outgoing specification.

This question is high demand and is worth 50% of the total marks for the paper. The criteria allow access to marks for lower ability students at this tier, but are more challenging than Question 2 in the higher levels. This allows for the necessary differentiation on the paper. The AO2 mark is out of 15 and the AO3 mark is out of 10. The emphasis is therefore on the amount and clarity of information required by the criteria for AO2 and on the development of ideas. This should encourage students to write fluently on areas of the bullet points which are of interest to them.

The AO3 criteria will reward students who can demonstrate knowledge and accurate application of the grammar and vocabulary. They will be given credit for using a variety of appropriate vocabulary and grammatical structures including complex language. This is designed to encourage a wider range of grammatical structures. They will also be rewarded for accurate use of language.

Content sampled (vocab/grammar)

The first bullet point asks students to write about the positive aspects of spending time with friends. There is a wide scope for students to write at length, developing answers that may include description, narration, opinion and justification. The second bullet point requires students to describe past activities. Again, this is an open-ended task requiring students to develop their answers that may include description, narration, opinion and justification and the use of past tenses is targeted here. The most able students will be able to write at some length on these topics and impress with a range of linguistic features. Both of the tasks are sufficiently open-ended to give students the opportunity to write at length and develop their answers fully. Linguistically, apart from tense usage, there will be a need for a variety of appropriate vocabulary and grammatical structures, including complex language. Students are likely to find different ways of expressing opinions and use infinitive constructions, complex connectives, subordinate clauses and a wide variety of other complex syntactical features.

Mark scheme considerations

Students' work will be marked in two ways: AO2 (understand and respond to written language in writing) for 15 marks, and AO3 (demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification) for 10 marks. The mark grids have been designed so that there is a clear increase in demand on students if they are to score in the higher mark bands.

The different levels of the mark grids have very clear descriptors which will allow examiners to identify the correct level to award to a student's answer. The mark scheme clearly describes different levels of attainment/ability working up through the bands. Students can only score marks in the top band for AO2 if a lot of information is conveyed in relation to the task, there is regular successful development of ideas, accounts and/or description and there is clear communication with very few or no lapses in clarity. Students can only score marks in the top bands for AO3 if they use a very good variety of appropriate vocabulary and grammatical structures including complex language. The language must usually be accurate, with only occasional errors, largely found only in complex structures. Verbs and tense formations must be secure.

Although students aiming for the highest marks must write something about both bullet points, the mark scheme will not penalise students who write a more detailed response on one particular element while only touching on the other element. What is more important is that the student's opportunity to construct and develop a line of reasoning should not be limited. Indicative content is supplied so that examiners can see what might be expected of an answer that is worthy of full marks. Additional indicative content is supplied so that examiners can see what mark would be given to an uneven answer, for example one where one bullet point was only covered relatively briefly. The answer also contains a number of errors. A commentary has been provided so that examiners can see how the assessment criteria are applied to answers that do not score full marks. The indicative content has been designed to demonstrate that all responses can be produced from the defined content only.

Complexity, ie the extent to which a text uses features such as multi-clause units, pronouns (especially multiple pronouns), multiple verbs in one sentence or clause, long sentences, or morphology and syntax (word order) which is very different to English in form and/or function, will be at a higher level than would be expected at Foundation tier. The indicative content includes examples of these features such as longer sentences using connectives, idiomatic expressions, infinitive constructions, object pronouns, comparatives, subordinate clauses and a wide range of tenses: present, imperfect, preterite, present participle, conditional and present subjunctive.

Clear guidance is given in the mark scheme for examiners about the grammatical and lexical features that are expected at each level within the AO3 mark grids. A helpful glossary is also provided. The indicative content will supplement the materials as will the clear guidance given to examiners at the standardisation events in which they will participate. Indicative content will also be very valuable for teachers preparing students for this examination in that they will be able to see what expectations examiners have of high-performing students. These mark grids will be straightforward and clear to apply and will ensure high-quality accurate marking from examiners. The reliability of the mark scheme rests on the hierarchical nature of its demands and the straightforward nature of its design.

Accessibility considerations

The scene-setting at the start of the question has been kept deliberately short and is written in straightforward language. This is to ensure that students understand the context of the task without difficulty. The two parts to the question are clearly shown with bullet points in front of them. Given that the first bullet point has two parts to it, the word 'and' has been shown in bold. There are no barriers to students' understanding of the task they have to complete. Despite the relative complexity of this task, the tasks have been phrased in such a way as to present no linguistic barrier for students to overcome. A reminder on the front cover of the question paper tells students what they need to do to score highly in this question.

An instruction is included before the detail of the task to give students guidelines about how many words they should write to access the highest marks for this question, and in what language they should answer. To this end, the number '150' and word 'Spanish' have been shown in bold. A reminder is also given to students to write about both bullet points. The choice of topic areas in Question 3.1 is designed to appeal to all students and to give all students the chance to show what they know and can do. Each sentence is on a new line in accordance with accessibility guidance used by Assessment Production colleagues.

Question 3.2

Level of demand Medium/High (25 marks)

Rationale for item type

This question is an alternative to question 3.1. The two alternative questions have been carefully considered to ensure that the principle of comparability is fully respected. Both questions will allow the most able students to write an extended piece of Spanish conveying a lot of information with regular successful development of ideas, accounts and/or description. They will also provide an opportunity for students to use a wide range of linguistic features applied accurately. The level of demand of the two questions is equal, therefore, and the mark scheme used is common to both questions. This longer-form response will allow students to respond fully to the challenge of the task.

