GCSE

SPANISH

8692/WH

Paper 4 Writing

Higher tier

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.

Further copies of this mark scheme are available from aqa.org.uk

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 five 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 five 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 went to school	Fui al cole(gio)/al insti(tuto)/a la escuela	Fui a cole(gio)/a insti(tuto)/a escuela	Fui cole(gio) etc.
2	on the bus	en (el) autobús	en (el) autocar	
3	this morning.	esta mañana.		mañana [*alone*]
4	I am going to spend	Voy a pasar	Pasaré	gastar
5	three days at	tres días en/a		
6	my aunt's house.	(la) casa de mi tía.	donde mi tía	mi tía's casa
7	My sister eats	Mi hermana come	toma	
8	too much fast food,	demasiada comida rápida	demasiada comida basura	
9	but I try	pero (yo) trato de	intento	
10	to avoid it.	evitarla.	*Pronoun* la *placed before* trato/intento	
11	I used to play basketball	Jugaba al baloncesto	solía jugar	
12	every week	cada semana	todas las semanas	
13	when I was younger.	cuando era más joven.	cuando era más pequeño/pequeña.	
14	We have just seen	Acabamos de ver		
15	our new teacher.	(a) nuestro nuevo profe(sor).	(a) nuestra profe(sora) nueva.	

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

√   √   √
Fui al cole en autocar esta mañana.
        √   √   √
Voy a pasar tres días en la casa de mi tía.
            √   √   √   √
Mi hermana come demasiado comida rápida pero trato de evitar la.
            √   √   √
Jugaba al baloncesto cada semana cuando era más jóven.
            √   √
Acabamos de ver a nuestro nuevo profe.

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

All elements of the original language are rendered. The only errors are *demasiado*, the pronoun *la* left unattached to the verb and the accent on *joven*. There is a very good knowledge of vocabulary and structures and the overall response is highly accurate.

Student 2

                √   √
Fue al colegio en autobús esta mañana.
            √   √
Voy a gastar tres días a la casa de mi tía.
        √   √   √   √
Mis hermana come demasiada comida rappida pero la intento evitar.
                √   √
Jugía a la baloncesta todas las semanas cuando era más pequeña.
        √   √
Acabamos de ver a nuestra nueva proffesora.

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

Only three elements of the original language are not rendered: *fue* is the wrong person of the verb; *gastar* is the wrong verb 'to spend'; the -er/-ir imperfect tense ending used on *jugar*. Therefore, most elements of the original language are rendered. The inaccuracies *mis, rappida, a la baloncesta, proffesora* are such that the response is generally, rather than highly accurate.

Student 3

      √   √

Fuí a instituto en el autobús mañana.

    √   √   √

Voy a pasar tres diás a la casa de mi tía.

         √   √   √

Mi hermana come mucha comida rapida pero intento de evitarla.

       √   √

Jugaba el baloncesto cada semanas cuando sía mas joven.

              √

Hemos justo visto nuestre profe nuevo.

Grid One: **11 ticks = 4 marks**
Grid Two: **3 marks**

Four elements of the original language are not rendered: *mañana; mucha; sía; hemos justo visto*. Therefore, most elements of the original language are rendered. There are many errors such as the accent on *fuí* followed by *a* rather than *al instituto; diás; de* after *intento; el* rather than *al baloncesto; semanas; mas;* missing personal *a; nuestre*. However, there is a reasonable knowledge of vocabulary and structures and the overall response is more accurate than inaccurate.

Student 4

                 √   √

Voy al ensituto en el autobus esta mañana.

    √   √

Voy a passar tre dios en la casa de mi tía.

       √   √

Mi hermana come demasiado comida rapida pero _____ avoid lo.

           √

Jugo el baloncesto todas las semanas quando soy joven.

           √

Tenemos ver nuestro nuevo profesor.

Grid One: **8 ticks = 3 marks**
Grid Two: **2 marks**

Some elements of the original language are rendered. These are: 'on the bus', 'this morning', 'I am going to spend', 'in my aunt's house', 'my sister eats', 'too much fast food', 'every week' and 'our new teacher', albeit without the personal *a*. 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

√   √

Fuí a la escuola en autobus mañarna

√   √

Voy a pasar tres dias en mi tía's casa.

√

Mi hermana come mucho fast comida pero _____

√

Jugaba el baloncesto todo el week cuando es pequeña.

Tenemos vido nosotros profesor.

Grid One: **6 ticks = 2 marks**
Grid Two: **2 marks**

There are six elements of the original language rendered: *Fuí a la escuola; en autobus; voy a pasar; tres dias; Mi hermana come; Jugaba el baloncesto*. Therefore, few elements of the original language are rendered. There are omissions, English words and many errors. The piece is generally inaccurate.

Student 6

√   √

Fui a colegio en autobus buenas días

√

Voy spendar tres días en mi aunts casa.

Mi hermana comer hamburguesa pero no mi.

_____ basketbol unas semanas cuando _____ joven.

Nosotros ver el nueve profesor.

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

Only three, ie very few, elements are rendered: *fui a colegio; en autobus; tres días en*. 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 2 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 3 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: *Mi escola es grande.* *Me gusta el fútbol. Es aburrido.* *Por la noche tomo mi desayuno a las doce.*
Major error	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.*
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: *Mi colegio es pequeña.* *Mis proffesores son interesante.*
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause (‘*Mi casa es grande y es estupenda’*) or a phrase (‘*Vivo en Manchester, en el noroeste de Inglaterra’*)
Variety of language	Some examples: Different ways of expressing opinions – *me gusta/me encanta/prefiero, es estupendo/genial/excelente* Use of intensifiers. Different persons of the verb.
Complexity of language and structure	Some examples are: use of infinitive constructions introduced by prepositions (*para, sin*), adjectives (*es difícil, es posible*), and after verbs (*prefiero ir, me gusta estudiar, hay que trabajar, vale la pena visitar)* and the modal verbs *deber, poder, querer, saber, tener que.* use of object pronouns (*me, te, lo, la, los, las, le, les*) use of indefinite pronouns/adjectives such as *algo, cada*, etc. use of connectives such as *aunque, debido a, además* use of adverbs and adverbial phrases such as *aparte de, sin embargo, después, anoche, por ejemplo, finalmente, siempre*. use of negatives (eg *no … nada/nadie/nunca/ninguno*). use of comparative adjectives and expressions *such as más…que, menos…que, tan… como* and *mejor(es)/peor(es)* use of demonstrative adjectives (*este, esta, estos, estas*). use of a range of tenses (eg **Preterite, Imperfect, Periphrastic Future (*ir + Infinitive*)**). use of subordinate clauses introduced by eg *porque, por eso, si.*

	use of relative clauses introduced by *que.* use of coordinating conjunctions: ***así, entonces, o, luego, pero*** (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 of the place where you live	Accept one opinion on house/home town/home region/home country
• a recent trip you went on	Accept one statement referring to any trip, home or away Accept any past time reference
• what you would like to do in the summer holidays this year.	Accept one statement referring to any holiday plans Accept any future time reference No direct reference to 'summer'/'holidays'/'this year' required

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. It would be awarded full marks.

> *Mi pueblo es mucho más pequeño que Leeds pero me encanta porque es bonito y todos mis amigos viven cerca. El problema es que no hay mucho que hacer. La semana pasada fui a Leeds con mis amigos. Las tiendas allí son estupendas y compramos muchas cosas. Comimos en un restaurante donde los platos están muy ricos. Por la tarde vimos Top Gun en el cine. Me gustó. Este año tenemos unas vacaciones muy largas y vamos a visitar España por primera vez. Va a hacer calor y será divertido.*
> (90 words)
>
> **[15 marks]**

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

> *Vivo en una casa muy bonito con mi familia. Me gusta mucho vivir aquí porque es mi propio dormitorio y tenemos un jardín donde puedo jugar el fútbal con mi hermana. Mi pueblo se llama Walkington y es varias tiendas y un bar. No es lejos de Beverley que es una ciudad hermosa. Año pasado fui a un museo interesante con mi collegio. Vamos a ir al extranjero de vacaciones. Nuestro hotel es cerca de la playa. Si hace buen tiempo, voy a nado en el mar todos los días.*
> (90 words)
>
> **[12 marks]**