The stimulus in this question is in the form of two bullet points in English, one of which is set in a time frame other than the present, and the recommended number of words is 150. The bullet points are more open-ended than in Question 2 and this allows students to develop their ideas regularly. Having two bullet points, rather than a greater number, allows for this extra development within an increased number of words, and is something which works very successfully in the outgoing specification.

This question is high demand and is worth 50% of the total marks for the paper. The criteria allow access to marks for lower ability students at this tier, but are more challenging than Question 2 in the higher levels. This allows for the necessary differentiation on the paper. The AO2 mark is out of 15 and the AO3 mark is out of 10. The emphasis is therefore on the amount and clarity of information required by the criteria for AO2 and on the development of ideas. This should encourage students to write fluently on areas of the bullet points which are of interest to them.

The AO3 criteria will reward students who can demonstrate knowledge and accurate application of the grammar and vocabulary. They will be given credit for using a variety of appropriate vocabulary and grammatical structures including complex language. This is designed to encourage a wider range of grammatical structures. They will also be rewarded for accurate use of language.

Content sampled (vocab/grammar)

The first bullet point asks students to write about the positive aspects of using technology. There is a wide scope for students to write at length, developing answers that may include description, narration, opinion and justification. The second bullet point requires students to describe future intentions/activities. Again, this is an open-ended task, requiring students to convey a lot of information with regular successful development of ideas, accounts and/or description and the use of future tenses is targeted here. The most able students will be able to write at some length on these topics and impress with a range of linguistic features. Both of the tasks are sufficiently open-ended to give students the opportunity to write at length and develop their answers fully. Linguistically, apart from tense usage, there will be a need for variety of appropriate vocabulary and grammatical structures, including complex language. Students are likely to find different ways of expressing opinions and use infinitive constructions, complex connectives, subordinate clauses and a wide variety of other complex syntactical features.

Mark scheme considerations

Students' work will be marked in two ways: AO2 (understand and respond to written language in writing) for 15 marks, and AO3 (demonstrate knowledge and accurate application of the grammar

and vocabulary prescribed in the specification) for 10 marks. The mark grids have been designed so that there is a clear increase in demand on students if they are to score in the higher mark bands. The different levels of the mark grids have very clear descriptors which will allow examiners to identify the correct level to award to a student's answer. The mark scheme clearly describes different levels of attainment/ability working up through the bands. Students can only score marks in the top band for AO2 if a lot of information is conveyed in relation to the task, there is regular successful development of ideas, accounts and/or description and there is clear communication with very few or no lapses in clarity. Students can only score marks in the top bands for AO3 if they use a very good variety of appropriate vocabulary and grammatical structures including complex language. The language must usually be accurate, although there may be occasional errors, largely found only in complex structures. Verbs and tense formations must be secure.

Although students aiming for the highest marks must write something about both bullet points, the mark scheme will not penalise students who write a more detailed response on one particular element while only touching on the other element. What is more important is that the student's opportunity to construct and develop a line of reasoning should not be limited. Indicative content is supplied so that examiners can see what might be expected of an answer that is worthy of full marks. Additional indicative content is supplied so that examiners can see what mark would be given in an answer with an unbalanced coverage of the two bullets. The answer also contains a number of errors. A commentary has been provided so that examiners can see how the assessment criteria are applied to answers that do not score full marks. The indicative content has been designed to demonstrate that all responses can be produced from the defined content only.

Complexity, ie the extent to which a text uses features such as multi-clause units, pronouns (especially multiple pronouns), multiple verbs in one sentence or clause, long sentences, or morphology and syntax (word order) which is very different to English in form and/or function, will be at a higher level than would be expected at Foundation tier. The indicative content includes examples of these features such as the use of an impersonal verb, longer sentences using connectives, idiomatic expressions, infinitive constructions, object pronouns, comparatives, subordinate clauses and a wide range of tenses: present, preterite, immediate future, future and conditional.

Clear guidance is given for examiners about the grammatical and lexical features that are expected at each level within the AO3 mark grids. A helpful glossary is also provided. The indicative content will supplement the materials as will the clear guidance given to examiners at the standardisation events in which they will participate. Indicative content will also be very valuable for teachers preparing students for this examination in that they will be able to see what expectations examiners have of high-performing students. These mark grids will be straightforward and clear to apply and will ensure high-quality, accurate marking from examiners. The reliability of the mark scheme rests on the hierarchical nature of its demands and the straightforward nature of its design.

Accessibility considerations

The scene-setting at the start of the question has been kept deliberately short and is written in straightforward language. This is to ensure that students understand the context of the task without difficulty. The two parts to the question are clearly shown with bullet points in front of them. Given that the first bullet point has two parts to it, the word 'and' has been shown in bold. There are no barriers to students' understanding of the task they have to complete. Despite the relative complexity of this task, the tasks have been phrased in such a way as to present no linguistic barrier for students to overcome. A reminder on the front cover of the question paper tells students what they need to do to score highly in this question.

An instruction is included before the detail of the task to give students guidelines about how many words they should write to access the highest marks for this question, and in what language they should answer. To this end, the number '150' and word 'Spanish' have been shown in bold. A reminder is also given to students to write about both bullet points. The choice of topic areas in Question 3.2 is designed to appeal to all students and to give all students the chance to show what they know and can do. Each sentence is on a new line in accordance with accessibility guidance used by Assessment Production colleagues.

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