AO2

All three bullet points are covered. Communication is mostly clear with occasional lapses in clarity: *porque es mi propio dormitorio; es varias tiendas y un bar*. Ideas are often developed especially in the responses to bullets two and three. 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 (*propio, varias, lejos de, hermosa, todos los días*). There is successful use of infinitive constructions, use of a relative clause introduced by *que*, a weather expression with *hacer* and an 'if' clause in the final sentence. There is one preterite tense, various present tenses and two attempts at a future reference, the first accurate, the second not. Errors are mainly minor: slips in spelling and a lack of adjectival agreement, *ser* is twice used instead of *estar*. 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
• why you like your favourite celebrity	Accept one positive opinion Accept English names of a celebrity No direct reference to 'favourite celebrity' required
• what you did to celebrate your birthday last year	Accept one statement Accept any past time reference No direct reference to 'celebrate'/'birthday' required
• a festival you would like to go to in the future.	Accept one statement about any festival, home or abroad Accept any future time reference

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. It would be awarded full marks.

Me gusta mucho Declan Donnelly. Lo veo mucho en la tele porque presenta varios programas. Es actor también y parece simpático. Su mujer es muy guapa y tienen una hija. Mi cumpleaños es el dos de abril y el año pasado celebré con una fiesta en mi casa. Fue muy divertida. Bailamos, cantamos y mi madre preparó comida rica. Recibí un nuevo reloj de mis padres. Este verano voy a ir a España donde me gustaría ver la Tomatina. Quiero tirar tomates. No tenemos muchas fiestas en mi país.
(89 words)

[15 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although all three bullet points are covered.

Me gusta ver Jennifer Lawrence porque creo que es una buen actriz. Tengo mis cumpleaños en agosto cuando es buen tiempo. El año pasado pasar el día en la costa con mis amigos. Salimos temprano y viajemos en autobús a una playa bonita cerca donde vivimos. Nadamos el mar y tomamos sol. En la noche, fuimos a mi casa y tomar el desayuno. Tengo mis cumpleaños en agosto cuando es buen tiempo. El año pasado pasar el día en la costa con mis amigos. Salimos temprano y viajemos en autobús a una playa bonita cerca donde vivimos. Nadamos el mar y tomamos sol. En la noche, fuimos a mi casa y tomar el desayuno. En la español clase, ví fotos de Las Fallas en Vallencia. Mi profe habla que es una estupenda fiesta y espero ir en el futuro.
(88 words)

[9 marks]

AO2
While all three bullet points are covered, there are lapses in clarity with language such as *es buen tiempo; pasar el día; en la noche, fuimos a mi casa y tomar el desayuno.* A few ideas are developed (particularly in bullet point one) 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 and different ways of expressing an opinion. There is some attempt at complexity of language and structure, for example with adverbs and infinitive constructions. There are both successful and unsuccessful references to time frames. There are some major errors (notably the inappropriate infinitives) and minor errors occur regularly, for example, *agusto, viajemos, cerca donde vivimos; una buen actriz; la español clase.* Overall, 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 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.

• 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: *Mi escola es grande.* *Me gusta el fútbol. Es aburrido.* *Por la noche tomo mi desayuno a las doce.*
Major error	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.*
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: ***Mi colegio es pequeña.*** ***Mis proffesores son interesante.***
Development	A development is an additional detail, reasoning, justification and/or elaboration of ideas, accounts and/or description. It can either be a clause ('***Mi casa es grande y es estupenda')*** or a phrase ('***Vivo en Manchester, en el noroeste de Inglaterra')*** Both of these examples are successful because they communicate clearly. Unsuccessful attempts at developments are those which include lapses in clarity. Examples are: ***En el futuro, voy a buscar un buen trabajo. Fue una buena idea porque ganaba mucho dinero.*** ***Recientemente fui a un concierto. Fue horrible porque la cantante tenía una voz bonita.***
Variety of language	Some examples: Different ways of expressing opinions – ***me gusta/me encanta/prefiero, es estupendo/genial/excelente*** Use of intensifiers Different persons of the verb.
Complexity of language and structure	Some examples are: use of infinitive constructions introduced by prepositions (***para, sin, antes de, después de***), adjectives (***es difícil, es posible***), after nouns (***tengo la intención*** de), after verbs (***prefiero ir, me gusta estudiar, hay que trabajar, vale la pena visitar, dejar de hacer***) and the modal verbs ***deber, poder, querer, saber, tener que*** use of object pronouns (***me, te, nos, os, lo, la, los, las, le, les)*** use of emphatic pronouns (eg ***para mí, sin ti, conmigo*** etc) use of impersonal verbs such as ***encantar, interesar, parecer*** use of indefinite pronouns/adjectives such as ***algo, cada*** use of connectives such as ***aunque, debido a, además*** use of adverbs and adverbial phrases such as ***apenas, sin embargo, después, sin duda, por ejemplo, finalmente, normalmente*** 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).

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
• The positive aspects of spending time with friends.	Accept one statement about the positive aspects of spending time with friends. Accept references to negative aspects as developments, although the positive aspects must be covered in order to fulfil the task.
• Something you did recently to help a friend.	Accept one statement about something the student did recently to help a friend.

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. It would be awarded full marks.

Creo que es muy divertido pasar tiempo con amigos. Tenemos que estudiar muchísimo en el colegio y es muy importante encontrar tiempo para descansar. Tengo suerte porque tengo varios buenos amigos y nos gusta hacer deportes e ir al cine o solo quedarnos en casa y charlar un poco.   Los amigos te entienden porque tienen las mismas experiencias y pueden ayudarte si tienes algún problema. Un buen amigo te escucha, te da consejos y te apoya, sin decirle tus secretos a nadie.

Una de mis amigas estaba muy triste recientemente porque unas chicas de su clase escribían cosas feas sobre ella en Snapchat. Traté de ayudarla, diciendo que eran tontas, pero seguían criticándola y finalmente decidimos ir juntas a hablar con nuestra profe. Fue una buena decisión porque la profe organizó una reunión entre todas y las chicas tuvieron que pedir perdón. Espero que no vaya a pasar otra vez.
(150 words)

[25 marks]

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although both bullet points are covered.

Para mi, prefiero paso tiempo con mi madre y no mucho con amigos. No voy decir que no tengo amigos, y salgo fin de semana comprar que es mas divertido. Mi mejor amiga llama Sara y venir a mi casa de tiempo a tiempo.

> *No es para todos. Tengo un amigo vivir cerca de mi casa y vamos junto al colegio. Encontra lo difícil hablar con sus padres porque habla que siempre son muy ocupado con los trabajos y no tienen interesado. Recientemente era enfermo y no poder ir a clase para un mes. Despúes de vuelve al cole, tenía algunas problemas con varios asignaturas y empezé a ayudar él. Venió a mi casa para hacer los deberes todos las tardes. Si no entendío algo, podía preguntar me. Ahora todo es bien pero seguimos estudiado junto porque es más divertido. Dirio que nuestro amistad es mas fuerte ahora.*
> (148 words)
>
> **[14 marks]**

AO2
Quite a lot of information is conveyed and communication is usually clear but with some lapses in clarity. These include: *comprar que es mas divertido; venir a mi casa; No es para todos; Tengo un amigo vivir cerca de mi casa; no poder ir a clase para un mes.* There is some successful development of ideas, accounts and descriptions. This best matches the descriptors for Level 3. Given the amount of information conveyed, one could consider a mark in Level 4. However, one cannot say that the regular attempts at development are mostly successful, so a mark of 9 is awarded.

AO3 Range and use of language
Variety of language includes the use of the connectives, *y, pero* and *porque,* different persons of the verb and intensifiers. However, there are some inappropriate words: *de tiempo a tiempo* and *interesado* for *interés.* There is some variety of grammatical structures, but it is sometimes marred by error. Complex language used includes use of adverbs and pronouns, *para* + infinitive and present, preterite and imperfect tenses. However, the attempts at complex language are only sometimes successful - errors include: *no voy decir*; the regular incorrect positioning of pronouns; *Después de vuelve; seguimos estudiado.* The work best matches the Level 3 descriptors. There is some variety of appropriate vocabulary and grammatical structures and complex language is sometimes successful. Therefore, a mark of 3 at Level 3 is awarded.

AO3 Accuracy
The response is more inaccurate than accurate. There are frequent major errors such as the inappropriate use of infinitives and verbs in the wrong person and there are frequent minor errors such as a regular lack of agreement of adjectives, *prefiero paso*, *mas* for *muy, son muy ocupado, todo es bien*. This matches the descriptors for award of marks at Level 2. Verb and tense formations are often incorrect: *No voy decir, era, empezé*, *Venió, entendío, Dirio*. Again, the work matches the criteria for the award of 2 marks at Level 2.

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
• The positive aspects of using technology.	Accept one statement about the positive aspects of using technology. Accept references to negative aspects as developments, although the positive aspects must be covered in order to fulfil the task.

• What career plans you have for the future.	Accept one statement about what career plans the student has for the future. Accept references to other future plans as developments although career plans must be covered in order to fulfil the task.

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. It would be awarded full marks.

> *Creo que la tecnología trae muchas ventajas y paso mucho tiempo usándola. Mi móvil es muy útil - me despierta por la mañana, lo uso para charlar con mis amigos y para sacar fotos y siempre miro mis mensajes antes de acostarme. Es muy fácil hacer la compra en Internet y suelo comprar todos mis regalos allí. Usamos la tecnología mucho en el colegio y tengo un portátil que me ayuda con mis estudios y es divertido jugar videojuegos.*
>
> *Todavía no sé exactamente lo que voy a hacer en el futuro para ganar dinero. Mi profe dice que debería considerar una carrera en educación, o posiblemente como abogado, pero me parecen empleos bastante aburridos. En el colegio, soy bueno en ciencias y matemáticas y por eso he pensado en ser ingeniero, posiblemente en el ejército, porque habrá oportunidades para viajar y me pagarán bastante bien. Es una decisión muy difícil.*
> (150 words)
>
> **[25 marks]**

The following indicative content is an example of a response displaying some imbalance in the coverage of the compulsory bullet points, although both bullet points are covered.

> *Los dispositivos ser muy caros y por eso solo tengo un móvil viejo. Me gusta usar la tecnología en el colegio porque las clases son mas interesantes y mi familia mira Netflix en la tele si hay una buena película.*
>
> *El año pasado tenemos clases para nos ayudar a elegir una carrera. Representantes de varias profesiones venieron al cole y hablaron de lo que suelen hacen en su trabajo. El policía fue muy interesante y recomendió la policía como carrera, pero mi madre no le gusta la idea porque dice que es demasiado peligroso. Mi padre trabaja para el gobierno y no le gusta nada, creer que es un trabajo aburrido que no paga bien. Todavía no estoy segura de qué voy a hacer, pero creo que seré una profesora en una escuela. Tendría que ir a la universidad y estudio mucho pero me parece un trabajo interesante.*
>
> (148 words)
>
> **[20 marks]**

AO2
Communication is mostly clear but there are a few lapses in clarity for example *Los dispositivos ser muy caros; El año pasado tenemos clase; creer que es un trabajo aburrido*. 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 and grammatical structures, including different ways of expressing opinions, intensifiers and different persons of the verb. Complex language is regularly attempted and includes comparatives, subordinate clauses, a range of infinitive constructions and present, preterite, future and conditional tenses. However, these are not always successful for example in language such as: *para nos ayudar*; *suelen hacen*; *mi madre no le gusta la idea; Tendría que ir a la universidad y estudio mucho*. 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 errors, notably the two inappropriate infinitives, and several minor errors, usually in more complex structures: *para nos ayudar*; *suelen hacen*; *mi madre no le gusta la idea; Tendría que ir a la universidad y estudio mucho*. Verb and tense formations are generally correct, with only minor slips in *venieron* and *recomendío* and one example of the use of the wrong tense: *El año pasado tenemos clases.* While a mark of 3 was a consideration, it would be too harsh to say that overall the response is only reasonably accurate and that verb and tense formations are only sometimes correct. As such a mark of 4 at Level 4 is awarded.

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